

IDENTIFYING ESSENTIAL QUALITIES FOR ELEMENTARY TEACHERS OF
THE 21ST CENTURY AND EFFECTIVENESS OF ELEMENTARY TEACHER
EDUCATION PROGRAM FOR DEVELOPING THESE QUALITIES

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

SİBEL AKIN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

MAY 2017

Approval of the Graduate School of Social Sciences

Prof. Dr. Tlin Genöz
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Cennet Engin Demir
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Ahmet Ok
Supervisor

Examining Committee Members

Prof. Dr. Fatma Hazır Bıkma	(Ankara Uni., EDS)	_____
Prof. Dr. Ahmet Ok	(METU, EDS)	_____
Prof. Dr. Cennet Engin Demir	(METU, EDS)	_____
Prof. Dr. Jale akırođlu	(METU, MSE)	_____
Assist. Prof. Dr. Glin Tan ŐiŐman	(H.U., EDS)	_____



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Sibel Akin

Signature :

ABSTRACT

IDENTIFYING ESSENTIAL QUALITIES FOR ELEMENTARY TEACHERS OF THE 21ST CENTURY AND EFFECTIVENESS OF ELEMENTARY TEACHER EDUCATION PROGRAM FOR DEVELOPING THESE QUALITIES

Akın, Sibel

Ph.D., Department of Educational Sciences

Supervisor: Prof. Dr. Ahmet Ok

May 2017, 578 pages

The purpose of this study was, first, to investigate the essential qualities for elementary teachers of the 21st century based on the perceptions of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE in Turkey. Drawing on this, the study further aimed to explore the effectiveness of the elementary teacher education program in Turkey for how well it develops those desired essential qualities, as perceived by the in-service elementary teachers. Using criterion, maximum variation, and snowball sampling strategies, the first step of the study included 58 teacher educators, 29 pre-service and 28 in-service elementary teachers, 4 authorities from the MoNE and 1 authority from the CHE. Through criterion and maximum variation sampling strategies, the second step of the study included 22 in-service elementary teachers. Employing phenomenological research design, both steps of the study were based on semi-structured interviews. Document

analysis was also utilized in the second step of the study for the CHE's curriculum of elementary teacher education. In both steps, the data were analyzed through content analysis method. The results of the study demonstrated that elementary teachers were expected to possess certain (1) personality traits, (2) domains of qualities, and (3) domains of qualities especially in the 21st century. Regarding the effectiveness of the program, the results revealed that the program was less adequate, somewhat adequate, or more adequate for developing different domains of qualities. Furthermore, it was found that there were certain sources influencing the effectiveness of the program.

Keywords: Elementary Teachers, Teacher Qualities, Elementary Teacher Education Program, Phenomenology.

ÖZ

21. YÜZYIL SINIF ÖĞRETMENLERİ İÇİN TEMEL NİTELİKLERİN BELİRLENMESİ VE SINIF ÖĞRETMENLİĞİ LİSANS PROGRAMININ BU NİTELİKLERİ GELİŞTİRMESİ AÇISINDAN ETKİLİLİĞİ

Akın, Sibel

Doktora, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Prof. Dr. Ahmet Ok

Mayıs 2017, 578 sayfa

Bu araştırmanın birinci amacı öğretmen eğitimcileri, sınıf öğretmen adayları, sınıf öğretmenleri, Millî Eğitim Bakanlığı (MEB) ve Yükseköğretim Kurulu (YÖK) yetkililerinin bakış açılarına dayalı olarak 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel nitelikleri belirlemektir. Araştırmanın ikinci amacı ise sınıf öğretmenliği lisans programının ilk aşamada belirlenen temel nitelikleri ne düzeyde geliştirdiğini sınıf öğretmenlerinin görüşlerine dayalı olarak ortaya çıkarmaktır. Ölçüt örnekleme, maksimum çeşitlilik örnekleme ve kartopu örnekleme yöntemlerinin kullanıldığı bu araştırmanın birinci aşamasının katılımcılarını 58 öğretmen eğitimcisi, 29 sınıf öğretmen adayı, 28 sınıf öğretmeni, 4 MEB yetkilisi ve 1 YÖK yetkilisi oluşturmaktadır. Araştırmanın ikinci aşamasının katılımcıları ise ölçüt örnekleme ve maksimum çeşitlilik örnekleme yöntemleri ile seçilen 22 sınıf öğretmeninden oluşmaktadır. Olgubilim deseninde gerçekleştirilen araştırmanın her iki aşamasında da veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış olup ikinci aşamada ayrıca YÖK tarafından geliştirilen ve 2006 yılından itibaren uygulanmakta olan sınıf

öğretmenliği lisans programı doküman incelemesi ile analiz edilmiştir. Toplanan verilerin analizi için içerik analizi yöntemi kullanılmıştır. Araştırmanın ilk aşamasından elde edilen sonuçlar sınıf öğretmenlerinin (1) kişilik özellikleri, (2) nitelik alanları ve (3) özellikle 21. yüzyılda vurgulanan nitelik alanları açısından belirli özelliklere sahip olmaları gerektiğini göstermiştir. Araştırmanın ikinci aşamasından elde edilen sonuçlar ise sınıf öğretmenliği lisans programının birinci aşamada bulunan çeşitli öğretmen niteliklerini az yeterli, kısmen yeterli veya oldukça yeterli düzeyde geliştirdiğini ortaya çıkarmıştır. Bu bağlamda, programın ele alınan becerileri geliştirmesinde çeşitli kaynakların etkili olduğu görülmüştür.

Anahtar Kelimeler: Sınıf Öğretmeni, Öğretmen Nitelikleri, Sınıf Öğretmenliği Lisans Programı, Olgubilim.



“Fly me to the moon, let me play among the stars”

To “My New Life”, with all its glory...

ACKNOWLEDGMENTS

Writing this dissertation has been a long, demanding, and challenging journey and there have been several individuals who always encouraged me and contributed to my progress throughout this journey. First and foremost, I would like to express my deepest gratitude to my supervisor, Prof. Dr. Ahmet Ok for his persistent encouragement, support, and guidance throughout my academic life. His understanding and patience for my endless and detailed questions were invaluable to keep me on the track while carrying out this study. I am truly grateful to him for his time to read this long work and providing me with valuable feedback and comments, which always broadened my perspective and helped me pursue this goal. Moreover, I would like to extend my thanks to the Examining Committee Members, Prof. Dr. Fatma Hazır Bıkmaz, Prof. Dr. Cennet Engin Demir, Prof. Dr. Jale Çakıroğlu, and Assist. Prof. Dr. Gülçin Tan Şişman, for their time, appreciation, invaluable comments, and constructive feedback, which made me feel wonderful on April, the 14th.

I would also like to thank to the Scientific and Technological Research Council of Turkey (TÜBİTAK) for the financial support (2211 & 2214-A scholarships) that they provided me throughout my doctoral education.

Moreover, I am indebted to Prof. Dr. A. Lin Goodwin, who is my supervisor at Columbia University Teachers College, for providing me with great insights and academic opportunities during my visit. Prof. Goodwin, it was a great honor for me to work with you and learn from your precious experiences. Your vision, expertise, and advises, as well as your smiling face, energy, kindness, and continuous support always made me realize how lucky I was to work with you. Thank you for showing me that there are no limits to the ladder of excellence. You have been an amazing role model both for my academic and my personal life. Thank you very much for making my “New York story” so memorable and making my dreams come true.

Most special thanks go to my dearly beloved family! I am sincerely grateful to my mother, father, and lovely brother. It would not be possible for me to survive throughout this process without their unconditional love, care, patience, tolerance, and astounding support. “Mommmmy”, you have always inspired me to become the woman I am. “Babişko” no more words, I love you. Beni her zaman seven, destekleyen, başaracağıma inandıran, her kararımdayanım olan ve tüm olanaklarını sınırsızca sunan canım annem, canım babam ve bi’tanecik kardeşim, iyi ki hayatımdasınız. Tüm emekleriniz, özveriniz ve sabrınız için size minnettarım. Sizinle geçiremediğim tüm anları telafi edeceğime söz veriyorum. Varlığınızla hep ışık olun, sizi çok seviyorum.

I am also deeply grateful to my gorgeous friends Meltem Gizem Şatır, Şilan Işık, Burcu Duman, Ceylan Gündeğer, and Sinan Uçarsu, who have been extraordinarily generous in supporting me emotionally and psychologically throughout this process. “Babies”, with your brilliant minds, critics, and big hearts, you have always been a great source of motivation and fun in my life. I am so lucky to have you as a family; please keep shining, dancing, and dreaming.

I would like to thank my dearest friends Başak Çalık and Anıl Kandemir as it was always a pleasure coming to work every day with such lovely and engaging people. “Çocuklar”, office 305 would not have been warmer without your encouragement, empathy, and smiling faces! Thank you for your warm hugs, especially on several occasions when I needed a shoulder to lean on. I am thankful to both of you for making those tough times smoother and full of hope.

My special thanks also go to Mine Muyan, Gökçe Sancak Aydın, Fatma Zehra Ünlü, Ömer Çalışkan, and Büşra Akçabozan Kayabol for their sincere friendship and lovely presence in my life. You guys made this journey more colorful and fun than it could have ever been. We are so lucky that we had so many precious memories together, mostly burst into laughter, and even at the other sides of the planet. I will certainly miss our incredible energy and great sense of humor.

I would also like to thank my dearest friends Nehir Yasan, Burcu Erdemir, Mehtap Özen, Seçil Yemen Karpuzcu, and Şermin Vardal Ocaklı, who provided me with great support and energy to accomplish this work. Your sincere friendships were what I needed most and will definitely need ever more. I am also thankful to my lovely roommate Yeşim Yavaşlar, who was always out there with her gorgeous heart and personality whenever I needed her embracing tone of voice and invaluable friendship. Thank you for being such a healing “psychologist”.

I also feel indebted to my dearest friends Crystal, Laura, and Colleen who always inspired me with their brilliant minds and hardwork. I am so proud and grateful for being a part of our research team, learning so many things together at Columbia University Teachers College, and to call you as my second family in New York with all your warm embrace. I am also sincerely thankful to my lovely friend Ümmügül Bezirhan. You were a family member to me in New York with all your amazing personality and smart mind. Your presence and continued support helped me even from the other side of the world when I was back in town. Friends like you are what makes this life beautiful, please never change. Moreover, I am thankful to my “soulmate” Marina Raoilimanantsoa and my dearest roommates Juliette Faure and Michael Freedman for their precious friendships and presence in my life. Your warmth, jokes, and fruitful conversations always supported me both academically and emotionally. As great friends, your colors in my rainbow will always be special.

I would like to extend my thanks to Koray Kasapoğlu whose contributions to this dissertation as a colleague, friend, and intercoder have been invaluable. Moreover, I am deeply grateful to the participants of this study for their time and precious contributions to the completion of this dissertation.

Last but not least, I am thankful to my inner self whose patience, determination, and commitment made this work better than I could have imagined. Good things are coming down the road, keep pursuing your dreams and “*doing it your way*”...

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES.....	xx
LIST OF FIGURES.....	xxi
LIST OF ABBREVIATIONS.....	xxii
CHAPTER	
1. INTRODUCTION.....	1
1.1. Background to the Study.....	1
1.2. Purpose and Research Questions of the Study.....	8
1.3. Significance of the Study.....	9
1.4. Definition of the Terms.....	15
2. LITERATURE REVIEW.....	16
2.1. Teacher Quality.....	16
2.1.1. Historical Perspectives on Teacher Quality.....	19
2.1.2. Identifying the Characteristics of Quality Teaching.....	24
2.1.2.1. The 21 st Century Skills for Learners and Teachers.....	30
2.1.3. Professional Standards.....	40

2.2. Pre-service Teacher Education.....	46
2.2.1. Historical Background of Pre-service Teacher Education in Turkey.....	46
2.2.1.1. The Period between 1848 and 1923.....	47
2.2.1.2. The Period between 1923 and 1973.....	48
2.2.1.3. The Period between 1973 and 1997.....	51
2.2.1.4. The Period between 1997 and 2006.....	54
2.2.2. Current Elementary Teacher Education Program.....	62
2.2.2.1. Competences Suggested for Elementary Teachers	62
2.2.2.2. Characteristics of Current Elementary Teacher Education Program.....	68
2.2.3. Current Teacher Education System in Turkey.....	75
2.2.3.1. Overall Structure of the Teacher Education System.....	76
2.2.3.2. Implications of Recent Reforms on Elementary Teacher Education.....	78
2.2.3.3. Challenges in the Teacher Education System.....	82
2.3. Research on Essential Qualities of Elementary Teachers and Effectiveness of the Elementary Teacher Education Program in Turkey.....	84
2.3.1. Research on Essential Qualities of Elementary Teachers.....	84
2.3.2. Research on Effectiveness of the Elementary Teacher Education Program in Turkey.....	92
2.4. Summary of the Literature Review.....	111
3. METHOD.....	115
3.1. Overall Design of the Study.....	115
3.2. Research Questions.....	119
3.3. Participants.....	119

3.4. Data Collection Instruments.....	135
3.4.1. Interviews.....	136
3.4.1.1. The Interview Schedules Developed for the Study.....	139
3.4.1.1.1. Development of the Interview Schedules in the First Step of the Study.....	141
3.4.1.1.2. Expert Opinions, Pilot Study, and Revisions for the Interview Schedules Developed in the First Step of the Study.....	145
3.4.1.1.3. Development of the Interview Schedule in the Second Step of the Study.....	151
3.4.1.1.4. Expert Opinions, Pilot Study, and Revisions for the Interview Schedule Developed in the Second Step of the Study.....	154
3.4.2. Document Analysis.....	155
3.5. Data Collection Procedures.....	155
3.6. Data Analysis.....	166
3.7. The Researcher's Role.....	176
3.8. Trustworthiness.....	177
3.9. Threats.....	180
3.10. Assumptions.....	182
3.11. Limitations of the Study.....	183
3.12. Delimitations of the Study.....	186
4. RESULTS.....	188
4.1. Essential Qualities for Elementary Teachers of the 21 st Century.....	188
4.1.1. Personality Traits.....	189

4.1.2. Domains of Essential Qualities for Elementary Teachers.....	191
4.1.2.1. Foundations of Education.....	191
4.1.2.2. Education Systems.....	192
4.1.2.3. Pedagogical Knowledge.....	193
4.1.2.3.1. Learners.....	194
4.1.2.3.2. Curriculum.....	196
4.1.2.3.3. Teaching Methods.....	199
4.1.2.3.4. Materials.....	201
4.1.2.3.5. Planning.....	203
4.1.2.3.6. Motivation.....	205
4.1.2.3.7. Instructional Process.....	206
4.1.2.3.8. Classroom Management.....	210
4.1.2.3.9. Assessment and Evaluation.....	212
4.1.2.3.10. Guidance.....	215
4.1.2.4. Subject-Matter (Content) Knowledge.....	216
4.1.2.5. Pedagogical Content Knowledge.....	218
4.1.2.6. Suburban Schools.....	220
4.1.2.7. School Management and Official Regulations.....	226
4.1.2.8. Parent Involvement.....	228
4.1.2.9. Adult Education.....	231
4.1.2.10. Arts and Aesthetics.....	231
4.1.2.11. Character Education.....	233
4.1.2.12. First Aid.....	234
4.1.3. Domains of Essential Qualities for Elementary Teachers in the 21 st Century.....	235

4.1.3.1. Information and Communications Technology.....	235
4.1.3.2. Higher-Order Thinking Skills.....	238
4.1.3.3. Autonomy and Collaboration.....	238
4.1.3.4. Flexibility.....	241
4.1.3.5. Adaptation.....	242
4.1.3.6. Culturally Responsiveness.....	244
4.1.3.7. Local and Universal Issues.....	248
4.1.3.8. Personal and Professional Development.....	250
4.1.3.9. Students with Special Needs.....	254
4.1.3.10. Differentiation.....	257
4.1.3.11. Effective Communication.....	258
4.1.3.12. Particular Roles Associated with Certain Teacher Images...	261
4.2. Effectiveness of the Elementary Teacher Education Program.....	266
4.2.1. Profile of Participants.....	267
4.2.2. Effectiveness of the Elementary Teacher Education Program for Developing the Desired Essential Qualities for Elementary Teachers	272
4.2.2.1. Personal and Professional Development.....	274
4.2.2.1.1. Sources Influencing the Development of the Domain of “Personal and Professional Development”	276
4.2.2.2. Autonomy and Collaboration.....	288
4.2.2.2.1. Sources Influencing the Development of the Domain of “Autonomy and Collaboration”.....	291
4.2.2.3. Culturally Responsiveness.....	302
4.2.2.3.1. Sources Influencing the Development of the Domain of “Culturally Responsiveness”.....	303

4.2.2.4. School Management and Official Regulations.....	311
4.2.2.4.1. Sources Influencing the Development of the Domain of “School Management and Official Regulations”.....	312
4.2.2.5. Curriculum.....	319
4.2.2.5.1. Sources Influencing the Development of the Domain of “Curriculum”.....	321
4.2.2.6. Information and Communications Technology.....	328
4.2.2.6.1. Sources Influencing the Development of the Domain of “Information and Communications Technology”	329
4.2.2.7. Suburban Schools.....	335
4.2.2.7.1. Sources Influencing the Development of the Domain of “Suburban Schools”.....	338
4.2.2.8. Students with Special Needs.....	345
4.2.2.8.1. Sources Influencing the Development of the Domain of “Students with Special Needs”.....	346
4.2.2.9. Differentiation.....	355
4.2.2.9.1. Sources Influencing the Development of the Domain of “Differentiation”.....	356
4.2.2.10. Effective Communication.....	360
4.2.2.10.1. Sources Influencing the Development of the Domain of “Effective Communication”.....	362
4.2.2.11. Adaptation.....	373
4.2.2.11.1. Sources Influencing the Development of the Domain of “Adaptation”.....	374
4.2.2.12. Arts and Aesthetics.....	377

4.2.2.12.1. Sources Influencing the Development of the Domain of “Arts and Aesthetics”	378
4.2.2.13. Assessment and Evaluation.....	386
4.2.2.13.1. Sources Influencing the Development of the Domain of “Assessment and Evaluation”	387
4.2.2.14. Higher-Order Thinking Skills.....	390
4.2.2.14.1. Sources Influencing the Development of the Domain of “Higher-Order Thinking Skills”	390
4.2.2.15. Parent Involvement.....	392
4.2.2.15.1. Sources Influencing the Development of the Domain of “Parent Involvement”	393
4.2.2.16. Research.....	396
4.2.2.16.1. Sources Influencing the Development of the Domain of “Research”	397
4.2.2.17. Transmission and Transformation.....	403
4.2.2.17.1. Sources Influencing the Development of the Domain of “Transmission and Transformation”	404
4.3. Summary of the Results.....	409
5. DISCUSSION.....	417
5.1. Discussion of the Results.....	417
5.1.1. Essential Qualities for Elementary Teachers of the 21 st Century.....	418
5.1.2. Effectiveness of the Elementary Teacher Education Program.....	441
5.2. Implications of the Study.....	455
5.2.1. Implications for Practice.....	455
5.2.2. Implications for Further Research.....	464

REFERENCES.....	467
APPENDICES	502
A. Approval of Middle East Technical University Human Subjects Ethics Committee..	502
B. Permission from the Ministry of National Education.....	503
C. Interview Schedule for Pre-service Teachers (The First Step of the Study).....	504
D. Interview Schedule for In-service Teachers (The First Step of the Study).....	507
E. Interview Schedule for Teacher Educators (The First Step of the Study).....	510
F. Interview Schedule for the Authorities from the MoNE and the CHE (The First Step of the Study).....	513
G. Interview Schedule for In-service Teachers (The Second Step of the Study).....	516
H. The Document Sent Before the Interviews (The Second Step of the Study).....	526
I. Informed Consent Form.....	532
J. The Curriculum of the Elementary Teacher Education and the Descriptions of the Offered Courses.....	533
K. Turkish Summary.....	545
L. Tez Fotokopisi İzin Formu.....	572
M. Curriculum Vitae.....	573

LIST OF TABLES

Table 2.1. The Courses Offered in the Current Elementary Teacher Education Program.....	70
Table 3.1. Selection of the Participants Involved in the First Step of the Study.....	121
Table 3.2. The Characteristics of Participating Teacher Educators in the First Step of the Study.....	124
Table 3.3. The Characteristics of Participating Pre-service Teachers in the First Step of the Study.....	126
Table 3.4. The Characteristics of Participating In-service Teachers in the First Step of the Study.....	127
Table 3.5. The Characteristics of Participating Authorities from the MoNE and the CHE in the First Step of the Study.....	130
Table 3.6. Selection of the Participants Involved in the Second Step of the Study.....	131
Table 3.7. The Characteristics of Participating In-service Teachers in the Second Step of the Study.....	132
Table 3.8. Research Action Plan.....	174

LIST OF FIGURES

Figure 3.1. Flow of the Research Study.....	118
Figure 3.2. Development of the Interview Schedules for the First Step of the Study.....	141
Figure 3.3. Development of the Interview Schedule for the Second Step of the Study.....	151
Figure 4.1. The Organization of the Results of the First Step of the Study....	410
Figure 4.2. The Organization of the Results of the Second Step of the Study	412
Figure 4.3. Results Regarding the Effectiveness of the Elementary Teacher Education Program for Developing the Desired Essential Qualities for Elementary Teachers.....	414
Figure 4.4. Sources Influencing the Effectiveness of the Selected Domains of Qualities.....	416

LIST OF ABBREVIATIONS

C	Authority Selected from the CHE
CHE	Council of Higher Education
M	Authority Selected from the MoNE
MONE	Ministry of National Education
PT	Pre-service (Elementary) Teacher
T	(In-service Elementary) Teacher
TE	Teacher Educator



CHAPTER 1

INTRODUCTION

This chapter, first, presents a background to the study. Then, it introduces the purpose and research questions of the study, significance of the study, and definition of the terms.

1.1. Background to the Study

Given the emergence of technology-based information age and globalization (Griffin, Care, & McGaw, 2012), as well as the rise of international educational exams such as TIMSS, PISA, and PIRLS (Akiba & LeTendre, 2009), extensive economic and industrial development, marketization, urbanization, mass education, changes in the social fabric of life, and multi-polarizations in the world political order (AACTE & P21, 2010; Ananiadou & Claro, 2009; Day, 2013; OECD, 2013; Paine, 2013), today as never before, individuals are required to have a wide range of new qualities to adapt to the rapidly evolving world (Griffin et al., 2012), and to participate, survive, and succeed in the knowledge-based society of the 21st century (Darling-Hammond, 2008). While the policymakers in many countries have been initiating certain educational reforms to raise the quality of their education systems and thereby, prepare the individuals better (Schleicher, 2012), it has been largely acknowledged that the quality of an education system, first and foremost, depends on highly qualified teachers (Darling-Hammond, 2010; Feiman-Nemser, 2001; Gopinathan et al., 2008; OECD, 2005), fueled by an extensive body of research evidence that the quality of the teacher is a strong predictor of student learning (Darling-Hammond & Sykes, 2003; Darling-Hammond & Youngs, 2002; Day, 2013; Hanushek & Rivkin, 2010; Rice, 2003; Wayne & Youngs, 2003). Even among many other potential variables, it has

been argued that teacher quality has the largest effect on student learning (Goldhaber, 2007; Nye, Konstantopoulos, & Hedges, 2004; OECD, 2005).

As it is believed that teachers are key to new expectations from schools (Day, 2000; Hanushek & Rivkin, 2006; OECD, 2005) and central to all policies that aim to improve the quality of schools and education (Angrist & Guryan, 2008; Cochran-Smith, 2003; Hanushek & Rivkin, 2006; Harris & Sass, 2011; Krieg, 2006), improving teacher quality has been at the heart of the educational reforms over a long period of time and it is still a major concern of parents, educators, school administrators, researchers, and policymakers (Akiba, LeTendre, & Scribner, 2007; Hanushek & Rivkin, 2012). Given that teachers are considered to be critical to both individual and nationwide success in the contemporary society than it has ever been before (Darling-Hammond, 2006), the number of calls for the education of teachers has increased remarkably (AACTE & P21, 2010; Fallon & Fraser, 2008). Accordingly, to be able to respond to the challenges of the knowledge society (Caena, 2013) and raise the economic competitiveness of the countries in the global society (Akiba et al., 2007; Hanushek, 2012), it is expected that teachers, as well as learners, should to be equipped with certain essential qualities (Caena, 2013).

Although there has been a great deal of interest in finding new education policies targeted to improve teacher quality (Akiba et al., 2007; Goldhaber, 2007), the most struggling problems in education systems have still been resulting from a lack of highly qualified teachers (OECD, 2005) because teacher education systems are not always well-developed to meet the new demands (Goodwin, 2010). As revealed by an OECD survey, there are difficulties in updating teachers' competences and shortfalls in the teaching skills of teachers for almost all participating countries (Commission of the European Communities, 2007). Similarly, from the national perspective, teachers have been criticized for lacking professional skills and knowledge that are necessary to deal with the educational goals of today's society (Çakıroğlu & Çakıroğlu, 2003).

The teacher quality problem has been located in different places. While some argue that the problem originates from the fact that the profession is not attracting the right individuals, others see the teacher quality problem as a concern about preparation (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Liston, Borko, & Whitcomb, 2008) arguing that teachers are not acquiring the essential knowledge and skills during their teacher education program to be effective practitioners (Hodgman, 2012). Others consider the problem as a retention matter as a considerable number of teachers are either leaving the profession or moving to other schools with better conditions in their first five years (Hanushek & Rivkin, 2010; Ingersoll, 2003; Liston et al., 2008) because of their lack of skills and experience to embrace the issues of curriculum, instruction, assessment, management, school culture, and the larger community (Feiman-Nemser, 2003). As such, teacher quality debates pose a challenge to how to recruit, prepare, and retain good teachers for schools (Berry et al., 2008).

Considering the national context, restructuring the teacher education system has always been at the center of the educational policies since improving the quality of teachers has been an enduring problem throughout the history of teacher education in Turkey. Accordingly, while many attempts have been made to strengthen the teacher education system, as Öztürk and Yıldırım (2014) summarize, five important landmarks signify the history of the search for improving the quality of teachers in Turkey: John Dewey's visit to Turkey and report on Turkish Education System in 1924; abolition of a unique teacher education model, called Village Institutes, in 1954; enactment of Basic Law of National Education in 1973; establishment of the Council of Higher Education (CHE); and redesigning of teacher education programs in 1997 and 2006, all of which had paramount implications on the preparation of teachers.

The efforts to restructure the system of teacher education in Turkey have especially increased in the past 30 years to enhance the quality of teachers and the teacher education (Çakıroğlu & Çakıroğlu, 2003; Yıldırım, 2011). However, the main criticism is that the actions taken by the policymakers for the problems of teacher education system have mostly been top-down and short-term remedies due to the lack

of a consistent teacher education framework, lack of pilot studies, and lack of considerations for evaluating the effectiveness of those actions based on research (Aydın, Şahin, & Topal, 2008; Azar, 2011; Çakıroğlu & Çakıroğlu, 2003; Yıldırım, 2011; Yıldırım 2013). As a result, the implemented actions have constantly been overturned by the new ones that have been contradictory or competing with each other (Yıldırım, 2011). To illustrate, changing the length of the teacher education programs, offering alternative teacher certification programs, allowing the faculties of arts and sciences to prepare teachers, recruiting the graduates of other faculties as teachers, increasing the number of education faculties and the number of student admissions to those faculties, changing the proportion of the theoretical courses and the field practice courses in the pre-service teacher education programs, and offering distance education and evening education have been some of the significant reforms to strengthen the teacher education system in Turkey (Şişman, 2009). However, in addition to the above mentioned criticisms, it has been further criticized that these reforms have mostly tended to emphasize the issue of teacher quantity over the issue of teacher quality and thereby, exacerbated the problem of underqualified teachers (Atanur-Baskan, Aydın, & Madden, 2006; Azar, 2011; Bilir, 2001; Çakıroğlu & Çakıroğlu, 2003; Sabancı & Şahin, 2006; Şişman, 2009; Üstüner, 2004; Yıldırım, 2011). Consequently, especially since the late 1990s, preparing quality teachers has remained among the most serious issues of the teacher education system in Turkey (Azar, 2011; Okçabol, 2004; Sabancı & Şahin, 2006; Yıldırım, 2011; Yıldırım, 2013).

No matter how many measures have been taken to improve the teacher education system, several reports (e.g., CHE, 2006a, 2007) also show that preparing quality teachers has still been a high priority issue in Turkey. Similarly, empirical evidence from many research studies (e.g., Demirkaya & Yağcı, 2014; EARGED, 2008; Ergin, Akseki, & Deniz, 2012; Gözler & Çelik, 2013; Gültekin, Çubukçu, & Dal, 2010; Korkmaz, Saban, & Akbaşı, 2004; Küçüktepe, 2013; Sağ, Savaş, & Sezer, 2009; Sağ & Sezer, 2012; Saraç & Çolak, 2012; Sarı & Altun, 2015; Serin & Korkmaz, 2014; Şahin, 2013; Taneri & Ok, 2014; TED, 2009; Toker-Gökçe, 2013; Turgut, 2012) points to the serious professional development needs of teachers. It is apparent that

efforts for preparing quality teachers, first and foremost, necessitate the identification of essential teacher qualities, on the basis of which quality pre-service and in-service teacher education policies can be developed further. At this point, although there is concurrence among the stakeholders on the cruciality of quality teachers, reaching a consensus on definition of teacher quality is still compelling as the definitions of quality teacher vary with their emphasis on different elements such as the actions of the teacher, the knowledge a teacher possesses, or the creativity of the teacher (Blanton, Sindelar, & Correa, 2006). Furthermore, even if the homogenization of curricula has been a reality as a result of the global dynamics, the definition of quality teacher still differs for each country not only because of the cultural roles and the identities of teachers but also the national structures of the school organization and the national policies that influence the role of teachers (Akiba et al., 2007). Similarly, the economic, social, and political contexts that each country is situated in also lead to a great diversity in the teacher preparation systems (Cooper & Alvarado, 2006). As a result, arguments persist over the specific characteristics that constitute an effective teacher (Bracey & Molnar, 2003; Dudley-Marling, Abt-Perkins, Sato, & Selfe, 2006; Goe & Stickler, 2008; Hanushek & Rivkin, 2006) especially considering that it is harder to address the changes and the challenges of the future particularly in the 21st century along with the characteristics of today's rapidly changing world, which have paramount implications on the skills that are expected from the students and the teachers (Schleicher, 2012).

Regarding the context of Turkey, while the Ministry of National Education (MoNE) in Turkey has suggested certain generic and subject-specific competences for teachers, those competences have been largely criticized as they were not identified based on the perspectives of multiple stakeholders and thereby, there is a lack of agreement on them (Bayındır, 2011b; TED, 2009; Yıldırım, 2013). As a result, the absence of comprehensive and well-negotiated qualities for teachers has been influencing the future directions of the teacher admission, teacher preparation, teacher appointment, and teacher evaluation policies in a negative way (Akpınar, Turan, & Tekataş, 2004; Aypay, 2009) since these policies need to be developed on the basis of the qualities

that are essential for teachers. This also has implications for research as the lack of agreed upon teacher qualities especially makes it harder to evaluate the effectiveness of the teacher education programs considering that the programs need to be evaluated on the basis of certain knowledge, skills, and attitudes that are essential for teachers. Building on these arguments, as Yıldırım (2013) suggests, it is necessary to define the essential qualities of teachers by involving the perspectives of a variety of key stakeholders, rather than limiting them to the perspectives of a single group of participants. Moreover, given that the existing teacher competences in the Turkish context have been identified by the MoNE almost a decade ago, they need to be revised to meet the needs of the current era and reflect the realities of the 21st century. At this point, particularly considering that the constructivist curricular reform initiated in 2005 has implications of bringing new teacher roles for the teachers, it is evident that the existing competences or the qualities also need to be reconsidered to reflect the ongoing changes in the teacher and learner roles as suggested by the evolving school curricula.

Although studying the qualities or the competences of teachers has been a central topic that has aroused the interest of many researchers for years, the studies conducted in the Turkish context are predominantly based on the generic or the subject-specific competences that have been identified on the national platform by the MoNE (Kaşkaya, 2012). In particular, those studies were mostly concerned about understanding the perceptions of the pre-service or in-service teachers regarding the extent to which they found themselves competent at certain skills, which is, indeed, criticized for yielding biased results as the participants might tend to respond in a socially desirable way (Kaşkaya, 2012). Moreover, along with the research trend in most of the themes of teacher education research in Turkey, those studies have generally been conducted through surveys (Yıldırım, 2013). Although there are other studies which were conducted to assess the pre-service and in-service teachers based on the perspectives of different stakeholders or the researchers, these studies also have certain limitations. More specifically, they were mostly conducted through surveys, as well as they included only a single dimension or a few dimensions of the national

competences. Except assessing the pre-service or in-service teachers on the basis of the competences suggested by the MoNE, there are also studies which rather aimed identify the essential qualities of effective teachers for different areas; however, those studies also seem to be limited as they have mostly been carried out based on the perspectives of a single group of participants, such as the pre-service teachers, in-service teachers, parents, or school administrators. Drawing on the above discussions, it is apparent that there is need for more research to investigate the essential qualities of teachers thoroughly (Akbaşlı, 2010). To this end, a broader perspective needs to be taken into consideration especially by exploring the perspectives of multiple stakeholders, so as to address the existing criticisms and develop sound teacher education policies on the basis of the qualities that are essential for teachers. At this point, as the quality of teachers is, indeed, firmly linked to the quality of teacher education programs (Berry, Hoke, & Hirsch, 2004; Boyd et al., 2009; Cooper & Alvarado, 2006; Darling-Hammond, Chung, & Frelow, 2002), it is important that those qualities should be reflected into the 21st century teacher education systems especially through the integration of those skills into the teacher education programs, which offer much to the teacher quality and make a difference in the preparation of teachers.

The teacher education programs particularly have a substantial role in preparing teachers to possess the essential knowledge, skills, and attitudes, through which the teachers can undertake this complex job and work successfully in the profession (Darling-Hammond et al., 2002). In this regard, given that the concerns over the pervasive and perplexing issues in teacher education systems have increased, the efforts to examine the effectiveness of the teacher education programs have also intensified to understand the strengths and the weaknesses of the programs and thereby, to strengthen them. Particularly considering the landscape of teacher education research in Turkey, it has been argued that more research is needed to be conducted on the effectiveness of the teacher education programs as the number of studies of this line has still been scarce. Besides, since most of those studies have chiefly been concerned about exploring the perspectives of the pre-service teachers or

the teacher educators, it has been raised that there is need for more studies to be conducted with the graduates, who can provide more accurate information as a result of having completed the program (Yıldırım, 2013).

All in all, as the existing teacher education system in Turkey has been criticized for being inadequate in terms of preparing quality teachers for schools (Yıldırım, 2011), it is certain that more studies should be conducted to evaluate the effectiveness of the teacher education programs continuously, so as to strengthen the teacher education systems, expand the research base for the teacher education debates, and take long-term and research-based remedies for the substantial problems of the teacher education. To this end, it is evident that such studies especially need to be conducted with the in-service teachers on the basis of the qualities that are essential for teachers.

Drawing upon these discussions, this study particularly concentrated on identifying the essential qualities for elementary teachers of the 21st century and evaluating the effectiveness of the elementary teacher education program in Turkey for how well it equips the elementary teachers with the desired essential qualities.

1.2. Purpose and Research Questions of the Study

The purpose of the present study was, first, to investigate the essential qualities for elementary teachers of the 21st century based on the perceptions of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the Ministry of National Education (MoNE) and the Council of Higher Education (CHE) in Turkey. Drawing on the qualities that were found to be essential for elementary teachers of the 21st century in the first step of the study, the study, second, aimed to explore the effectiveness of the elementary teacher education program in Turkey for how well it develops those desired essential qualities, as perceived by the graduates who started their active teaching career as in-service elementary teachers. More specifically, the study sought to answer the following research questions:

1. What are the essential qualities for elementary teachers of the 21st century, as perceived by the teacher educators, the pre-service elementary teachers, the in-service elementary teachers, and the authorities of the MoNE and the CHE in Turkey?
2. How well does the elementary teacher education program in Turkey equip elementary teachers with the desired essential qualities, as perceived by the graduates who started their active teaching career as in-service elementary teachers?

1.3. Significance of the Study

Given that teachers have a pivotal role in educating the future generations and developing the societies, preparing quality teachers through quality teacher education have been at the heart of the educational agenda of many countries. Accordingly, the current study contributes to the calls for quality teacher education as it offers several insights to the field of teacher education in general, and to the field of elementary teacher education specifically. In particular, the study addresses both “*what*” and also “*how*” of the quality elementary teacher education as it, first, investigates the essential qualities for elementary teachers and then, explores the effectiveness of the elementary teacher education program for how well it equips the elementary teachers with the desired essential qualities. In this respect, the current study is especially distinctive by its twofold and comprehensive structure.

By investigating the essential qualities for elementary teachers of the 21st century, this study, first, offers a ground for the elementary teacher education policies which might be developed on the basis of the qualities that are essential for teachers. More specifically, the study contributes to the future directions of the pre-service elementary teacher education particularly by providing a base for the elementary teacher admission, teacher preparation, teacher certification, teacher appointment, teacher evaluation, professional development, and teacher career ladder policies, which are all interconnected (Caena, 2013). In addition, the results of the present study might offer insights to the educators and the researchers for future studies, which could be

conducted on the basis of the identified essential qualities of elementary teachers to explore the effectiveness of the elementary teacher education programs and to investigate the in-service training needs of the elementary teachers further.

The current study is also significant as it extends the essential qualities that have been identified for the elementary teachers on the national platform. More specifically, the study extends the national qualities beyond the generic and the subject-specific competences through several ways. First, unlike the studies that included a single group of participants, this study provides different points of reference from several key stakeholders, and considers the perspectives of multiple groups including the teacher educators, the pre-service and in-service teachers, and the authorities of the MoNE and the CHE. Therefore, by its diverse sample, the current study adds to the existing research that has been conducted on the essential qualities of the elementary teachers in the context of Turkey. Second, by referring to the relevant literature, the study underscores not only the national but also the international discourse on the qualities that are essential for elementary teachers. Therefore, especially considering that the national competences were defined by the MoNE almost a decade ago, the study contributes to the field of elementary teacher education by revising and updating the existing teacher competences. In so doing, the study also has the implications of reflecting the evolving needs of the elementary teachers along with the changing needs of the societies in the 21st century. Similarly, considering that most of the studies in Turkey have been designed on the basis of the competences identified by the MoNE, the study offers insights to the research on teacher education, as well, since it offers a more comprehensive and revised framework to the researchers on the essential qualities of elementary teachers.

In exploring the essential qualities for elementary teachers of the 21st century, the current study is also significant by its sample as it included the key stakeholders, whose voices might be critical in the discussions of preparing quality teachers. Accordingly, the participants of the first step of this study included the teacher educators, the pre-service and in-service elementary teachers, and the authorities from

the MoNE and the CHE. In addition to involving multiple key stakeholders, the study also ensured the selection of the most information-rich participants among each group, mainly by employing the appropriate strategies of purposive sampling. Consequently, this afforded the study to increase the richness and the accuracy of the results regarding the essential qualities of elementary teachers of the 21st century.

This study also contributes to the calls for quality teacher education by its second step as it aims to evaluate the effectiveness of the elementary teacher education program for how well it develops the desired essential qualities for elementary teachers, based on the perspectives of the graduates who started their active teaching career as in-service elementary teachers. In so doing, the study primarily sheds light into the areas that the participants feel more adequately, somewhat, or less adequately prepared throughout their teacher education and thereby, provides the policymakers in the Council of Higher Education (CHE) and the teacher educators with invaluable feedback about the effectiveness of the program. Moreover, as the current study evaluates the teacher education program especially on the basis of the qualities that are essential for elementary teachers in the 21st century, the results of the study also provide those stakeholders with essential insights about how well the elementary teacher education program prepares the elementary teachers particularly for the demands of the current century.

By addressing the effectiveness of the elementary teacher education program for how well it develops the desired essential qualities for elementary teachers, the study not only proposes several suggestions for developing each certain domain of teacher qualities, but it also provides feedback on the strengths and weaknesses of the overall program and offers suggestions for them. Therefore, the study offers insights to the policymakers and the teacher educators regarding the domains of qualities that need to be strengthened more in the program. Besides, it provides those stakeholders with the essential insights on how the elementary teacher education program could be improved more for developing these qualities better. Consequently, the current study also offers insights to the curriculum developers and the policymakers for developing a better

curriculum for the elementary teacher education so as to prepare the teacher candidates more adequately especially in relation to the areas that they might not find very effective throughout their teacher education. Except these, the study might particularly provide insights to the teacher educators who have a primary role in implementing the teacher education programs, supporting the teacher candidates' learning, and preparing future teachers given that the results of the study could be an important guide for them.

Considering that the relevant literature points out the need to evaluate the teacher education programs based on the perspectives of the graduates, the significance of the second step of this study is also positioned in its sample which included the graduates of the elementary teacher education program. Accordingly, investigating the perspectives of the graduates is vital to learn about the effectiveness of the elementary teacher education program since they took all the courses, completed their field practices, and finished their teacher education program. Therefore, as the primary data source, they are believed to provide more insights into the effectiveness of the elementary teacher education program in terms of developing the desired essential qualities. In addition, as the participants who were involved in the study completed their teacher education program in the past one or two years by the time of the data collection, thereby, it was ensured that they had all graduated recently, which is believed to be important for the accuracy of the results of the study as those participants would be able to recall their elementary teacher education more accurately and articulate specific connections with their education program more clearly. Furthermore, as the graduates who were involved in the study were selected among the graduates who started their active teaching career as in-service teachers, it is believed that this would enhance the accuracy and adequacy of the findings since the in-service teachers would provide more comprehensive and adequate data about the effectiveness of their teacher education as a result of their real experiences in the real school settings. In addition to these, it is also noteworthy that the in-service teachers of the second step of the study were the pre-service teachers of the first step of the study, which is believed to strengthen the design of the study.

Given that the second step of the study was carried out with the beginner in-service teachers to evaluate the effectiveness of the elementary teacher education program, the study might also shed light into the potential needs of those elementary teachers based on the areas that the participants might find themselves less adequately prepared throughout their teacher education. Therefore, drawing on those needs, the results of this study might also offer insights to the policymakers for developing effective in-service teacher training or induction programs so as to respond to the needs of the teachers and support their professional development continually.

Except these, it should be also noted that most of the studies conducted on teacher competences in the context of Turkey generally had a tendency to evaluate the pre-service teachers or the in-service teachers to understand the extent to which they satisfied certain qualities. On the other hand, rather than evaluating the pre-service or the in-service teachers, it is equally important to evaluate the teacher education programs to understand how well they support the development of the desired essential qualities for teachers. In this respect, this study is also significant as it focuses on evaluating the effectiveness of the elementary teacher education program rather than evaluating the pre-service or the in-service teachers. In particular, this is also important for minimizing the participants' tendency to social desirability and enabling them to respond in a more objective way. On the other hand, compared to the studies that particularly evaluated the effectiveness of the elementary teacher education program, the present study is also significant as it did not evaluate the elementary teacher education program merely on the basis of the competences that have been identified by the MoNE. In other words, in the present study, the qualities which were selected to evaluate the effectiveness of the elementary teacher education program were rather selected among the qualities that had been identified based on the perspectives of the participants involved in the first step of the study. In selecting the qualities, it is also remarkable that the main consideration was to choose the ones that were relatively more essential for and more specific to elementary teachers, as well as the ones that were believed to be more important particularly in the 21st century. Accordingly, to pinpoint those qualities, the researcher both reviewed the literature to identify the areas

that elementary teachers experience more difficulties, and also considered the suggestions of the members of the Dissertation Committee of this study as well as the suggestions of five in-service teachers who participated in the second step of the study, all of which were believed to strengthen the structure of the current study.

Lastly, the current study might also contribute to the landscape of the teacher education research in Turkey as it employs the methods and the principles of the qualitative research paradigm. As discussed previously, while most of the studies of teacher education research in Turkey have been designed in the quantitative research tradition, the qualitative studies have rather been emerging in the last years. In this respect, the study has implications of also adding to the teacher education research in Turkey as it was conducted in the qualitative research tradition. Besides, given that the aspects of the methodology employed in both steps of the study are decided meticulously, it is believed that this could enhance the trustworthiness of the results and thereby, the current study would be a valuable source for further studies which might be conducted in the qualitative research tradition.

All in all, the entire study both opens up a productive dialogue about the essential qualities for elementary teachers, and also allows for a sound discussion of quality teacher education, teacher education program evaluation, program development, and continual improvement, which extends beyond the elementary teacher education program to all teacher education programs as this knowledge could assist in developing similar knowledge for other teacher education programs, as well. Similarly, while the study particularly focused on the field of elementary teacher education, the results might also provide implications for the general teacher admission, teacher certification, teacher evaluation, and teacher appointment policies in Turkey given that the system of teacher education is centralized and these policies constitute the overall teacher education system in Turkey. Along with these characteristics, it is believed that the current study not only expands the research base for teacher education, but it also provides research-based long-term suggestions to the policymakers for the possible restructuring acts.

1.4. Definition of the Terms

Elementary education refers to the period of time from the 1st grade to the 4th grade in the context of Turkey. The compulsory schooling age for elementary education begins at 66 months from the year 2013 onwards.

Elementary teachers (classroom teachers) are the professionals who teach students from the 1st to the 4th grade in elementary schools. They must graduate from the pre-service elementary teacher education program of the faculties of education.

Essential qualities for elementary teachers describes the essential knowledge, skills, and attitudes that the elementary teachers are expected to have in the 21st century, as perceived by the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the Ministry of National Education (MoNE) and the Council of Higher Education (CHE) who were involved in the first step of this study.

Pre-service teacher education refers to four-year undergraduate-level teacher education that is offered to the pre-service teachers in the faculties of education in Turkey.

Elementary teacher education program is the four-year curriculum that is offered to the pre-service elementary teachers in Turkey throughout their pre-service teacher education so as to equip them with the essential qualities. The program was developed by the CHE and has been implemented from the year 2006 onwards.

Effectiveness of the elementary teacher education program implies how well the elementary teacher education program equips the elementary teachers with the essential knowledge, skills, and attitudes, as perceived by the in-service elementary teachers who were involved in the second step of this study.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the review of the literature under four sections. First, the chapter discusses the concept of teacher quality along with the historical perspectives on teacher quality, the characteristics of quality teaching, the 21st century skills for learners and teachers, and the teacher competences or professional standards. Second, the chapter provides information on the pre-service teacher education in Turkey by presenting its historical background, introducing the current elementary teacher education program, and also introducing the current teacher education system in Turkey. Third, the chapter reviews the research studies conducted on the essential qualities of elementary teachers, as well as on the effectiveness of the elementary teacher education program in Turkey. Lastly, the chapter presents a brief summary of the review of the literature at the end.

2.1. Teacher Quality

Ensuring educational quality is an issue that has been raised worldwide to improve the student outcomes. In this regard, the results of the cross-national exams such as PISA have been aggravating the discussions on improving the educational quality of the nations (Valcke, 2013). Although policymakers have been enacting several reforms to improve schools and raise educational quality, it has been an area of consensus among policymakers, practitioners, and researchers that the quality of an education system largely depends on the quality of teaching (Feiman-Nemser, 2001; Gopinathan et al., 2008; OECD, 2005). In this regard, every single aspect of a school reform, first and foremost, depends on highly qualified teachers to be successful (Darling-Hammond, 2010), fueled by the argument that teacher quality is a strong determinant of students' learning outcomes (Berry et al., 2004; Betts, Zau, & Rice, 2003; Buddin & Zamarro,

2008; Darling-Hammond, 2000a, Darling-Hammond & Berry, 1999; Darling-Hammond & Sykes, 2003; Goldhaber, 2007; Goldhaber & Hansen, 2008; Hanushek, 2010; Hill, Kapitula, & Umland, 2011; NCATE, 2006; OECD, 2005; Rice, 2003; Rivers & Sanders, 2002; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004; Stronge, 2002; Stronge, Ward, & Grant, 2011). In other words, the impact of an educational reform will be reduced if a student is not taught by a competent teacher (Wenglinsky, 2000). Hence, as opposed to many issues in education that are still debatable, it is widely acknowledged by several stakeholders, including researchers, legal advocates, economists, and policymakers, that improving teacher quality is one of the most important goals of educational reforms and key to all policies that aim to improve the quality of schools and education (Angrist & Guryan, 2008; Cochran-Smith, 2003; Darling-Hammond, 2010; Hanushek, 2002; Hanushek & Rivkin, 2006; Harris & Sass, 2011; Krieg, 2006; OECD, 2005; Wenglinsky, 2000).

Improving teacher quality has, indeed, endured in the history of teaching profession and at the heart of educational reforms for a long time (Goodwin, 2010) and it is still a major concern of parents, educators, administrators, and policymakers (Akiba et al., 2007; Buddin & Zamarro, 2008; Hanushek & Rivkin, 2012). On the one hand, there has been a great deal of interest in finding new education policies targeted to improve teacher quality (Akiba et al., 2007; Goldhaber, 2007). On the other hand, considering the results of a study that was carried out in 25 countries, the most struggling problems in the education systems have still been found to be resulting from a lack of highly qualified teachers (OECD, 2005) as education systems confront a challenge in recruiting, preparing, and retaining high-quality teachers (Schleicher, 2012) and thereby, the number of teachers who has the necessary knowledge and skills is not sufficient (Berry et al., 2008, OECD, 2005). In fact, those challenges have resulted in an overall teacher shortage problem for which education systems have mostly taken short-term remedies (Schleicher, 2012). Among these remedies, lowering qualification requirements for entry to the profession, assigning out-of-field teachers who are not fully qualified in the areas that they teach, increasing the number of classes that teachers are allocated, or increasing class sizes have been the most typical responses

to the issue of teacher shortages or the issue of teacher demand and supply, which, on the other hand, undermined the efforts to improve the quality of teachers and tended to emphasize teacher quantity over teacher quality (OECD, 2005; Schleicher, 2012). Improving the quality of teachers has been approached from a number of perspectives throughout the history. Improving salaries, compensation, altering licensing requirements, professional accountability, restructuring pre-service teacher education programs (Berry et al, 2004; Wenglinsky, 2000), attracting competent candidates, providing support and incentives (Akiba et al., 2007) have been some of the prominent ways to promote the preparation of better teachers. On the other hand, meeting the expectation that all students will reach high standards makes it necessary to adopt a systemic approach for the issue which involves attracting, preparing, and supporting high quality teachers together (Darling-Hammond, 2010; Haycock, 1998; OECD, 2005; Wenglinsky, 2000) as these are considered to be different but interconnected ways of improving teacher workforce (Goldhaber & Hansen, 2008).

Accordingly, while teacher quality problem stems from not attracting the right individuals, it is also related to the issue of preparation (Boyd et al., 2009; Kennedy, Ahn, & Choi, 2008; Liston et al., 2008; Schleicher, 2012), along with the argument that teachers are not adequately prepared through their teacher education program to be effective practitioners who possess the essential knowledge and skills (Hodgman, 2012). In relation to the preparation aspect, teacher licensure or certification system is seen as a primary screen to ensure a minimal level of teacher quality since individuals are required to satisfy certain expectations such as holding a bachelor's degree, having the knowledge of pedagogy, and having student teaching experience as background checks in addition to the mandated tests to be licensed (Goldhaber, 2007). Beyond selection and preparation, the teacher quality problem is also a concern about retention (Berry et al., 2008; Goldhaber, Gross, & Player, 2011; Hanushek & Rivkin, 2010; Liston et al., 2008) since many teachers are leaving the profession or moving to a different school (Goldhaber et al, 2011; Ingersoll, 2003) especially in their first five years (Ingersoll, 2003) due to varying factors such as being inexperienced in certain aspects including curriculum, instruction, assessment, management, school culture,

and the larger community (Feiman-Nemser, 2003); unsatisfying working conditions and poor resources especially in high-poverty schools, low salaries, limited professional autonomy, leadership styles and collaboration of school principals (Darling-Hammond & Berry, 1999); being overloaded with instructional and administrative work, being unable to meet student needs, teaching subjects out of their expertise, and lack of effective induction and professional development opportunities (Schleicher, 2012).

Drawing on these arguments, preparing high quality teachers is, indeed, a goal that requires systemic strategies or policies such as high salaries, compensation, proactive and streamlined recruitment, quality preparation, professional development, satisfying working conditions, and performance appraisal and career development, which would all contribute to less teacher shortages, higher teacher qualifications, and lower teacher turnover or attrition rates, and ultimately higher student achievement and greater success of school systems (Darling-Hammond, 2000b; Darling-Hammond & Berry, 1999; OECD, 2005; Schleicher, 2012).

2.1.1. Historical perspectives on teacher quality

What characterizes a quality teacher has been a question that fascinates all parties but especially parents, educators, and academics who hold a stake in educational enterprises (Clark, 1979). Having concentrated on the teacher quality problem as a matter of preparation, a significant number of empirical studies have been carried out throughout the history of teacher education research to determine the knowledge and skills expected from quality teachers. However, reaching a consensus on quality teacher means has been challenging (Berry et al., 2004) because teaching is a complex act and it is dependent upon numerous variables (Ornstein, 1985). In addition, what teachers should know is influenced by the philosophical and psychological views on the role of teachers, nature of schooling, and societal demands, which have changed throughout its entire history (Gitomer & Zisk, 2015). Definitions basically differ by their emphasis on different elements such as teacher's actions, knowledge, or creativity

(Blanton et al., 2006). Moreover, the definition of quality teacher also depends on the cultural roles of identities of teachers in each country as well as the national school structures and policies affecting the role of teachers within the context of each country (Akiba et al., 2007). Hence, there are many arguments regarding the specific characteristics that are essential for a quality teacher (Bracey & Molnar, 2003; Dudley-Marling et al., 2006; Goe & Stickler, 2008; Hanushek & Rivkin, 2006) while efforts to describe the “quality teacher” or the qualities of a “good”, “effective”, or “qualified” teacher have still been continuing. It is also noteworthy that these different terms have often been used synonymously with the term “teacher quality” (Strong, 2011).

The research on teacher effectiveness reflects a continuous progress (Blanton et al., 2006; Medley, 1979). Accounting for the majority of the studies (Brophy, 2010; Cochran-Smith & Lytle, 1990) and referred to as “effects of teaching on student learning”, “effects of teaching”, “criterion of effectiveness”, or “process-product research”, the early research on teaching was heavily influenced by behaviorism while in time it has changed in light of the rise of postmodernist and interpretive approach which views teaching as a social, highly complex, and multidimensional endeavor (Floden, 2001). Embedded in these perspectives, while effective teaching was initially described as a “science”, which could offer elements of predictability and prescriptions to the field of teacher education, this understanding later evolved towards the idea that teaching is more than science, implying that good teaching also involves “art”, and thereby, it is not free from context-bound generalizations (Cochran-Smith & Lytle, 1990; Ornstein, 1985).

Building on Gage’s search for the characteristics of teaching that could make a positive impact on student learning, the early research on teaching was interested in correlates or causal links between teacher behaviors and student outcomes (Doyle, 1975; Floden, 2001). The effectiveness was considered as a result of certain personality characteristics that the teacher possesses; therefore, the research focused on identifying the characteristics that are linked with or likely to have an effect on higher student achievement (Floden 2001; Medley, 1979). Accordingly, most of the earliest research

pointed out that holding greater expectations for students, having effective teaching skills, having more knowledge of subject matter, having better discipline, good judgment, self-control, considerateness, enthusiasm, magnetism, adaptability, leadership, being cooperative, and taking care of personal appearance were perceived to be the most important “characteristics” for effective teachers (Medley, 1979). Similarly, Darling-Hammond (2000a) concluded that flexibility, creativity, and adaptability were the most recurring and consistent personality traits for effective teachers considering the results of relevant studies. Since this model of teaching neglected the classroom environment where teachers and students make meanings as a result of their interaction, the model ultimately failed (Floden, 2001).

It was not until late 1960s when the research was geared towards understanding the link between the “methods of teaching” used by the teacher and the student learning (Cochran-Smith & Lytle, 1990; Ornstein, 1985; Shulman, 1986) since this line of research assumed that what teachers do in the classroom causes certain effects on student achievement (Doyle, 1975; Ornstein, 1985). Therefore, the main focus was to examine the effects of process of teaching or certain teacher behaviors on student outcomes as well as measuring the extent of those effects (Doyle, 1977). To identify significant relationships between the teacher behaviors and student outcomes, those studies mostly relied on the data from student performance tests and observed teacher behaviors (Doyle, 1977; Fenstermacher, 1978).

Accordingly, drawing on a number of extensive reviews of research on teacher effectiveness, Ornstein (1985) categorized those effective teacher behaviors or validated methods into five groups: (a) classroom management techniques, (b) direct and structured learning techniques, (c) academic focus and student opportunity to learn, (d) flexibility in instructional planning and diversity in methods, (e) democratic and warm behaviors towards students. Based on the reviews of research, many researchers also posited that clarity of the teacher’s presentation, enthusiasm of the teacher, variety of classroom activities, task-orientedness in the classroom, content covered by the class, teacher’s acceptance of students’ ideas, using structuring

comments throughout the lesson, direct instruction, asking different types of questions and probing students' responses were the most effective teacher behaviors that were positively correlated with student outcomes and had the strongest support at that time (Doyle, 1975; Good & Brophy, 1986; Rosenshine, 1979; Rosenshine & Furst, 1973). However, as the results of a comprehensive recent meta-analysis study by Seidel and Shavelson (2007) also confirmed, the effects of teaching on student learning yielded diverse, fairly systematic, and potentially conflicting results across different research studies since it was recognized that teacher behavior alone does not capture the complexity of those results (Doyle, 1977), which led to the reconsideration of the concept of teacher effectiveness.

Along with the criticism that the results of teacher behaviors were not consistent, sufficiently stable, conclusive, and thereby, generalizable to all students, grade levels, subjects, or school settings (Doyle 1975; Ornstein, 1985), the effectiveness studies were questioned in 1970s in terms of productivity, methodology, and theory (Doyle, 1977) and the effectiveness was associated with the "climate" that the teacher created in the classroom (Medley, 1979). Extending the effects of teaching paradigm beyond process-product research, an updated model developed by Dunkin and Biddle categorized the variables in research on teaching as presage (the characteristics and experiences of teachers), context (the characteristics of students, schools, and the communities), process (teacher and student behaviors in the classroom), and product variables (student achievement, growth, performance etc.) (Floden, 2001; Ornstein, 1985; Seidel and Shavelson, 2007). In other words, the teacher effectiveness question was investigated with regards to who is learning, who is teaching, and what is being taught (Doyle, 1977) since they have reciprocal relationships (Doyle, 1979). Consequently, in addition to the existing line of research, research on teaching also incorporated themes including classroom ecology, teacher cognition, mental life of teachers, language, and context as major lines of work (Fenstermacher, 1978; Floden, 2001). Moreover, since it was believed that teacher behavior is not as a direct cause of student learning as it was suggested in the previous process-product paradigm (Doyle, 1975), those newly emerging studies also mostly focused on the content that students

covered, the amount of students' academically engaged minutes on a task, student attention, and the contexts that foster student engagement such as classroom activities, grouping of students, type of the questions asked by the teacher, and so on (Rosenshine, 1979). Similarly, as a landmark categorization for the knowledge base of teaching, Shulman (1987) suggested the following categories for an effective teacher: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values.

Later, the effectiveness was characterized as teachers' mastery of a set of varying "competencies" (Blanton et al, 2006; Medley, 1979). Throughout this period of time, the reviews of many process-product studies revealed that clarity, variability, enthusiasm, goal-orientedness, criticism, allowing students to learn from materials, using structuring comments, maintenance of learning environment, use of pupil time with large groups, spending less class time in small groups, giving less feedback on pupil questions, asking more low-level questions, and use of more praise and positive motivation were critical "behaviors" for effective teachers (Medley, 1979).

In time, the teacher effectiveness was seen as "professional decision making" which requires not only the mastery of certain competencies but also the ability to utilize those competencies appropriately (Medley, 1979). Finally, after all these gradual changes, the knowledge base has currently been changing towards "accountability and performance standards" (Blanton et al., 2006), insisting that the standards that teachers meet and the qualifications for licensure have an effect on student learning (Floden, 2001).

Although this historical journey illustrates that conceptions of effective teaching have changed over time, it is evident that concentrating on teachers has always been a chief approach for policymakers and researchers to improve the quality of education since teachers are the system's primary resource and the achievement of students is

substantially influenced by the quality of their teacher (Wayne & Youngs, 2003). Therefore, it has always been crucial to expand the knowledge of what makes teachers effective, which provides a research base to the knowledge of how to prepare effective teachers (Doyle, 1977; Fenstermacher, 1978). Accordingly, the effectiveness query still arises the attention of various stakeholders including researchers, policymakers, funding agencies, teacher educators, teachers, school principals, parents, professional organizations and so on.

2.1.2. Identifying the characteristics of quality teaching

Throughout its developmental path, teacher quality has mainly been measured by teacher effectiveness which aims at finding the estimates of numerous teacher effects. In this regard, teacher effectiveness has been considered as a quantifiable measure and generally defined in terms of student gains on standardized tests, which equates teacher effectiveness with student gains (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Harris, 2009). Mainly grounded in the work of economics of education (Jackson, Rockoff, & Staiger, 2014), this value-added model of teacher effectiveness based on students' standardized test scores has been used primarily as an instrument even by recent educational reforms and policies to evaluate teachers and thereby, hold teachers and schools accountable (Harris, 2009; Kupermintz, 2002). In other words, it is the extension of the recent policies of high-stakes accountability which led to an increasing pressure for measuring teacher effectiveness (Corcoran, 2010). Embedded in this perspective, teacher evaluation is seen as a prominent way to promote, compensate, dismiss, or retain teachers (Corcoran, 2010; Winters & Cowen, 2013) which is ultimately believed to improve teacher quality and thereby, create great economic value (Chetty, Friedman, & Rockoff, 2011) since it is those high quality teachers who are most likely to improve student outcomes as the primary goal of schooling (Hill et al., 2011; Winters & Cowen, 2013).

Although the estimates of teacher effects have been considered to be objective and accurate indicator of teacher effectiveness, this conception of teacher effectiveness

based on students' standardized test scores has not been fully credited since it has been acknowledged that student learning is complex and shaped by a myriad of factors including not only teachers but also students, learning environments, family and community resources, school culture and climate, curriculum frameworks and so on, which interact together and result in a cumulative measurable growth in student outcomes (Braun, 2005; Darling-Hammond et al., 2012; Harris, 2009; Kupermintz, 2002). In other words, it is highly difficult for value-added models to capture most of these factors and isolate the teachers' unique effect (Berliner, 1975; Corcoran, 2010; Darling-Hammond et al., 2012; Newton, Darling-Hammond, Haertel, & Thomas, 2010; Nye et al., 2004; Rivkin et al., 2005). Even, by definition, teacher effectiveness is determined by the students assigned to a teacher (Kupermintz, 2002; Sass, 2008); therefore, impacts of teachers are confounded by student sorting (Doyle, 1979; Chetty et al., 2011; Nye et al., 2004) and teachers are advantaged or disadvantaged depending on the students they teach (Darling-Hammond et al., 2012; Newton et al., 2010). In addition, it has been another concern that the validity problems of those standardized tests, the inconsistency of teachers' value-added scores on different standardized tests, by different statistical methods, or across different years, and the methodologically challenging nature of those research studies such as not being able to control all potential variables or not having an adequate amount of data leave the researchers and practitioners with limited or false decisions that are made based on statistical assumptions rather than the actual information (Berliner, 1975; Braun, 2005; Corcoran, 2010; Darling-Hammond, 1997; Darling-Hammond et al., 2012; Goldhaber & Hansen, 2008; Hanushek & Rivkin, 2010; Hill et al., 2011; Kupermintz, 2002; Newton et al., 2010; Sass, 2008; Winters & Cowen, 2013). Finally, it has also been an important question whether the teachers with high value-added scores make an impact on students' long term outcomes or they simply perform better at preparing students for the test (Chetty et al., 2011). As a result, questions remain regarding the appropriateness of those value-added measures for identifying and raising teacher effectiveness (Corcoran, 2010).

Indeed, since effectiveness is an elusive notion due to the complex nature of teaching, there have been debates as to whether it should be the teacher inputs (e.g. qualifications), the teaching process, the product of teaching (e.g., effects on student learning), or a combination of these aspects to judge teacher effectiveness (Stronge et al., 2011). As such, teacher quality should be measured not only based on teacher effectiveness as measured by student learning but it should also consider the evidence of classroom practices (Haycock & Hanushek, 2010). In fact, teacher quality is a broader concept which embodies certain teacher characteristics that are not only related to students' achievement but also their affective outcomes (Brophy, 2010). Similarly, there are many dimensions of teacher quality which are hard to measure by the commonly used indicators such as qualifications, teaching experience, academic ability, or subject matter knowledge (OECD, 2005). Because these arguments have stimulated a serious criticism that those teacher effectiveness studies do not contribute much to the knowledge of what makes a teacher effective in fostering student learning, an increasing attention has rather been paid to identifying the essential characteristics of quality teaching (Kupermintz, 2002; Stronge, 2002).

The question of what characterizes quality teaching has been researched for hundreds of years, which has offered insights to the preparation, recruitment, compensation, in-service professional development, retainment, and evaluation of teachers (Stronge et al., 2011). As commonly recognized, Shulman (1987) suggests the following categories of knowledge base for an effective teacher: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values.

Strong (2011) argues that the definitions of teacher quality, as discussed in the literature, vary by their focus such as (a) teacher qualifications (e.g., certification, advanced degree(s), quality of the undergraduate institution, type of the preparation program, test scores, subject matter credential, pedagogical content knowledge, level of professional development, experience), which are mostly used when performance

data are not available for decision making processes, (b) personal attributes (e.g., race, gender, personality, beliefs, and attitudes, verbal ability) and psychological qualities (efficacy, extroversion, intuitiveness, love of children, creativity, trust, care, sensitivity, commitment, flexibility, spontaneity, decisiveness, sense of humor, friendliness, forgivingness, courage, honesty, compassion, fairness) which could be fixed or subject to change, (c) pedagogical standards which concerns the process of teaching (e.g., teaching strategies, classroom management skills, establishment of positive classroom climate), or (d) teacher's performed ability to increase student achievement (teacher effectiveness).

Particularly concentrating on the effective teacher behaviors, Brophy (2010) draws from the quantitative findings of the process-product studies within the context of teaching mathematics and science, and suggests that creating opportunities for students to learn, increasing the amount of content covered, defining the roles and setting high expectations, allocating most of the time to academic activities, engaging students in academic activities, and active teaching are the behaviors that maximize students' achievement gains. In addition, drawing from the results of qualitative studies, Brophy (2010) adds that patterns of effective teacher behaviors center around the following characteristics: classroom management strategies, group instruction skills, presenting information, structuring, redundancy and sequencing, clarity, and enthusiasm.

Based on a meta-review and synthesis of extensive research, Stronge (2002) poses that verbal ability, knowledge of teaching and learning, certification status, content knowledge, and teaching experience are the prerequisites of effective teaching. Furthermore, Stronge (2002) argues that the characteristics that lead to effective teaching cluster around the following themes: the teacher as a person, classroom management and organization, organizing and orienting for instruction, implementing instruction, monitoring student progress and potential, and professionalism. Accordingly, in relation to the teacher as a person, caring, listening, knowing students, fairness and respect, social interactions with students, creating enthusiasm and motivation for learning, dedication to students and teaching profession, and reflective

practice are found to be the essential elements of effective teaching. In addition to those prerequisites and the affective characteristics, classroom management and organization involving the use of classroom management skills, applying elements of organization, and managing and responding to student behavior appear to be important aspects of effective teaching. As another aspect, organizing and orienting for instruction encompasses focusing on instruction, maximizing instructional time, expecting students to achieve, and planning and preparing for instruction as essential dimensions. Similarly, implementing instruction, which covers the use of instructional strategies, communicating high expectations to students, acknowledging the complexities of teaching, using questioning techniques, and supporting student engagement, is highlighted as an important dimension. As another essential category, monitoring student progress and potential involves the use of homework, monitoring student learning and providing feedback, and responding to the range of student needs and abilities in the classroom. Finally, professionalism refers to engaging in dialogue with students, colleagues, parents, and administrators along with demonstrating respect, accessibility, and expertise (Stronge, 2002).

Drawing from these characteristics and other reviews, Stronge et al. (2011) further derive four main categories in relation to effective teaching which are not mutually exclusive: instructional delivery, student assessment, learning environment, and personal qualities. Accordingly, instructional delivery involves instructional differentiation, instructional focus on learning, instructional clarity, instructional complexity, expectations for student learning, use of technology, and questioning. Second, student assessment is related to the practices regarding assessment and feedback. Third, learning environment concerns classroom management, classroom organization, and behavioral expectations. Finally, regarding the personal qualities, caring, positive relationships with students, fairness and respect, encouragement of responsibility, and enthusiasm appear to be the most important characteristics.

Building on the results of many research studies, Darling-Hammond (2000a) suggests that general academic ability and intelligence, subject matter knowledge, knowledge

of teaching and learning, teaching experience, and certification status are the most influential teacher quality variables. Likewise, Haycock (1998) also points out that strong verbal and mathematical skills, content knowledge, and teaching skills are the three characteristics of effective teachers. Furthermore, drawing upon the syntheses of many studies aiming to identify the characteristics of teacher quality, Akiba et al. (2007) assert that teacher certification, subject matter knowledge, pedagogical knowledge, and teaching experience are the essential characteristics of teacher quality.

In an attempt to provide a framework that describes effective teaching, McBer (2000) discusses that there are three dimensions of effective teaching: *teaching skills*, *professional characteristics*, and *classroom climate*. Accordingly, teaching skills involves skills related to lesson flow and time on task, high expectations, homework, assessment, time and resource management, student management and discipline, methods and strategies, and planning. Second, professional characteristics is a set of certain behaviors related to professionalism (challenge and support, confidence, creating trust, and respect for others), thinking (analytical thinking and conceptual thinking), planning and setting expectations (drive for improvement, information seeking, and initiative), leading (flexibility, holding people accountable, managing students, and passion for learning), and relating to others (impact and influence, team working, understanding others). Lastly, classroom climate refers to creating effective learning environments where the purposes are clear, the classroom is orderly, safe, comfortable, and interesting, there is a clear set of standards, the atmosphere is fair, student participation is high, and students are emotionally supported.

Cochran-Smith and Lytle (1999) specify the following three conceptions regarding what teachers are expected to learn: knowledge-for-practice (e.g. subject matter, educational theories, disciplinary foundations of education, human development and learners, classroom organization, pedagogy, instructional strategies, assessment, social and cultural contexts of teaching and schooling), knowledge-in-practice (e.g., choosing among alternative strategies, organizing classroom routines, making immediate decisions, setting problems, framing situations), and knowledge-of-practice

(making classrooms and schools sites for inquiry, connecting their work to larger issues, taking a critical perspective on others' theory and research). First, knowledge-for-practice is essentially characterized by the formal knowledge for teachers to utilize. Second, knowledge-in-practice basically implies practical knowledge which is learned in the classroom or from the work of expert teachers. Third, knowledge-of-practice is the generated local knowledge to theorize and relate it to the larger issues.

Building upon the aforementioned studies, it is clearly seen that teaching is a multidimensional act which requires teachers to possess various qualities.

2.1.2.1. The 21st century skills for learners and teachers

Advocates of the 21st century skills including teachers, researchers, policy makers, politicians, employers and also the initiatives on the teaching and assessment of the 21st century skills basically hold the belief that the current century will require a new set of skills from individuals as workers and citizens (Ananiadou & Claro, 2009). Therefore, worldwide, establishing a high-quality education system that is responsive to the social and economic realities of the 21st century has become an important goal (Gopinathan et al., 2008). Many countries have undertaken certain educational reforms of curriculum, instruction, and assessments to address the challenges of the future and better prepare children in the 21st century, where individuals are expected to meet the demands of a rapidly changing world (Schleicher, 2012).

While the past centuries had been linear and predictable with the aim of understanding at the local scale, the 21st century is complex and ambiguous (Acedo & Hughes, 2014). This new era is characterized by globalization, massive economic and industrial development, marketization, urbanization, mass education, changes in the traditional social fabric of life, fundamental changes in the economy, jobs, and businesses, new types of services as a result of widespread use of information and communication technologies (ICTs), multi-polarizations in the world political order, and the increasing development of technology, all of which have intensified the need to improve the

quality of the new generation and the future workforce along with different skill demands (AACTE & P21, 2010; Ananiadou & Claro, 2009; Day, 2013; OECD, 2013; Paine, 2013). Similarly, environmental problems and growing socioeconomic inequities as well as the opportunities such as artificial intelligence, applied STEM (science, technology, engineering, and mathematics), and social networking require to restructure the education systems so that they respond to the realities of today's world and raise the individuals of the 21st century (Acedo & Hughes, 2014).

As a result of this global discourse, a similar trend is seen in the field of education which has been challenged by the marketization of education, the effects of ICTs, changing needs of students from literacy, numeracy, and content mastery towards generic skills such as communication, cooperation, curiosity, problem-solving, resilience, and so on (Gopinathan et al., 2008). In addition to these, jobs are changing very fast, knowledge is being digitized and thereby, students can reach information on search engines (Schleicher, 2012). Furthermore, standards of learning have become higher than before. Along with the rise of cross-national educational tests such as TIMSS, PISA, and PIRLS, countries have been compelled to involve in a challenging international competition against each other to prove their educational achievements (Akiba & LeTendre, 2009). As a result of these trends, it is believed that preserving the same education will not help to address the challenges of the future (Schleicher, 2012). In fact, these variety of goals and the realities of the 21st century schooling have profound implications for teaching and learning as well as the roles - knowledge and skills - expected from teachers and learners (Darling-Hammong, 2006; OECD, 2005; Schleicher, 2012).

As Ben-Jacob, Levin, and Ben-Jacob (2000) discuss, the student of the 21st century has been characterized as independent, self-motivated, and collaborative as opposed to a traditional classroom environment. In addition, they need to be lifelong learners. Therefore, the learning environment is expected to support problem-based learning that enables learners to explore. Acedo and Hughes (2014) also suggest certain areas of knowledge, competences, and attitudes for individuals to help them manage the

challenges of the transforming environments. According to them, STEM learning, information literacy, concepts-focused learning, creativity, critical thinking, academic honesty, health and mindfulness, and service learning are the most essential student outcomes for the 21st century.

However, according to a collaborative project by the American Association of Colleges of Teacher Education (AACTE) and the Partnership for 21st Century Skills (P21), education systems do not adequately prepare students with the skills that are necessary to succeed in life, career, and citizenship (AACTE & P21, 2010). Based on this, it has been argued that the education systems need to change considerably. This argument has been supported mainly by three realities which are low student achievement, the altered nature of work and workplace as a result of the changes in the economy and jobs, and the new skills expected from individuals along with the growing competitive demands. As a result, education systems are expected to encourage individuals to become lifelong learners who can accomplish complex ways of thinking and working and constantly reposition themselves in a dramatically changing era (Schleicher, 2012).

In developing high-quality teaching and learning and preparing students for the 21st century jobs, Darling-Hammond (2006) also points out that school curricula should foster certain skills that are crucial for the 21st century. Those skills are critical thinking, problem solving, conducting research and scientific investigations, defending ideas orally and in writing, and solving complex real-world problems in mathematics.

Many organizations also have been highlighting the importance of 21st century knowledge and skills. To illustrate, in the U.S., P21 and its fourteen state partners have been working to define the essential student outcomes for the 21st century. According to the P21 framework, the skills and the knowledge that are essential to succeed in work and life are grouped under four categories. The first category has been the core subjects and the 21st century themes. The core subjects, as defined by the Elementary

and Secondary Education Act (ESEA) or more commonly known as the No Child Left Behind Act (NCLB), include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, and government and civics. In addition, the 21st century interdisciplinary themes are global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health literacy, all of which have been characterized as interdisciplinary and have intersections between core subjects. The second category has been learning and innovation skills which are described as the most commonly referred 21st century skills. Those skills include critical thinking and problem solving, communication, collaboration, and creativity and innovation. The third category consists of information, media and technology skills including information literacy, media literacy, and ICT (Information, Communications, and Technology) literacy. Finally, the last category has been life and career skills which include flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility to manage the complex life and work environments (AACTE & P21, 2010).

The Assessment of Teaching of 21st-Century Skills (ATC21S) is another project that aimed to categorize the 21st century skills. The project was launched since it has been a growing concern that students are not fully prepared to manage life and work in an information-age era. Involving more than 250 researchers from 60 institutions around the world, the project categorized the 21st century skills globally into four main categories which are ways of thinking (creativity, critical thinking, problem-solving, and decision-making and learning), ways of working (communication and collaboration), tools for working (information and communications technology – ICT and information literacy), skills for living in the world (citizenship, life and career, and personal and social responsibility). Although there have been many efforts to categorize the 21st century skills, most of the frameworks share those common elements (Schleicher, 2012).

Similarly, Ananiadou and Claro (2009) offer a framework for categorizing the competences that are used for the OECD/CERI Project on New Millennium Learners (NML). Accordingly, the framework consists of three dimensions. First, the information dimension information as a source (searching, selecting, evaluating, and organizing information) and information as product (the restructuring of information and development of knowledge). Second, communication dimension involves effective communication and collaboration and virtual interaction. Third, ethics and social impact dimension entails social responsibility and social impact.

Given that the quality of the teacher has the largest influence on student learning among all educational resources and they are the backbone of the education systems (Darling-Hammond, 2006, 2007; Darling-Hammond & Bransford, 2005; Day, 2013; Zhu & Zeichner, 2013), a strong debate is growing in many countries about what kind of teaching and teacher education should characterize the nature of education especially in the 21st century (Zeichner, 2013). All systems of teacher education are currently challenged by creating a high-quality teaching (Paine, 2013) not only to improve student learning but also to benchmark a nation's educational achievements against other nations (Akiba & LeTendre, 2009; Darling-Hammond, 2006; Darling-Hammond & Bransford, 2005); therefore, effective teaching has become extremely important in the modern society (Darling-Hammond, 2006).

On the one hand, this global context introduces pressures on teacher education at macro level along with the new expectations for teachers and teacher education programs (Darling-Hammond & Bransford, 2005; OECD, 2005; Paine, 2013). On the other hand, looking from a more individual perspective than the national, today's teachers have faced a range of challenging conditions than they have ever experienced before (e.g., multilingual classrooms, culturally diverse classrooms, gender issues, special education students, students of parents living in poverty, and single-parent families); therefore, they are required of a wider repertoire of teaching skills (Darling-Hammond, 2006; Darling-Hammond & Berry, 1999; OECD, 2005). In addition to all these, the above mentioned new expectations for students, the expansive changes in

school curricula, and the higher standards of schooling also made it necessary that teachers are equipped with essential skills so that they can meet the challenges of this century and prepare young people for those desired skills (Darling-Hammond, 2006; Darling-Hammond & Berry, 1999; Schleicher, 2012). In this respect, teachers particularly need to be equipped with the 21st century skills to be able to teach them to their students (Schleicher, 2012). Consequently, these have given rise to look for the constituents of quality teaching and teacher preparation for the 21st century.

Although preparing highly qualified teachers has been a concurring topic for countries all over the world for more than ten years since the turn of the century, there are still contradictions and endless debates nationally and internationally regarding what skills and knowledge teachers need to possess in the 21st century (Korthagen, 2004; Zhu & Zeichner, 2013). Since the cultural roles and the identities of teachers are differing across countries, the way that each country defines highly qualified teacher also shows variations depending on the context (Akiba et al., 2007). Indeed, Paine (2013) concludes that both local pressures and global processes have an impact on the notions of quality teaching; and therefore, these interacting visions result in a variation across the countries reflecting both local and global traditions for what future teachers should know. In an age of globalization, policy borrowing, and international comparisons of achievement, first, it is important to recognize the context of a country, and then, examine its challenges of teacher education (Gopinathan et al., 2008). Building on the fact that each country has its unique traditions of teacher education that can offer insights to other countries (Gopinathan et al., 2008), the issue of preparing highly qualified teachers in the 21st century should be put on agenda as a high priority and discussed in a global context so that countries can borrow ideas and learn from each other to solve the problems (Zhu & Zeichner, 2013).

Examining the trends and issues in teacher education in a number of countries, Gopinathan et al. (2008) highlight the need to redefine the teaching profession. According to them, improving teacher quality starts with acknowledging the profession as complex which urgently calls for reconceptualization of how teachers

are prepared. In this regard, they point out that the high quality teaching in this new age mainly encompasses individualizing learning for students to embrace diversity in learning environments, having specialized knowledge, skills, and knowledge for effective teaching and using them in appropriate settings, collaborating with other professionals including education and non-education communities to recognize society's needs, following inquiry approach for pedagogical issues, informing the practice with the knowledge based on evidence, addressing the academic and emotional outcomes of the students by setting reasonable goals, establishing supportive learning environments, being committed to continuous personal and professional development.

For reconsidering teacher learning, Goodwin (2010) also suggests five domains of knowledge which are *personal knowledge*, *contextual knowledge*, *pedagogical knowledge*, *sociological knowledge*, and *social knowledge*. In a similar vein, Darling-Hammond (2006) argues that beyond maintaining order and providing useful information to student, teachers of the current age need to support the learning of a diverse group of students, care for every single child, manage classroom activities effectively, develop advanced communication skills, use technology effectively, and reflect on and evaluate their practice continually. Besides, she underlines that as opposed to the previous decades, teachers are now required to foster all students' higher order thinking and performance skills rather than preparing only a few students.

An OECD report (2005) also underlines that teachers of the current age, in particular, need to foster tolerance and social cohesion, address the needs of disadvantaged students as well as the needs of students with special needs, use new technologies, prepare students as self-directed learners, and keep up with the new approaches to student assessment. More specifically, the report classifies the new demands placed on teachers into four groups. First, at the individual student level, teachers are expected to initiate and manage the learning, respond to the needs of individual learners, and integrate both formative and summative assessment. Second, at the classroom level, they are required to teach in multi-cultural classrooms, integrate students with special

needs, and address new cross-curricular emphases. Third, at the school level, teachers need to work and plan collaboratively, evaluate and improve their practices, use ICTs in teaching and administration, and have management and shared leadership skills. Lastly, at the level of parents and the wider community, they are expected to give professional advice to parents and build community partnerships for learning.

In an OECD report on preparing teachers for the 21st century, Schleicher (2012) describes the attributes of the 21st century teaching professional in Singapore according to Singapore's TE21 Model of Teacher Education. Singapore is acknowledged as a high achieving country in the pursuit of the goals of the 21st century. Accordingly, the model consists of five components which are *learner-centered values, teacher identity, service to the profession and community, skills, and knowledge*. Learner-centered values cover empathy, belief that all children can learn, commitment to nurturing the potential in each child, and valuing of diversity. Teacher identity is composed of elements such as aims for high standards, enquiring nature, quest for learning, strive to improve, passion, being adaptive and resilient, being ethical, and professionalism. Service to the profession and community requires collaborative learning and practice, building apprenticeship and mentorship, social responsibility and engagement, and stewardship. As for the skills, reflective skills and thinking dispositions, pedagogical skills, people management skills, self-management skills, administrative and management skills, communication skills, facilitative skills, technological skills, innovation and entrepreneurship skills, and social and emotional intelligence are considered to be the most essential skills. Lastly, knowledge component includes the knowledge of self, learners, community, subject matter, pedagogy, educational foundation and policies, and curriculum as well as multicultural literacy, global awareness, and environmental awareness.

While Darling-Hammond and Bransford (2005) put forth that teachers' general academic and verbal ability, subject matter knowledge, knowledge about teaching and learning, teaching experience, and the set of qualifications for certification contribute much to teacher quality, to meet the goal of preparing teachers for a changing world,

they especially highlight three general areas of knowledge, skills, and dispositions: *knowledge of learners and their development in social contexts* (learning, human development, and language), *knowledge of subject matter and curriculum goals* (educational goals and purposes for skills, content, and subject matter), and *knowledge of teaching* (teaching subject matter, teaching diverse learners, assessment, and classroom management).

In addition to these aspects, Hammerness, Darling-Hammond, and Bransford (2005) emphasize that engaging in effective lifelong learning is also a key aspect of effective teaching in a fast-changing world. Incorporating much of the relevant research, they further offer a framework for teacher learning, which suggests that teachers basically learn to teach in a community where they can develop a *vision*, a set of *understandings*, *dispositions*, *practices*, and *tools*. While vision refers to having a sense of curricular vision along with the images of possible good practices, understandings involve deep knowledge of content, pedagogy, students, and social contexts. Tools mean conceptual and practical resources for use in the classroom such as learning theories, frameworks about learning and teaching, instructional strategies, textbooks, other materials, and so on. Practices can include several instructional activities to foster student learning. Finally, dispositions are the habits of thinking and action regarding teaching, children, and the role of the teacher. With a similar vein, Shulman and Shulman (2004) argue that an accomplished teacher possesses vision, has motivation, knowledge and ability, learns from experience through reflecting, and acts as a member of a professional community. Therefore, for an accomplished teacher, the aspects of learning are vision, motivation, understanding, practice, reflection, and community.

Day (2013) discusses that effective teaching involves three main characteristics within the context of the 21st century: the intellectual needs involving knowledge of subject matter and pedagogical content knowledge; the passion for teaching, learners, and learning; and the intellectual and emotional commitment to professional identity coupled with moral and ethical values. As O'Connor (2008) critiques, the emotional and empathetic qualities that are part of effective teaching have rarely been

acknowledged in public policy and professional teacher standards, fueled by the technical view of teaching which tends to ignore personal and individual nature of the profession.

According to P21 framework mentioned before, the essential skills for teachers of the 21st century are stated as follows: effectively integrating technologies with content and pedagogy, using technology to respond to the specific learning needs; integrating the 21st century knowledge and skills into instruction; enriching direct instruction with project-oriented teaching methods; applying the knowledge of child and adolescent development to education policy; using different assessment strategies to evaluate student performance and differentiate instruction; collaborating with learning communities by means of coaching, mentoring, knowledge-sharing, and team teaching; collaborating with other educators; fostering differentiated teaching and learning and reaching diverse students through several strategies; and engaging in professional development and developing positive attitude toward lifelong learning as a professional ethic (AACTE & P21, 2010).

Considering the changing demographic profile of the students and teachers in the U.S., another aspect that teachers need to be competent at in the 21st century is multicultural education. Accordingly, teachers are expected to embrace language and cultural differences, promote multicultural or culturally responsive pedagogy, and have an understanding of purposes of schooling and an awareness of impact of social contexts. In line with those, it is especially important that teachers are sensitive to the issues of difference, privilege, diversity, culture, equity, pluralism which stand at a crossroads in the 21st century (Cochran-Smith, 2000).

At the turn of the 21st century, Cochran-Smith (2000) highlighted that there has been a lack of consensus about what teachers need to know and what role teacher preparation institutions play for the certification and the licensure of teachers. This is partially because teacher education is a political enterprise that is influenced by the history, economy, and culture of a society. To illustrate, as she asserts, the current

agenda in the U.S., which is connected to standards-based curriculum movement, aims to empower teaching and teacher education by means of the search for professionalization, especially with the support of the National Council for Accreditation of Teacher Education (NCATE), the American Association of Colleges for Teacher Education (AACTE), the National Board for Professional Teaching Standards (NBPTS), and the Interstate New Teacher Assessment and Support Consortium (INTASC). While these organizations advocate high standards for the initial teacher preparation, licensing, and certification policies, the opposite deregulation agenda argues for alternate ways of teacher preparation, which is linked to another political agenda that pushes for the privatization of education and a market-based approach. Consequently, these competing agendas inevitably influence the discussions of what counts as qualified teacher (Cochran-Smith (2000)).

2.1.3. Professional standards

There have been ongoing efforts in many countries to determine the knowledge and skills expected from teachers. In particular, worldwide, the movement of establishing certain teacher competences or professional standards is significantly shaping the knowledge and skills that teachers are required to possess, which offer a basis for preservice or in-service teacher education programs and policies. Usually set with the goal of promoting excellence and a nationally consistent ground in the profession, those competences or standards basically serve to make explicit the constituents of high-quality teaching.

To illustrate, globally, the U.S. seems to be one of the many countries that have attempted for several institutional reforms to establish higher standards for teachers. Therefore, the U.S. teacher education policy discourse, as well as the education policies of other countries, is crowded with the ideas about *how* teacher quality should be characterized and *what* teacher education should include (Goodwin & Kosnik, 2013). Accordingly, in the U.S., a standards-based approach for effective teaching was first developed by the work of the National Board for Professional Teaching Standards

(NBPTS) to address what effective teaching implies, which has been considered as a basis for teacher recruitment, preparation, certification, evaluation, salary increases, mentoring, retention, induction, and in-service development as well as the accreditation decisions for preparation programs, all of which ultimately inform the teacher quality improvement initiatives (Darling-Hammond, 2010). Developed for 25 certificate areas from Pre-K to 12th grade, the standards developed by the National Board Certification, thereby, aim to distinguish effective teachers who possess the necessary knowledge and skills in the constantly changing education landscape to advance student learning (NBPTS, 2016). The NBPTS certification is considered to be an important catalyst for teacher effectiveness given that the teachers who are certified by the NBPTS assessment procedure are more likely to be effective teachers than others (Goldhaber & Anthony, 2007).

There are several entities in the U.S. that have a significant place in the landscape of teacher education due to their strong influences on the policies that support and promote the interests of the teaching profession and seek to expand the knowledge of *how* and *what* of teacher education: Among them, The U.S. Department of Education (DoE), the Council for the Accreditation of Educator Preparation (CAEP), the National Council on Teacher Quality (NCTQ), and the American Association of Colleges for Teacher Education (AACTE) are the most influential ones. Created in 1980, the U.S. DoE is the agency of the federal government that establishes and executes education policies for the nation. It is dedicated to raise the country's global competitiveness and advance student achievement by reinforcing educational excellence and equal access (U.S. DoE, 2010). The U.S. DoE has also an important role within the landscape of teacher preparation especially due to the teacher quality provisions of Elementary and Secondary Education Act (ESEA) which is more popularly known as No Child Left Behind (NCLB) Act of 2001.

By the NCLB Act of 2001, the U.S. DoE emphasizes three elements for a quality teacher: holding full state certification, a bachelor's degree, and competence in the subject-matter (U.S. DoE, 2010). While this definition underscores the importance of

content knowledge and verbal ability, it has been criticized for neglecting the importance of pedagogy (Blanton et al., 2006). In addition, the fact that states show variations regarding the licensure requirements and pathways to certification makes it hard to decide if a teacher has met the criteria (Liston et al., 2008). Although student achievement is influenced by content knowledge and verbal ability, teaching requires more than transmitting information such as asking good questions, building relationships with students and parents, collaborating with professionals, and responding to the needs of students with varying backgrounds and abilities in addition to having a deep content knowledge (Cochran-Smith, 2002).

Second, the CAEP, an accrediting body which has inherited the heritage of the NCATE (National Council for Accreditation of Teacher Education) and the TEAC (Teacher Education Accreditation Council), has a rich history of accreditation in teacher preparation. The CAEP states its vision as to ensure excellence in educator preparation by increasing the value of accreditation which controls quality and encourages continuous improvement to foster P-12 student learning based on the standards that stems from evidence-based measures of performance. Accordingly, the CAEP strives for increasing teacher quality by promoting the elements of content and pedagogical knowledge; clinical partnerships and practice; candidate quality, recruitment, and selectivity; program impact; and provider quality, continuous improvement, and capacity (CAEP, 2015).

Third, founded in 2000 as a nonpartisan research and policy organization, the NCTQ states that it is dedicated to ensure that every child has an effective teacher. In addition, it recognizes its role as to promote reforms at the federal, state, and local levels since it strongly believes that it is not the teachers but the institutions with the biggest authority that are responsible for the challenges of the teaching profession. The NCTQ mainly concentrates on providing guidance to both teacher preparation programs and states to improve program quality. To raise teacher quality, the NCTQ especially highlights the elements of selection criteria, early reading, English language learners, struggling readers, elementary mathematics, elementary content, classroom

management, lesson planning, assessment and data, equity, student teaching, outcomes, and evidence of effectiveness (NCTQ, 2016).

Lastly, another institution that is influential on teacher preparation is the AACTE which describes itself as a national alliance of educator preparation programs. The AACTE declares that it strives to ensure a high quality evidence-based preparation for educators by advancing effective practices for educator preparation programs; thereby, it aims to support educators to be able to teach all learners once they enter the profession. The AACTE supports the following elements for improving teacher quality: serving all learners, equity, high quality learning, professionalism, diversity, scholarship and knowledge production, accountability, infusing current knowledge and practices into programs (AACTE, 2017).

It is important that the teaching standards in the U.S. have mostly been driven by the national and state standards that have been developed for students through the Common Core State Standards Initiative. This state-led effort was launched in 2009 by state leaders to establish clear learning goals for students, articulate what they are expected to learn at each grade level, and help them get prepared for college, career, and life (Common Core State Standards Initiative, 2017). The end product of the initiative was a set of standards defining the knowledge and skills that students are expected to gain through their K-12 education. Accordingly, the Common Core State Standards concern (1) English language arts, (2) literacy in history/social studies, science, and technical subjects, and (3) mathematics. More specifically, for elementary school students, the standards only center around English language arts and mathematics. Regarding their focus, the standards for English language arts basically concentrate on reading, writing, speaking, listening, and language dimensions for elementary school students while the standards for mathematics concerns operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, and geometry.

As another organization that has been playing an important role in providing leadership, advocacy, and technical assistance on educational issues in the U.S., the CCSSO (Council of Chief State School Officers) has also built on the national standards as well as the Common Core State standards and offered a set of model core teaching standards through its Interstate Teacher Assessment and Support Consortium (INTASC) to provide a basis for the policies and programs that aim to prepare, license, support, evaluate, and reward teachers. Those 10 standards are common to all subject areas and grade levels and they have been recognized as a resource demonstrating what teachers need to know and do to improve student achievement and prepare every K-12 student for entering college or the workforce (CCSSO, 2013). To summarize, the standards have been grouped into four categories as follows:

1. The Learner and Learning (Standard 1 - Learner Development; Standard 2 - Learning Differences; Standard 3 - Learning Environments)
2. Content (Standard 4 - Content Knowledge; Standard 5 - Application of Content)
3. Instructional Practice (Standard 6 - Assessment; Standard 7 - Planning for Instruction; Standard 8 - Instructional Strategies)
4. Professional Responsibility (Standard 9 - Professional Learning and Ethical Practice; Standard 10 - Leadership and Collaboration)

Danielson's Framework for Teaching (1996) has been another landmark work offering a basis for the responsibilities of teachers. The framework consists of four elements which are planning and preparation, instruction, the classroom environment, and professional responsibilities. Planning and preparation involves knowledge of content and pedagogy, knowledge of students, selecting instructional goals, designing coherent instruction, and assessing student learning. The classroom environment consists of a set of behaviors that are related to creating an environment based on respect and rapport, creating a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space. Instruction is associated with communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students,

demonstrating flexibility and responsiveness. Lastly, professional responsibilities include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

Similarly, in Australia, there are professional standards developed for teachers. Those 7 standards are interconnected, interdependent, and overlapping; and were developed by government to regulate the profession and improve teacher quality (Australian Institute for Teaching and School Leadership, 2014). More specifically, centering around three domains of teaching which are professional knowledge (standards 1 & 2), professional practice (standards 3, 4, & 5), and professional engagement (standards 6 & 7), the Australian professional standards for teachers are as follows (Australian Institute for Teaching and School Leadership, 2014):

1. Knowing students and how they learn
2. Knowing the content and how to teach it
3. Planning for and implementing effective teaching and learning
4. Creating and maintaining supportive and safe learning environments
5. Assessing, providing feedback, and reporting on student learning
6. Engaging in professional learning
7. Engaging professionally with colleagues, parents/carers, and the community.

In Europe, the key role of teachers and teacher education is emphasized by the European Commission and the Ministries of Education of the member states of the European Union in an attempt to create Europe of Knowledge, transform European societies into learning societies, and facilitate the process of European integration for economic welfare and social cohesion (Buchberger, Campos, Kallos, & Stephenson, 2000). Moreover, the cross-national comparisons of student achievement in PISA and TALIS, the international commitments (e.g., the Bologna process of Higher Education reform) and the development of Qualifications framework, the desire to increase the competitiveness of the European Union by enhancing the quality of education, the

need to reform the system of teacher education, and the expectations of parents or other stakeholders for high quality teachers have been the main motivations behind the goal of defining the competences that are essential for teachers (Caena, 2013). Given these, the European Union also requires each citizen to possess a set of competences. Accordingly, to be successful and adapt flexibly to the dramatically changing world, the European Union suggests the following lifelong competences for individuals: communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression (European Communities, 2007).

2.2. Pre-service Teacher Education

This section, first, presents the historical background of the pre-service teacher education in Turkey. Upon reviewing four significant periods of time, it further introduces the current elementary teacher education program in Turkey as this program was developed by the end of the last period of time that was presented in this section. In this regard, the section provides information both on the national competences suggested for elementary teachers, and also on the characteristics of the current elementary teacher education program. To situate the elementary teacher education within the larger context of teacher education in Turkey, this section lastly presents the current teacher education system in Turkey including the overall structure of the teacher education system, the implications of the recent reforms on elementary teacher education, and the challenges in the teacher education system.

2.2.1. Historical background of pre-service teacher education in Turkey

Given that teachers have a critical role in educational practices and they are key to the implementation of any educational policy (Atanur-Baskan et al., 2006), improving the teacher education system has always been at the center of the educational policies that aimed to improve the quality of the overall education system in Turkey. In this regard,

numerous efforts have been made especially since the beginning of the 20th century to restructure the teacher education system (Çakıroğlu & Çakıroğlu, 2003). While those efforts aimed to improve different problems of the teacher education system (Çakıroğlu & Çakıroğlu, 2003) in parallel with the societal and political tensions (Üstüner, 2004), the main intention behind all those efforts was to ultimately improve the quality of teachers, which has been a persistent problem in the history of teacher education in Turkey (Yıldırım, 2011).

2.2.1.1. The period between 1848 and 1923

The teacher education policies in Turkey date back to the establishment of “Darulmuallimin” (School of Teacher Training) (Akyüz, 2006; Atanur-Baskan et al., 2006; Bilir, 2011). Founded on 16th March, 1848, the primary goal of this school was to train teachers and address the teacher shortage in schools as well as finding out simple and effective teaching methods, which were believed to be the key to solve the encountered problems of the education system (Akyüz, 2006). In particular, Darulmuallimin, which was later called “Darulmuallimin-i Rüşdi”, was established to train teachers for the junior high schools called “rüştıye” (Akyüz, 2006; Bilir, 2011). The length of teacher education was three years (Atanur-Baskan et al., 2006). In addition to teaching general discipline and knowledge on several subjects such as mathematics, geometry, geography, and Arabic (Akyüz, 2006), pedagogical knowledge and “Practice Schools” (Tatbikat Mektebi) were also some essential components of Darulmuallimin (Atanur-Baskan et al., 2006; Bilir, 2011). The admissions were done on the basis of candidates’ competency in Arabic and Turkish languages as well as the suitability of their personality characteristics to teaching profession. On the other hand, the teachers who graduated from Darulmuallimin were recruited on the basis of their GPAs (Atanur-Baskan et al., 2006).

At those times, in addition to junior high schools, several other types of schools were established to increase the schooling and the literacy rate of the society, which, consequently, created the increasing demand for more teachers (Akdemir, 2013).

Therefore, both in an attempt to address the urgent teacher shortage problem and prepare teachers who could contribute to the development of the nation, the institutionalization of teacher education also continued with the establishment of other schools such as “Darulmuallimin-i Sıbyan” to train male teachers for primary schools, “Darulmuallimat” to train female teachers for junior high schools and primary schools, and “Darulmuallimin-i Aliye” to train high school branch teachers. As such, there were several different institutions training teachers, which, indeed, continued to be the case until 1973 (Atanur-Baskan et al., 2006). On the other hand, these reforms are significant in the sense that, from this time on, educational issues started to be handled by the government rather than the religious authorities (Bilir, 2011).

2.2.1.2. The period between 1923 and 1973

Especially after the Proclamation of the Republic in 1923, Turkey went through massive reforms in the field of education as well as in other fields to meet Western standards and create a modern and developed nation (Çakıroğlu & Çakıroğlu, 2003; Turan, 2000). In this respect, restructuring the teacher education system was always at the heart of the educational policies since it was strongly believed that “the new generation would be the masterpiece of teachers”, as emphasized in the words of Mustafa Kemal Atatürk, who was the founder of the Turkish Republic. Accordingly, not only several reforms were enacted to reshape the existing teacher education institutions based on the core values of the Republic, but also new institutions were established to meet the teacher need of the country (Bilir, 2011). Underlying those efforts was the recognition that the goal of secularizing Turkey and developing the social and economic structure of the country would not be achieved unless the educational level of the society was raised (Çakıroğlu & Çakıroğlu, 2003). Therefore, educational reforms were considered as a fundamental tool for the ultimate transformation and modernization of social, political, and educational life (Turan, 2000).

As one of the major reforms, the Turkish education system was centralized in 1924 by the enactment of the “Law on Unification of Instruction” which put all educational institutions under the control of the Ministry of Education in addition to charging it with the responsibility to make all educational policy and administrative decisions (Çakıroğlu & Çakıroğlu, 2003). Therefore, with this law, all types of schools and teacher education programs were affiliated with the Ministry of Education as the single source of administration (Gursimsek, Kaptan, & Erkan, 1997).

In 1924, the Ministry of Education invited John Dewey and other international scholars so as to restructure the education system based on their observations and recommendations. In particular, Dewey’s report on Turkish education system led to remarkable changes. His report mainly called for the improvement of the teacher education system, while it also provided guidelines for the improvement of the overall educational system (Turan, 2000). Accordingly, in the following years, several measures were taken to restructure the teacher education system. At that point, the teacher education policies were mainly influenced by the fact that Turkey has a young and growing population, which affected the quality and the quantity of teachers needed (Çakıroğlu & Çakıroğlu, 2003; Gursimsek et al., 1997). In addition to this, the inequality of the educational opportunities caused by the sharp differences in different regions of the country also shaped the teacher education policies (Gursimsek et al., 1997). In this regard, to meet the different needs in different regions of the country, two types of teacher education schools, which were basically secondary schools, were established under the supervision of the Ministry of Education: “Primary Teacher Schools” and “Village Teacher Schools”. Accordingly, while the former trained elementary teachers for urban areas, the latter prepared elementary teachers for rural areas. In particular, the Village Teacher Schools aimed at raising the education level of people who were living in rural areas as their needs were different than those who lived in urban areas (Çakıroğlu & Çakıroğlu, 2003; Doğan, 2005; Gursimsek et al., 1997).

Another practice that has a significant place in the history of Turkish education system is the “Village Institutes” (Köy Enstitüleri), which were founded in 1940 at different regions to prepare elementary teachers for rural areas. The teacher education program of the Village Institutes was quite unique in terms of following a bottom-up approach, building directly on the practical needs of the people in different rural areas, promoting community collaboration, experiential learning, and encouraging problem solving in daily life (Akdemir, 2013; Çakıroğlu & Çakıroğlu, 2003). The students who entered into the Village Institutes were selected among the students in villages who finished primary school with high achievement (Akdemir, 2013; Gursimsek et al., 1997). The courses that they were expected to take varied from pedagogical courses to others including farming, economics, nursing, sewing, and so on, which helped them develop different skills to be a leader in the area they lived (Gursimsek et al., 1997). Moreover, during their teacher education, those prospective teachers were not only prepared with all kinds of skills to transform and develop those rural areas, but they were also able to gain a high level of awareness, commitment, and responsibility to educate people who live in rural areas. Therefore, when they graduated from Village Institutes and started their teaching career, they were highly motivated to work in villages and collaborate with the local community in addition to having effective leadership skills (Akdemir, 2013).

Due to the political dynamics, the Village Institutes were abolished in 1954 (Akdemir, 2013; Çakıroğlu & Çakıroğlu, 2003). The abolishment of the Village Institutes is remarkable because, from that time on, all teachers prepared with the same set of knowledge and skills regardless of the specific skills that they would need to work in rural or urban areas (Akdemir, 2013). Since then, elementary teachers were prepared in boarding high schools called Teacher Schools (Çakıroğlu & Çakıroğlu, 2003). On the other hand, both teachers for the lower secondary education and teachers for the upper secondary education were prepared at higher education level, in two-to-three-year “Institutes of Education” and four-year “Higher Teacher Schools” respectively (Doğan, 2005; Kavcar, 2002; Öztürk & Yıldırım, 2014; Türkmen, 2007).

Although teacher shortage was a serious problem especially at the elementary education level before 1950s, it became the case between 1950s and 1970s for the secondary education level (Akdemir, 2013). Considering the unsatisfied teacher need, in 1960s, it was an inefficient strategy that the graduates of high schools were given a right to fulfill their military service as a primary school teacher. Furthermore, as long as they accomplished the given exam, they could become a primary school teacher. Nevertheless, these practices damaged the attempts to raise the quality of teachers (Bilir, 2011). Similarly, many other short-term strategies were followed as a solution to the teacher shortage problem, which, on the contrary, resulted in a considerable number of underqualified teachers (Akdemir, 2013).

2.2.1.3. The period between 1973 and 1997

As another important regulation in the history of teacher education system in Turkey, in 1973, all teacher education programs were brought to higher education level as part of the enactment of “Basic Law of National Education (No: 1739)”. In other words, it was decided that all teacher candidates, regardless of the level of education they will teach, must be a graduate of higher education. As a result, elementary teachers also started to be trained at higher education level, particularly in two-year post-secondary “Institutes of Education” (Atanur-Baskan, 2001; Atanur-Baskan et al., 2006; Çakıroğlu & Çakıroğlu, 2003; Doğan, 2005; Guven, 2008; Kavcar, 2002). This law has been especially important in the history of teacher education in Turkey since it officially defines teaching as “a specialized profession” which requires having the knowledge of general culture, the knowledge of content, and the knowledge of pedagogy.

Later, in 1982, the responsibility of teacher training was transferred from the Ministry of Education to universities with the establishment of the Council of Higher Education (Azar, 2011; Bilir, 2011; Yıldırım, 2011). This was an important change in terms of introducing a unified system of higher education, which, subsequently, affected the teacher education policies. Accordingly, some four-year teacher training colleges were

reformed as new “Faculties of Education” under the supervision of the Council of Higher Education (Atanur-Baskan, 2001; Azar, 2011; Çakıroğlu & Çakıroğlu, 2003). As a result, secondary school teachers started to receive four years of teacher education in those “Faculties of Education”, whereas elementary school teachers still received two years of teacher education in “Schools of Education” (Çakıroğlu & Çakıroğlu, 2003; Öztürk & Yıldırım, 2014; Üstüner, 2004). Since this time, the Council of Higher Education has been responsible for the planning, coordination, and governance of higher education policies, while the Ministry of Education has been responsible for developing policies for all educational levels prior to higher education. Therefore, the Council of Higher Education has been responsible for the preparation of teachers at the higher education institutions, while the Ministry of Education has been responsible for the recruitment and employment of them after completing their teacher education program at those higher education institutions.

Until 1982, it is seen that teacher education policies in Turkey were mainly driven by the concerns regarding the quantity of teachers rather than the quality of them. Shortly, to respond to the teacher need that increased in parallel with the growing student population, different teacher education institutions were established one after another (Atanur-Baskan et al., 2006; Azar, 2011), which, on the other hand, exacerbated the existing problem of variability of standards across different teacher education institutions. However, having transferred the responsibility of teacher education to the universities under the supervision of the Council of Higher Education, it was believed that the direction of the teacher education discussions would shift from the quantity of teachers to quality of them (Azar, 2011).

In 1989, it was decided by the Council of Higher Education that all teachers must receive four years of undergraduate education and graduate from the Faculties of Education (Çakıroğlu & Çakıroğlu, 2003; Gursimsek et al., 1997). Hence, the length of teacher education for elementary school teachers was also increased to four years (Atanur-Baskan, 2001; Atanur-Baskan et al., 2006; Çakıroğlu & Çakıroğlu, 2003). In addition, the responsibility of training elementary school teachers was given to the

“Elementary Education Departments”, which were established within the Faculties of Education in 1992 (Atanur-Baskan et al., 2006; Çakıroğlu & Çakıroğlu, 2003; Guven, 2008; Üstüner, 2004; Yıldırım, 2011). On the other hand, for those elementary or secondary teachers who received two or two-to-three-year teacher education until these changes took place, additional programs were designed in different universities by the Faculties of Education (Gursimsek et al., 1997). Although the responsibility of teacher education still belongs to the faculties of education within the body of universities, such alternative routes to teacher certification have always been part of the teacher education debates in Turkey (Şimşek & Yıldırım, 2001; Yıldırım & Ok, 2002). In fact, to address the teacher shortage, different alternative strategies, such as offering military service as a teacher, offering service as a substitute teacher, offering short-term intensive trainings, recruiting the graduates of other faculties as teachers, were adopted throughout the history of the teacher education system in Turkey (Akyüz, 2001; Atanur-Baskan et al., 2006).

Alternative teacher certification programs were generally offered to the graduates of several faculties, other than the faculties of education, to train them as teachers in a short period of time for the areas which suffered from the teacher shortage problem. Although alternative teacher education programs reflected in the problem of offering teaching credentials to those who have not satisfied the necessary qualifications, similar policies continued to be enacted. For instance, in the mid-1990s, to respond to the teacher shortage, those who graduated from any of the other faculties were recruited as teachers by the Ministry of Education even without taking any additional pedagogical courses (Atanur-Baskan et al., 2006; Çakıroğlu & Çakıroğlu, 2003; Şişman, 2009; Yıldırım, 2011). All in all, as a result of those policies, a considerable number of the graduates of other fields were recruited particularly as elementary teachers for several times in the past (Şişman, 2009) especially because of the increasing need for elementary teachers which resulted from not having any graduates out of the elementary teacher education program for two years as the length of the program had previously been increased from two years to four years (Atanur-Baskan et al., 2006). While the main intention behind all these efforts was to improve the

teacher education system by increasing the number of teachers, these decisions, in fact, made a negative impact on the efforts to increase the quality of teachers (Azar, 2011; Okçabol, 2004; Yıldırım, 2011). On the other hand, it is seen that alternative teacher certification programs have still been appealing as the Council of Higher Education continued to make certain regulations on those programs in 2009 and 2010, including the admission of the students, the length of the program, and so on (Akdemir, 2013).

2.2.1.4. The period between 1997 and 2006

Because of the aforementioned problems, in the mid-1990s, the quantity and the quality of teachers were still among the most heated debates of the teacher education system in Turkey (Atanur-Baskan et al., 2006). Consequently, these concerns regarding the quality of teachers and the quality of teacher education urged the Ministry of Education, the Council of Higher Education, and the State Planning Organization to collaborate on the “Preservice Teacher Education Project”, which was carried out between 1994 and 1998 as part of the “Development of National Education Project” and funded by the World Bank (Akdemir, 2013; Atanur-Baskan et al., 2006; Okçabol, 2004). The primary goal of this project was to improve the problems of the teacher education system and restructure the faculties of education. In addition to this development in the teacher education system, in 1997, the general Turkish education system also went through a major reform as the length of compulsory continuing primary education was extended from five years to eight years in Turkey (Atanur-Baskan et al., 2006). Accordingly, also pushed by this reform, the Preservice Teacher Education Project resulted in several changes that substantially restructured the faculties of education.

In this regard, some of the activities carried out through the Preservice Teacher Education Project were aligning the curricula of the teacher education programs with the school curricula, increasing the number of pedagogical courses in the teacher education programs, offering certain courses as must courses, offering secondary school teachers a preservice teacher education leading to a master’s degree, supporting

the curriculum development projects, training faculty members abroad, improving the educational materials of the faculties of education, offering school experience to teacher candidates, initiating the collaboration between the faculties of education and practice schools, establishing the National Committee on Teacher Education to evaluate the effectiveness of the teacher education programs, and evaluating the faculties of education through Accreditation and Standards studies (Akdemir, 2013; CHE, 1998). In addition to these, the elementary teacher education program was changed under the Elementary Education Department as a program, rather than a department all by itself (Atanur-Baskan et al., 2006). Although the project led to these various changes, the main criticism was that those changes basically resulted in similar problems as they were mostly temporary solutions to the existing problems because of the lack of collaboration among the Ministry of Education, the Council of Higher Education, and the faculties (Akdemir, 2013; Azar, 2011). In addition, they were mostly structural changes rather than being effective solutions.

As part of the structural changes, while the 4-year elementary teacher education was preserved with concurrent model, as mentioned above, the secondary teacher education was restructured by offering secondary school teacher candidates a preservice teacher education leading to a non-thesis Master's degree (Azar, 2011). Accordingly, those prospective teachers had to take their subject area courses from the faculties of arts and sciences in the first 3.5 or 4 years of their teacher education program, whereas they had to take the remaining pedagogical courses from the faculties of education in the last 1.5 years ($3.5+1.5=5$ or $4+1.5=5.5$ year-model). Similarly, to meet the number of teachers needed, the opportunity of teacher certification with a master's degree was also offered to those who had graduated from other faculties (Akdemir, 2013; Yıldırım, 2011). However, it is also notable that the rationale behind this policy was not only stemming from the need to respond to the teacher shortage in certain areas, but it was also grounded in a discussion as to whether it should be the faculties of education or other faculties, such as the faculties of arts and sciences, that should prepare teachers. Embedded in this perspective is the view which regards the knowledge of subject-matter, taught more deeply in the faculties of

arts and sciences, as more important than the knowledge of pedagogy taught in the faculties of education. However, this view reduced teaching to merely being competent at subject-matter knowledge and only taking some additional teaching certification courses (Yıldırım, 2011).

In addition to these, this policy also lowered the status of teaching profession and that of faculties of education as the graduates of other faculties were also able to be recruited as teachers after completing this program (Akdemir, 2013). On the other hand, it resulted in several problems including the selection of those candidates, the variability across different institutions which offered this program, offering undergraduate level courses to the candidates despite offering them a master's degree, inequalities between the graduates of elementary and secondary teacher education programs as for having an undergraduate or a master's degree although completing a similar teacher education program (Akdemir, 2013; Kızılcıoğlu, 2006), decreasing the teacher candidates' professional commitment and motivation because of delaying the pedagogical courses towards the end of the program, and so on (Kızılcıoğlu, 2006).

As part of the "Preservice Teacher Education Project", all teacher education programs were also redesigned by the Council of Higher Education in 1997. This reform was made with respect to the growing concerns to enhance the quality of teachers and teacher education. In addition, another reason behind this reform was to align the teacher education programs both with the recent developments in the world and the 8-year compulsory continuing primary education reform, which particularly increased the number of teachers needed (Akdemir, 2013; Azar, 2011). As explained by the CHE (1998), the following factors also paved the way for this particular reform: the lack of standards on the content of the courses, the number of the courses, and the course credits in the previous teacher education programs, the mismatch between the teacher education programs and the school curricula, not considering the principles of sequence, continuity, and integrity of the courses in the previous programs, the priority of theory in the courses over practice, inadequate number of pedagogical courses, offering courses based on the interests of faculty members rather than the needs of

teacher candidates, and thereby, offering too many must courses but few elective courses, inadequate number of pedagogical courses also in the alternative teacher certification programs, and the mismatch between the formal and the enacted teacher education programs.

Accordingly, to align the new teacher education programs with school curricula, the program of each discipline was developed on the basis of the analysis of the school curricula in terms of the roles expected from both students and teachers. Including the elementary teacher education program, all teacher education programs offered three types of courses to teacher candidates: subject area courses, pedagogical courses, and general culture courses. To get an undergraduate degree, the teacher candidates of the elementary teacher education program were expected to complete a minimum of 152 credits totally in 177 course hours over the course of their teacher education program. Of 152 credits, 8 credits were allocated to the elective courses and 144 credits were allocated to the must courses. In addition, excluding the elective courses, 30 credits were allocated to the pedagogical courses, 97 credits were allocated to the subject area courses, and 17 credits were allocated to the general culture courses. In addition, of 177 course hours, it is seen that 127 course hours were allocated to theoretical knowledge while 50 course hours were allocated to practice (CHE, 1998).

Compared to the previous programs, it is notable that the number of the pedagogical courses and their credits were increased in the new programs. Similarly, the clinical practice was more emphasized in the new programs (CHE, 1998). To illustrate, previously, there had been only one school experience course which had been offered in the last semester of the teacher education program and mostly required students to do class observations except a few hours of actual teaching practice. On the other hand, in the new programs, the amount of school experience was increased as the course started to be offered in the first two semesters and the seventh semester of the program for 4 hours per week (Yıldırım, 2011). Moreover, most of the pedagogical courses in the teacher education programs were supported with practice which required students to apply theory into practice in the real school settings. In addition, it is important that

the pedagogical courses were designed and sequenced in a way to support the subject-area courses (CHE, 1998).

Both clinical practice and the pedagogical courses aimed to help students understand the fundamental characteristics of the teaching profession along with the difficulties and the advantages it brings. At this point, it is particularly important that students were offered to have school experience as soon as they started to their program so that their adaptation to the class and school environment would be faster. To this end, the school experience course started to be offered in the first year of the teacher education programs as opposed to last semester of the previous programs (CHE, 1998). In addition to the school experience course, students were also offered teaching practice course in the eighth semester of their teacher education program for 6 hours per week, which provided them with the opportunity to have real teaching experience before they graduated (Yıldırım, 2011). At this point, it is important that the practice teaching course was particularly offered after the school experience course as the former builds on the latter. It is also remarkable that to provide teacher candidates with the opportunity to spend much of their time in the school settings in their last semester, the number of the other courses offered in the last semester of their teacher education programs were decreased as this particular period was especially considered to be a transition period from being a student to becoming a teacher (CHE, 1998).

Furthermore, instructional planning and evaluation started to be offered together in a same course as they strongly build on each other. Similarly, in order to equip teacher candidates with the essential skills regarding the information and communication technologies as well as material development, certain courses were also offered. In addition, classroom management and courses covering the pedagogical content knowledge were emphasized in the new programs. Likewise, drawing on the changing needs of the students as well as the changing roles of the teachers, guidance course was added to the programs. While the offered pedagogical courses were determined on the basis of the skills that are considered to be the most critical for teachers, the rest

of the skills that teachers need to develop was left to the in-service teacher trainings as teaching profession requires continuous professional development (CHE, 1998).

In addition to those, Turkish I: Written Expression and Turkish II: Oral Expression courses started to be offered as credit courses in all programs to enable all teachers to develop their expression skills in Turkish, which is considered to be one of the essential skills. Similarly, it was emphasized that not only in those two courses but also in all other courses, the development of the expression skills of teacher candidates should be supported through several activities. Moreover, a number of elective courses were added to the programs to provide teacher candidates with the opportunity to develop their knowledge of general culture (CHE, 1998). Lastly, in parallel to all those efforts, some courses were renamed so as to better reflect the tendency of the new programs to the practice element (Yıldırım, 2011).

Despite these positive changes, the new programs were criticized for a number of reasons including not being properly aligned with the changes on school curricula after the 8-year compulsory continuing primary education reform as well as not offering a sufficient number of subject area courses, not considering the principles of sequence, continuity, and integrity in the curricula, and offering elective courses based on the interests of the faculty members rather than the needs of students (Kızılcıoğlu, 2006). Similarly, the programs were criticized for not providing students with adequate theoretical knowledge due to emphasizing the practice element more. Central to this argument is the view that teacher education must be largely based on theory rather than practice so that teacher candidates can, first, develop the essential knowledge, skills, and attitudes to later be successful practitioners in schools. Likewise, the programs were criticized for not offering an adequate education for the general culture courses such as history, literature, geography, economy, and so on which were considered to be essential for teachers of all programs (Yıldırım, 2011).

Starting from the 1980s and the 1990s, recent years have witnessed the rapid rise of global competition, which has altered the skills expected from next generation (Güven,

2008). Consequently, this situation placed new demands on teachers and increased the pressures on teacher education for preparing high quality teachers, coupled with the argument that teachers have a critical role in improving the future workforce (Akdemir, 2013; Azar, 2011). Similarly, the social, economic, and political changes originated from Turkey's internal state and its relationships with the European Union as a candidate country have also increased the number of calls for quality teachers as well as quality teacher education. In other words, since the European Union considers the preparation of teachers as a matter of the utmost importance to raise its competitiveness in the globalized world (European Commission, 2005), in recent years, the concerns for preparing quality teachers have also been growing in Turkey. Similarly, in parallel to the expanded global trends, the rise of internationally standardized tests such as TIMSS, PISA, and PIRLS have created educational competition among the nations to benchmark their educational achievements against other nations (Akiba & LeTendre, 2009). These exams seek to identify the characteristics of highly successful education systems and thereby, provide governments with effective policies to adapt to their national contexts. Considering the case of Turkey, students generally perform below the average of the other participating countries on these cross-national exams. To illustrate, students' mean scores in mathematics (448 out of 494), reading (475 out of 496), and science (463 out of 501) on the recent PISA assessment were found to be significantly lower than the OECD average in 2012 (OECD, 2014). For these reasons, with constant and continuing efforts, Turkey has enacted several reforms to restructure the teacher education system so as to better prepare children and respond to the higher demands of today's world although those efforts have mostly been concerning structural changes.

In 2005, the Ministry of Education initiated an important reform concerning the school curricula. As a result of this reform, there has been a shift in the philosophical underpinnings of the education system. Accordingly, the behaviorist approach, which was central to the school curricula for a long time, was replaced by the constructivist approach. Therefore, the expectations from teachers, as well as learners, have changed considerably along with the new roles that have been defined in the constructivist

school curricula (Yıldırım, 2011). After this reform, to support these changes, the Ministry of Education redefined the teacher competences which had already been carried out as part of a larger project (MoNE, 2006). Overall, two sets of competences have been defined for teachers: core competences across disciplines and subject area-specific competences. While the generic teacher competences were finalized in 2006, the subject-area specific competences were completed later. In particular, the subject-specific competences for elementary teachers were finalized in 2008.

On the other hand, the teacher education programs had not been aligned with those newly defined teacher competences yet. In addition, the teacher education programs had been highly criticized for not equipping the teacher candidates with the knowledge and skills required by the new era (CHE, 2006b). Consequently, taking all the aforementioned criticisms of the previous teacher education programs into consideration, together with the purpose of aligning the teacher education programs with the new school curricula and the new competences suggested for teachers, the Council of Higher Education made another reform on the teacher education system in 2006 by initiating new teacher education programs, which have still been in operation. As stated by the CHE (2006b), another rationale behind this reform was to meet the objectives of the European Higher Education Area, of which Turkey has been a part since 2003, by establishing certain standards across the faculties of education. Therefore, it was necessary to define the learning outcomes of the teacher education programs, identify the contents to be covered, determine the amount of time to allocate for each one, and suggest similar methods to assess students. Consequently, based on the suggestions of teacher educators as well as the opinions of the authorities from the Board of Education and Discipline and the General Directorate of Primary Education, the Council of Higher Education revised the existing teacher education programs. At this point, the overall aim was not to abolish the existing programs but to reexamine them and improve the problematic aspects. In the end, the new programs were released in 2006.

2.2.2. Current elementary teacher education program

The current elementary teacher education program was developed by the Council of Higher Education in 2006 as part of the reforms to redesign and improve the previous teacher education programs in Turkey. Another rationale behind this reform was to align the teacher education programs with the new roles that have been defined for teachers in the new constructivist school curricula as the change in teacher roles led the Ministry of Education to establish a set of new competences for teachers.

2.2.2.1. Competences suggested for elementary teachers

The Ministry of Education in Turkey carried out a series of studies under provisions of Article 45 of Basic Law on National Education (No: 1739) to identify the competences that are necessary for teachers. Article 45, which concerns the “Qualifications and Selection of Teachers”, states that the qualifications teachers are required to have under the knowledge of general culture, the knowledge of content, and the knowledge of pedagogy are established by the Ministry of Education.

Accordingly, a project called “Support to Basic Education Project” was launched in 2000 along with the agreement signed between Turkish Government and the European Union Commission. The project consisted of five components which were Teacher Training, Quality of Education, Management and Organization, Non-Formal Education, and Communication. The overall aim of the project was to reduce poverty mainly by improving the quality of education as well as the access to education, increasing the education level of the society, improving the living conditions of people in disadvantaged urban, suburban, and rural areas, providing basic education to children, young people who did not have an opportunity to receive education, and increasing the teacher supply (MoNE, 2006). The Support to Basic Education Project started in 2002 and particularly the activities regarding the identification of teacher competences were carried out under the Teacher Training component which was

supervised by the General Directorate of Teacher Training within the body of the Ministry of Education.

As explained by the MoNE (2006), prior to the identification of the competences that are essential for teachers, a number of seminars and workshops were held in 2004 to determine the conceptual framework as well as the necessary methods and techniques. In this regard, all the previous studies conducted on teacher competences by different institutions, including the Ministry of Education, the Council of Higher Education, the General Directorate of Teacher Training, and the Department of Educational Research and Development, were reexamined in these seminars and workshops. In addition, the relevant documents on teacher competences from five countries, which were the United States, England, The Seychelles, Australia, and Ireland, were also reviewed to develop a common understanding on related concepts and terms in defining the essential characteristics of the teachers of the 21st century as well as those of learners and the learning environment. Similarly, in another set of seminars and workshops, a number of participants including teachers, academics, inspectors, measurement and evaluation experts, authorities from the Head Organization of the Ministry of Education, and representatives of the teacher unions worked to identify the essential competences for teachers. By the end of these seminars, two sets of competences have been defined for teachers: generic (core) competences across disciplines and subject-area specific competences, which are described below:

The generic competences include six broad categories which are 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, and Knowledge of Curriculum and Content. Each of these categories also consists of sub-competencies and corresponding performance indicators. In sum, as a result of the aforementioned studies, totally 39 sub-competences and 244 performance indicators were identified under 6 generic competences (MoNE, 2006).

Having taken the opinions of teachers who had been sampled from different cities, the drafted generic competences were reexamined and revised with the supervision of experts. As a result, while the broad categories of competences were maintained, the number of sub-competencies and performance indicators was decreased to 31 and 221 respectively. Before finalizing the draft version, a commission that involved teachers, measurement and evaluation experts, inspectors, teacher educators, and representatives of the teacher unions was asked to develop a survey so as to conduct a pilot study, take stakeholders' opinions, and establish validity and reliability of the competences, sub-competencies, and the performance indicators. In this regard, once the surveys were developed, the pilot study was conducted with a variety of stakeholders including inspectors, school principals, teachers, representatives of teacher unions, pre-service teachers, and teacher educators. Based on the results of pilot study, the generic teacher competences were revised again. Lastly, having asked the additional comments of the Council of Higher Education, the Head Organization of the Ministry of Education, and the faculties of education, the generic teacher competences were finalized. Currently, there are 6 broad categories of generic teacher competences, 31 sub-competencies, and 233 performance indicators (MoNE, 2006).

After all these processes, the categories of generic teacher competences did not change and they were maintained as Personal and Professional Values-Professional Development, Knowing the Student, Teaching and Learning Process, Monitoring and Evaluation of Learning and Development, School, Family and Society Relationships, and Knowledge of Curriculum and Content. Based on the descriptions provided by the MoNE (2006), each category is explained as follows:

First, "Personal and Professional Values-Professional Development" includes sub-competencies that require teachers to value, understand, and respect students. In addition, teachers are expected hold the belief that students can learn and achieve. Moreover, teachers are required not only to adopt the national and universal values but also help their students develop them. Except these, they are expected to work for their personal development, continually evaluate themselves, and also engage in

professional development activities for their self-development as well as the development of their institutions. Lastly, teachers are required to be knowledgeable at and aware of the legislations, laws, tasks, and responsibilities related to their profession.

Second, “Knowing the Student” includes sub-competencies that require teachers to know the developmental characteristics of their students, consider their interests and needs, value their students, and provide guidance to them.

Third, “Teaching and Learning Process” consists of a number of sub-competencies that are related to lesson planning, material development, organization of the teaching and learning environment, organization of extra-curricular activities, differentiation of the instruction based on students’ individual differences, time management, and behavior management.

Fourth, “Monitoring and Evaluation of Learning and Development” covers sub-competencies that require teachers to be able to select the appropriate measurement and evaluation techniques, use these techniques to evaluate student learning, analyze and interpret the data and provide feedback to the students based on the results of the assessment and evaluation together with revising the teaching learning process.

Fifth, “School, Family and Society Relationships” includes sub-competencies that require teachers to know the characteristics of the school environment and the local context, utilize the environmental opportunities, organize several activities to make the school a culture center, know the background of families and develop effective relationships with them to support students’ development, and lastly collaborate with parents and foster their involvement in the educational processes.

Sixth, “Knowledge of Curriculum and Content” requires teachers to possess sub-competencies that are related to knowing the goals and the principles of Turkish

national education, having the knowledge of subject matter and pedagogy, and monitoring, evaluating, and developing the given curriculum.

While these competences have been suggested as core competences for teachers of all disciplines, the Ministry of Education has also defined subject-area specific competences for each discipline. Accordingly, in addition to the 6 generic competences mentioned above, in particular, elementary teachers are required to have 8 subject-specific competences which consist of 39 sub-competencies. The subject-specific competencies that have been defined for elementary teachers are Learning-Teaching Environment and Development, Monitoring and Evaluation, Personal and Professional Development-Relations with the Society, Arts and Aesthetics, Development of Language Skills, Scientific and Technological Development, Personal Responsibilities and Socialization, and Physical Education and Safety. Based on the descriptions provided by the MoNE (2008), each category is summarized as follows:

First, “Learning-Teaching Environment and Development” is related to sub-competencies that require teachers to know the concepts and principles related to development and learning, monitor students’ developmental characteristics and building them into the learning process, provide guidance to them, consider the individual differences as well as students with special needs and differentiate the instruction, regard students as individuals who can learn and achieve, enrich the learning process by means of materials, and foster critical thinking, creative thinking, and problem-solving skills.

Second, “Monitoring and Evaluation” includes a set of sub-competencies related to measuring and evaluating students’ progress and monitoring their development throughout the learning process.

Third, “Personal and Professional Development–Relations with the Society” covers a number of sub-competencies regarding the professional development of teachers,

adopting professional ethics, and collaborating with other stakeholders as well as the society.

Fourth, “Arts and Aesthetics” is related to the sub-competencies that require teachers to have basic arts knowledge, integrate arts to the course activities, develop an aesthetical perspective, develop creative thinking, and help students understand the importance that Atatürk, the founder of the Turkish Republic, placed on arts.

Fifth, “Development of Language Skills” includes a set of sub-competencies that require teachers to develop the comprehension and expression skills of students, be a role model for using the Turkish language accurately and effectively, consider the needs of students, help students recognize Atatürk’s ideas and opinions regarding the Turkish language and the national values.

Sixth, “Scientific and Technological Development” refers to a group of sub-competencies that require teachers to use the scientific and technological terminology accurately and effectively, help students understand the development of science, and help students recognize Atatürk’s ideas and opinions regarding science and technology.

Seventh, “Personal Responsibilities and Socialization” is related to the sub-competencies that require teachers to help students know themselves and their family, friends, school, and so on, develop democratic attitudes and a sense of responsibility, develop effective communication skills, develop observation skills and recognize the nature, develop positive attitudes towards the environment and the conservation of nature, develop awareness towards the natural disasters, develop an understanding of the past, present, and future as well as a positive attitude towards change, and recognize Atatürk’s ideas and opinions regarding children’s rights, human rights, democracy, and citizenship rights and responsibilities.

Last, “Physical Education and Safety” covers a number of sub-competencies that are related to eurhythmics, gymnastics, and performing body movements.

As explained by the MoNE (2006), teacher competences have been defined to improve the quality of teachers and the teacher education system in Turkey. To this end, the competences have particularly been defined to provide a base for the teacher admission, pre-service teacher education, teacher recruitment, teacher certification, teacher appointment, in-service teacher education and professional development, and teacher performance evaluation policies in Turkey. However, it is seen that the existing teacher competences have been criticized for a number of reasons. Accordingly, as Yıldırım (2013) points out, there is no agreement among stakeholders on the identified competences. In addition, it has been argued that the competences were not identified with adequate reference to the perspectives of multiple stakeholders (Bayındır, 2011b; Yıldırım, 2013). Therefore, there is a strong need for comprehensive and well-negotiated competences so as to shape the teacher education policies (Akpınar et al., 2004; Aypay, 2009). Except these, given that the existing competences were defined by the MoNE almost a decade ago, it is evident that those competences need to be revised and updated along with the rapidly changing needs of the societies as well as the new demands placed on teachers in the 21st century.

2.2.2.2. Characteristics of current elementary teacher education program

Given that Turkey has a centralized system of higher education, the changes which have been introduced by the teacher education reform act of 2006 manifested in all teacher education programs including the elementary teacher education program. As explained by the CHE (2006b), the new teacher education programs basically aim at preparing teachers as problem solvers not as technicians. In this regard, it is also highlighted that the new programs have been developed in line with the teacher education programs that have been implemented in the European Union countries.

Majority of the courses that have been offered by the new teacher education programs are the subject area courses (50%), which is followed by the pedagogical courses (30%), and the general culture courses (20%). On the other hand, across different programs, it is also known that those proportions as well as the number of courses differ slightly. Another important characteristic of the new programs is that, although most of the courses offered in a program are same in all faculties of education, yet those faculties have also been given the flexibility to offer different courses to a certain extent (25% of the total course credits of a given program). While, for most teacher education programs, this flexibility subsequently led to an increase in the number of elective courses, the programs which already have a large number of must courses still offer few elective courses. Except these changes, it is also remarkable that new programs provide teacher candidates with an opportunity to have their school experience and/or teaching practice not only in urban schools but also in multigrade classes, rural schools, and the regional primary boarding schools (YİBO). In addition, a general culture course named “Community Service” has been added to the new programs to encourage teacher candidates to collaborate with the community (CHE, 2006b).

As seen, the clinical practice element has considerably been undermined in the new programs as the underlying philosophy prioritizes theory over practice. Within this framework, not only the number of school experience courses and the weekly allocated time to this course have been decreased, but also most of the other pedagogical courses in the teacher education programs have largely become theory-oriented as the practice hours of those courses have been abolished. In a similar vein, it is seen that the number of general culture courses has been increased in the new programs (Yıldırım, 2011). Accordingly, the courses such as history of science, scientific research methods, philosophy, effective communication, and history of Turkish education have been added to the new programs as they are believed to be essential for all teachers to meet the expectations of the era and become intellectuals. In addition to those courses, along with the flexibility offered in the programs, the faculties of education also have the opportunity to offer different additional general culture courses (CHE, 2006b).

Moreover, regarding the elective courses, it is seen that they generally include highly theoretical courses such as philosophy of education, sociology of education, history of education, educational administration. In parallel to these changes, the courses whose names had been changed in the previous programs to highlight the practice element have been given their previous names back so as to underscore the priority of theory over practice (e.g., Introduction to Education, Educational Psychology instead of Introduction to Teaching Profession, Development and Learning, respectively) (Yıldırım, 2011).

As a 4-year undergraduate program, the current elementary teacher education program also offers several courses to the preservice elementary teachers over the course of eight semesters. The courses basically include subject-area courses (SA), pedagogical courses (P), and general culture courses (GC), which are presented in Table 2.1. below (CHE, 2006b).

Table 2.1.

The Courses Offered in the Current Elementary Teacher Education Program

1. Semester				
Courses		Course hour (theory)	Course hour (practice)	Course credit
SA	Basic Mathematics I	2	0	2
SA	General Biology	2	0	2
SA	History of Civilization	2	0	2
GC	Turkish I: Written Expression	2	0	2
GC	Principles of Kemal Atatürk and History of the Turkish Revolution I	2	0	2
GC	Foreign Language I	3	0	3
GC	Computer Applications in Education I	2	2	3
P	Introduction to Education	3	0	3
Total		18	2	19

Table 2.1. (continued)

The Courses Offered in the Current Elementary Teacher Education Program

2. Semester				
	Courses	Course hour (theory)	Course hour (practice)	Course credit
SA	Basic Mathematics II	2	0	2
SA	General Chemistry	2	0	2
SA	Turkish History and Culture	2	0	2
SA	General Geography	2	0	2
GC	Computer Applications in Education II	2	2	3
GC	Turkish II: Oral Expression	2	0	2
GC	Principles of Kemal Atatürk and History of the Turkish Revolution II	2	0	2
GC	Foreign Language II	3	0	3
P	Educational Psychology	3	0	3
Total		20	2	21
3. Semester				
	Courses	Course hour (theory)	Course hour (practice)	Course credit
SA	Turkish Language I: Phonics and Morphology	2	0	2
SA	General Physics	2	0	2
SA	Music	1	2	2
SA	Physical Education and Sports Culture	1	2	2
SA	Laboratory Applications in Science and Technology I	0	2	1
SA	Environmental Education	2	0	2
GC	Philosophy	2	0	2
GC	Sociology	2	0	2
P	Instructional Principles and Methods	3	0	3
Total		15	6	18

Table 2.1. (continued)

The Courses Offered in the Current Elementary Teacher Education Program

4. Semester				
	Courses	Course hour (theory)	Course hour (practice)	Course credit
SA	Turkish Language II: Sentence and Text Level Knowledge	2	0	2
SA	Children's Literature	2	0	2
SA	Geography and Geopolitics of Turkey	3	0	3
SA	Arts Education	1	2	2
SA	Laboratory Applications in Science and Technology II	0	2	1
SA	Teaching Music	1	2	2
SA	Teaching Physical Education and Games	1	2	2
SA	Calligraphy Technics	1	2	2
GC	Scientific Research Methods	2	0	2
P	Instructional Technology and Material Development	2	2	3
Total		15	12	21
5. Semester				
	Courses	Course hour (theory)	Course hour (practice)	Course credit
SA	Teaching Science and Technology I	3	0	3
SA	Teaching Reading and Writing	3	0	3
SA	Teaching Life Studies	3	0	3
SA	Teaching Mathematics I	3	0	3
SA	Drama	2	2	3
P	Measurement and Evaluation	3	0	3
P	Classroom Management	2	0	2
Total		19	2	20

Table 2.1. (continued)

The Courses Offered in the Current Elementary Teacher Education Program

6. Semester				
	Courses	Course hour (theory)	Course hour (practice)	Course credit
SA	Teaching Science and Technology II	3	0	3
SA	Teaching Turkish	3	0	3
SA	Teaching Social Studies	3	0	3
SA	Teaching Mathematics II	3	0	3
SA	Early Childhood Education	2	0	2
GC	Community Service	1	2	2
P	School Experience	1	4	3
Total		16	6	19
7. Semester				
	Courses	Course hour (theory)	Course hour (practice)	Course credit
SA	Teaching Visual Arts	1	2	2
SA	Teaching Religious Culture and Moral Knowledge	2	0	2
SA	Traffic and First Aid	2	0	2
SA	Turkish Literature in the Republic Period	2	0	2
GC	Effective Communication	3	0	3
P	Practice Teaching I	2	6	5
P	Guidance	3	0	3
P	Special Education	2	0	2
Total		17	8	21

Table 2.1. (continued)

The Courses Offered in the Current Elementary Teacher Education Program

8. Semester				
Courses		Course hour (theory)	Course hour (practice)	Course credit
SA	Teaching in Multigrade Classes	2	0	2
SA	Elective	2	0	2
SA	History of Turkish Education	2	0	2
SA	Inclusion in Elementary Education	2	0	2
SA	Elective	2	0	2
SA	Practice Teaching II	2	6	5
SA	Turkish Education System and School Management	2	0	2
Total		14	6	17

Overall, the elementary teacher education program offer 156-credit courses totally in 178 course hours over the course of eight semesters. Of 156 credits, 4 credits were allocated to the elective courses and 151 credits were allocated to the must courses. In addition, 39 credits were allocated to the pedagogical courses, 82 credits were allocated to the subject area courses, and 35 credits were allocated to the general culture courses. In addition, of 178 course hours, it is seen that 134 course hours are allocated to theoretical knowledge while 44 course hours are allocated to practice (CHE, 2006b). The CHE's curriculum of elementary teacher education and the descriptions of the offered courses are presented in Appendix J.

Starting only with the freshmen, the new teacher education programs have been implemented since 2006-2007 academic year. Regarding the implementation of the programs, faculties are allowed to change the elective courses and offer new ones based on the interests of the teacher candidates and the teacher educators. In this regard, it is particularly suggested to the faculties of education to offer an elective course on professional ethics. Faculties of education are also provided with the flexibility to exchange the courses across the semesters and years. In addition to these, it is suggested that the courses should be primarily offered by the teacher educators

who has the specialization in the particular area. Finally, in line with the new school curricula, which have been developed based on constructivism, it is especially highlighted that the new teacher education programs should also be implemented by drawing on the past experiences of the teacher candidates. Similarly, it is suggested that the programs should be implemented by establishing connections between the content of the courses offered and the content of the new school curricula (CHE, 2006b).

2.2.3. Current teacher education system in Turkey

No matter how many measures have been taken, most of the time, the reforms on teacher education have been criticized for being contradictory, being overturned by the new reforms, and being taken as short-term remedies (Aydın et al., 2008; Azar, 2011; Yıldırım, 2011) because of the lack of research base and a consistent teacher education framework (Azar, 2011; Çakıroğlu & Çakıroğlu, 2003; Yıldırım, 2011; Yıldırım 2013). In addition, those reform initiatives have mostly been developed in isolation from one another because teacher education is shaped largely by the political mechanisms rather than well-planned policies (Azar, 2011).

Similarly, despite numerous reforms, the debates about the quality of teachers and quality teacher preparation have still remained as a high priority issue in Turkish education system (Okçabol, 2004; Sabancı & Şahin, 2006). At this point, it should be recognized that quality teacher education requires a systemic policy which links all stages of teacher education, including teacher admission, teacher preparation, teacher certification, teacher appointment, and professional development policies, coherently. Given that Turkey has a centralized teacher education system, adopting such a coherent and sustainable approach to all stages of teacher education could increase the quality of the teachers of all disciplines, including the elementary teachers. In this regard, to situate the preparation of elementary teachers within the larger context of teacher education in Turkey, the current teacher education system is briefly explained below.

2.2.3.1. Overall structure of the teacher education system

Due to the centralized structure of the general education system as well as the teacher education system in Turkey, students are admitted to the most teacher education programs, including the pre-service elementary teacher education program, based on the total of their scores on the centralized university admission exam and their high school CGPA (cumulative grade point average). In addition, it is also remarkable that the students who graduate from the Teacher High Schools and Anatolian Teacher High Schools get extra points added to their total score on the condition that they choose a teaching department. On the other hand, in 2016, the Council of Higher Education announced that starting in 2017, students will be subjected to a new practice requiring them to meet a given minimum passing score to be able to enter to any pre-service teacher education program, including the elementary teacher education program.

Along with the Ministry of Education's teacher recruitment policy, once students enter to the elementary teacher education program, as teacher candidates, they go through a 4-year preparation at the undergraduate level. Based on the condition that they complete their courses successfully, they are certified as teachers. On the other hand, to be able to start their teaching career in the public schools, teachers of all disciplines, including the elementary teachers, are required to take the centralized teacher selection exam (The Public Personnel Selection Examination - KPSS) upon completing their teacher education program. This exam basically assesses their knowledge of general culture, knowledge of pedagogy, and general ability. In addition to this exam, in recent years, the graduates of most disciplines are also required to take another exam (Subject Area-Specific Examination for Teacher Selection – ÖABT) which aims to assess their content knowledge and pedagogical content knowledge. Based on the scores obtained from each of these exams, a total score has been calculated. Compared to the score obtained from KPSS, the score obtained from ÖABT has a greater influence on this weighted average score. Except these exams, more recently, another requirement has been added to the teacher appointment policies. Accordingly, the graduates are also expected to be successful at the interview conducted by the Ministry of Education.

This interview aims at assessing the graduates' (a) reasoning, comprehension, and expression skills, (b) communication skills, self-confidence, and persuasiveness, (c) being open to the scientific and technological developments, and (d) being good at public speaking, all of which are weighted equally. Taken altogether, teachers are currently being appointed based on both their weighted average score, which is calculated on the basis of their scores on KPSS and ÖABT, and also their overall interview scores. In the end, a final score is calculated based on the weighted examination score and the interview score.

Finally, graduates get appointed as teachers on the basis of their final score. However, this procedure also depends on the number of teaching vacancies in each discipline, which are opened by the Ministry of Education, and also graduates' choices of teaching vacancies across different cities. As a result, the higher the final score, the more likely the person gets appointed to the school of first choice. On the other hand, the Ministry of Education declared that this appointment system will be changed starting from 2017. According to the new system, the graduates are again required to take those two exams mentioned above. On the condition that they obtain a minimum of 50 out of 100 points, they will be eligible to apply for the interview that will be conducted by the Ministry of Education. The number of the graduates who will be interviewed is determined as three times as big as the number of vacancies opened in a discipline. Therefore, depending on the number of vacancies in each discipline, the interviews of each discipline will be conducted with a limited number of graduates who have the highest scores. While the content of the interview will remain the same, the final decision for someone to get appointed will basically be made on this interview as those who obtain a minimum of 60 out of 100 points will be appointed as novice teachers. At this point, it is also notable that according to this new system, all those successful novice teachers will start their teaching career as contracted teachers. In addition, they will be tenured only after they complete four years in this position.

On the other hand, in the current system, once the graduates get appointed, they are called novice teachers at least for one year. Afterwards, once they fulfill the

requirement of working as a novice teacher for one year, they are required to be successful in the performance evaluation. Provided that they are found successful, the novice teachers are then required to take an exam to qualify as regular teacher. At this point, regardless of their exam score, they are also required to be successful at the interview conducted by the Ministry of Education. The multiple-choice exam aims at assessing their knowledge on (a) certain state personnel laws, (b) the organizational structure of the Ministry of Education, its responsibilities, and the laws and regulations concerning the general education system, and (c) their knowledge of pedagogy. On the other hand, the interview aims at assessing novice teachers' (a) reasoning, comprehension, and expression skills, (b) communication skills, self-confidence, and ability of persuasion, (c) being open to the scientific and technological developments, and (d) being good at public speaking, all of which are weighted equally. In the end, a final score is calculated based on the scores that novice teachers obtain from the written exam and the interview, which are weighted equally. Provided that a novice teacher obtains a minimum of 60 out of 100 points, s/he qualifies as regular teacher.

2.2.3.2. Implications of recent reforms on elementary teacher education

As well as the reforms on teacher education, the general educational reforms in Turkey have also been criticized for being fragmented and piecemeal (Aksit, 2007), which, consequently, affects the teacher education system. Within this framework, considering the current education system, the recent educational reform (4+4+4), which has come into being in 2012, changed the overall structure of the school system and thereby, affected the teacher education system. As a result of this recent reform, the previous 8-year compulsory continuing primary education has been changed as 12-year compulsory interrupted education. As explained by the MoNE (2012), the rationale behind this change was to increase the overall education level of the society by extending the length of the compulsory education. This was also explained as a step towards meeting the requirements of the European Union which has required all candidate and member countries to increase the rate of overall high school graduates in their society as goal to be achieved by 2020. Another reason behind this change was

explained as responding better to the individual differences of students and making the education system more flexible by allowing students to choose different paths after elementary school. On the other hand, as Güven (2012) points out, it has been criticized that these practices will not increase the schooling rate as it has become possible for students, within the interrupted structure of the new education system, to leave formal education and switch to non-formal education after completing the elementary education.

It is particularly important that this reform led to a number of changes affecting elementary teachers. More specifically, as the schooling age for elementary education has been lowered, it has become critical for elementary teachers to be able to respond to the needs of the younger children. In fact, elementary teachers need to be able to respond to the students of different ages altogether since this reform has created different practices regarding the schooling age. Along with this reform, while students must start elementary school when they are 66 months old, it is also possible that students who are 66-68 months old might not start school depending on their parents' decision. Similarly, it is possible that students who are 69-71 months old might not start school as long as they prove their excuses with a medical report. On the other hand, without any excuses, students must start elementary school when they are 72 months old, if not earlier.

Several studies also reveal the difficulties that elementary teachers have been facing as a result of this new reform. Accordingly, the difficulty to respond to the needs of younger students, the difficulty to meet the different needs of students of different ages altogether and respond to those students' levels of readiness which could differ in terms of having certain knowledge, skills, attitudes, and so on, the low adaptation of students of different ages to each other, the increase in the class sizes and the insufficient number of classrooms along with the increased class sizes, the classroom management problems, the increased workload and the difficulty to implement the school curricula in the given time period as a result of these problems, the inadequate infrastructure of the classrooms for younger students, and the lack of collaboration

between the teachers and those parents who were, indeed, not willing to send their children to school at a younger age some of the problems that elementary teachers have been encountering along with the decreased schooling age. Except these, making the 5th grade teachers stepped aside as a result of the decrease in the length of the elementary education or the transfer of those redundant teachers to different schools, and thereby, the decrease in their motivation level, the inadequate infrastructure of the schools for separating the school buildings for elementary and middle school students, the transfer of teachers and their classes to different buildings in the same school as a result of the separate structure of the school buildings, the heavy load of the school curriculum and the difficulty of implementing it in four years, the increase in the number of courses, the lack of supportive materials and the inadequate infrastructure of the classrooms, the lack of in-service trainings for teachers and thereby, teachers' lack of knowledge on the new system and low level of readiness for all these top-down changes are also some of the most critical problems that elementary teachers have been encountering along with this educational reform, as perceived by elementary teachers or school administrators (Akbaşı & Üredi, 2014; Aybek & Aslan, 2015; Aykaç, Kabaran, Atar, & Bilgin, 2014; Boz & Yıldırım, 2014; Calp & Calp, 2015; Cerit, Akgün, Yıldız, & Soysal, 2014; Durmuşçelebi & Bilgili, 2014; Epçaçan, 2014; Güven, 2012; Karadeniz, 2012; Memişoğlu & İsmetoğlu, 2013; Mercan-Uzun & Alat, 2014; Örs, Erdoğan, & Kipici, 2013; Özden, Kılıç, & Aksu, 2014; Peker-Ünal, 2013; Yılmaz, Taşcı, Fidan, & Nurlu, 2014; Zelyurt & Özel, 2015).

While these difficulties have generally been reported for the elementary teachers of the regular classrooms, the elementary teachers of the multigrade classrooms have also been encountering similar problems as a result of this new educational reform. To illustrate, Külekçi (2013) reported that the difficulty to respond to the needs of younger students, the increased differences in students' ages and thereby, the increased difficulty to meet the needs of all students in the class who could be at different levels of knowledge, skills, attitudes, and so on, the adaptation problems between the younger and older students as a result of the increased age differences, the lack of peer tutoring for the 1st grade students and the increased workload on the part of the teachers due to

the separation of the 5th grade students, and the lack of common objectives or the misalignment between the curricula of the 1st and the 2nd as well as the 3rd and the 4th grade classes despite the integration of those classes along with the new structure of the educational levels, the problem of time management resulting from all these factors, the lack of in-service trainings for teachers and thereby, teachers' lack of knowledge on the new system, and the inadequate infrastructure of the classrooms for younger students are the most serious issues that elementary teachers have been experiencing after this educational reform.

As a result of these, elementary teachers are required to possess additional skills not only to respond to the younger students, but also to be able to teach students of different ages in the same classes. At this point, especially considering that early childhood education is not compulsory in Turkey, the differences in the background of students (e.g., differences in the levels of knowledge, skills, and attitudes including the self-care, cognitive, affective, psychomotor, and language development, adaptation to school, self-efficacy and so on) are also likely to aggravate the need for elementary teachers to have additional skills. Except possessing additional knowledge, skills, and attitudes, the abovementioned consequences of the lowered schooling age also made it necessary to revise the elementary school curriculum so as to support the developmental characteristics of the younger students, as well. On the other hand, this also requires to revise the elementary teacher education curriculum. In addition to the lowered schooling age, the decrease in the length of the elementary education from 5 years to 4 years has also led to certain implications for the teacher education policies as this change also made it necessary to revise the extent elementary school curriculum and align the elementary teacher education program with the school curriculum. In fact, the changes on the school curriculum require both revising the pre-service teacher education programs and developing in-service teacher training programs to equip teachers with the skills needed. However, it is seen that no changes have been made on the pre-service elementary teacher education program after the new educational reform act of 2012. On the other hand, in 2016, the Council of Higher Education changed the departmental structure of the faculties of education so as to align the

names of the departments with the changes that have been suggested by the 12-year compulsory interrupted (4+4+4) education. More specifically, as explained by the Council of Higher Education, the previous names of the departments were still highlighting the continuous structure of the 8-year compulsory continuous education along with the particular words they included: “elementary” (ilköğretim programları) and “secondary” (ortaöğretim programları). Accordingly, to avoid these words and make the names of the departments more in line with the interrupted structure of the new education system, particularly, the “Department of Elementary Education”, under which the elementary teacher education program takes place, has been changed as “Department of Basic Education”.

As seen, the recent educational reform in Turkey has affected the elementary teachers and the elementary teacher education in certain ways. In particular, due to being a top-down, fragmented, and short-term policy as well as lacking the research base, this reform resulted in many problems on the part of elementary teachers. Moreover, it led to several implications for elementary teacher education, including the integration of certain additional skills to the pre-service elementary teacher education program to prepare more effective teachers who can be successful in the new education system, and the alignment of the pre-service teacher education program with the reduced school curriculum as a result of the shortened elementary education.

2.2.3.3. Challenges in the teacher education system

Except the aforementioned attempts, it is notable that many other attempts have also been made to improve the quality of teachers and teacher preparation in Turkey, which, on the other hand, mostly posed a challenge to the teacher education system. To illustrate, increasing the number of education faculties and the number of student admissions to those faculties, changing the proportion of theoretical courses and field practice in pre-service teacher preparation programs, offering distance education and evening education have been some of those attempts which, on the contrary, have damaged the quality of teachers (Bilir, 2011; Şişman, 2009). Except those decisions,

there have been other long lasting problems affecting the preparation of teachers such as large class sizes and insufficient number of teacher educators as well as incompetence of them (Şişman, 2009); inadequate physical environment of the faculties of education (Yıldırım, 2013); low entry characteristics of teacher candidates and lack of an effective pre-service teacher admission system (Atanur-Baskan et al., 2006; Yıldırım, 2013); inappropriate sequence of the courses, constant changes in the length of the teacher preparation programs, lack of an effective assessment and teacher recruitment system (Atanur-Baskan et al., 2006; Azar, 2011); and heavy course load of teacher educators (Azar, 2011; Yıldırım, 2013). It is also considerable that teacher education is hardly relevant to the realities of schools. That is, due to the lack of collaboration between the MoNE and the universities, it has been a concern that the courses in the teacher preparation programs and the knowledge base have not been responding to what teachers face at schools. In addition, there are important differences between the rural and urban parts of the country regarding their culture, economy, and the other opportunities, which creates differences in the workplace of teachers and the local community that they have to adapt. Teacher preparation programs do not respond to such differences although they are supposed to prepare teachers for the schools of the MoNE. As a result, this leads to problems for teachers to adjust to those settings especially considering that MoNE requires them to implement the same centralized curricula regardless of the differences of their schools where the local and economic expectations of the community are likely to show great variations (Çakıroğlu & Çakıroğlu, 2003).

Moreover, due to several factors such as low salary, low status (e.g., substitute teacher, contractual teacher), and lack of professional development opportunities, which have consequently decreased the attractiveness of the teaching profession, highly successful students do not choose the teaching profession. Consequently, this makes a negative impact on the entry characteristics of teacher candidates (Çakıroğlu & Çakıroğlu, 2003) and negatively influences the quality of teacher preparation (Bilir, 2011).

Another problem affecting the quality of teacher preparation in Turkey is that although teachers are expected to have certain qualities and fulfill several new roles in this era, recruiting teachers on the basis of a nationwide examination, called KPSS, conversely competes against achieving this goal because neither the content nor the format of this exam is aligned well with the goals of teacher preparation programs for preparing quality teachers. As a result, this urges teacher preparation institutions to align their programs to prepare pre-service teachers primarily for the exam since it is the exam that becomes priority for pre-service teachers. Consequently, this decreases the quality of teacher preparation by reducing the image of teacher simply to a technician who needs to master certain skills and then demonstrate competence, which is not, all in all, in line with the image of teacher that has been put forth by the constructivist reform movement undertaken in Turkey since 2005. In a similar logic, the national examinations that younger students have to enter typically rank students based on their performance rather than developing higher-order thinking skills in them. Thereby, the expectations of parents from teachers do not impose the same roles on teachers as with the new roles that have been defined for teachers in the constructivist curricula (Yıldırım, 2011).

2.3. Research on Essential Qualities of Elementary Teachers and Effectiveness of the Elementary Teacher Education Program in Turkey

In line with the first step of the current study, this section, first, reviews the results of the empirical studies that were conducted to identify the essential qualities of elementary teachers. Then, it presents the results of the studies evaluating the effectiveness of the elementary teacher education program in Turkey.

2.3.1. Research on essential qualities of elementary teachers

This section presents the results of the empirical studies exploring the qualities that are essential for elementary teachers.

To start with, Ubuz and Sarı (2009) investigated the perspectives of 109 third-year pre-service elementary teachers regarding the qualities of effective elementary teachers. To this end, the researchers provided the teacher candidates with an open-ended question. According to the results of the study, the qualities that an effective elementary teacher needed to have were categorized into the following groups: (1) personality traits, (2) skills, (3) subject-matter (content) knowledge and pedagogical knowledge, (4) professional development, (5) responsibilities, and (6) being appreciated. Regarding the personality traits, the teacher candidates believed that elementary teachers needed to be compassionate, tolerant, patient, warmly, caring, and have motherly and fatherly roles. Similarly, an important number of participants underscored the importance of being sincere, friendly, organized, disciplined, distanced, just, honest, and reliable, as well. In addition to these characteristics, being democratic and emancipatory, having a modern mindset, being humanistic, understanding, cheerful, intellectual, self-confident, helpful, idealistic, behaving ethically, being self-sacrificing, objective, energetic, reasonable, attentive, determined, and adopting a child perspective were found to be the other essential characteristics for elementary teachers. Second, as for the skills, the teacher candidates expressed that an effective elementary teacher should possess the following skills: creativity, guidance, effective communication, raising good citizens, responding to the needs of students, motivating them, considering their level of readiness, developing students' skills to have a proper handwriting, being an effective listener, and collaborating with the parents and colleagues effectively. Third, in relation to the subject-matter (content) knowledge and pedagogical knowledge, the participants emphasized that teachers should have adequate subject-matter (content) knowledge, teach the subject-matter effectively, be able to choose the appropriate teaching methods, and develop and use the different instructional materials effectively. Fourth, with respect to the professional development, it was seen that the teachers were expected to develop their knowledge base continually, follow the recent publications in their field, follow the up-to-date news and developments, and share them with their colleagues. Fifth, regarding the responsibilities, it was seen that they were expected to stick to their professional principles and fulfill their responsibilities properly. Lastly,

in relation to being appreciated, the pre-service teachers expressed that elementary teachers needed to be well-regarded both in the society and also by the parents.

Çermik (2011) also aimed to understand the views of the pre-service teachers regarding the qualities of effective elementary teachers. In this regard, the researcher asked 109 senior elementary teacher candidates to respond to an open-ended question. Based on the results of the study, the qualities of an effective elementary teacher were defined around the following themes: (1) ethical and humanistic values, (2) teaching skills, (3) cultural and scientific knowledge, (4) personal qualities, (5) interactions with society, environment, and parents, and (6) self-values. First, regarding the ethical and humanistic values, the teacher candidates pointed out that loving children and being highly committed to the teaching profession, appreciating and respecting people and students, being honest, fair, and conscientious, being tolerant and patient, being sensitive to the students' problems, being helpful, compassionate, and peaceable were the most essential characteristics of the elementary teachers. Second, with respect to the teaching skills, it was reported that the elementary teachers were expected to have adequate knowledge of pedagogy and adequate knowledge of students' interests and needs, be a role model and guide the students, operate in a suitable and democratic learning environment, having effective interaction skills, have adequate knowledge of subject-matter (content), have awareness towards technology, and have effective classroom management skills. Third, in relation to the cultural and scientific knowledge, the pre-service teachers highlighted that being open to change, having modern outlook, having awareness of current issues, having an interest in arts and literature, searching and questioning continually, and being respectful of the nature and arts were the important qualities for elementary teachers. Fourth, regarding the personal qualities, the teacher candidates expressed that it was important for elementary teachers to be positive, determined, organized, tidy, creative, consistent, social, natural, and happy. Fifth, as for the interactions with society, environment, and parents, the pre-service teachers mostly underlined the importance of being sensitive to the responsibilities towards the society, collaborating effectively with the parents, and being well-respected by other people in the society. Lastly, as for the self-values,

the results of the study demonstrated that being self-confident, taking criticisms well, being unprejudiced, and being self-critical were the other important characteristics of effective elementary teachers, as expressed by the senior elementary teacher candidates.

Another study that sought to investigate the perspectives of prospective elementary teachers regarding the essential qualities of elementary teachers was conducted by Karakas (2013). Accordingly, 41 sophomore and 62 junior pre-service teachers were asked to write an essay about the qualities of effective and not so effective teachers, as well as writing about the type of the teacher that they would like to be. Considering the results of the study, elementary teachers were, first, expected to possess certain personality traits such as being loving, compassionate, friendly, sweet talker, having a smiling face, being tolerant, friendly, genuine, natural, caring, good hearted, soft spoken, gentle, self-sacrificing, warm, candid, serious, humorous, entertaining, funny, sympathetic, outgoing, social, patient, calm, and considerate. In addition to these characteristics, they were also expected to have certain teaching skills such as recognizing and responding to the students' needs and interest in and out of the class, treating all students equally and being in equal distance to everyone, encouraging discussion in the class, allowing for freedom in the class environment, letting students speak freely, using learner-centered teaching methods, having effective classroom management skills, fostering parent involvement and collaborating with the parents, valuing the students, considering the students' level of readiness and modifying their teaching accordingly, motivating the students, using games as part of the instruction, organizing extracurricular activities, planning and preparing for the course beforehand, utilizing interdisciplinary teaching, and making use of a variety of resources. Lastly, as categorized under the job attitudes, it was seen that the effective elementary teachers were also those who were highly committed to their profession, knowledgeable in their field, cared about their appearance, and adjusted their voices nicely.

Ekiz (2006) conducted semi-structured group interviews with 23 freshman pre-service elementary teachers. In particular, each group interview included five to seven

participants. Considering the results of the interviews, it was concluded that being loving and patient were the most important characteristics of effective elementary teachers, as highlighted by the teacher candidates. In addition to these characteristics, classroom management also appeared to be an important skill for effective teachers.

Rather than examining the views of the pre-service elementary teachers, Hazır-Bıkmaz and Güler (2002) examined the characteristics of effective elementary teachers based on the views of the parents, who were selected from the public and private elementary schools. Accordingly, the researchers surveyed the opinions of 195 parents through open-ended questions. Considering the results of the study, it was seen that the parents mostly expected elementary teachers to be loving, understanding, and compassionate. In addition, having a modern mindset, being open to change, being creative, patient, self-sacrificing, cheerful, sincere, honest, reliable, sensitive, positive, being a good role model, being democratic, taking criticisms well, being committed to the teaching profession, being determined, organized, neat, and self-confident were found to be the other essential personality traits for effective elementary teachers, based on the views of the parents. Second, regarding the professional characteristics, the results of the study demonstrated that the parents expected elementary teachers to have effective classroom management skills, have adequate knowledge of child development and psychology, follow the technological developments and integrate them into the courses, monitor the students and respond to their individual needs, help students develop positive attitudes towards the courses, choose appropriate teaching methods to encourage their active participation in the courses, develop effective lesson plans and implement them appropriately, develop the students' curiosity as well as their creativity, and critical thinking skills, provide guidance to the students, have adequate knowledge of assessment and evaluation, and use Turkish language accurately. Lastly, particularly regarding the parent-teacher collaboration, it was understood that the teachers were expected to establish effective communication and sincere relations with the parents, be objective to them, provide them with effective guidance about the solutions of the problems, know their characteristics well, and respect their ideas.

Differently, Gökçe (2002) reported the qualities of an effective elementary teacher based on the views of the elementary school students. To this end, the researcher surveyed the opinions of 426 third-grade and fifth-grade students, who were selected from 12 schools, through an open-ended question. Especially referring to certain personality traits, it was seen that the elementary students expected their teachers to love students and treat all of them equally, be patient, tolerant, cheerful, humorous, neat, organized, reliable, respectful, and forgiving. Except these, the teachers were also expected to teach the subject clearly, have adequate knowledge of subject-matter (content), listen the students attentively, have effective classroom management skills, express themselves effectively, and establish good relations with the parents, as expressed by the elementary students.

Likewise, Gültekin (2015) aimed to understand the perspectives of the students regarding the characteristics of the ideal teachers. In particular, the researcher surveyed the opinions of 185 fifth-grade and 170 eighth-grade students through an open-ended question. First, in relation to the personality traits, it was seen that particularly the fifth-grade students described the ideal teacher as tolerant, understanding, and patient; open-minded, flexible, and adaptable; cheerful and humorous; determined and hardworking; encouraging, motivating, and supportive. On the other hand, regarding the professional qualities, the results of the study unraveled that the teachers were expected to have certain knowledge, skills, and attitudes related to (1) the courses, (2) the professional development, and (3) the students and the colleagues. In particular, regarding the courses, making the courses enjoyable and fun, developing different course activities, teaching the subject-matter effectively, and being prepared for the course were the most essential qualities that were highlighted by the students. As for the professional development, the students believed that being committed to the teaching profession, having adequate knowledge of child development, using the technological materials effectively, and communicating in a foreign language were the qualities that an ideal teacher needed to have. Lastly, concerning the students and the colleagues, it was understood that the teachers were basically expected to repond to the needs of their students, have effective classroom management skills, establish effective

communication with the students, parents, and stakeholders, and guide them effectively.

In addition to the aforementioned studies, there is also another line of empirical studies which aimed to investigate the participants' perceptions of the effective elementary teacher by means of the metaphors. Being one of those studies, Koç (2014) explored the metaphorical perceptions of 168 freshman pre-service elementary teachers regarding the concepts of teacher and teaching. To this end, the participants were asked to answer two open-ended questions on a written form. With respect to the results of the study, it was seen that the teacher candidates considered the teachers as a source of knowledge, a source of motivation, a guide, a self-sacrificing person, a future builder and improver, a leader, a source of personal development, and a recoverer.

Likewise, Saban (2004a) designed a study to explore the metaphorical perceptions of 151 freshman pre-service elementary teachers about the concept of teacher. Accordingly, the participants were asked to complete the prompt "A teacher is like ... because ...". Based on the results of the study, it was concluded that the participants' conceptions of teacher signified the following roles for elementary teachers: providing and transmitting knowledge to the students, shaping and molding the students, curing the students, entertaining the students while teaching them, meeting the students' individual needs and interests as well as nurturing their potentials, and guiding the students in the teaching-learning process.

In another study, Saban (2003) used a three-point Likert scale and sought to examine 381 freshman pre-service elementary teachers' perceptions about the teaching profession. With respect to the results of the study, it was seen that the participants described the ideal elementary teacher as a guide (guided discovery and exploration), a gardener (meeting individual needs and interests), a parent (a loving and nurturing learning environment), a coach (active participation and cooperation), an entertainer (having fun and joy while learning), and a chef (providing a quality education service). Based on these, the effective elementary teachers were depicted as concerned, caring,

understanding, loving, humorous, and friendly since the participants' metaphors of teaching generally revolved around the love of children, a devotion to the teaching profession, caring for individual needs and interests, and caring for the well-being of all students.

Similarly, in the study that aimed to explore 363 senior pre-service elementary teachers' metaphorical images of themselves as future teachers, Saban (2004b) used a three-point Likert scale and reported that the teacher candidates' professional self-images were mostly associated with being a juggler, conductor, baby sitter, tool provider, coach, tour guide, compass, gardener, comedian, and parent, which generally signified the following roles for the elementary teachers: making learning fun and enjoyable for the students, being a leader, and providing care and love.

Except these studies, Saban, Koçbeker, and Saban (2006, 2007) used the prompt "A teacher is like ... because ..." and conducted larger studies with the pre-service teachers of different teacher education programs, including the elementary teacher education program. Based on the results of those studies (N=1222, N=1142 respectively), the researchers concluded that the pre-service teachers' conceptions of the teacher were closely linked with the following ten categories: teacher as a knowledge provider, teacher as molder/craftsperson, teacher as curer/repairer, teacher as superior authority figure, teacher as change agent, teacher as entertainer, teacher as archetype of spirit/counselor, teacher as nurturer/cultivator, teacher as facilitator/scaffolder, and teacher as cooperative/democratic leader.

Likewise, in the study that was carried out with 362 freshman pre-service teachers, Ocak and Gündüz (2006) explained that the teacher candidates, who were selected from different teacher education programs including the elementary teacher education program, were asked to complete the prompt "A teacher is like ... because ...". Based on the results of the study, the researchers argued that the teacher candidates generally considered the teacher as a guide, self-sacrificing person, enlightening person,

authority figure, source of knowledge, carrier, improver, role model, future builder, innovator, and monitor.

Rather than the pre-service teachers, Ekiz and Koçyiğit (2012) investigated the metaphorical conceptions of 16 in-service elementary teachers about being a teacher. Accordingly, the participants were asked to respond to an open-ended question on a written form. Considering the results of the study, it was found that the elementary teachers' conceptions of being a teacher entailed the following roles: teacher as a source of knowledge and energy, teacher as an improver, teacher as a guide, and teacher as a care provider and parent.

Lastly, Cerit (2008) examined the metaphors of 600 fifth-grade elementary school students, 203 in-service elementary teachers, and 51 school administrators regarding the concept of teacher. To this end, the researcher developed a five-point Likert scale which included several metaphors of being a teacher. According to the results of the study, it was seen that the participants generally regarded the teacher as a source of knowledge or the knowledge distributor, a father/mother, a friend, a guide, and a person who is enlightening the others.

2.3.2. Research on effectiveness of the elementary teacher education program in Turkey

This section presents the results of the empirical studies evaluating the effectiveness of the elementary teacher education program of 2006 in Turkey.

To start with, Fırat-Durdukoca and Ege (2016) evaluated the elementary teacher education program based on the perspectives of the senior pre-service elementary teachers. More specifically, the researchers conducted interviews with 88 senior pre-service teachers to evaluate the effectiveness of the subject-area specific courses, the pedagogical courses, and the general culture courses. According to the results of the study, the majority of the pre-service teachers did not find the subject-area courses

effective for equipping them with adequate knowledge that would be necessary for them in their teaching career. In addition, pointing out the need to redesign the content of those courses, they articulated that the knowledge covered in the subject-area specific courses was much more detailed than what elementary teachers would basically need in their career. Second, as for the pedagogical courses, the majority of the pre-service teachers highlighted that those courses were not very effective in terms of equipping them with the skills that would be essential in their teaching career. They further explained that most of those courses were highly theoretical rather than being practical. Indeed, they found not only the pedagogical courses but also the other courses predominantly theory-based and teacher-centered. Third, the general culture courses were found effective by a significant number of participants especially in terms of developing their communication skills and socialization skills. Finally, the results also showed that in terms of developing teacher candidates' higher-order thinking skills, the courses offered in the elementary teacher education program were not found effective by the majority of the participants, while there were some participants stating that the offered courses were effective especially in terms of developing their critical thinking skills and collaborative or independent study skills.

Similarly, in the study of Şahin and Kartal (2013), the elementary teacher education program was evaluated to understand the effectiveness of the subject-area specific courses, the pedagogical courses, and the general culture courses in terms of developing the essential knowledge and skills. The results of the interviews, which were conducted with 29 senior pre-service teachers, portrayed that some of the courses offered in the program were not found necessary by the majority of the students in terms of equipping them with the essential knowledge and skills. Accordingly, the most effective courses in the program for developing the essential knowledge and skills were found to be related to the pedagogical courses, including practice teaching I and II, which were followed by educational psychology, instructional principles and methods, measurement and evaluation, and guidance courses. Regarding the subject-area specific courses, the most effective courses were found to be related to the courses on teaching different subjects (e.g. teaching social studies, teaching reading and

writing) as these courses were stated to be less theoretical and responding more to the knowledge and skills that would be necessary in teaching profession. On the other hand, other subject-area specific courses (e.g., general physics, general chemistry) were not found very effective by the teacher candidates in terms of equipping them with the knowledge and skills that would be necessary in their teaching career. In this regard, the participants thought that those courses were highly detailed than what elementary teachers would basically need in their career. Finally, regarding the general culture courses, while some of them (e.g., computer I and II, scientific research methods, effective communication) were found to be effective especially in terms of developing the academic and the personal development, there were others which were not found effective by the participants as they were believed to be irresponsive to the teaching skills required by the elementary school curricula.

Süral (2015) also evaluated the elementary teacher education program by investigating the extent to which the courses offered in the program were *necessary* and *effective*, as perceived by the senior pre-service elementary teachers. In this regard, the study surveyed the views of 300 teacher candidates through a 5-point Likert type scale. The results demonstrated that the school experience and the practice teaching courses were both perceived to be the most *necessary* and the most *effective* courses for students to be an effective elementary teacher. In terms of being necessary, these courses were followed by the courses on the pedagogical content knowledge, the pedagogical courses, the subject-area specific courses, the supportive pedagogical courses, and the general culture courses respectively. On the other hand, in terms of being effective, these two courses were mainly followed by the courses on the pedagogical content knowledge. The subject-area specific courses and the general culture courses were rated as the least effective courses.

In another study, Çaycı (2011) aimed to understand the third-year pre-service elementary teachers' views on the pedagogical-content related courses that are offered in the elementary teacher education program. To this end, the study surveyed the views of 73 teacher candidates. Based on the results of the study, the researcher concluded

that the pedagogical-content related courses contributed to the development of the teacher candidates significantly as the third-year pre-service teachers found themselves more competent than that they were in the second year of the program, particularly in relation to having the necessary knowledge, skills, and attitudes for effective teaching after completing most of the subject-area courses by the end of the third year in the elementary teacher education program.

Kumral (2010) also conducted a study to evaluate the effectiveness of the elementary teacher education program. More specifically, based on the views of pre-service elementary teachers and teacher educators, the researcher explored the effectiveness of the pedagogical courses in terms of developing the knowledge and skills that are essential for teachers. To this end, the sample of the study included the second-, third-, and fourth-year pre-service teachers, for each of which two focus group interviews were conducted. Given that each focus group interview was conducted with five participants, thereby, the sample included totally 30 pre-service teachers. In addition, the researcher also conducted interviews with four teacher educators offering the pedagogical courses. According to the results, it was seen that most of the pedagogical courses were not found to be very effective by the participants in terms of their structure. Moreover, in terms of their implementation, the results also portrayed that there were several factors, such as teacher educator-related factors, teacher candidate-related factors, and content-related factors, negatively affecting the effectiveness of those courses.

Likewise, Baştürk (2015) carried out a study to evaluate the effectiveness of the elementary teacher education program. In the study, the views of 94 pre-service elementary teachers, including the third-year and last-year teacher candidates, were surveyed through a 5-point Likert scale. The results showed that some of the courses offered in the program were not found to be necessary to become an effective elementary teacher. In this regard, the majority of the participants believed that the courses in the program generally lacked for practice as they were highly theoretical.

Moreover, Topal, Aksu, and Karadeniz (2011) evaluated the effectiveness of the elementary teacher education program based on the perspectives of 36 pre-service elementary teachers. To this end, the researchers conducted semi-structured interviews with the participants. According to the results of the study, it was seen that the pre-service elementary teachers found their teacher education program only somewhat effective in relation to preparing them for the teaching profession as they basically called for more field practice courses. Besides, the researchers highlighted that the teacher candidates did not find the subject-area specific courses very necessary, whereas they found the pedagogical-content related courses more essential.

In the study that Kumral and Saracaloğlu (2011) aimed to understand the effectiveness of the pedagogical courses offered in the elementary teacher education program, the researchers considered Eisner's Educational Criticism Model and pointed to several sources influencing the effectiveness of those courses, based on the results of the focus group interviews with 30 pre-service teachers and the interviews with 4 teacher educators. Accordingly, those sources were found to be related to the teacher candidates (e.g., their expectations, study habits, etc.), the faculty members (e.g., their attitudes towards the courses and the students, traditional teaching methods, heavy work load, lack of feedback, not being a good role model, lack of faculty-school collaboration, etc.), and the courses (e.g., inadequate content of the courses, inadequate course hours, the proportion of the theoretical knowledge vs. practice-based opportunities, lack of adequate field practices, the sequence of the courses throughout the program, etc.).

Similarly, in the study that Bayındır (2011a) surveyed the opinions of 119 pre-service elementary teachers, the results showed that a half of the teacher candidates did not find the courses offered in the elementary teacher education program very effective. Accordingly, the study further revealed that the teaching process and the content of the courses, the faculty members, and the resources were the most important sources influencing the effectiveness of the courses offered in the program.

Çakmak and Civelek (2013) aimed to evaluate the elementary teacher education program by investigating how well the program responded particularly to the subject-area specific competences that have been defined for the elementary teachers by the Ministry of Education. To this end, the study employed document analysis which included the analysis of the course descriptions of 63 courses offered in the elementary teacher education program. The researchers excluded 2 courses since they are offered as elective courses, which implies that those courses might or might not be offered in the program depending on that particular faculty of education. While 36 courses were subject-area specific courses, 12 were pedagogical courses, and 15 were general culture courses. According to the findings of the study, it was seen that the elementary teacher education program responded to 33 (out of 39) of the subject-area specific sub-competencies defined by the Ministry of Education under eight broader competences including “Learning-Teaching Environment and Development, Personal Responsibilities and Socialization, Personal and Professional Development-Relations with the Society, Physical Education and Safety, Development of Language Skills, Scientific and Technological Development, Monitoring and Evaluation, and Arts and Aesthetics”. Therefore, the researchers concluded that 85% of the competences were included in the elementary teacher education program, while 15% of them were not included. On the other hand, of the 6 unmet sub-competencies, two of them were related to the “Arts and Aesthetics”, one of them was related to the “Development of Language Skills”, one of them was related to the “Scientific and Technological Development”, and two of them were related to the “Physical Education and Safety”.

Similarly, Kösterelioğlu et al. (2014) evaluated the elementary teacher education program by examining the extent to which it developed the eight subject-area specific competences and the sub-competencies defined by the Ministry of Education. Accordingly, the study utilized a survey to explore the views of 142 graduates. The results of the study indicated that the participants evaluated their teacher education program as highly effective for equipping them with the subject-area specific skills. Moreover, it was seen that the items with relatively higher mean scores were “differentiating the instruction to respond to the students with special needs”,

“differentiating the instruction based on the individual differences of the students such as ability, learning style, capacity, and so on”, “helping students develop democratic attitudes and a sense of responsibility”, “helping students know themselves and their family, friends, school, and so on”, “teaching reading and writing”, “establishing effective communication with students”, and “considering professional ethics”. In addition to these findings, it was seen that the items including “helping students perform the essential body movements in a harmony with rhythm and music”, “developing individual as well as team-based games”, “helping students develop the essential psychomotor skills for individual and team-based games”, “integrating arts into the teaching-learning process”, “possessing the general knowledge of arts”, “applying the concepts and the principles of learning and development”, and “providing guidance to the students based on their developmental stages” were found to be moderately developed through the pre-service elementary teacher education program, as perceived by the graduates.

As opposed to the subject-area specific competences, Atik-Kara and Sağlam (2014) focused on the six generic (core) competences that are defined by the Ministry of Education for teachers of all programs, including the elementary teachers. Moreover, they aimed to understand how well the pedagogical courses, which are offered in all teacher education programs as well as the elementary teacher education program, responded to those six generic (core) competences. Overall, the study included the analysis of the objectives of six pedagogical courses, the interviews with 14 pre-service teachers (particularly two pre-service elementary teachers) and also 8 teacher educators offering the pedagogical courses, the observations with 14 pre-service teachers, and the analysis of the pre-service teachers’ lesson plans as well as their daily reflections of the practice teaching course. Accordingly, the results of the study, first, revealed that the performance indicators related to the “Personal and Professional Values-Professional Development” competence were mostly responded by the instructional principles and methods course, which was mainly followed by the classroom management and the educational psychology courses. Second, the performance indicators related to the “Knowing the Student” competence were mainly

responded by the educational psychology course as well as the instructional principles and methods courses. Third, the performance indicators related to the “Learning and Teaching Process” competence were predominantly responded by the instructional technology and material development course, which was followed by the instructional principles and methods and the classroom management courses. Fourth, the performance indicators related to the “Monitoring and Evaluation of Learning and Development” competence were mainly responded by the measurement and evaluation course. Last, the performance indicators related to the “School-Family and Society Relationships” and the “Knowledge of Curriculum and Content” competences were both mostly responded by the instructional principles and methods course. Overall, it was seen that instructional principles and methods was the most responsive course in terms of meeting the performance indicators that are involved under those six generic competences. This course was followed by the instructional technology and material development, instructional principles and methods, classroom management, educational psychology, and introduction to education courses respectively. As concluded by the researchers, these results were supported by the results of the aforementioned additional data sources.

Ayan (2011) also aimed to understand the extent to which the elementary teacher education program developed the six generic (core) teacher competences that are defined by the Ministry of Education. To this end, in the quantitative part of the study, the researcher surveyed the views of 79 teacher educators offering courses to the elementary teacher education program, 330 senior pre-service elementary teachers, and 303 in-service elementary teachers who graduated in 2006 or later. At this point, as the selected in-service teachers completed their teacher education in 2006 or later, thereby, it should be noted that depending on the year they entered into the program, they could have evaluated the elementary teacher education program of 1997 or 2006 as the new program started to be implemented in 2006 and the first graduates completed the teacher education program in 2010. Moreover, in the qualitative part, the researcher conducted interviews with 10 teacher educators, and 5 focus group interviews, each of which included 6 senior pre-service elementary teachers. In

addition, the study included the observations conducted with 20 senior pre-service teachers. Regarding the results of the survey, it was seen that the pre-service and in-service teachers found their teacher education effective for developing those six generic competences. On the contrary, the teacher educators evaluated the program as moderately effective in terms of developing the generic competences. Moreover, regarding the results of the focus group interviews and also the observations with pre-service teachers, although it was seen that the results were mostly consistent with the results of the pre-service teacher survey, it was also revealed that some competences, especially the “Learning and Teaching Process” competence, were not developed adequately by the program. Similarly, the results of the interviews with the teacher educators portrayed that especially the “School-Family and Society Relationships” and the “Monitoring and Evaluation of Learning and Development” competences were not developed adequately by the program.

Özdemir, Ceylan, and Canoğlu (2015) aimed to examine how well the pre-service teachers can apply the theoretical knowledge and principles into practice, which they acquired throughout their pre-service teacher education. The sample of the study included the senior pre-service teachers selected from different teacher education programs, including the elementary teacher education program. The researchers conducted interviews with 42 senior pre-service teachers and 10 of those participants were particularly from the elementary teacher education program. Overall, most of the pre-service teachers thought that they could apply the theoretical knowledge and skills into practice moderately or well. Moreover, regarding the six areas focused in the study, it was seen that the number of the pre-service teachers who thought that they could apply the theoretical knowledge and principles into practice either moderately or well was highest for “communicating with students”, which was followed by the areas of “classroom management”, “pedagogical content knowledge”, “teaching-learning process”, “measurement and evaluation as well as monitoring the development of students”, and “knowledge of subject matter” respectively. On the other hand, according to the results, particularly the pre-service elementary teachers

thought that they could apply these theoretical knowledge and skills into practice moderately.

More broadly, Eret (2013) aimed to evaluate the effectiveness of the general pre-service teacher education in Turkey in terms of preparing the teacher candidates for the teaching profession. To this end, the researcher employed a survey and interviews. Accordingly, for the quantitative part, the sample of the study included 1856 senior pre-service teachers selected from different teacher education programs, including the elementary teacher education program. On the other hand, the interviews were conducted with 43 senior pre-service teachers selected among the participants of the first part. While the study was not only concerning the elementary teacher education program, the results of the survey demonstrated that particularly the pre-service elementary teachers evaluated their overall teacher education as moderately effective ($M=3.15$, $SD=0.69$) in terms of preparing them for the general teaching skills. In addition, considering the perspectives of the teacher candidates of all programs, the results of the survey mainly indicated that planning courses based on individual needs and knowledge about individual learning needs, teaching in different countries, participating in the European Union projects, and using alternative assessment tools were the skills that were not developed adequately by the teacher education programs. On the other hand, the results of the interviews revealed that the teacher candidates did not find their preparation effective in terms of equipping them with the skills especially including working under different conditions/places/schools, teaching in classes with students who need special education, and classroom management. Lastly, both considering the results of the survey and the interviews, it was concluded that communication and relationship with parents (parent meetings), knowledge about official tasks, regulation, and extracurricular activities, teaching students with special education needs, communication with staff at school (principal, colleagues, or other experts), and classroom management were the skills that were not adequately developed by the teacher education programs. Except these, particularly in terms of developing the 21st century skills, the results of the study pointed out that regardless of their education program, the teacher candidates involved in the study evaluated their

teacher preparation as neither inadequate nor adequate or moderately adequate. In particular, both based on the results of the survey and the interviews, the 21st century skills that were developed less adequately or inadequately by the teacher education programs were found to be media literacy, universal thinking skills, scientific thinking, research skills, using new technologies effectively, and openness to intercultural communication. On the other hand, according to the results of the survey, the 21st century skills with the highest mean scores were found to be sensitivity towards nature and environment, lifelong learning skills, working with different groups, communication and cooperation skills, and flexibility and adaptation skills. Except the general teaching skills or the 21st century skills, the study also yielded certain results concerning the effectiveness of the offered courses based on the views of all teacher candidates. In this regard, the results of the survey showed that teaching practice and school experience were found to be the most effective courses among others despite the fact that they were, indeed, evaluated as moderately effective. On the other hand, introduction to education and general culture courses were found to be the least effective courses by the majority of the teacher candidates.

Except the aforementioned national studies that aimed to evaluate the effectiveness of the elementary teacher education program of 2006, there are also other studies which focused on understanding the effectiveness of the elementary teacher education program of 1997. These studies are also reviewed below as they offer implications of the strengths as well as the weaknesses of the elementary teacher education program.

To start with, Çoban (2011) evaluated the effectiveness of the elementary teacher education program of 1997 based on the perspectives of the graduates. To this end, the researcher, first, analyzed the elementary teacher education program in terms of the ratio of the four types of courses offered in the program, which are the subject-area specific courses, the pedagogical courses, the general culture courses, and the elective courses. Moreover, 125 participants were surveyed through a 5-point Likert type scale to understand the extent to which they found those courses effective for developing the necessary knowledge and skills. Accordingly, the results of the study portrayed

that the majority of the courses offered in the program belonged to the subject-area specific courses, which were followed by the pedagogical courses, the general culture courses, and the elective courses respectively. Furthermore, the results of the survey indicated that the mean scores of the graduates' views on all types of courses were quite high and positive. It was particularly seen that the participants found the pedagogical courses more helpful than the subject-area specific courses, and the general culture courses. Moreover, after categorizing the subject-area specific courses into seven groups, it was also found that the most helpful group of courses for the participants was the "other" courses (e.g. drama, teaching in multigrade classes, traffic and first aid), which was followed by the "Turkish language" courses, the "physical education" courses, the "mathematics" courses, the "arts" courses, the "social studies" courses, and the "science" courses respectively.

Similarly, Yavuzer, Dikici, Çalışkan, and Aytekin (2006) also evaluated the elementary teacher education program based on the views of the graduates. To this end, the study employed a survey which was administered to 337 participants. Regarding the results of the study, the majority of the graduates rated the pedagogical courses as the most effective courses in terms of equipping them with the necessary skills and knowledge. These courses were followed by the subject-area specific courses and the general culture courses respectively. Moreover, among all pedagogical courses, the most effective ones were found to be classroom management, learning and development, and practice teaching, while introduction to education, instructional planning and evaluation, and instructional technology and material development were found to be the least effective courses. Similarly, among all subject-area specific courses, the graduates thought that teaching reading and writing, drama in elementary education, and teaching in multigrade classes were the most effective courses, whereas biology, general chemistry, and general physics were the least effective courses for developing the essential knowledge and skills for teaching. Lastly, while computer course was found to be the most effective general culture course, foreign language courses were found to be the least effective ones among all general culture courses.

The study conducted by Kılıç (2007) also aimed to evaluate the elementary teacher education program in terms of understanding the extent to which the offered courses were effectively learned. To this end, the researcher surveyed the views of 296 senior pre-service elementary teachers through a 4-point Likert type scale. Similar to the findings of the studies above, it was seen that the students' level of attainment for the pedagogical courses were found as the highest among all other courses. On the other hand, the results indicated that the subject-area specific courses were the least attained courses.

Similarly, in the study of Şahin-Taşkın and Hacıömeroğlu (2010), the results of the open-ended questions that were asked to 30 senior pre-service early childhood and 42 senior pre-service elementary teachers on a written form revealed that particularly the pre-service elementary teachers evaluated the pedagogical courses in their program as effective in terms of preparing them for the teaching profession.

Türkoğlu (2004) used a 5-point Likert type scale and asked the opinions of 243 senior pre-service elementary teachers regarding the effectiveness of the elementary teacher education program. Considering the results of the study, the majority of the teacher candidates thought that the program was responsive to developing the essential knowledge, skills, and attitudes for elementary teachers. In particular, they thought that the content of the subject-area specific courses and the pedagogical courses was quite adequate. Similarly, the participants found most of their courses necessary for their development. Despite these, it was seen that certain subject-area specific courses (e.g., general physics, general chemistry) were not found to be very necessary by the teacher candidates to be an effective elementary teacher. Rather than those courses, the participants called for new additional courses (e.g. psychological courses), which they found more necessary for their development. Except these, it was seen that the participants pointed to the insufficiency of the course hours for certain courses. Besides, they thought that the traditional teaching methods used in the courses, the lack of advisement by the teacher educators, the lack of adequate and effective field

experiences, and the lack of social activities were the other sources influencing the effectiveness of the elementary teacher education program.

The study conducted by Kılıç and Acat (2007) surveyed the opinions of 296 senior pre-service elementary teachers through a 4-point Likert type scale and investigated the extent to which the courses offered in the program were necessary and effective for developing the necessary knowledge and skills for teaching. Accordingly, the results indicated that the school experience and the practice teaching courses were perceived to be the most *necessary* and the most *effective* courses for students to be an effective elementary teacher. In terms of being *necessary*, these courses were followed by the pedagogical courses (e.g., classroom management), the courses on the pedagogical content knowledge (e.g., teaching mathematics), the supportive pedagogical courses (e.g., teaching in multigrade classes), the general culture courses (e.g., computer), and the subject-area specific courses (e.g., general physics) respectively. On the other hand, in terms of *effectiveness*, these courses were followed by the supportive pedagogical courses, while the subject-area specific courses and the general culture courses were rated as the least effective courses. All in all, it was concluded that the theoretical courses were both perceived to be less necessary and rated as less effective than the practical courses.

In a similar vein, Vural (2006) explored the views of 150 senior pre-service elementary teachers on the effectiveness of the elementary teacher education program. According to the results of the study, it was seen that the students' views on the program were not very positive. In particular, the majority of the students believed that some courses offered in the program, including physics, chemistry, biology, and history of civilizations, were not necessary in terms of preparing them for their teaching career. On the other hand, the students thought that the courses including instructional methods and techniques, guidance, classroom management, special education, instructional planning and evaluation needed to be redesigned in a more effective way as these were perceived to be the most necessary courses by the students. Except these

findings, the students highlighted the need for new courses such as psychology of learning, philosophy of learning, sociology of learning, and child psychology.

Moreover, Ceylan and Demirkaya (2006) used a 5-point Likert type scale and surveyed the views of 288 pre-service elementary teachers on the effectiveness of the different elements of the elementary teacher education program. The results of the study revealed that the students found the program moderately effective. In this regard, particularly the courses offered in the program were found moderately effective for developing the necessary knowledge and skills. In addition, it was understood that the courses mostly developed pre-service teachers' written and oral expression skills as well as the material development skills. On the contrary, the item with the lowest mean score was related to the development of the skills to manage the contingencies.

A broader study by Senemoğlu (2011) surveyed the opinions of 145 senior pre-service elementary teachers, 89 in-service elementary teachers, and 81 teacher educators, who were offering courses to the elementary teacher education program, regarding the effectiveness of the elementary teacher education program for developing the teaching skills. According to the results of the study, for most of the identified skills, all three groups found the pre-service teacher education program effective. More specifically, the program was evaluated as more effective by the pre-service teachers than the teacher educators. Among all three groups, it was seen that the in-service teachers evaluated the program relatively as less effective for equipping them with the teaching skills. In particular, the skills that particularly the pre-service teachers thought that they were less adequately prepared were teaching visual arts and music effectively, fostering students' affective development, and teaching science effectively. According to the teacher educators, the skills that the program developed less adequately were communicating effectively with parents, colleagues, and others in school, communicating effectively with the wider society, and fostering students' affective development. Lastly, the in-service teachers thought that teaching music effectively, teaching students reading and writing, teaching visual arts effectively, and teaching

physical education were the skills that the elementary teacher education program developed less adequately.

Vural (2007) carried out a study to examine the effectiveness of the elementary teacher education program based on the views of 130 in-service teachers who went through different elementary teacher education programs and graduated in different years between 1998 and 2004. According to the results of the administered survey, the majority of the teachers did not find their teacher education responsive to the skills required by the realities of the schools. In particular, the areas that in-service teachers had more difficulties when they started their teaching career were related to the official regulations and legislations, communicating in local languages, classroom management, teaching reading and writing, instructional planning, responding to the students with special needs, teaching in multigrade classes, teaching physical education and games, teaching visual arts, and school administration. In line with these, the in-service teachers suggested that the elementary teacher education program should focus more on practice teaching, classroom management, instructional methods and techniques, guidance, special education, teaching visual arts, and teaching physical education and games. Except these, the courses that were not found to be necessary by the teachers were general chemistry, biology, general physics, history of civilization, and principles of Kemal Atatürk and history of the Turkish revolution.

Taçman (2009) aimed to investigate the effectiveness of the elementary teacher education program of 1985, 1997, and 2006 in terms of developing the teaching skills of instructional planning, implementation, and evaluation. The study employed observations that were conducted in the classes of 15 elementary teachers who went through the elementary teacher education program of 1997 or 2006 and started their teaching career in 2004 or later, and also 15 elementary teachers who went through the elementary teacher education program of 1985. In addition, the study utilized a survey that was administered 400 students who were taught by those 30 teachers, and the program evaluation forms completed by 10 teacher educators. First, based on the analysis of the elementary teacher education programs of 1985, 1997, and 2006, it was

argued that the program of 2006 was highly covering the skills related to the instructional planning, the implementation of the instruction, and the evaluation, while the program of 1997 was relatively less responsive to these skills, which, on the other hand, was found more responsive than the program of 1985. In line with these, the results of the observations of teachers as well as the surveys administered to their students also revealed that the teachers going through the program of 1997 were more effective than those who went through the program of 1985. On the other hand, as for the program of 2006, there were no teachers graduating from this program yet by the time that the study was conducted. The analysis of the programs further revealed that, particularly regarding the elementary teacher education program of 2006, all sub-skills both related to the instructional planning and the implementation of the instruction were addressed in the program, especially through the following courses: educational psychology, instructional principles and methods, instructional technology and material development, guidance, practice teaching, school experience I and II, classroom management, and introduction to education. Similarly, regarding the evaluation dimension, the related sub-skills were mostly addressed by the same courses, except introduction to education, and additionally by the measurement and evaluation course. In line with these findings, it was seen that the teacher educators also held similar opinions.

In addition to these findings, the studies presented above also revealed that the large student quota for entry into the program, the large class size, the irresponsiveness of the courses to the skills required by the era as well as the school curricula, the incompetence and the inexperience of teacher educators, the heavy workload and the lack of an adequate number of teacher educators, the attitudes of the teacher educators towards the course and the students, the attitudes of the students towards the courses, the ineffective communication and interaction between the teacher educators and the teacher candidates, the lack of teacher educators' guidance, feedback, and being a role model, the inappropriate sequence of the courses over the semesters and across four years, the lack of practice in most courses, the insufficiency of the weekly allocated course hours, the use of different teaching methods, course activities, and instructional

materials in the courses, the inadequate infrastructure of the classrooms, the insufficient facilities provided by the faculty and the university, the classroom environment, the lack of effective assessment and evaluation practices, the insufficient teaching experience in schools, the lack of practice in rural schools, the lack of faculty-school collaboration, the attitudes of the teachers and the school administrators in practice schools towards the teacher candidates, and the mismatch between the content of the courses and the content of the KPSS (the centralized teacher appointment exam) were the important program-related sources influencing the effectiveness of the elementary teacher education program (e.g., Ayan, 2011; Başar & Doğan, 2015; Baştürk, 2015; Bayındır, 2011a; Ceylan & Demirkaya, 2006; Fırat-Durdukoca & Ege, 2016; Kılıç, 2007; Kumral, 2010; Kumral & Saracaloğlu, 2011; Özdemir et al., 2015; Senemoğlu, 2011; Süral, 2015; Şahin & Kartal, 2013; Şahin-Taşkın & Hacıömeroğlu, 2010, Taçman, 2009; Topal et al., 2011; Vural, 2006; Vural, 2007; Yavuzer et al., 2006). Moreover, Eret (2013) found out that the faculty environment, the curricula and courses, the teaching practice, and the teaching staff were the factors that particularly originated from the teacher education programs and significantly affected the effectiveness of the programs.

To sum up, while the elementary teacher education program of 2006 was developed in an attempt to improve the weaknesses of the elementary teacher program of 1997, it is seen that the results of the aforementioned research studies regarding the effectiveness of those two programs are, indeed, quite similar in terms of developing the knowledge and skills that are essential for elementary teachers. Therefore, the findings imply that there are still certain aspects that need to be reconsidered and improved in the new program of 2006 so as to prepare quality elementary teachers.

Except the aforementioned studies which aimed to evaluate the effectiveness of the elementary teacher education program in terms of developing the necessary knowledge and skills, the literature also includes other studies which rather explored the areas that in-service elementary teachers find themselves less competent or experience difficulties, which basically imply their in-service needs (e.g., Demirkaya & Yağcı,

2014; EARGED, 2008; Ergin et al., 2012; Gözler & Çelik, 2013; Gültekin et al., 2010; Korkmaz et al., 2004; Küçüktepe, 2013; Sağ et al., 2009; Sağ & Sezer, 2012; Saraç & Çolak, 2012; Sarı & Altun, 2015; Serin & Korkmaz, 2014; Şahin, 2013; Taneri & Ok, 2014; Toker-Gökçe, 2013; Turgut, 2012). Although those studies also provide implications regarding the effectiveness of the pre-service elementary teacher education program in terms of developing the essential knowledge and skills, they are not included within the scope of this literature review as the main focus of those studies was not to evaluate or touch directly upon the pre-service teacher education program. That is, the results of those studies could be explained by a variety of sources that is not only related to the pre-service teacher education program but also related to the other factors (e.g., the teacher-related factors such as self-efficacy, teaching experience, the type of faculty graduated, education level, the employment type, school type, the school-related factors, the student-related factors, the parent-related factors, the curriculum-related factors). In addition to these, the results of such studies might not even be attributable to a particular pre-service teacher education program when the sample includes participants who went through the different versions of the program in different times.

Similar to the aforementioned studies which explored especially the areas that elementary teachers experience difficulties, the literature also includes studies which, more broadly, explored the extent to which the pre-service or in-service elementary teachers evaluated themselves competent in terms of possessing certain skills (e.g., Evran-Acar, 2010; Kahramanoğlu & Ay, 2013; Meriç & Ersoy, 2007; Nazif-Toy & Duru, 2016; Özdemir, 2008; Tekbıyık & Pırasa, 2009).

While all the aforementioned studies basically relied on the self-evaluations of participants in terms of meeting these competences, it is seen that the literature also consists of other studies which rather focused on the perspectives of different stakeholders or researchers, as well as the achievement tests for evaluating how competent the pre-service or in-service elementary teachers were at certain teaching skills (e.g., Akbaşlı, 2010; Akpınar et al., 2004; Bayındır, 2011b; Dervişoğlu-Kalkan,

2012; Evran-Acar, 2010; Gökçe, 2002; Kahyaoğlu & Yavuzer, 2004; Laçın-Şimşek, 2010; Matyar, Denizoğlu, & Özcan, 2008; Sabancı & Şahin, 2006), which are suggested to be more appropriate than the self-evaluation studies due to participants' potential tendency to social desirability.

2.4. Summary of the Literature Review

This literature review started with the general discussion on the importance of improving educational quality. Accordingly, it was argued that the quality of the education is strongly linked to the quality of teachers. No matter what educational reforms are taken to improve the schools and the quality of the education systems, it was put forth that these initiatives, first and foremost, depend on highly qualified teachers to be successful. On the other hand, it was argued that the lack of highly qualified teachers has still been an enduring problem for the education systems of many countries due to the challenges in recruiting, preparing, and retaining quality teachers, which, consequently, resulted in a serious teacher shortage problem. Although there have been many efforts to address this problem, it is seen that the issue of teacher quantity had generally overshadowed the issue of teacher quality. Therefore, it is vital to adopt a systemic approach to teacher education which includes attracting, preparing and retaining high quality teachers so as to increase the quality of teachers, reduce the number of teacher shortages and turnover or attrition rates, and ultimately increase the student achievement as well as the success of school systems.

While the issue of quality teachers has been regarded as a matter of attracting, preparing, and retaining those teachers, this literature review particularly focused on the importance of the preparation aspect along with the argument that pre-service teacher education makes an impact on the quality of teachers by equipping them with the essential knowledge and skills throughout their teacher education process. At this point, it is seen that the literature is crowded with the arguments pointing out what knowledge and skills teachers should be equipped with. In fact, the literature review reveals that the research on teacher quality reflects a continuous progress throughout

its history from the research on teacher effectiveness to the research on professional standards of teaching. Central to this progress was the fact that teaching is a complex act as it is dependent upon numerous variables. In addition, different philosophical and psychological views on the role of teachers as well as the societal needs and developments have also shaped the expectations from teachers throughout the history. While describing the studies on the characteristics of quality teaching, the literature review especially focused on the qualities that are essential for the teachers especially in the 21st century.

Particularly focusing on the pre-service teacher education system in Turkey, it was seen that while the teacher education system went through many changes to improve the quality of pre-service teacher education, it was noted that most of those endeavors, on the contrary, did not add to the quality of teachers. Within this framework, the literature review presented the historical background of the teacher education in Turkey and mainly underlined the search for improving teacher quality. As part of those reforms, especially the reforms on teacher education programs, including the elementary teacher education program were explained in detail. Together with these, the general elementary teacher education system was also introduced to situate the elementary teacher education in a larger context that it takes place. Finally, the last section of this literature review presented the results of the research studies exploring the essential qualities of the elementary teachers and investigating the effectiveness of the elementary teacher education program for developing the essential knowledge and skills for elementary teachers.

All in all, within the scope of this study, the results of the studies that aimed to explore the essential qualities of the elementary teachers showed that elementary teachers should possess certain personality traits, as well as certain knowledge, skills, and attitudes that are essential for effective teaching. When those studies are examined, it is seen that they are generally conducted with a single group of participants, including the pre-service teachers, the in-service teachers, or the students. In this regard, it is evident that more research should be conducted to provide different points of reference

from several key stakeholders. Besides, most of those studies employed interviews or open-ended questions on written forms, while there were also some studies that were based on the use of metaphors.

To continue with, the results of the studies that aimed to evaluate the effectiveness of the elementary teacher education program of 2006 in terms of equipping elementary teachers with the necessary knowledge and skills basically demonstrated that the program needs to be improved and strengthened. In addition, the results of those studies also shed light into some of the factors that affected the effectiveness of the elementary pre-service teacher education program for developing the teaching skills. Similarly, the results regarding those factors also indicated certain connections to the overall teacher education system in Turkey. However, given that the number of these studies seems to be limited, it is evident that there is need for more research to evaluate the effectiveness of the program so as to draw more accurate conclusions. At this point, it is notable that rather than evaluating the elementary teacher education program, most of the studies in the context of Turkey aimed to evaluate the pre-service or in-service teachers to understand the extent to which they find themselves competent at certain skills. In a similar vein, a considerable number of the studies aimed to evaluate those pre-service or in-service teachers based on the perspectives of different stakeholders or researchers, rather than the participants themselves. While those studies also have the implications of effectiveness of the pre-service elementary teacher education program, it is seen that the participants did not establish specific connections with their pre-service teacher education program clearly. Besides, most of those studies were conducted through surveys, as well as the majority of those studies typically relied on the competences that were defined by the Ministry of Education almost a decade ago. On the other hand, considering the studies that rather evaluated the elementary teacher education program, it is seen that they were mostly conducted through surveys or interviews and explored the perspectives of the pre-service teachers.

Drawing on these, it is clear that more research should be conducted to examine the effectiveness of the elementary teacher education program for developing the

knowledge and skills that are essential for elementary teachers. In this regard, considering the fact that the 21st century has been characterized with rapid changes in many areas including the field of education, where the teacher and learner roles have changed considerably, there is also need for research to evaluate the elementary teacher education program especially in terms of developing the knowledge, skills, and attitudes that are needed for teaching in the 21st century. Similarly, the studies should also build on the qualities that are especially important for the elementary teachers. Except these, as most of the studies were conducted based on the perspectives of the senior pre-service teachers, there is more need for research on the perspectives of the in-service teachers. In this respect, examining the perspectives of the in-service teachers is vital for scrutinizing the effectiveness of the elementary teacher education program as they could provide crucial and more accurate data about their teacher preparation as a result of their real experiences in the schools.

CHAPTER 3

METHOD

This chapter, first, describes the overall design of the study, which is followed by the research questions, participants, data collection instruments, data collection procedures, and data analysis. The chapter further addresses the researcher's role and presents the strategies used to ensure the trustworthiness of the study. Finally, it provides a discussion of the threats and assumptions, as well as the discussion of the limitations and delimitations of the study.

3.1. Overall Design of the Study

In designing a study, the decisions for choosing a particular research design is mainly grounded in the purpose of the study (Patton, 1990). The purpose of this study was, first, to investigate the essential qualities for elementary teachers of the 21st century based on the perceptions of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the Ministry of National Education (MoNE) and the Council of Higher Education (CHE) in Turkey. Drawing on the qualities that were found to be essential for elementary teachers of the 21st century in the first step of the study, the study, second, aimed to explore the effectiveness of the elementary teacher education program in Turkey for how well it develops those desired essential qualities, as perceived by the graduates who started their active teaching career as in-service elementary teachers.

In line with these purposes, the study employed phenomenological research design as the purpose of phenomenological studies is to gain insight into the world of several participants, explore their perspectives on the phenomenon of interest, and uncover the realities that they construct around their own experiences (Bogdan & Biklen, 2007;

Fraenkel & Wallen, 2006). More specifically, the current study utilized phenomenological research design to investigate the participants' perspectives and experiences on the essential qualities of elementary teachers and the effectiveness of the elementary teacher education program for developing the desired essential qualities.

Grounded on the idea that people can only know what they experience (Patton, 1990), the central concern in phenomenological studies is to understand the phenomenon of interest based on participants' own perspectives or experiences, which is referred to as emic perspective (Merriam, 2014). In addition, as the phenomenologists believe that there are multiple interpretations or realities of a single event (Merriam, 2014), they focus on the lived experiences of several people (Marshall & Rossman, 2011; Patton, 1990). In other words, phenomenologists believe that the same experience can be interpreted in different ways by different people as the reality is socially constructed (Bogdan & Biklen, 2007). Drawing on these, to explore the essential qualities for elementary teachers of the 21st century and to investigate the effectiveness of the elementary teacher education program for how well it develops those desired essential qualities, both steps of the current study were based on the perspectives and the experiences of several participants.

While exploring the perspectives or experiences of several individuals, the phenomenological studies rest on the assumption that there is a commonality or an essence in shared experiences of human beings. Therefore, the phenomenological studies attempt to describe what is essential in participants' perceptions and reactions regarding the phenomenon of interest (Creswell, 2013; Fraenkel & Wallen, 2006). In other words, the data from several persons culminate in reducing the individual experiences and arriving at a description of the common essence or shared structure, including "what" and "how" of the experience (Creswell, 2013; Fraenkel & Wallen, 2006; Marshall & Rossman, 2011). Building on these, a phenomenological inquiry mainly concentrates on the question of "what is the essence of the phenomenon of interest based on the perceptions of people who experienced it?" (Patton, 1990).

Within this framework, while exploring the divergent perspectives on the essential qualities of elementary teachers and the effectiveness of the elementary teacher education program in Turkey for how well it develops the desired essential qualities, the current study mainly aimed to unravel the essence in the experiences of several participants involved in the study.

In the larger context, phenomenological studies reflect the characteristics of qualitative research tradition. The term “qualitative” implies a focus on the processes and meanings, which are not studied in terms of quantity or frequency (Denzin & Lincoln, 2000) or can not be portrayed adequately by the statistical methods (Bogdan & Biklen, 2007; Corbin & Strauss, 2008). Qualitative research rather draws from experience and interpretation (Merriam, 2014) and qualitative researchers are mainly concerned with capturing the perspectives of individuals descriptively so that they can deeply explore the meanings that are constructed by those individuals (Bogdan & Biklen, 2007; Creswell, 2013). At this point, the underlying belief is that human actions can be understood only if the meaning that humans ascribe to them is known well (Marshall & Rossman, 2011). Therefore, qualitative researchers are interested in exploring how individuals interpret their experiences and what meanings they attach to those experiences (Merriam, 2014). Along with these, rather than numbers, qualitative research utilizes words and pictures to arrive at rich descriptions. Accordingly, grounded in qualitative inquiry, this study elaborated on the perspectives of individuals and provided rich descriptions on the essential qualities for elementary teachers as well as on the effectiveness of the elementary teacher education program in Turkey for developing the desired essential qualities. Thereby, the value of the study lies in the depth and richness of the findings, which are based on the lived experiences and the voices of key individuals (Creswell, 2013; Marshall & Rossman, 2011). Overall design of the study is presented in Figure 3.1. below.

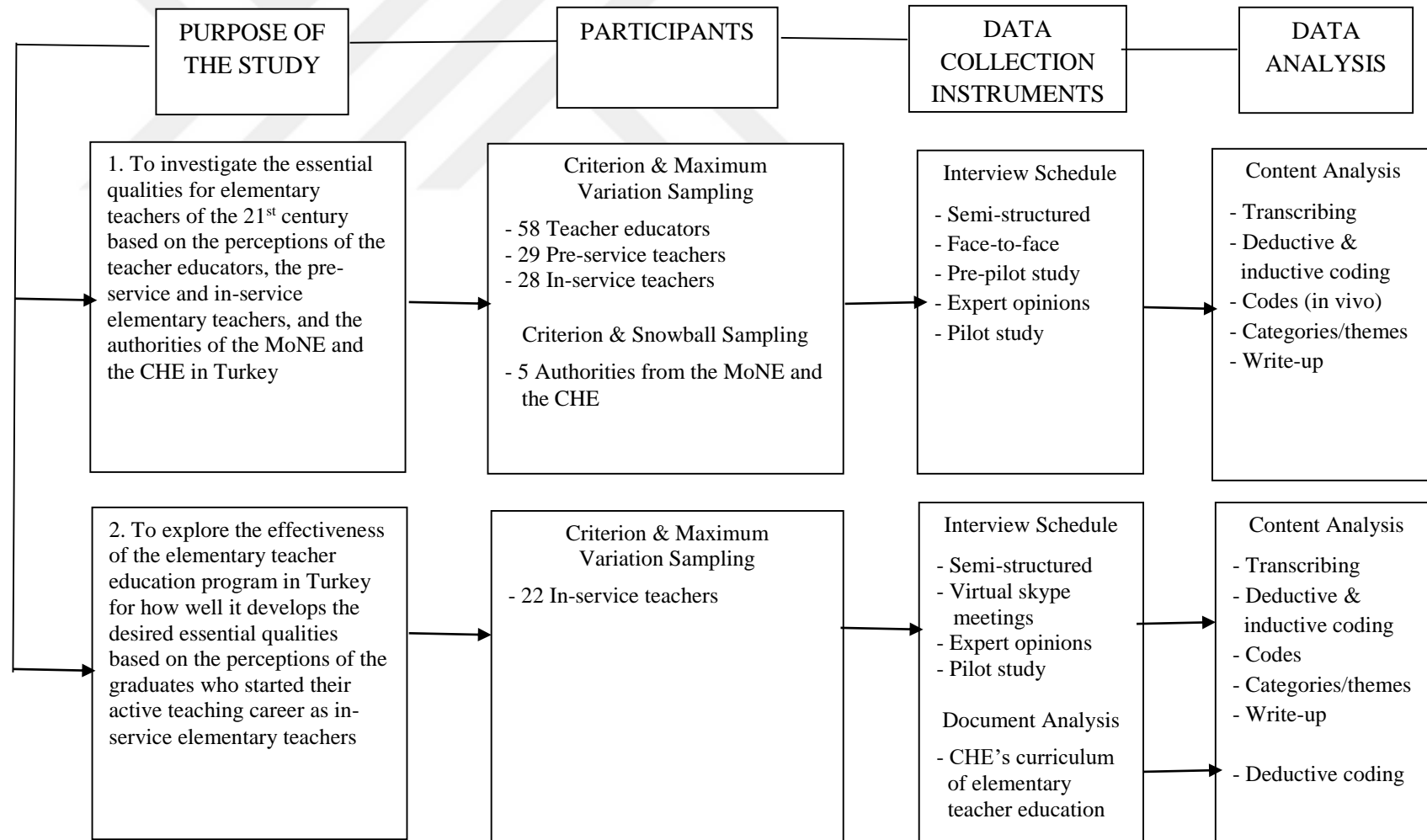


Figure 3.1. Flow of the Research Study

3.2. Research Questions

This study sought to answer the following research questions:

1. What are the essential qualities for elementary teachers of the 21st century, as perceived by the teacher educators, the pre-service elementary teachers, the in-service elementary teachers, and the authorities of the MoNE and the CHE in Turkey?
2. How well does the elementary teacher education program in Turkey equip elementary teachers with the desired essential qualities, as perceived by the graduates who started their active teaching career as in-service elementary teachers?

3.3. Participants

As Marshall and Rossman (2011) argue, qualitative researchers can not investigate the cases or the phenomenon of interest in depth unless they determine a particular setting or site, which shapes all the subsequent decisions throughout the study. That is, the boundaries of a study are, in fact, defined by the decision of concentrating on a specific setting. In this regard, Maxwell (2013) puts forth that qualitative researchers do not only choose people, but they also choose settings, events, and processes that might be pertinent to the research questions of the study. Accordingly, Marshall and Rossman (2011) advise that the decisions for a realistic site need to be well developed and justified by sound rationale. More specifically, they describe that a realistic site is where the entry is possible and individuals are accessible; a broad combination of key people, processes, and programs are present; the research can be conducted on the grounds of trust and ethics; and the quality of the data as well as the credibility of the study are adequately ensured. Moreover, they suggest that the decisions for a realistic site need to be made concurrently with the decisions about research questions, variables, sensitizing concepts from the literature review, practicality, and data collection methods. In line with these, Merriam (2014) also underlines that the selection of the sample in qualitative studies needs to be directly related to the research

questions of the study and how the problem is constructed. Particularly for the phenomenological studies, Creswell (2013) suggests that participants have to be the individuals who experienced the phenomenon under investigation and thereby, can tell stories about their lived experiences. Accordingly, in this phenomenological study, the participants included the teacher educators, the pre-service elementary teachers, the in-service elementary teachers, and the authorities of the MoNE and the CHE as it is believed that these groups are the most relevant groups to address the research questions of the study. In other words, these groups have the greatest potential to provide the current study with the richest information (Miles & Huberman, 1994) and shed light on the research questions basically as a result of their distinctive experiences (Creswell, 2013) on the phenomenon of the quality elementary teacher and the elementary teacher education program.

Once the sites or individuals are defined, the next step in the process involves choosing a strategy of sampling that can best inform the research questions (Creswell, 2013). In this regard, qualitative research is typically based on relatively small and information-rich samples that are selected purposefully, which ensures that the issues of central importance can be learned from the key informants (Patton, 1990). In other words, the purposive sampling strategy suggests selecting the particular settings or people intentionally so that the most relevant and authentic information can be provided for the research questions (Maxwell, 2013). Accordingly, to select the participants who are key to the purpose of the study, this study employed purposive sampling strategy. In particular, among different types of purposive sampling, the study utilized a combination of criterion sampling, maximum variation sampling, and snowball sampling considering the fact that each approach, to some extent, serves a different purpose (Patton, 1990). Therefore, in both steps of the study, the selection of different groups of participants was done by using the most appropriate strategies among those three sampling strategies.

To start with the first step of the study, the sample involved the teacher educators, the pre-service and in-service elementary teachers, and the authorities from the MoNE and

the CHE to identify the essential qualities for elementary teachers of the 21st century. While a thick description of the sampling process is provided further, Table 3.1 briefly illustrates the selection of the participants involved in the first step of the study.

Table 3.1.

Selection of the Participants Involved in the First Step of the Study

Participants of the first step of the study	Sampling type
1. Teacher educators	<u>Selection of the universities</u> <ol style="list-style-type: none"> 1. Criterion sampling <ul style="list-style-type: none"> - Having at least 10-year experience in their elementary teacher education program 2. Maximum variation sampling <ul style="list-style-type: none"> - Three different universities <u>Selection of the teacher educators</u> <ol style="list-style-type: none"> 1. Criterion sampling <ul style="list-style-type: none"> - Teaching a course to pre-service elementary teachers 2. Maximum variation sampling <ul style="list-style-type: none"> - Working at the department of elementary teacher education program or the other departments which offer courses to pre-service elementary teachers - Teaching different courses to pre-service teachers based on different areas of expertise
2. Pre-service elementary teachers	<ol style="list-style-type: none"> 1. Criterion sampling <ul style="list-style-type: none"> - Being selected from the same universities that the teacher educators are to be selected from - Being a senior student - Being recommended as promising teachers by the teacher educators 2. Maximum variation sampling <ul style="list-style-type: none"> - Being enrolled at daytime or evening education program
3. In-service elementary teachers	<ol style="list-style-type: none"> 1. Criterion sampling <ul style="list-style-type: none"> - Working at public elementary schools 2. Maximum variation sampling <ul style="list-style-type: none"> - Working at urban or rural areas - Being a graduate of elementary teacher education program or being an out-of-field teacher - Teaching different grade levels (1st – 4th) - The university that teachers obtained their undergraduate degree from - Teaching experience
4. Authorities of the MoNE and the CHE	<ol style="list-style-type: none"> 1. Criterion sampling <ul style="list-style-type: none"> - Working at the relevant units within the MoNE and the CHE 2. Snowball sampling

As Table 3.1 illustrates, in the first step of the study, the teacher educators, the pre-service teachers, and the in-service teachers were selected through a combination of criterion sampling and maximum variation sampling, while the authorities of the MoNE and the CHE were selected through a combination of criterion sampling and snowball sampling. For each group of participants, the process of selection is described in detail as follows:

The teacher educators involved in the first step of this study were selected from the public universities that are located in Ankara, Turkey. For the selection process, criterion sampling and maximum variation sampling were used. According to Patton (1990), criterion sampling is a procedure which ensures the selection of only the cases that meet certain predetermined criteria and thereby, are more likely to be information-rich regarding the purpose and the critical aspects of the study. As pointed out by Creswell (2013), criterion sampling particularly works well for the phenomenological studies since it ensures that all participants experienced the phenomenon being studied. Accordingly, in this phenomenological study, the teacher educators were expected to meet certain criteria based on criterion sampling. First of all, among all public universities in Ankara, they were selected only from the universities that assured the criterion of having at least 10-year experience in their elementary teacher education program. This criterion was considered to make sure that the selected universities had sufficient experience in educating elementary teachers. Consequently, there were three public universities meeting this criterion. While two of those universities (U1 & U2) had been offering the elementary teacher education program for 17 years, the third university (U3) had been offering the program for 16 years by 2013-2014 academic year when the first step of this study was planned.

Utilizing maximum variation sampling, the sample included all those three universities as it was believed that such a variation in the university selection could create a difference especially in the findings of the second step of the study concerning the effectiveness of the elementary teacher education program. In other words, it was believed that this variation could enrich the findings of the second step of the study

since the university as a variable might account for the differences in the practices or the implementation of the elementary teacher education program. In this regard, such variation in the university selection was an important consideration from the beginning of the entire study as the pre-service teachers who were selected from those universities in the first step of the study would later become the in-service teachers of the second step of the study. Patton (1990) describes that maximum variation sampling is built on the logic to include the individuals or the cases which ensure a variety in the sample by possessing diverse pre-determined characteristics that are related to the purpose of the study. This allows for uncovering the variations in the cases or in the experiences of participants as well as enabling the identification of the common patterns and the core themes that emerge out of heterogeneity (Patton, 1990). As a result, the maximum variation sampling helps to make sure that the research adequately represents a variety of people or cases rather than choosing only the typical individuals (Maxwell, 2013).

Having determined the universities, all teacher educators were expected to meet the criterion of teaching a course to the pre-service elementary teachers at the time being or recently so that they would be able to describe their expectations from the elementary teachers clearly and thoroughly. Moreover, utilizing maximum variation sampling, the teacher educators were selected both from the elementary teacher education program and the other programs (e.g., Curriculum and Instruction, Measurement and Evaluation, Computer Education and Instructional Technology, Special Education, Physical Education and Sports) that offer courses to the pre-service elementary teachers. Therefore, the teacher educators who were involved in the sample showed a variation regarding the courses that they have been offering to the pre-service elementary teachers given that elementary teachers are expected to teach different subjects and thereby, expected to have a broad range of different essential qualities in their teaching career. As a result, regarding the essential qualities for elementary teachers of the 21st century, the described maximum variation sampling procedure allowed for capturing the perspectives of different groups of teacher educators who had expertise in different areas.

At the end of the entire sampling procedure explained above, the first step of this study included 58 teacher educators. The characteristics of participating teacher educators are summarized in Table 3.2 below.

Table 3.2.

The Characteristics of Participating Teacher Educators in the First Step of the Study

Characteristics	<i>n</i>	%
Gender		
Female	31	53.45
Male	27	46.55
University		
U1	24	41.38
U2	14	24.14
U3	20	34.48
Years of experience in offering courses to elementary teacher education program		
0-5 years	18	31.03
6-10 years	14	24.14
11-15 years	19	32.76
16-20 years	5	8.62
21-25 years	2	3.45
Affiliation (program)		
Elementary teacher education	29	50.00
Other programs	29	50.00
Academic title		
Prof. Dr.	8	13.79
Assoc. Prof.	17	29.31
Assist. Prof.	19	32.76
Dr.	10	17.24
Other	4	6.90
Total	58	100

As seen in Table 3.2, of 58 teacher educators, 31 (53.45%) were female and 27 (46.55%) were male. The average age of all teacher educators was 45.60, ranging from 32 to 66. In addition, the number of participating teacher educators from University-1 (U1) was 24 (41.38%), University-2 (U2) was 14 (24.14%), and University-3 was 20 (34.48%). The average experience of those teacher educators in offering courses to the elementary teacher education program was 9.86 years, ranging from 1 year to 28 years. Moreover, the number of teacher educators from the elementary teacher education program ($n=29$, 50.00%) and the other programs ($n=29$, 50.00%) that offer courses to

pre-service elementary teachers (including the Computer Education and Instructional Technology, Curriculum and Instruction, Measurement and Evaluation, Educational Administration, Guidance and Psychological Counselling, Special Education, Elementary Science Education, Elementary Mathematics Education, Social Studies Education, Lifelong Learning and Adult Education, Child Development, and Physical Education and Sports programs) was equal. Lastly, the majority of the participating teacher educators were Associate Professor ($n=17$, 29.31%) and Assistant Professor ($n=19$, 32.76%).

The pre-service elementary teachers involved in the first step of this study were selected from the same universities that the teacher educators were selected from. Having determined the universities, the pre-service teachers were selected through criterion sampling and maximum variation sampling. To maximize that selected pre-service elementary teachers had sufficient background and familiarity with the essential qualities of elementary teachers and their teacher education program, criterion sampling was used to make sure that they were all senior students. Therefore, all participating pre-service elementary teachers were in the last year of their teacher education program by 2014 and thereby, were closer to finishing their teacher education program as they took all the courses and were about to complete their field practices. Among their peers, the participating pre-service teachers were also selected on the basis of being recommended as promising teachers by their teacher educators who had been sampled for the study before the pre-service teachers. Finally, the maximum variation sampling was used to ensure that the pre-service elementary teachers were selected both from daytime or evening education programs as it was believed that this variation would especially broaden the findings of the second step of the study, which was conducted to evaluate the effectiveness of the elementary teacher education program for how well it equips elementary teachers with the desired essential qualities, as perceived by the graduates who started their active teaching career as in-service elementary teachers. In other words, as the in-service teachers involved in the second step of the study were formerly the pre-service elementary teachers of the first step of the study, thereby, maximum variation sampling had to be

employed from the beginning of the first study. As a result, the pre-service teachers were selected among the students of both daytime and evening education groups as those students might have been experiencing their teacher education differently.

Based on the sampling procedure described above, the first step of this study included 29 pre-service teachers. The characteristics of participating pre-service teachers are summarized in Table 3.3 below.

Table 3.3.

The Characteristics of Participating Pre-service Teachers in the First Step of the Study

Characteristics	<i>n</i>	%
Gender		
Female	23	79.31
Male	6	20.69
University		
U1	9	31.03
U2	9	31.03
U3	11	37.94
Program type		
Daytime education	24	82.76
Evening education	5	17.24
Total	29	100

The average age of the pre-service teachers was 22.14, ranging from 21 to 26. In addition, as seen in Table 3.3, of 29 pre-service teachers, 23 (79.31%) were female and 6 (20.69%) were male. In addition, 9 (31.03%) of them were from University-1 (U1), 9 (31.03%) of them were from University-2 (U2), and 11 (37.94%) of them were from University-3 (U3). Lastly, 24 (82.76%) of the pre-service students were enrolled in daytime education program, whereas 5 (17.24%) of them were enrolled in evening education program.

The in-service elementary teachers involved in the first step of this study were selected from the elementary schools located in Ankara, Turkey. For the selection process, criterion sampling and maximum variation sampling were employed. First of all, using criterion sampling, they were selected from the public elementary schools since it was believed that private schools do not fully require all the essential qualities that public

schools require from elementary teachers mainly as a result of the fact that private schools are not located in rural areas. In addition, utilizing maximum variation sampling, the characteristics of the selected teachers varied in terms of working at urban or rural areas, being a graduate of elementary teacher education program or being an out-of-field teacher, teaching different grade levels, the university that they obtained their undergraduate degree from, and the teaching experience they have. As these characteristics might call for different essential qualities on the part of the elementary teachers or affect the qualities that they possess, it was believed that such variation in these characteristics might enrich the findings of the study regarding the essential qualities of elementary teachers.

Based on this sampling procedure, 28 in-service teachers were involved in the first step of the study. The characteristics of participating in-service teachers are summarized in Table 3.4 below.

Table 3.4.

The Characteristics of Participating In-service Teachers in the First Step of the Study

Characteristics	<i>n</i>	%
Gender		
Female	18	64.29
Male	10	35.71
Undergraduate education		
Elementary teacher	21	75.00
Out-of-field teacher	7	25.00
Degree of education		
Associate's degree	4	14.29
Bachelor's degree	21	75.00
Master's	2	7.14
Ph.D.	1	3.57
Teaching experience		
0-5 years	2	7.14
6-10 years	6	21.43
11-15 years	6	21.43
16-20 years	8	28.57
21 years and over	6	21.43
Experience in rural schools		
Experienced	22	78.57
Inexperienced	6	21.43
Experience in multigrade classes		
Experienced	13	46.43
Inexperienced	15	53.57

Table 3.4. (continued)

The Characteristics of Participating In-service Teachers in the First Step of the Study

Characteristics	<i>n</i>	%
Grade level		
1 st grade	9	32.14
2 nd grade	3	10.71
3 rd grade	6	21.43
4 th grade	10	35.72
District		
Altındağ	2	7.14
Bala	3	10.71
Çankaya	4	14.29
Etimesgut	3	10.71
Keçiören	2	7.14
Mamak	3	10.71
Polatlı	5	17.85
Pursaklar	3	10.71
Yenimahalle	3	10.71
Area of the school		
Rural	8	28.57
Urban	20	71.43
Total	28	100

Those teachers were selected totally from 12 elementary schools located in different districts of Ankara. In addition, as seen in Table 3.4, of 28 teachers, 18 (64.29%) were female and 10 (35.71%) were male. The average age of participating teachers was 40.96, ranging from 28 to 58. While 21 (75.00%) of them had their undergraduate degree in elementary teacher education program, 7 (25.00%) of them were an out-of-field teacher. In addition, 4 (14.29%) of the teachers held an associate's degree, whereas the majority of them ($n=21$, 75.00%) held a bachelor's degree. On the other hand, 2 (7.14%) teachers were enrolled in a master's program and 1 (3.57%) teacher was enrolled in a Ph.D. program upon finishing her master's education.

The average teaching experience of the participating teachers was 15.93 years, ranging from 3 to 36 years. Among them, 22 (78.57%) of the participating in-service teachers had previously experienced working at a rural school, while 6 (21.43%) had not had such an experience, yet. Similarly, 13 (46.43%) had experienced teaching in a multigrade class, while 15 (53.57%) had not. Regarding the grade level, 9 (32.14%) of them were teaching 1st grades, 3 (10.71%) of them were teaching 2nd grades, 6

(21.43%) of them were teaching 3rd grades, and 10 (35.72%) of them were teaching 4th grades at the time being. Finally, the teachers were selected from nine districts of Ankara with a variation in working at a rural ($n=8$, 28.57%) or an urban ($n=20$, 71.43%) school.

Lastly, the authorities from the MoNE and the CHE involved in the first step of this study were selected through criterion sampling and snowball sampling. First, by employing criterion sampling, it was ensured that all the participants selected from the MoNE were particularly selected from the General Directorate of Teacher Training and Development Unit within the MoNE and thereby, were knowledgeable about the past and current work done especially on the identification of teacher competences initiated and carried out by the MoNE. Similarly, by employing criterion sampling, it was ensured that the participants of the CHE were particularly selected from the International Relations Unit within the CHE as this unit had previously collaborated with several experts and worked for the Bologna Process, which was an intergovernmental European reform process that aimed to establish the European Higher Education Area by 2010. Consequently, it was ensured that the participant, who was selected from the CHE, was charged with structuring of the National Qualifications Framework for Higher Education in Turkey and used to serve as an expert particularly for the field of education. Throughout this process, particularly the participants from the MoNE were also selected through snowball sampling, which was employed to make the participant selection process much easier by asking each participant whom else to talk with next. As suggested by Patton (1990), snowball sampling is a strategy which begins by situating a group of knowledgeable people and then, asking them to recommend the next informants or who else to talk with. Even if the chain of nominations for cases to study diverge initially, it starts to converge as the same key names are articulated repeatedly.

Based on the sampling procedure explained above, totally 5 participants from the MoNE and the CHE were involved in the first step of the study. Some of the characteristics of the participants are presented in Table 3.5 below.

Table 3.5.

The Characteristics of Participating Authorities from the MoNE and the CHE in the First Step of the Study

Characteristics	Institution	
	MoNE	CHE
Gender		
Female	2	1
Male	2	0
Degree of education		
Bachelor's degree	1	0
Master's	1	0
Ph.D.	2	1
Title & experience in the position		
Education specialist & current department manager	1 (14 years)	0
Education specialist	1 (8 years)	0
Former department manager	1 (11 years)	0
Head of department	1 (4 years)	0
Expert & Prof. Dr.	0	1 (5 years)
Total	4	1

As seen in Table 3.5, of the participants, 4 (80.00%) were from the MoNE and 1 (20.00%) was from the CHE. While 3 participants (60.00%) were female, 2 (40.00%) of them were male. The average age of the participants was 53.20, ranging from 38 to 66. In particular, the participant selected from the CHE was a graduate of Institute of Education and had 7 years of teaching experience as an elementary teacher in the past. In addition, she had her master's and Ph.D. degree in the field of education although not in elementary education. On the other hand, among 4 participants who were selected from the MoNE, only one of them was a graduate of faculty of education. The rest of them had their undergraduate degrees from different faculties. Nevertheless, all of those 4 participants from the MoNE previously worked as teachers for 20, 11, 3, and 6 years in different branches. In addition, 3 of them had a master's degree in an area that is close to their undergraduate education. Moreover, among those 3 participants, 2 were pursuing their Ph.D. degree as in the same area with their master's degree. Finally, all participants had high positions in their institutions.

To continue with the second step, the sample of the study involved the in-service elementary teachers to evaluate the effectiveness of the elementary teacher education program for how well it equipped the graduates with the desired essential qualities. At

this point, it was believed that in-service teachers were the ones who would answer the questions, which were developed in line with the purpose of the second step of the study, best. In other words, as in-service teachers are the ones who went through the particular elementary teacher education program from the beginning to the end, it was thought that the most accurate information about the program would be obtained from them. Besides, having started their teaching career, it was believed that they would provide more comprehensive and adequate data about their teacher education as a result of their real experiences in the school settings. While a thick description of the sampling process is provided further, Table 3.6 briefly illustrates the selection of the in-service teachers involved in the second step of the study.

Table 3.6.

Selection of the Participants Involved in the Second Step of the Study

Participants of the second step of the study	Sampling type
In-service teachers	<ol style="list-style-type: none"> 1. Criterion sampling <ul style="list-style-type: none"> - Graduating from the public universities in Ankara that have at least 10-year experience in the elementary teacher education program - Completing the particular elementary teacher education program - Being the pre-service teachers of the first step of this study - Starting their teaching career 2. Maximum variation sampling <ul style="list-style-type: none"> - Graduating from three different universities - Being a graduate of daytime or evening education program

As seen in Table 3.6, the in-service teachers involved in the second step of this study were selected through criterion sampling and maximum variation sampling. Employing criterion sampling, it was ensured that the participating in-service teachers graduated from the public universities in Ankara that have at least 10-year experience in elementary teacher education program. There were three universities meeting this criterion. Using maximum variation sampling, the sample included the graduates of all three universities since the university as a variable might create differences in the effectiveness of the elementary teacher education program and thereby, enrich the findings. Furthermore, given that the elementary teacher education program is a 4-year

program and it has been in operation since 2006, thereby, the first group of pre-service teachers who went through this particular program graduated in 2010. Therefore, employing criterion sampling, only the in-service teachers who went through this program and graduated since after 2010 were eligible for being involved in the sample. Accordingly, in this study, all participating in-service teachers completed their teacher education program in 2014. Besides, these in-service teachers were those who were involved in the first step of this study as pre-service teachers. Thereby, the participating in-service teachers had been recommended as promising teachers by their teacher educators while they were in the last year of their education program. As it was seen that some of them have not started their teaching career, lastly, it was also ensured that the in-service teachers of the second step of the study were selected among those who started their teaching career. Therefore, all participating in-service teachers have been working as beginning elementary teachers.

Based on this sampling procedure, among 29 pre-service teachers who were involved in the first step of the study, 22 of them were involved in the second step of the study. The rest of them was not either willing to participate to the study or has not started their teaching career actively. The characteristics of the participating in-service teachers are given in Table 3.7 below.

Table 3.7.

The Characteristics of Participating In-service Teachers in the Second Step of the Study

Characteristics	<i>n</i>	%
Gender		
Female	17	77.27
Male	5	22.73
High school type		
General (regular) high school	2	9.09
Anatolian high school	9	40.91
Anatolian teacher high school	9	40.91
Super (foreign language-weighted) high school	2	9.09
University		
U1	6	27.27
U2	7	31.82
U3	9	40.91

Table 3.7. (continued)

The Characteristics of Participating In-service Teachers in the Second Step of the Study

Characteristics	<i>n</i>	%
Program type		
Daytime education	18	81.82
Evening education	4	18.18
Degree of education		
Bachelor's degree	16	72.73
Master's	6	27.27
Teaching experience		
3 months	6	27.27
1 year	2	9.09
2 years	14	63.64
School type		
Public	13	59.09
Private	7	31.82
Experienced in both	2	9.09
Experience in rural schools		
Experienced	13	59.09
Inexperienced	9	40.91
Experience as a school principal		
Experienced	3	13.64
Inexperienced	19	86.36
Experience in multigrade classes		
Experienced	6	27.27
Inexperienced	16	72.73
Grade level		
1 st grade	7	31.82
2 nd grade	6	27.27
3 rd grade	3	13.64
4 th grade	3	13.64
Multigrade	3	13.64
1st + 2nd + 3rd + 4th graders together	1	4.55
3rd + 4th graders together	2	9.09
Total	22	100

As seen in Table 3.7, of 22 in-service teachers, 17 (77.27%) were female and 5 (22.73%) were male. 9 (40.91%) of the teachers graduated from an Anatolian High School and another 9 (40.91%) graduated from an Anatolian Teacher High School. On the other hand, 2 (9.09%) of the teachers were graduate of a General (Regular) High School and the last 2 (9.09%) were graduate of a Super (Foreign Language-Weighted) High School. The average age of the participating in-service teachers was 23.41, ranging from 22 to 27. Among them, 6 (27.27%) were from University-1 (U1), 7 (31.82%) were from University-2 (U2), and 9 (40.91%) were from University-3 (U3).

In addition, 18 (81.82%) of them were a graduate of daytime education program and 4 (18.18%) of them were a graduate of evening education program. The GPA of the participating in-service teachers ranged from 2.75 to 3.80 out of 4.00. While the majority of them ($n=16$, 72.73%) held a bachelor's degree, some of them ($n=6$, 27.27%) were also enrolled in a master's program.

Considering that all participating in-service teachers completed their undergraduate education and graduated in 2014, the teaching experience of the participating teachers ranged from 3 months to 2 years. Most of the teachers ($n=13$, 59.09%) started their teaching career in a public school, whereas some of them ($n=7$, 31.82%) started to work in a private school. On the other hand, 2 (9.09%) of the teachers worked in a private school until they were able to get appointed to a public school as an elementary teacher fulfilling the condition that they were successful on the national examination held by the MoNE.

Either at the time being or previously, 13 (59.09%) of the participating in-service teachers have experienced working at a rural school, while 9 (40.91%) have not had such an experience. Those who experienced working at a rural school started their teaching career in cities such as Ağrı, Gaziantep, Van, Şanlıurfa, Şırnak, Bitlis, Diyarbakır, Erzurum, and Sakarya. In addition, none of the in-service teachers have experienced working as a substitute teacher. Moreover, 3 (13.64%) teachers have experienced working as a teacher who is also authorized with managerial rights and charged with managerial duties as a school principal. On the other hand, the rest of the teachers ($n=19$, 86.36%) have not had such an experience.

Lastly, of 22 teachers, 6 (27.27%) have experienced teaching in a multigrade class, while 16 (72.73%) have not had such an experience. At the time being, 7 (31.82%) of them were teaching 1st grades, 6 (27.27%) of them were teaching 2nd grades, 3 (13.64%) of them were teaching 3rd grades, and 3 (13.64%) of them were teaching 4th grades. In addition, 3 (13.64%) of the teachers were teaching in a multigrade class. Of those 3 teachers, one of them (4.55%) had a class consisting of students from all grades

(1st to 4th). On the other hand, the classes of other two teachers (9.09%) consisted of students from 3rd and 4th grades.

Since it may be a threat for the credibility and the transferability of the study, selecting an appropriate number of participants is crucial in qualitative research. However, as pointed out by Patton (1990), rather than the sample size, the validity and meaningfulness of the findings of a study are much more related to the sampling of the participants according to all relevant variables and thereby, information-richness of the selected participants. Although sample size depends on several concerns, the weightier concerns in qualitative research relate to the purpose of the research and data saturation (Marshall & Rossman, 2011). In this regard, Lincoln and Guba (1985) highlights the redundancy as primary criterion which basically implies that no new information is coming from the participants. While there are no strict rules, decisions for sample size also depend on available time and resources (Patton, 1990).

There are several suggestions particularly for the sample size of a phenomenological study. Polkinghorne (1989) recommends interviewing 5 to 25 individuals who experienced the phenomenon being investigated (as cited in Creswell, 2013). According to Yıldırım and Şimşek (2011), sample size is suggested to be around 10 for a phenomenological study. Providing that the sampling procedures and decisions are thoroughly described and justified as well as the saturation of data was taken into consideration, the sample of the first step of this study consisted of 58 teacher educators, 29 pre-service teachers, 28 in-service teachers, and 5 authorities from the MoNE and the CHE. Moreover, the sample of the second step of the study included 22 in-service teachers.

3.4. Data Collection Instruments

As Marshall and Rossman (2011) state, there are four primary methods for data collection in qualitative research: participating in the setting, direct observation, interviewing, and analyzing documents. Creswell (2013) also argues that although new

forms of data emerge constantly, they could be categorized under four basic types which are observations, interviews, documents, and audiovisual materials. As the grounding for selection of the methods in a qualitative study, the researcher has to consider the theoretical framework, the purpose of the research, and the research questions (Marshall & Rossman, 2011) as well as the sampling plans (Miles & Huberman, 1994). In determining the data collection method, the researcher also needs to consider the validity, reliability, and usability of instruments to be used. In return, the type of instrument to be used in a study impacts the researcher's decisions about the location, time, and frequency of the data collection as well as the administration process and the feasibility of the research (Fraenkel & Wallen, 2006).

As the data collection in phenomenological studies largely relies on in-depth interviews with participants (Marshall & Rossman, 2011) to gain insight into their world and provide a detailed understanding of the phenomenon of interest for how it is experienced by several individuals (Creswell, 2013), the data in this phenomenological study were mainly collected through interviews. On the other hand, the data collection could also be supplemented with other forms of data such as observations or data analysis (Creswell, 2013; Marshall & Rossman, 2011). Accordingly, the interviews of particularly the second step of this study were also supported by document analysis.

3.4.1. Interviews

To obtain descriptive data in participants' own words (Bogdan & Biklen, 2007) or to uncover the perspectives of participants on the phenomenon of interest by entering into their world (Patton, 1990), qualitative researchers depend to a large extent on in-depth interviewing (Marshall & Rossman, 2011). According to Morgan (1997), an interview is a purposeful conversation or discussion between at least two people, one of whom provides information to the other (as cited in Bogdan & Biklen, 2007). Similarly, Kvale and Brinkman (2009) assert that an interview is, indeed, an inter change of views between two individuals (as cited in Marshall & Rossman, 2011). While interviews

might be the overall data collection method in a qualitative study, they could also be only one of several methods, to be used in conjunction with other data collection methods (Bogdan & Biklen, 2007; Marshall & Rossman, 2011).

In particular, a study investigating the individuals' lived experiences is typically built upon an in-depth interview strategy (Marshall & Rossman, 2011) as interviews yield rich information about people's experiences, attitudes, values, and opinions (Fraenkel & Wallen, 2006) from their own frame of reference (Bogdan & Biklen, 2007) and they help to elicit the deeper meanings that are believed to undergird the actions (Marshall & Rossman, 2011). Accordingly, in this phenomenological study, interviewing was the main data collection method since conducting interviews is the mostly suggested and primary data collection method for a phenomenological research (Yıldırım & Şimşek, 2011). As pointed out by Seidman (2006), phenomenological interviews may concentrate on either the past or present experiences of individuals about the phenomenon being investigated. In addition, a third option is to combine them to unfold the individual's essential experience with the phenomenon. Given that meanings influence the actions or interactions, the main advantage of phenomenological interviewing lies in its explicit focus on unraveling the meanings and the lived experiences that individuals have toward a phenomenon (Marshall & Rossman, 2011). Accordingly, in this study, interviews were both conducted to investigate the meanings assigned to the essential qualities for elementary teachers and also to evaluate the effectiveness of the elementary teacher education program for how well it equips its graduates with the desired essential qualities. In this regard, Patton (1990) points out that interview data, especially for program evaluation purposes, enable the researcher to uncover the perspectives of program participants and understand how they view the program.

Interviews have certain benefits. Among them, Bailey (1982) reports that offering flexibility and control to the interviewer, relatively higher response rate, allowing for capturing nonverbal behaviors, flexibility for modifying the questions, yielding instant responses as well as accurate and in-depth information, and being used for the data

triangulation are some advantages of interviews (as cited in Yıldırım & Şimşek, 2011). Moreover, Marshall and Rossman (2011) add that interviews are also useful because an interview produces the data quickly.

There are three fundamental approaches to conduct interviews which are informal conversational interview, general interview guide approach, and standardized open-ended interview (Patton, 1990). Each having their own strengths and weaknesses, these approaches basically differ in terms of the degree that the interview questions are prepared and standardized before the interview. As Patton (1990) describes, while the informal conversational interview takes place on-the-spot and it is more spontaneous through the natural flow of an interaction, the general interview guide approach, which is the most typical type in qualitative research, is somewhat more structured along with a scheduled interview and a number of identified topics or questions to be asked. Lastly, standardized open-ended interview requires the interviewer to carefully prepare the interview questions so that the same sequence could be followed for each respondent, even with the same words to obtain more systematic data across the participants. For this study, semi-structured interviews – the interview guide approach - were utilized since this approach offers many advantages. First, the interview questions are determined in advance basically to get information on the same subject across all interviewees while the interviewer still has the flexibility to word the questions spontaneously during the interview and ask any questions that will shed light on the subject. Similarly, the interviewee also has a chance to shape the content of the interview. Second, having an outline of the questions provides the interviewer with the opportunity to obtain more comprehensive and comparable data. Third, it allows interviewer to review the instrument and also permits flexibility to change the number, sequence, and wording of the interview questions. Lastly, this approach allows the interviewer to use the available time more efficiently (Bogdan & Biklen, 2007; Patton, 1990).

3.4.1.1. The interview schedules developed for the study

Both in the first and the second step of this study, the data were collected through semi-structured interview schedules. The interview schedules were developed on the basis of the related literature and the research questions of the study as these sources formulate what questions to ask to the participants to elaborate on a particular topic (Maxwell, 2013). While developing the interview questions, the interviewer also needs to decide on the sequence of the questions, how much detail to ask, how long to conduct the interview, and how to word the questions considering the fact that these may affect the quality of interview responses (Patton, 1990).

The interview schedules consisted of two main parts. In the first part, there were demographical questions which were developed to identify the important characteristics of the interviewees for the research. Accordingly, for each group of participants included in the first step of this study, which are teacher educators, pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE, the researcher developed similar demographical questions while the questions were also somewhat different as some of them were particularly relevant to a certain group of participants. Similarly, the interview schedule used in the second step of the study consisted of demographical questions that aimed to identify the background characteristics of in-service teachers that were relevant to the study. Demographical questions provide adequate background to the data and prepare the interviewee to the interview. As these questions are easy to answer and they ask for straightforward descriptions, therefore, starting with these questions, the interviewees might feel a bit more relaxed which is helpful for developing rapport and trust between the interviewer and the interviewees (Patton, 1990).

In the second part of the interview schedules, most questions were developed as open-ended questions with an intention to elicit in-depth information in answering the research questions of the study and to permit the interviewees to respond in their own terms. Thereby, open-ended questions enabled the researcher to portray the

perspectives of participants without predetermining those points of views (Patton, 1990). In addition, prompts and elaboration or clarification probes were also integrated into the questions to encourage the interviewees to provide further details on the topic, and thereby, to deepen the response, clarify the misunderstandings, and increase the richness of the data (Bogdan & Biklen, 2007; Patton, 1990). In developing the interview schedule, the wording of the interview questions was also taken into consideration as the way a question is worded is a strong stimulus to generate a clear and detailed response from the interviewees (Patton, 1990). Therefore, the researcher especially paid attention to writing questions that are singular, clear, neutral, simple, specific, encouraging, not guiding or leading, and organized in a logical flow to the core of the phenomenon discussed. Finally, the interview schedules were developed in Turkish as the medium of communication was Turkish with the participants during the interviews.

After the interview schedules were developed, they were revised based on the opinions of a number of experts and the pilot study. Pilot studies are not only useful for testing the instruments to decide if the questions work as intended and determine what revisions are needed (Maxwell, 2013), but they are also useful for revealing the gaps or issues in the data collection as well as eliminating the potential barriers (Marshall & Rossman, 2011). In general, pilot studies are conducted to ensure that the instrument is appropriate for and relevant to the research questions and participants' experiences; the flow of the questions is well-organized for a meaningful conversation; the questions are ethical; they are not too long; and the timing is appropriate (Kvale, 2007). In addition to these, a pilot study is also recommended for the researcher to adapt the research procedure (Creswell, 2013).

Based on the aforementioned procedure, the interview schedules that were developed for the first and the second step of this study were described in detail in the subsequent sections below. For each step of the study, the interview schedules were described in the following order: (1) development of the interview schedules, (2) expert opinions, pilot study, and revisions.

3.4.1.1.1. Development of the interview schedules in the first step of the study

Overall, the steps followed for the development of the interview schedules used in the first step of this study are presented in Figure 3.2 below.

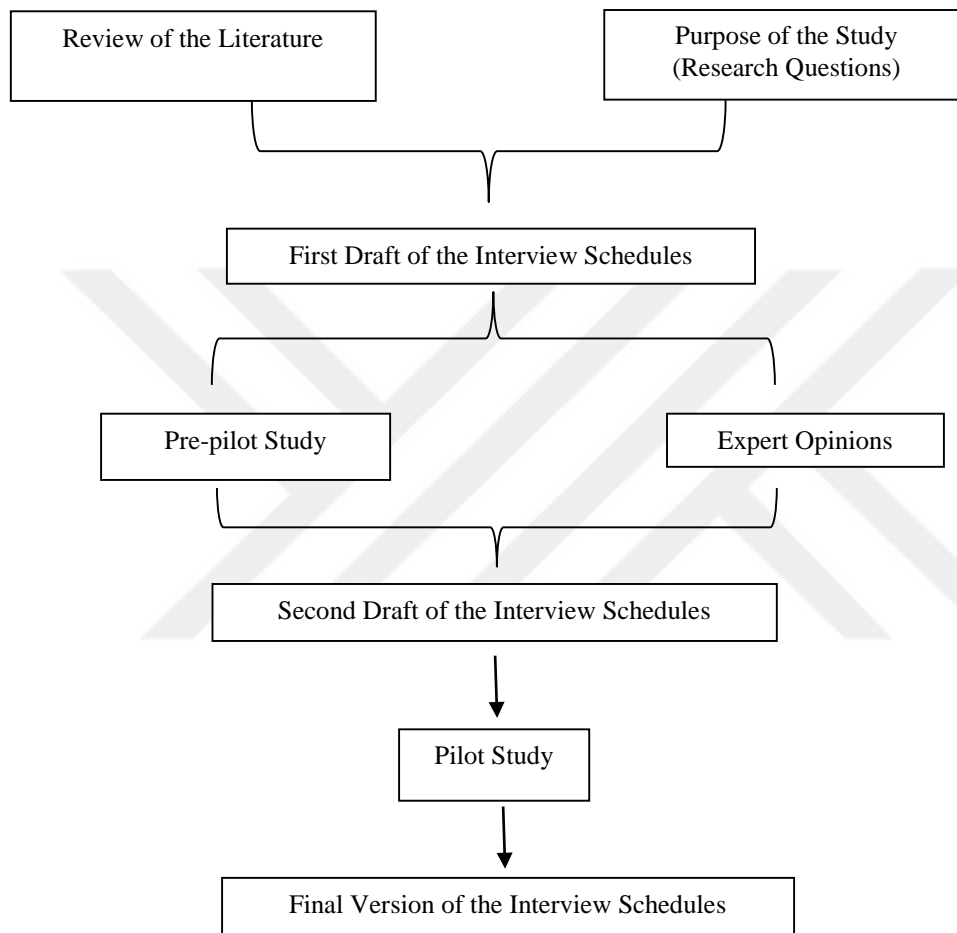


Figure 3.2. Development of the Interview Schedules for the First Step of the Study

In the first step of this study, to uncover the perspectives of teacher educators, pre-service elementary teachers, in-service elementary teachers, and authorities of the MoNE and the CHE on the essential qualities for elementary teachers of the 21st century, the researcher developed four parallel interview schedules based on the review of the literature, purpose of the research, and research questions. The interview

schedules mainly consisted of two sets of questions: the demographical questions and the open-ended questions related to the purpose of the study.

First, the demographical questions for pre-service elementary teachers included gender, age, the university being studied as well as the program type being enrolled, and the field experiences both through School Experience and Practice Teaching courses in terms of the length of the experience and the type of the school (public or private school). In addition to these, teaching experiences of the pre-service teachers particularly through the field experience period in Practice Teaching course were also asked in terms of the type of the school (rural or urban school) that they were experiencing and any real teaching experiences that they had by themselves (grade level, course type, length of the teaching experience, any teaching experiences at rural schools and multigrade classes). Finally, they were also asked to explain the reasons if they did not have any teaching experiences by themselves through Practice Teaching course.

Second, the demographical questions for in-service elementary teachers included gender; age; educational background in terms of the university where the in-service teachers obtained their undergraduate degree from, when they graduated, type of the faculty and the program that they graduated from, and the latest educational degree. Similarly, they were asked to explain their teaching experience in terms of length, the type of the schools (public or private) that they have worked so far, the length of their experience in those schools, and any teaching experiences that they had as a substitute teacher. In addition to these, other demographical questions particularly asked for their recent experiences as an elementary teacher. Accordingly, those questions inquired how long they have been working at their current school as an elementary teacher, the type of the school (urban or rural), the grade level that they were currently teaching (including how long they have been the elementary teacher of that same class of students and for how many times they experienced teaching at that particular grade level), and the other grade levels that they previously taught. Lastly, in-service teachers were also asked to explain if they had attended any in-service trainings that were

organized by the MoNE or other institutions, along with the reasons if they did not attend any in-service trainings at all.

Third, the demographical questions for teacher educators asked for their gender, age, and experience as a teacher educator including their title, the university and the department/program they were working at, the length of the experience as a teacher educator at that particular university, and the length of the experience as a teacher educator at the program that they were currently working at (both in the current university and also in general). In addition to these, the teacher educators were also asked to explain for how long they have been offering courses to the elementary teacher education program along with the courses that they have been offering them so far.

Lastly, the demographical questions for authorities of the MoNE and the CHE inquired their gender, age, educational background including the type of faculty that they graduated from and the program that they obtained their undergraduate degree in, any teaching experiences in terms of length and also the area of the course, the latest graduate degree (if any) including the type of the graduate school and the program, the academic title, and the previous professional experiences in terms of the length of certain positions at different units of the MoNE/CHE (if any). Similarly, the participants were also asked to explain their previous professional experiences specifically in the same unit that they were currently working at the MoNE/CHE. In this regard, they were asked to describe the responsibilities they have been personally undertaking in that unit as well as the general job descriptions of that particular unit within the body of the MoNE/CHE.

As depicted above, the demographical questions showed variation to a certain degree depending on the distinct characteristics that those different groups might bring to the study. On the other hand, the second part of the interview schedules, which consisted of open-ended questions related to the purpose of the study, were developed as parallel questions for all groups. As a transition question from the demographical questions to

the main body of the questions, one question was developed for all groups to help them shift their attention to the essential teacher qualities for elementary teachers. To this end, this transition question asked in-service teachers to briefly evaluate the in-service elementary teachers in general. Similarly, it asked teacher educators to briefly evaluate the pre-service and in-service elementary teachers for how well they are equipped with the desired essential qualities. As seen, the purpose of this question was to understand the participants' general perspective and make a transition from the demographical questions to the main topic of the interview rather than asking them to evaluate a particular pre-service and/or in-service teacher. Lastly, for the authorities of the MoNE and the CHE, this question was developed as a broader question and asked them to evaluate the teachers that they have observed around in general, not specifically the elementary teachers as it was thought that they might not have been familiar enough particularly with the elementary teachers due to their educational or professional background.

The open-ended questions basically aimed to explore the perspectives of participants on the essential qualities that elementary teachers of the 21st century need to have. To this end, by means of the stress on their wording, the questions were sequenced in a way that the participants were, first, asked to talk about the essential qualities that elementary teachers need to have in general and then, asked to describe the essential qualities that elementary teachers need to have especially in the 21st century. In addition, they were asked to tell the qualities that they find most essential among all that they mentioned. To enrich the data, the participants were also expected to reflect on the other elementary teacher qualities that might be essential for a particular grade level. This question was only excluded from the interview schedule that was developed for the authorities of the MoNE and the CHE since it would be too specific for them to answer this question as they might not have been that much familiar with the field. Instead of this question, they were asked to think about certain occasions such as working at a rural school with an independent or a multigrade class, and describe what qualities such occasions might require from elementary teachers to possess. Moreover, for the interview schedules that were developed for the pre-service and in-service

teachers, there was another question which asked them to reflect on or evaluate themselves in terms of the areas that they find themselves adequate or they think that they need to develop themselves more as an elementary teacher of the 21st century. In so doing, it was believed that they might be able to talk about many other essential qualities which they have not mentioned yet given that this additional question was a bit more personal and thereby, more helpful to elicit the experiences of the participants. This question was intentionally left to the end of the interview to build some rapport and trust with the interviewees earlier on, as a result of which they would not think that they were being judged or evaluated by the researcher. As part of this question, particularly the in-service teachers were also asked to answer the question in relation to the grade level that they were currently teaching, which would help to elicit further the unmentioned teacher qualities. Finally, the last interview question for all groups was developed to enable the participants to address any additional aspects or make any additional comments that would be important for the study.

3.4.1.1.2. Expert opinions, pilot study, and revisions for the interview schedules developed in the first step of the study

Once the interview schedules were developed, they were pre-piloted. In this regard, a focus group interview was conducted with 3 pre-service elementary teachers. In addition, the interview schedule developed for the in-service elementary teachers was pre-piloted with 2 in-service elementary teachers. These interviews helped the researcher test the clarity of the questions and overall success of the interview schedules for generating detailed and relevant responses. In addition, they enabled the researcher to ask the interviewees' general opinions or comments on the interview questions. Similarly, the interview schedules were e-mailed to 10 experts so as to ask their opinions and prevent ambiguity or bias in the questions and the data collection. Of the experts, 4 of them were from the field of elementary teacher education program. The other 4 were from the department of educational sciences who were also experts in qualitative research. In addition, among those 4 experts, 2 of them were the members of the Dissertation Committee of this study, one of whom was also the supervisor of

the researcher. Finally, the remaining 2 experts were Ph.D. candidates who have also been carrying out qualitative research in their doctoral studies. In addition, one of them was particularly selected as she had her undergraduate degree in elementary teacher education program. At the end, the interview schedules were revised on the basis of the feedback provided by all the experts, the pre-service and in-service elementary teachers.

Having revised the instruments, a pilot study was conducted with 2 pre-service elementary teachers, 3 in-service elementary teachers, and 6 teacher educators to check the appropriateness and the flow of the questions as well as the length of the interview. It was ensured that the pre-service teachers who were selected for the pilot study met the same criteria as with those who were intended to be selected for the actual study. Therefore, those two pre-service teachers in the pilot study were also selected based on being recommended as promising teachers by their teacher educators. Having followed a similar logic for the selection of the in-service teachers, it is notable that 2 of the teachers were working at urban elementary schools while the other one was working at a rural elementary school. On the other hand, one of those two teachers previously had an experience of working at a rural elementary school for a long time, as well. In addition to these, 2 of those in-service teachers were teaching the second graders and the other one was teaching the third graders. Finally, the teachers had 5, 23, and 35 years of teaching experience. Lastly, as for the teacher educators, 2 of them were from elementary teacher education program while the remaining 4 were from the other departments that have been offering courses to pre-service elementary teachers. All in all, through the pilot studies, it was made sure that the interview questions were appropriate to generate rich responses and they were serving well for the research questions.

As the selected authorities from the MoNE and the CHE were only five persons, they were excluded both from the pre-pilot and the pilot study and only involved in the actual data collection. On the other hand, it was made sure that the open-ended questions developed for those participants were parallel with the questions developed

for other three groups including the pre-service and in-service elementary teachers, and the teacher educators. Since those participants were not involved in the pre-pilot and the pilot study, the interview schedule that was developed for them was finalized based on the expert opinions alone (see Appendix F).

Based on the pre-pilot study, the expert opinions, and the pilot study, the following changes were made on the interview schedules developed for the pre-service and in-service teachers, and the teacher educators. For the interview schedule developed for pre-service teachers (see Appendix C), first, wording of the demographical questions was improved to make them more open-ended. In addition, the questions regarding the field experiences of pre-service teachers were organized as separate questions in relation to School Experience and Practice Teaching courses. Besides, similar to the questions about School Experience, certain questions that posed about Practice Teaching were also added to the interview schedule to get more information about the field experiences and make those two questions more parallel. Furthermore, to elicit more information on the perspectives of the participants regarding the essential qualities for elementary teachers, one question was also added to the interview schedule, which asked pre-service teachers to evaluate the mentor teachers that they have been observing through their field experiences. This question was suggested by the experts and the participants of the pre-pilot and the pilot study as it was believed that pre-service teachers would be able to give more concrete examples and tell more about the desired essential qualities for elementary teachers when they reflect on the areas that they find their mentor teachers competent or the areas they think that the mentor teachers need to develop more.

Another question that was added to the interview schedule developed for the pre-service teachers was about the professional development activities that they have been engaged in. More specifically, the pre-service teachers were asked to explain the trainings or the social activities that they have been attending, the publications that they have been following, and the professional memberships that they have had as these questions were suggested to be highly relevant for further discussions of the

findings. In addition, to make this interview schedule parallel to the interview schedules developed for other groups of participants, a transition question from demographical questions to open-ended questions was also developed for pre-service teachers to have them briefly evaluate the elementary teachers that they have observed. In so doing, it was believed that this question would make a transition to the main body of the interview questions and help to understand the general perspective of the pre-service teachers about elementary teachers. Another change on the interview questions of pre-service teachers was related to the revision of the seventh question. While the initial version of this question already asked for the essential qualities of elementary teachers, a sub-question was further added to strengthen the emphasis on the elementary teachers since it was seen during the pre-pilot and the pilot study that the participants answered the question too broadly when there was no stress particularly on elementary teachers. Thus, although those two questions essentially asked for the same information, they differed in terms of the stress placed on their wording, which was believed to enhance the quality and the clarity of the responses. The last change on the interview schedule was adding a new question, which sought to explore the qualities that an elementary teacher needs to possess for certain circumstances such as working at a rural school either with an independent or a multigrade class. As those qualities may not be mentioned before, it was believed that this question could help to generate different or additional responses. In addition to all these revisions, the interview schedule was also revised by adding probes to the most of the questions, changing the wording of some questions slightly so that they make more sense to the interviewees, and organizing the related set of questions better under the same overarching question.

Regarding the interview schedule developed for in-service teachers (see Appendix D), first, one question was added to the demographical questions to learn about the teaching experiences that the in-service teachers might have had at rural schools either with an independent or a multigrade class. Second, the question that asked in-service teachers to explain if they had attended any in-service trainings organized by the MoNE or other institutions was further developed by also asking about other ways of

professional development such as the social activities that they have attended, the publications that they have been following, and the professional memberships that they have had as these questions were suggested to be highly relevant for further discussions of the findings. Third, similar to the interview questions of the pre-service teachers, an additional question was developed to strengthen the emphasis on the essential qualities of elementary teachers as it was seen that the participants answered the existing same question too broadly during the pre-pilot and the pilot study when “elementary teachers” was not particularly stressed. Moreover, another question was taken out which asked in-service teachers to evaluate themselves as the teachers of certain grade levels in terms of the areas that they find themselves adequate or they think that they need to develop more as an elementary teacher of the 21st century. However, rather than taking the whole question out, only its emphasis on a certain grade level was removed as this specificity did not yield further or additional responses out of this question during the pre-pilot and the pilot study. Thus, the revised question only asked in-service teachers to evaluate themselves for the areas that they find themselves adequate or they think that they need to develop more as an elementary teacher of the 21st century. Similar to the interview schedule of the pre-service teachers, the last change on this interview schedule was adding a new question, which sought to explore the qualities that an elementary teacher needs to possess for certain circumstances such as working at a rural school either with an independent or a multigrade class. As those qualities may not be mentioned before, it was believed that this question could help to generate different or additional responses. This question was added after the pilot study based on the interview conducted with a teacher who was working at a rural elementary school and therefore, talked about the additional essential qualities for elementary teachers which were not mentioned by other teachers. In addition to all these revisions, the interview schedule developed for in-service teachers was also revised by adding probes to the most of the questions, changing the wording of some questions slightly so that they make more sense to the interviewees, and organizing the related set of questions better under the same overarching question.

Being the last group of participants that were involved in the pilot study, the interview schedule developed for the teacher educators (see Appendix E) was also revised based on the feedback received from the participants. Regarding the demographical questions, the question which asked participants' experience as a teacher educator was developed further by adding the type of the faculty and the program that they obtained their undergraduate degree in, past experiences as a teacher in terms of length and the area of the course, and finally the type of the graduate school and the program that they obtained their graduate degrees in as all these questions were suggested to be highly relevant to identify the teacher educators better. Moreover, similar to the pre-service and in-service teachers, an additional question was developed to strengthen the emphasis on the essential qualities of elementary teachers as it was seen that the participants answered the existing same question too broadly during the pre-pilot and the pilot study when "elementary teachers" was not particularly stressed. Furthermore, another question was added to elaborate on the qualities that the teacher educators aimed at developing particularly in the courses that they have been offering to the pre-service elementary teachers. During the pilot study, it was seen that not all the teacher educators were able to tell more about the essential qualities of elementary teachers when the question was not asked particularly in relation to their own area of expertise. This might result from the fact that not all the teacher educators were from the elementary teacher education program. Therefore, with this additional question, it was believed that they would be able to tell more about the qualities that are particularly connected to their area of expertise. In addition to those revisions, to make this interview schedule parallel with the interview schedules of pre-service and in-service teachers, one same question was also added to this interview schedule, which aimed to explore the qualities that an elementary teacher needs to possess for certain circumstances such as working at a rural school either with an independent or a multigrade class. As those qualities may not be mentioned before, it was believed that this question could help to generate different or additional responses. Finally, similar to the other two interview schedules, this interview schedule was also revised by adding probes to the most of the questions, changing the wording of some questions

slightly so that they make more sense to the interviewees, and organizing the related set of questions better under the same overarching question.

3.4.1.1.3. Development of the interview schedule in the second step of the study

Overall, the steps followed for development of the interview schedule that was used in the second step of this study are presented in Figure 3.3 below.

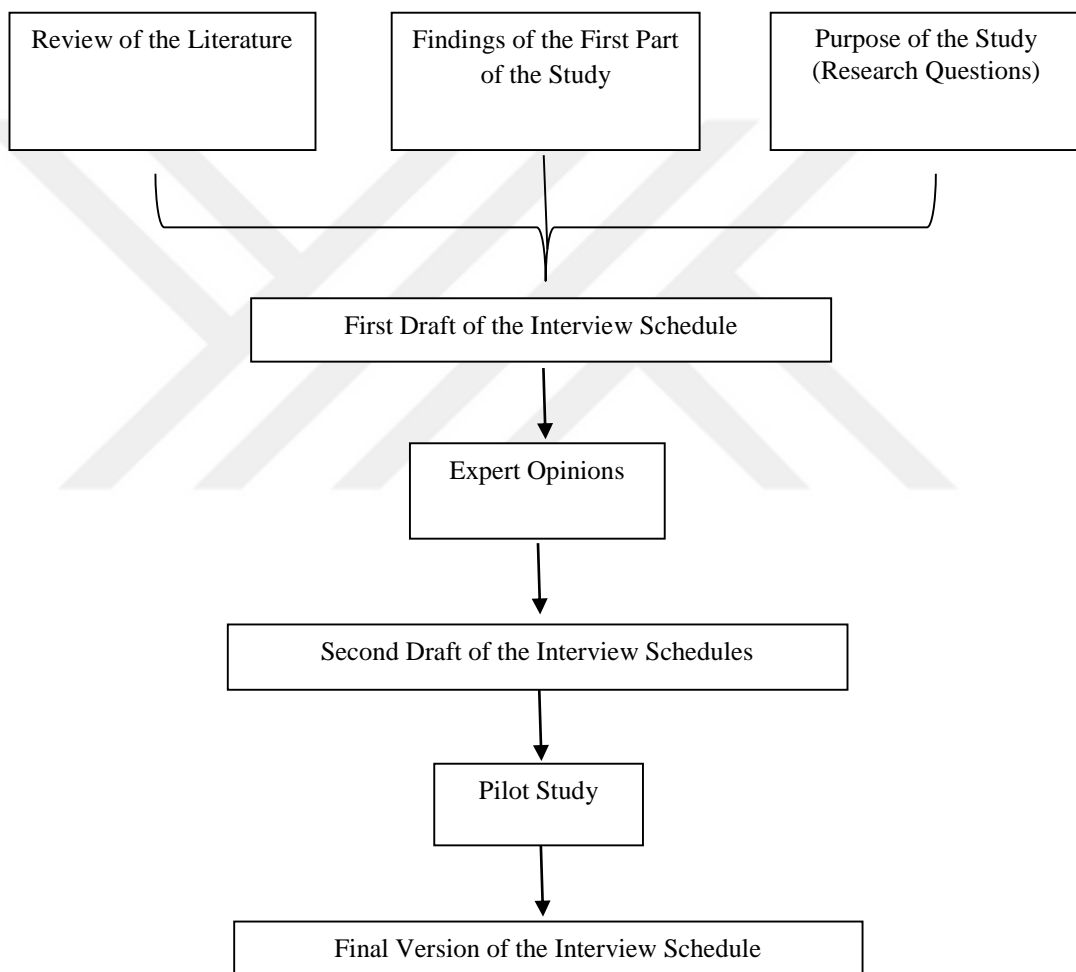


Figure 3.3. Development of the Interview Schedule for the Second Step of the Study

In the second step of the study, to investigate the perspectives of in-service elementary teachers on their teacher education program in terms of how well it equipped them with the desired essential qualities for elementary teachers of the 21st century, the

researcher developed a semi-structured interview schedule based on the review of the literature, purpose of the research, research questions, and the findings of the first step of this study. The interview schedule mainly consisted of two sets of questions: the demographical questions and the open-ended questions related to the purpose of the study.

First, the demographical questions for in-service elementary teachers included gender; age; educational background in terms of the university where they obtained their undergraduate degree from, when they graduated, the type of the program that they studied, their GPA, the level of motivation and also the reasons holding for choosing the elementary teacher education program, and the latest educational degree along with the area of expertise; teaching experience in terms of length, the type of the schools (public or private) that they have worked so far, the length of their experience in those schools, and any teaching experiences that they had as a substitute teacher and/or they had at rural schools either with an independent or a multigrade class. In addition to these questions, there were other demographical questions elaborating particularly on their recent experiences as an elementary teacher. Those questions inquired in which city the in-service teachers were currently working, how long they have been working at their current school as an elementary teacher, the type of the school (urban or rural), the grade level that they were currently teaching (including how long they have been the elementary teacher of that same class of students and for how many times they experienced teaching at that particular grade level), and the other grade levels that they previously taught. Finally, the in-service teachers were also asked to explain the ways of professional development that they have been engaged in such as the in-service trainings and/or the social activities that they have attended, the publications that they have been following, and the professional memberships that they have had.

In the second part of the interview schedule, the open-ended questions basically aimed to investigate the perspectives of in-service elementary teachers on the effectiveness of their teacher education program in terms of how well it equipped them with the desired essential qualities for elementary teachers of the 21st century. At this point,

those desired essential qualities were selected among all the qualities that were identified as essential for elementary teachers, based on the perspectives of the participating groups in the first step of the study. Accordingly, while selecting certain qualities for the second step of the study, the main consideration was to choose the ones that are relatively more essential for and more specific to elementary teachers, as well as the ones that are more important particularly in the 21st century. In this regard, to pinpoint those qualities, the researcher both reviewed the literature to identify the areas that elementary teachers experience more difficulties, and also considered the suggestions of the members of the Dissertation Committee of this study as well as the suggestions of five in-service teachers who participated in the second step of the study. As a result of the selection process, the participants were asked to elaborate on the elementary teacher education program for how well it equips the pre-service teachers with the following domains of essential qualities for elementary teachers: personal and professional development, autonomy and collaboration, culturally responsiveness, school management and official regulations, knowledge of curriculum, information and communications technology, suburban schools, students with special needs, differentiation, effective communication, adaptation, arts and aesthetics, assessment and evaluation, higher-order thinking skills, parent involvement, research, and transmission and transformation. For each of those domains, the same set of questions were developed in order. Accordingly, each set, first, inquired the perspectives of in-service teachers regarding the effectiveness of their teacher education program for how well it equipped them with a particular domain of qualities that was found to be essential for elementary teachers. In addition, within each set, a sub-question was also developed to explore the factors affecting the development of that particular domain. Moreover, with another sub-question in each set, the participants were further asked to tell about their suggestions for improving the several aspects of the program such as the curriculum and the courses, the extracurricular activities, the faculty members, and the infrastructure of the faculty in relation to preparing the pre-service teachers better for that particular domain of quality. Finally, the last interview question was developed to enable the participants to address any additional aspects or make any additional comments that would be important for the study.

3.4.1.1.4. Expert opinions, pilot study, and revisions for the interview schedule developed in the second step of the study

After the interview schedule was developed, the opinions of 5 experts were asked to prevent ambiguity or bias in the questions and the data collection. Of the experts, 2 of them were from the elementary teacher education program. The interview schedule was e-mailed to those experts to have their opinions or suggestions regarding the questions. The other 3 experts were the members of the Dissertation Committee of this study, one of whom was also the supervisor of the researcher. While 2 of those experts were from the department of educational sciences, the other expert was from the elementary science education program. In addition, all of them were experts in qualitative research and teacher education. The researcher met with those experts and had an interview with each of them about the validity and the clarity of the questions. Based on the opinions or the comments of all experts, the interview schedule was revised and then, piloted with 3 in-service elementary teachers to check the appropriateness and the flow of the questions as well as the length of the interview. Through the pilot study, it was ensured that the interview questions were working well in terms of eliciting rich and relevant responses for the research questions.

Based on the expert opinions and the pilot study, the following changes were made on the interview schedule (see Appendix G). First, the demographical questions were developed further by adding the type of the high school that in-service teachers graduated from, the level of their motivation for starting their teaching career as an elementary teacher, and any experiences that they had as an elementary teacher who is also authorized with managerial rights and charged with managerial duties as a school principal. Second, regarding the open-ended questions, the wording of each set of questions was improved to increase the clarity and yield responses relevant to the purpose of the interview. Finally, the interview schedule was also revised by organizing the related set of questions better under the same overarching question.

3.4.2. Document analysis

Documents can be classified as unobtrusive measures that are nonreactive and do not require the cooperation of the subjects or arise their notice; and these measures are particularly useful for the purpose of triangulation or supplementing another perspective to interviews (Marshall & Rossman, 2011; Yıldırım & Şimşek, 2011) while they can be the primary way of data collection, as well (Bogdan & Biklen, 2007).

According to Bogdan and Biklen (2007), documents may include photographs, videos, films, letters, diaries, and so on, all of which can be categorized into three types of documents: personal documents (e.g., diaries, autobiographies), official documents (e.g., newsletters, organizational documents), and popular culture documents (e.g., TV programs, commercials). On the other hand, selection of those documents as a data source depends on the purpose of the research (Yıldırım & Şimşek, 2011). Accordingly, to evaluate the elementary teacher education program for how well it manifests the qualities that are essential for elementary teachers, the Council of Higher Education's (CHE) curriculum of elementary teacher education was examined in the second step of this study. As Patton (1990) underlines, program documents are a good source to be used for obtaining information about a particular program. The program documents are also valuable because the researcher can learn about a topic directly by reviewing them. Lastly, the documents might provide stimulus to the researcher about important questions to pursue further through interviews or observations.

3.5. Data Collection Procedures

In the first step of the current study, the data were collected through semi-structured interviews conducted with the teacher educators, the pre-service and in-service elementary teachers, and the authorities from the MoNE and the CHE. On the other hand, in the second step of the study, the data were collected through semi-structured interviews conducted with the in-service elementary teachers. In addition, in the

second step of the study, the interviews were also supported by document analysis, through which the CHE's curriculum of elementary teacher education was analyzed.

The interview schedules that were used in the first step of the study were developed in the beginning of the spring semester of 2013-2014 academic year. Having revised the interview schedules based on the expert opinions, the researcher applied for the approval of Middle East Technical University Human Subjects Ethics Committee (METU HSEC) – the institutional human subjects review board (see Appendix A) - to carry out the study as Creswell (2013) suggests that gaining permission to the study site makes sure that the study has no potential harmful impact on participants and it facilitates the collection of data. To this end, the researcher specified the universities and the public elementary schools that were considered to take place in the sample based on the sampling plans. Upon approval of the study as well as approval of the instruments, the researcher applied for the necessary permissions of the selected universities and the necessary permissions of the MoNE to conduct the interviews (see Appendix B). Having received the approval and the necessary permissions around mid-April, 2014, the pilot study was conducted with the teacher educators, the pre-service and in-service elementary teachers soon afterwards. Based on the pilot study, the interview schedules developed for the teacher educators, the pre-service and in-service elementary teachers were refined and revised for the second time. The actual data collection for the first step of this study started around late April, 2014 and continued through the end of June, 2014. In addition to those three groups, the actual data collection also included the interviews with the authorities from the MoNE and the CHE. Including the pilot study, the overall data collection lasted nearly for three months.

To arrange the interview meetings with the teacher educators, the researcher visited the web page of the elementary teacher education program of all selected universities and examined the profiles of faculty members to get their contact information and track the courses that they were offering to the pre-service elementary teachers. The researcher also contacted the department's secretary in all selected universities to ask

for the course schedule of the elementary teacher education program across all eight semesters from the first to the fourth year and thereby, to make sure that the teacher educators to be involved in the study varied in terms of the courses they have been offering to pre-service elementary teachers.

At the end of the identification process, the researcher sent e-mails to the teacher educators of the elementary teacher education program as well as to the teacher educators of the other departments that were offering courses to pre-service elementary teachers. As Marshall and Rossman (2011) suggest, the request in any form such as a letter, e-mail, or phone should cover the information of who, what, when, where, and why so that the recipients would think that they are right for the study. In addition to taking these into consideration, as they suggest, the researcher also paid attention to send personalized e-mails to have more committed responses from the potential participants. Therefore, the e-mail, first, introduced the researcher and then, informed the potential participants about the purpose of the research and the criteria for the selection of the invited participants, as well as explaining the significance of their participation to the study. After that, their volunteer participation was asked and they were also informed about the estimated length of the interview. Finally, they were kindly asked to provide at least two options for the time of the interview, which would be most convenient to them. This would provide the researcher with the flexibility and thereby, it would be less likely that the time of the interviews with different participants would conflict. In closing the e-mail, the participants to be involved in the study were thanked in advance for their interest and participation to the study. Although most interviews were scheduled only by e-mailing, some of the participants also provided their phone numbers in their e-mails to the researcher to be able to keep in contact and reschedule the interview time in case of any circumstances that might emerge before the established interview time.

As the pre-service elementary teachers would be selected based on the recommendations of the teacher educators who would be interviewed before; therefore, to reach the pre-service teachers, the researcher asked the phone numbers of

recommended pre-service teachers to the teacher educators who suggested them at the end of the interview. While calling them, the researcher introduced herself, explained the purpose of the research, let them know about the fact that they were particularly recommended for this study by their teacher educators who also provided their phone numbers, informed them about the estimated length of the interview, and asked for their volunteer participation to the research. In the end, the meetings were scheduled for times that were available both to the researcher and to the pre-service teachers.

To reach the in-service elementary teachers, the researcher visited the selected elementary schools with a document that certified the official permission of the MoNE for conducting the study. Most of the time, the researcher, first, visited the school administration in each school to introduce herself, let them know about the study, and ask for their permission and volunteer participation as the school administrators have an important say in these issues. In addition, getting permission to conduct the study requires more than getting the official permission from those higher on the hierarchy (Bogdan & Biklen, 2007). After getting the permission, the researcher visited either the teachers' lounge or the classrooms of the first, the second, the third, and the fourth grades to reach the elementary teachers. Following this procedure, the teachers were selected based on the predetermined sampling criteria. Then, the researcher introduced herself, explained the purpose of the research, highlighted the significance of their participation to the study, informed them about the estimated length of the interview, and asked for their volunteer participation. Depending on both the availability of the teachers who were willing to participate in the study and also the researcher's scheduled interviews with other participants, the interviews with those teachers were conducted mostly on the same day when the researcher visited each school. Otherwise, the interviews were scheduled for another day that was available both to the researcher and the teachers. In such cases, the teachers provided their phone numbers to the researcher to keep in contact in case of any emerging circumstances.

Finally, the authorities of the MoNE and the CHE were contacted by the following procedure: The researcher, first, visited the web page of each institution to identify the

relevant units within each body of the institution. Afterwards, the researcher visited those units in person to reach the potential key informants. As snowball sampling was one of the sampling strategies employed for the selection of those participants, each participant helped the researcher by suggesting whom else to interview next and provided the person's contact information. While the researcher was able to reach some of the participants at the time of her visits to those institutions, the other participants were either called or e-mailed to ask for their volunteer participation in the study. When the researcher contacted each potential participant, she introduced herself, explained the purpose of the research, and told the participant about the significance of their participation to the study. Besides, she informed them about the estimated length of the interview and asked for their volunteer participation. As the interviews with those participants were conducted around late June after finishing the interviews with all other groups of participants, therefore, it was much easier to schedule the meetings with the authorities from the MoNE and the CHE without having concerns for any potential conflicts on the meetings with other groups of participants. In addition, since the participants that were identified to be involved in the study from the MoNE and the CHE were a few, this also made the scheduling and the conduct of interviews much easier and faster compared to the other groups of participants. In this regard, the interviews with those participants were scheduled and completed nearly in three days.

Throughout the data collection, interviews with the teacher educators, the pre-service and in-service elementary teachers were conducted within the same time period starting around late April, 2014 through late June, 2016. Considering the fact that the universities and the elementary schools close around June, it would be harder to reach the pre-service teachers and the in-service teachers after that time; therefore, those two groups were prioritized as the first groups to be interviewed as much as it was possible. At the same time, the researcher also scheduled and conducted interviews with the teacher educators in case they might not be available after the universities close. As a result, the researcher most of the time conducted more than one interview during a day, mostly at different sites and thereby, going from one school or university to the

other after each interview. Finally, the interviews with the authorities from the MoNE and the CHE were conducted after completing the interviews with other three groups of participants around late June, 2014.

The interview schedule that was used in the second step of this study was developed based on the findings of the first step of the study. As the data analysis of the first step continued through 2014-2015 academic year, the researcher started to develop the interview schedule of the second step in the midst of the fall semester of 2015-2016 academic year. Having revised the interview schedule based on the expert opinions, a pilot study was conducted with in-service elementary teachers soon afterwards. Based on the pilot study, the interview schedule was revised before starting the actual data collection. The actual data collection for the second step of the study started at the beginning of December, 2015 and continued through the end of this month. Including the pilot study, the overall data collection lasted nearly for a month and a half.

To contact with the in-service teachers who were involved in the second step of the study, the researcher called each of them. Since those in-service teachers were the pre-service teachers of the first step of the current study, their phone numbers were already available. While calling them, the researcher, first, reminded herself and also that they were interviewed before in the first step of this study. Afterwards, the researcher motivated the potential participants by telling them that the findings of the first step of the study were available upon their request. Then, the researcher started to explain the purpose of the second step of the study and the significance of their participation also to the second step of the study. In addition, the researcher informed them about the estimated length of the interview and asked for their volunteer participation to the second step of the study. In the end, of 29 participants who were involved in the first part of the study, 22 of them were involved in the second part of the study as the rest either was not willing to participate to the study or has not started their teaching career actively. The meetings were scheduled for times that were available both to the researcher and to the in-service teachers. The interviews of the second step of the study were scheduled and conducted as virtual skype meetings since none of the teachers

started their teaching career at public elementary schools in Ankara, where the study was being carried out. As Marshall and Rossman (2011) highlight, the use of Internet, computer and its associated hardware, and computer software is affecting the research methodologies in three strands which are using internet for collecting data such as interviewing on Skype or using online surveys; using software to support transcribing the audiotapes or analyzing the data; and even using Internet as a site for research. While reaching the potential participants, it was seen that most of them started their teaching career at the village schools in rural areas across the different regions of country and some of them were working at suburban or relatively more urban areas in the cities that they were appointed to serve by the MoNE. Therefore, as they were not present in Ankara, the participants were kindly asked to provide their skype IDs to the researcher or create a skype account if they did not have an account. At the end, it was made sure that all participants were added and they were available on the researcher's skype account before the day of the interview.

Once the participants were reached and the interviews were scheduled, the researcher started to conduct the interviews both in the first and the second step of the study. To start with the first step, the day before each interview, the researcher reminded all teacher educators and pre-service teachers about the scheduled interview meeting by texting or e-mailing them. The researcher followed the same way also for some of the in-service teachers, with whom the researcher was not able to conduct the interview when the researcher visited their school. Similarly, the authorities of the MoNE and the CHE were also reminded about the meeting in advance, by texting or e-mailing them if the interview was not conducted when the researcher visited them.

Regarding the second step of the study, each in-service teacher was reminded about the scheduled skype meeting by texting them a few hours ago before each interview started. In addition, before these interviews, the researcher prepared a document describing each domain of the desired essential qualities that was selected to be investigated in the second step of the study (Appendix H). The researcher e-mailed this document to the interviewees before each interview to ensure that the interviewees

would feel more prepared for what those domains might include, they would evaluate the effectiveness of their teacher education more adequately, and they would all understand the same ideas from the selected domains of qualities.

In the first step of the study, for the meetings that had been scheduled ahead of the meeting time, the researcher went to the site earlier than the meeting time to arrange a room and conduct the interview without any distractions, which lends itself well to the audiotaping of the interview to store the data (Creswell, 2013). In this regard, the interviews with the teacher educators were conducted in their personal rooms in the faculty buildings and the interviews with the authorities of the MoNE and the CHE were conducted in their personal rooms in the institution building. Moreover, the interviews with the pre-service teachers were conducted at the available classrooms in the faculty buildings. Lastly, the in-service teachers of the first step of the study were interviewed either in the teachers' lounge or in the classroom where they were teaching every day. In both cases, it was ensured that the environment was not disturbing the interview process, which afforded a degree of comfort both to the researcher and the interviewees. In this regard, if the interview was being conducted in the classroom during the class time, the in-service teachers asked their students to study by themselves on a given topic and be very quiet. In some cases, the interviews were interfered by the students who wanted to ask questions to the teacher or started to chat with each other. In such times, the teacher warned the students immediately and helped to provide a suitable environment for the interview. Similarly, if the interview was being conducted in the teachers' lounge, the researcher tried to choose the most suitable part of the room to prevent any distractions. If the interview was interfered by other teachers for some reason, the researcher or the interviewee kindly explained that they were conducting an interview.

In the second step of the study, as the in-service teachers were interviewed through skype meetings, the interviewees mostly skyped in when they arrived home after work. Thereby, it was ensured that both the researcher and the interviewee skyped in from a place that had no distractions or interruptions.

Before starting an interview session both in the first and second step of the study, the researcher reminded the interviewees about the purpose of the study, the significance of their participation to the study, and the estimated length of the interview to encourage them to respond more openly and in detail (Patton, 1990) as well as to help them feel less self-conscious about the idea that they have nothing important to say (Bogdan & Biklen, 2007). In addition, the researcher explained that the information that would be obtained from them during the interview would be confidential and accessed by no one else to protect their anonymity, which also helped to build rapport with the participants (Creswell, 2013) and to increase the level of their comfort (Bogdan & Biklen, 2007). These are also explained to the participants as part of obtaining their informed consent on a written form (Marshall & Rossman, 2011) which included the signature of the researcher and the participants after addressing those considerations (see Appendix I). As Creswell (2013) argues, obtaining the written permission of the interviewees is especially important for the phenomenological studies. Afterwards, the researcher informed the interviewees about the overall content of the questions and the possible uses of the information that they would provide. Finally, the researcher underlined that the interviewees had the right to withdraw from participating at any time. After all, she requested the consent of the interviewees to audio-record the interview and prevent the loss of data, increase the accuracy of data collection, and capture the actual words of the interviewees as fully as possible while these would also permit the researcher to listen the interviewees more attentively for a better flow of the conversation as well as for a more interactive in-depth interviewing (Patton, 1990). In this regard, all participants agreed to be audio-recorded.

Upon making sure that the interviewee had no questions to ask, the researcher started each interview by demographical questions and then, moved to the core of the interview. To let the interviewee know about what was going to be asked next and to make a transition from the demographical questions to the main body of the interview questions, a prefatory statement was used, which is an introductory statement about the nature of the question that is coming (Patton, 1990). In this regard, by telling the interviewees that the following questions were inquiring about the main purpose of the

interview, the researcher aimed to announce that one part of the interview was completed and also aimed to focus the participants' attention to the core of the questions that were coming so that they would have a few seconds to organize their ideas before the questions were asked.

Marshall and Rossman (2011) argue that the success of qualitative studies depends mainly on the interpersonal skills of the researcher and the framing of the questions as these affect the relationships with participants. Therefore, while contacting the participants for the first time and also during the conduct of the interviews, the researcher paid attention to behave them gently and be respectful to their perspectives to convey the message that their views were valuable (Marshall & Rossman, 2011), the researcher was not judging them (Patton, 1990), and they can talk about their points of views freely (Bogdan & Biklen, 2007). During the interviews, the researcher also paid attention to be an active and thoughtful listener who listens the participants attentively and notes how anything was said (Marshall & Rossman, 2011). As Bogdan and Biklen (2007) highlight, good listening leads to good talking. In addition, to maintain the control of the interview, the researcher paid attention to give appropriate verbal and nonverbal feedback to the interviewees such as nodding (Patton, 1990) or using eye contact and facial expressions (Bogdan & Biklen, 2007). At times when the interviewees slightly digressed from the topic, the researcher tried to kindly interrupt the interviewees and bring them back to the topic of the interview.

After asking each question, the researcher waited for a while for participants to be able to process the question. While the participants were answering the questions, the researcher was taking notes to follow up or elaborate on when necessary and relate them with what the interviewee was telling about before (Marshall & Rossman, 2011; Patton, 1990). These notes were also helpful to capture the visual or nonverbal cues and interpret the meanings. Moreover, as the quality of an interview is largely dependent on the follow-up questions or probes (Marshall & Rossman, 2011), those questions helped the researcher check the reliability and the validity of the interviewees' answers. In addition, to prevent any misinterpretations and clarify the

interviewees' responses, the researcher asked the same question in different ways, such as asking for examples, to make sure that the researcher's understanding of what the interviewee was telling was correct. Similarly, to enhance reliability and validity, the researcher repeated her interpretations of what the interviewees mentioned, summarized what they said, and asked if they had anything to add or clarify before moving on to a new question. This summarizing transition also gives the interviewee the message that the interviewer is actively listening what is being said (Patton, 1990). During the interviews, the researcher was open to the additional relevant aspects that the interviewees wanted to mention. In addition, the researcher followed them up to shed light on the potential additional aspects that were related to the topic. Finally, at the end of the interviews, the researcher thanked the participants for their time and contributions to the study, and asked them whether they would be interested in reviewing the transcript of the interview to make sure that it adequately covers what they intended to tell or if they wanted to clarify anything. They were also informed that the findings would be shared with them if they would be interested in. All in all, the interviews that were conducted with the different groups of participants in the first step of the study took nearly 30 to 60 minutes while they took approximately 60 to 90 minutes in the second step of the study. Having taken the permission of the participants, all interviews were audio-recorded. At the end of each day of interviews, the audio-recordings were transferred from the recorder to the personal computer of the researcher to process the data much easier.

The first thing that the researcher did after a recorded interview was to check if the record was functioning well, to monitor the areas of ambiguity and the sources of them, and to listen the record and review the interview notes to make sure that the quality of information obtained from the interviewee and thereby, the validity of the inquiry were high (Patton, 1990). This reflection process after the interviews was considered to be important for the usefulness, validity, and reliability of the study. Afterwards, for the first step of the study, the interview records were categorized under four different files on computer labeled as teacher educators (TE), pre-service teachers (PT), in-service teachers (T), and MoNE/CHE (M/C). In addition, the researcher organized these

groups along with the information that refers to the university (U) and the program (elementary teacher education program – ETP or other departments – Other) for the teacher educators; the university (U) for the pre-service teachers; the district (Name of the District), the grade level (1st-4th), and the school (Name of the School) for the in-service teachers (T); and the institution (M/C) for the authorities from the MoNE or the CHE (e.g., TE2_U1_Other; TE36_U3_ETP; PT3_U2; T1_Çankaya_3rd grade_School A; M4 or C). For the second step of the study, the in-service teachers were labeled according to the university that they were selected from in the first step of the study (e.g., T1_U3). At this point, it should also be noted that the in-service teachers of the second step of the study were labeled by the same numbers that were previously assigned to them in the first step of the study, in which they had been involved as the pre-service teachers (e.g., PT6: pre-service teacher 6 in the first step of the current study = T6: in-service teacher 6 in the second step of the current study). These labels afforded a degree of practicality to the researcher for the following process of data analysis.

3.6. Data Analysis

Patton (1990) points out that data analysis and interpretation is the whole process of looking for patterns and putting together what is said by the person being interviewed while also integrating what different people said during different interviews of the same topic. As Bogdan and Biklen (2007) distinguish, data analysis refers to the process of systematically searching for patterns and organizing the transcripts, field notes, and all other materials to generate findings. In other words, throughout the data analysis process, the researcher organizes the data and breaks them into manageable units by coding them while also searches for patterns to synthesize them. On the other hand, data interpretation involves developing ideas about the findings and explaining them in relation to the larger concepts or discussions in the relevant literature. Thus, interpretation means attaching significance, drawing conclusions, offering explanations, and making inferences (Patton, 1990).

As Miles and Huberman (1994) describe, in qualitative research, the role of the researcher is to describe or portray the data on the perceptions of participants by an empathetic understanding and by bracketing the preconceptions about the topic being investigated. To this end, the data analysis in qualitative research is mostly done by words which can be clustered or broken into semiotic segments. They further explain that particularly in phenomenological research, the researcher tries to capture the essence of the phenomenon as phenomenologists are more concerned with the understanding of meanings. In other words, the researcher develops a structural synthesis that contains the bones of the experiences of participants (Patton, 1990) in terms of “what” and “how” of the experience which are called textural description and structural description, respectively (Creswell, 2013).

Both in the first and the second step of the study, the analysis of the interviews started after the pilot study but the more formal analysis started when the most of the data were collected (Bogdan & Biklen, 2007). To process the interview data, first, the audio-recordings were transcribed verbatim by using a computer-based word processing program. Since the raw data are the quotations for an interview, the most desirable data are the full transcription of interviews (Patton, 1990). For transcribing the audio-recordings, the researcher partly purchased service from a professional company that is specialized in transcribing audio-recordings. While this company transcribed a half of the interviews that was conducted in the first step of the study, the other half of the them was transcribed by the researcher. Regarding the second step of the study, all of the interviews were transcribed by the same company that was contacted in the first step of the study. To check the completeness and the accuracy of the transcripts which were done by the company, the researcher made sure to listen the audio-recordings and review the transcripts concurrently. In addition, the researcher checked the transcripts with regards to the punctuation to ensure that they covered the actual meaning and the nuances (Marshall & Rossman, 2011). Finally, the researcher checked the labels of all transcripts and made sure that each of them had the same labels that were previously assigned to the audio-recordings of the interviews to organize the data in a practical way.

Once the transcripts were ready, the researcher started to analyze the data by creating tables for the demographical characteristics of the participants in both steps of the study. According to Miles and Huberman (1994), data analysis in qualitative research consists of three concurrent activities, which are data reduction, data display, and conclusion drawing/verification. More specifically, data reduction involves sorting and organizing the data while data display refers to working with an organized set of information through creating matrices, tables, charts, and so on. The third activity requires the researcher from the start to concentrate on finding out the meanings of the things by noting the patterns, which also requires holding these conclusions lightly to ensure openness. Even if the conclusions might be prefigured from the beginning, they are grounded better as the data analysis proceeds further. To check the plausibility or the validity of these conclusions, they also need to be verified through examining the data or the researcher's notes while writing the findings. Embedded in this perspective, the data analysis in qualitative research is characterized as an iterative and continuous process that is interwoven by those three activities. These three activities also overlap with the steps suggested by Creswell (2013), which are preparing and organizing the data, reducing the data by codes and themes, and representing the data or discussion.

The data collected through interviews were analyzed with the help of NVivo 10 qualitative data analysis software, which the researcher purchased for data analysis. As Miles and Huberman (1994) point out, the use of computers and computer software is increasingly gaining attention in the field of qualitative research for data storage and retrieval, as well as entering data, coding, searching, and making displays. However, it should be noted that a computer program only functions as an organizing or facilitating tool and does not do the analysis for the researcher (Bogdan & Biklen, 2007) as the researchers themselves are the instruments of data analysis (Patton, 1990) in qualitative research. The program assists in or supports the analysis of data (Marshall & Rossman, 2011), but does not do the coding or categorizing (Creswell, 2013).

To analyze the data in both steps of the study, content analysis method was used. Therefore, content analysis was performed both for the interview data and the document analysis. Although historically the content analysis method was used as a way of generating quantitative description of the content by counting the number of specific codes, as the research has been evolved towards qualitative paradigm, the content analysis process has been used more as a way for describing and interpreting the data (Marshall & Rossman, 2011). According to Patton (1990), content analysis is the process of analyzing the content of the data through identifying, coding, and categorizing the essential patterns. To this end, as Bogdan and Biklen (2007) suggest, the researcher developed a coding system to organize the data and break them into the manageable units. Using content analysis method, the researcher, first, read the transcripts word by word and attached codes to certain words, phrases, or paragraphs which means giving a name that is closest to a selected unit of data for what it is describing (Miles & Huberman, 1994). In this way, the text was aggregated into smaller groups or codes which were assigned labels (Creswell, 2013). Then, the researcher searched for patterns, recurrences, and regularities among those codes to derive larger themes, which are called categories, that represent what the data essentially cover (Bogdan & Biklen, 2007). As Miles and Huberman (1994) state, a code is a device for summarizing a piece of data while deriving a category is a way of reducing large amounts of data by grouping those summaries into a smaller number of themes. Thereby, the codes that were used to fracture and analyze the data were piled under broader categories on the basis of their relatedness to the referring category (Creswell, 2013; Maxwell, 2013). For many times, the same unit of data lent itself to multiple codes (Bogdan & Biklen, 2007). Both the codes and the categories were developed based on the concepts in the literature using preexisting or a priori codes (Creswell, 2013) by deductive coding. Similarly, they were also developed on the basis of the new concepts that emerged out of the data as a result of inductive coding (Patton, 1990) or open coding (Maxwell, 2013), which contributed to the depth and openness of the study by not presupposing general constructs for the analysis of data (Patton, 1990). In addition, as in the second step of this study, inductive approach is particularly suggested for the conduct of evaluation studies to be able to understand the dynamics

of the phenomenon thoroughly without predetermined constructs or hypotheses (Patton, 1990). Except these, the codes that were created over the data analysis of the first step of the study were mostly in vivo codes, which refer to the exact words used by participants (Creswell, 2013).

In the data analysis process of the both steps of the study, to create a list of tentative codes and categories, the researcher, first, coded a number of transcripts by herself. Those transcripts were selected from all different groups of participants involved in the study on the basis of their comprehensiveness and representativeness of all other interview transcripts. Afterwards, as part of ensuring intercoder reliability, the researcher e-mailed the same set of transcripts to 4 experts in the first step of the study and to 3 experts in the second step of the study. The researcher kindly asked them to code the data to be able to check the consistency of the codes and the categories that were derived by herself and those generated by the experts (Marshall & Rossman, 2011; Miles & Huberman, 1994; Patton 1990). Regarding the experts, all of them were experienced in conducting qualitative research as they had articles or supervised/conducted qualitative research studies as part of theses or dissertations. In addition, 2 of them had their undergraduate degree in elementary teacher education program which was believed to be important for the accuracy of the codes and the categories. Upon receiving the coded transcripts, the researcher reviewed them and checked the consistency of the codes that were attached to particular words, phrases, or paragraphs by herself and the experts. In addition, the researcher met with two of the experts to discuss these codes and categories. At the end, in both steps of the study, it was made sure that the initial codes and categories created by the researcher and the experts were highly consistent and they were attaching same meanings to the particular pieces of the data.

After ensuring the consistency, the researcher continued to code transcripts of all interviews by herself. As the data analysis proceeded, the codes and the categories were continuously revised by working back and forth between the data and the created codes or categories (Patton, 1990). Throughout this process, new codes were created

or the existing ones were reorganized constantly considering the fact that data analysis is an iterative process in qualitative research. In this regard, using NVivo 10 software program over the course of data analysis afforded practicality to conduct searches, access a code, and rename the same code over the entire data at once (Creswell, 2013) as the same code was, at times, used in more than one place in a transcript or in more than one transcript. In a similar logic, it afforded practicality in revising the categories at once, as well. In addition, as the program offers the flexibility of playing with the codes and the categories, this facilitated the process of modifying the places of the codes and allowed for moving them under more appropriate categories. In the process of reviewing and revising the codes and the categories, using the particular software program also afforded practicality in terms of offering an option to retrieve all the codes used for a selected word, phrase, or paragraph, as well as showing those codes next to that selected piece of data. In other words, this feature enabled the researcher to see the codes that she previously created on the transcripts, which was especially useful when the researcher aimed to check the consistency between her codes and the experts' codes so as to establish intercoder reliability.

Throughout the data analysis, revising the codes and the categories went hand in hand. Even after arriving at categories, the researcher checked if there were any overlapping categories mainly by consulting to an expert and discussing the categories along with the codes they pulled together. According to Guba (1978), this process refers to ensuring the internal homogeneity and the external heterogeneity of the categories which signify respectively that the codes under a category hold together and the differences among the categories are clear (as cited in Patton, 1990). After these discussions, both the codes and the categories were refined and reorganized until the final version of codes and categories were reached. Finally, in addition to the analysis of the transcripts, the researcher also examined the notes that she took during each interview so as to draw more accurate interpretations while reporting the findings.

As the last step, the findings and their interpretations were reported in relation to the research questions in both steps of the study. To this end, a thick description of all

relevant categories addressing the research questions was provided with solid descriptive data (Patton, 1990). That is, the categories were exemplified in detail by presenting appropriate direct quotations to make the interpretation possible and also let the readers enter into the situation. As a source of raw data, direct quotations demonstrate participants' experiences, perceptions, emotions, points of view, and so on (Patton, 1990). In this regard, the use of NVivo 10 software program over the course of data analysis was very helpful for managing the quotations (Marshall & Rossman, 2011) and locating a particular text that was associated with a particular code (Creswell, 2013) as the program offers an option to click on a particular code and access to all the explanations made by interviewees on that particular code. Especially considering the large number of interviews (Patton, 1990), as in the first step of the current study, using a software program made it much easier to track all the words, phrases, or paragraphs that were highlighted to refer to a particular code. In addition, the program enabled the researcher to see which codes were drawn from which interviews. Finally, to illustrate those explanations in participants' own words, sample scripts were translated into English by the researcher and then, checked by an expert, who is a Ph.D. candidate in English Language Teaching program, to increase the accuracy of the translations and to reach a reasonable approximation of the interviewee's words. In this regard, as the phrases in a language rarely translate directly into another, thereby, the translator is actually seen as an interpreter in qualitative research (Marshall & Rossman, 2011). While presenting the direct quotations, the anonymity of the participants was protected by using the labels and numbers (e.g., TE3: teacher educator 3, PT6: pre-service teacher 6, T8: in-service teacher 8, M2: the authority 2 from the MoNE, C: the authority from the CHE) which were created previously to provide practicality in naming the transcripts and organizing the data.

Similar to the analysis of the interview data, a similar process of content analysis was also followed for the document analysis in the second step of the study, which included the analysis of the CHE's curriculum of elementary teacher education. However, for the document analysis, the content analysis method was mainly employed through

deductive coding. Besides, the analysis was not performed with the help of any software program. The researcher rather highlighted the units of data on the document, attached particular codes to them, and noted down those codes in the space that was available under each one.

Overall, the data analysis was completed through May 2014 – October 2015 for the first step of the study. In addition, it was done through December 2015 – April 2016 for the second step of the study. Table 3.8. displays the action plan followed for the conduct of this study.



Table 3.8.

Research Action Plan

	2014					2015					2016					2017											
	The first step of the study																										
Actions	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A
Develop ment of the interview schs.	█	█																									
METU HSEC approval & permis. from the MONE		█	█	█																							
Pre-pilot and pilot study			█	█																							
Main data col.			█	█	█																						

Table 3.8. (continued)

Research Action Plan

	2014				2015				2016				2017														
The first step of the study																											
Actions	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A
Analysis of the interviews																											
The second step of the study																											
Actions	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A
Development of the interview schedule																											
Pilot study																											
Main data collection																											
Analysis of the interviews																											
Document analysis																											
Reporting the results																											

3.7. The Researcher's Role

One's personal biography is often an initial source for developing a research question (Marshall & Rossman, 2011). Embedded in the idea that the researcher is the primary instrument in qualitative research (Merriam, 2014), qualitative researchers clearly explain their background and biases as these might have an impact on the findings and the interpretations (Creswell, 2013). By developing personal biography statements through describing their identities, perspectives, and assumptions, the qualitative researchers also demonstrate that they acknowledge their certain aspects or positionalities that led to the particular research.

Based on this perspective, I identify myself as a researcher who has had her undergraduate degree in elementary teacher education program. Despite the fact that the elementary teacher education program that I went through is not the same program with the one that the current study aimed to evaluate, having gone through a somewhat similar education has always made me wonder if the education of elementary teachers was adequate or not especially considering the qualities that a teacher needs to possess in the 21st century. In addition, throughout my own teacher education process, there were times that I was feeling afraid to be unsuccessful in the real school settings even if I was a student who ranked first in finishing her undergraduate degree among all teacher candidates at a high-ranking university. It was only after I completed my undergraduate education that I started to pursue my graduate education and work as an academic. Therefore, I never had an opportunity to work as an elementary teacher. On the other hand, I have heard from many of my friends about their real experiences in the school settings as most of them started their teaching career as an elementary teacher. Although they were happy for having started their teaching career, most of them were disappointed by the negative experiences that they have had, which were generally related to the aspects that they did not find themselves adequately prepared through their teacher education. Consequently, all these experiences made me sensitive to what quality elementary teacher and also quality teacher education mean. Therefore, along with the intention to address this gap and contribute to the field of

elementary teacher education, it has been one of my area of interests to investigate the essential qualities for elementary teachers of the 21st century and the effectiveness of the elementary teacher education program for how well it develops the desired essential qualities. Having acknowledged these personal experiences which might have a bear upon the findings and the interpretations, every effort was made to ensure the trustworthiness and the ethical conduct of the study.

3.8. Trustworthiness

Trustworthiness refers to the overall quality (Lincoln & Guba, 1985) or the goodness (Marshall & Rossman, 2011) of qualitative research. To ensure rigor in qualitative research and strengthen the soundness of the study, there are four criteria or canons against which the trustworthiness of the research is judged. These criteria or canons are credibility, transferability, dependability, and confirmability, all of which can be satisfied through several strategies (Lincoln & Guba, 1985; Marshall & Rossman, 2011). Those strategies could be built into the study during the data collection or later in the process of data analysis. In addition, as the decisions at the design stage of a study inform the implementation of the study, thereby, even the considerations of trustworthiness at the design stage have an impact on how well the study will ensure that the findings and their interpretations are strong.

To ensure the credibility of both steps of this study, the researcher employed several strategies. First of all, in the process of developing the interview schedules, the researcher consulted experts to get feedback on the instruments and then, revised them accordingly (Yıldırım & Şimşek, 2011). In addition, the interview schedules were piloted before the actual data collection to make sure that they are reliable and valid (Kvale, 2007; Maxwell, 2013). Another strategy for enhancing the credibility of the study was to collect in-depth and thorough data through the interviews in both steps of the study and the document analysis in the second step of the study. Moreover, the researcher spent sufficient time for the conduct of the interviews in the selected sites. Similarly, the researcher continuously went back to the previously coded data during

the data analysis, read the transcripts and revised the codes and categories to provide a good fit. Therefore, the researcher was adequately immersed in the data and prolonged engagement with the data was assured. Furthermore, to ensure persistent observation, the researcher conducted the data collection in a detailed way. In addition, the verbatim transcriptions of the interviews and the notes that the researcher took during each interview helped the researcher reflect all the relevant details of the study adequately and portray the perspectives of participants appropriately regarding the research questions that were addressed in each step of the study. Similarly, the approach that was followed for the document analysis in the second step of the study was also described in a detailed way. Another strategy that was used to ensure the credibility in both steps of the study was peer debriefing. To this end, the researcher had conceptual discussions with other three researchers who were competent in conducting qualitative research. In particular, one of those researchers had his undergraduate degree in elementary teacher education program; therefore, he was also knowledgeable about the concepts and issues related to the essential qualities for elementary teachers and to the elementary teacher education program. These researchers were especially consulted to get feedback on the codes and categories that emerged as a result of the data analysis in both steps of the study (Marshall & Rossman, 2011). Having discussions with them enabled the researcher to revise the overall findings of the study. Similarly, as part of ensuring intercoder reliability, the researcher kindly asked 4 experts in the first step of the study and 3 experts in the second step of the study to code the transcripts that she selected and e-mailed to them. This allowed the researcher to check the codes and the categories derived by herself with those generated by the experts (Marshall & Rossman, 2011; Miles & Huberman, 1994; Patton 1990). Additionally, to ensure referential adequacy, the researcher paid attention to describe the findings with quotations and thereby, aimed to provide enough reference for the interpretations and the implications.

Finally, the researcher utilized data triangulation to enhance the credibility of the study. According to Patton (1990), there are four kinds of triangulation which are triangulation of data collection methods such as mixing quantitative and qualitative

methods; triangulation of data sources within qualitative methods such as mixing the interviews and document analysis or such as investigating the perspectives of multiple groups of people; analyst triangulation such as using multiple observers, interviewers, or analysts, and lastly theory/perspective triangulation such as using different theoretical perspectives to analyze the same data. Bogdan and Biklen (2007) also suggest that the researcher should describe what is triangulated rather than only using the imprecise term triangulation. In this regard, the researcher triangulated different groups of participants in the first step of this study and triangulated multiple data sources in the second step of the study to verify the findings (Bogdan & Biklen, 2007; Patton, 1990). Accordingly, the study relied on the perspectives of multiple groups of participants (the teacher educators, the pre-service teachers, the in-service teachers, and the authorities from the MoNE and the CHE) in the former while the researcher used different data collection instruments (interviews and document analysis) in the latter. As Patton (1990) points out, particularly the triangulation of multiple data sources builds on the strengths of each data collection instrument while decreasing the weaknesses of each one alone.

To ensure transferability, two strategies were applied in both steps of the study. First, the sites and the participants were selected purposefully by means of several purposive sampling strategies. Second, the researcher made sure to provide a thick description of the context and the background of the participants, as well as a thick description of selection of the participants, data collection procedures, data analysis process, and the findings (Patton, 1990; Yıldırım & Şimşek, 2011).

Lastly, to ensure dependability and confirmability, audit trail was employed (Lincoln & Guba, 1985). In this regard, the supervisor of the researcher, who was knowledgeable and experienced in qualitative research, monitored the study from the beginning to the end for all data and design decisions (Marshall & Rossman, 2011). Therefore, this expert provided feedback on all stages of both steps of the study to ensure that the study yielded consistent and objective results at the end.

3.9. Threats

The potential threats to the study and the ways to control these threats are described in detail as follows:

First, participants' differing characteristics from each other in the unintended ways may affect the results if those differences are related to variables investigated in the study, which is called subject characteristics threat (Fraenkel & Wallen, 2006). However, to eliminate this threat, the participants were selected by appropriate purposive sampling strategies on the basis of the variables or the characteristics that were thought to be related to the research questions of the study.

Second, no matter how carefully the participants of a study are selected, it is likely to lose some of them throughout the study. Accordingly, this study consisted of two steps and the first step was followed by the second step nearly after a year and a half. In addition, the in-service elementary teachers who were involved in the second step of the study were the pre-service elementary teachers of the first step of the current study. As a result of these, the study was open to the mortality threat which refers to the loss of participants as the study progresses (Fraenkel & Wallen, 2006). Of 29 participants who were involved in the first step of the study, only 22 of them were involved in the second step of the study as the rest either was not willing to participate to the study or has not started their teaching career actively. Therefore, 7 participants were lost after the first step of the study. It is assumed that those 7 participants would not have responded differently from those who participated in the second step of the study.

Third, the locations where the data are collected may account for alternative explanations for results, which is called location threat (Fraenkel & Wallen, 2006). The main data collection instrument in this study was interviews which were conducted at several places. Although those places were not considerably different from each other, as a result of the large number of participants involved in the first step of the study, it was challenging to control the location as a variable. To eliminate

this threat, the researcher went to the data collection sites before the actual time of each interview and tried to choose certain places to which the participants were accustomed. In addition, to prevent this threat, every effort was also made to choose locations that were similar to each other as much as possible. On the other hand, as the participants were interviewed through skype meetings in the second step of the study, they all had similar locations and joined the skype meetings from their home.

Fourth, as any interview permits different interpretations of results, thereby, this study might have been open to instrument decay threat which points to any changes in the nature of the instrument in terms of data collection or data analysis (Fraenkel & Wallen, 2006). However, to eliminate this threat, sample interview transcripts were selected by the researcher and e-mailed to the experts for coding as part of establishing the intercoder reliability. This enabled the researcher to check the consistency between her codes and those of experts. In addition, as part of peer debriefing and audit trail, a number of experts were consulted to have discussions on the derived codes and categories, as well as to monitor the entire study from the beginning to the end. Additionally, in an effort to ensure referential adequacy, the researcher described the findings with quotations and thereby, aimed to present enough reference for the interpretations and the implications. In this respect, the researcher also paid attention to provide a thick description of the findings.

Fifth, the attitudes of participants who know that they are part of a study might change positively and be a threat to the validity as a result of the special attention or recognition received by them (Fraenkel & Wallen, 2006). To help them respond openly and in a more natural way and thereby, to avoid from this threat, the researcher clearly explained the purpose of the study and the significance of their participation to the study before starting each interview session (Patton, 1990), as well as treating each interviewee as an expert (Bogdan & Biklen, 2007). In addition, the researcher aimed to establish trust and rapport with the participants by means of utilizing the interpersonal skills as well as asking some demographical questions at the beginning, which also served as icebreakers and increased the participants' level of comfort

during the interviews. Finally, informed consent forms were also obtained from the participants, where confidentiality and anonymity of the information to be obtained from them were clearly addressed (Creswell, 2013).

Lastly, the studies conducted by interviews might be open to the interviewer effect threat due to the communication skills of the interviewer or the possibility that the participants might feel being evaluated through the questions. This might also lead to social desirability and thereby, the true reactions of the participants to the questions might not be fully captured. Similarly, as Patton (1990) addresses, the presence of the interviewer might create tension and anxiety. In this study, having conducted pilot studies in both steps of the study, the researcher was able to advance her communication skills before the actual interviews to eliminate this threat. In addition, the researcher paid attention to highlight the actual purpose of the study at such times (Patton, 1990) and tried to build trust and rapport with the interviewees by means of the consent forms and the demographical questions, which were asked at the beginning of the interviews also to help interviewees feel more confident (Creswell, 2013).

3.10. Assumptions

This study is mainly grounded on the assumption that the participants responded to the interview questions sincerely and in an honest manner. In addition, it was also assumed that all participants perceived the essence of the interview questions in a similar and intended way. To ensure this, particularly in the second step of the study, the researcher prepared a document clearly describing each domain of the desired essential qualities that were selected to be investigated through interviews. Before each interview, this document was e-mailed to the interviewees to increase the likelihood that they would all understand the same ideas from the selected domains of qualities and then, evaluate the effectiveness of the elementary teacher education program for how well it developed those domains of qualities.

3.11. Limitations of the Study

Although this study was designed and carried out meticulously, as in any research (Patton, 1990), there are some limitations in this study. The first limitation results from the nature of interviewing. As both steps of the current study mainly employs interviews, the study is limited by its reliance on self-reported data. Even if the second step of the study relied both on interviews and document analysis, observations could also have been employed both at the university level and the elementary school level to support the interview data and document analysis in relation to understanding how well the elementary teacher education program equips the graduates with the desired essential qualities for elementary teachers, as well as seeing what plays out in the real settings. In other words, observations could have enabled the researcher to check on what is reported in interviews.

Second, in relation to the self-reported data, Patton (1990) argues that participants' perspectives or perceptions can be affected by personal bias, lack of awareness, anxiety, or emotional state of the interviewee at the time of the interview. Therefore, although every effort was made to control such situations, it is still likely that the participants might have reflected their opinions partially which might be because of the level of their concentration on the questions, their ability to recall their knowledge or the level of their knowledge about the topic of the interview, their self-expression skills, their self-perceptions regarding what the questions were asking for, and the level of comfort that they had during the interviews, as well as any effects of the interviewer or anything else. This might have happened especially in the first step of the study since the interviewees had not seen the interview questions beforehand, except having been informed about the overall purpose of the interview and the study. On the other hand, to eliminate this in the second step of the study, the researcher prepared a document describing each of the domains of desired essential qualities that were selected to be investigated during the interview. Before each interview, this document was e-mailed to the interviewees to make sure that they would feel more prepared for the interview and thereby, they could more adequately evaluate their teacher education.

Third, in terms of the tendency to social desirability, the interviewees might have tended to answer the interview questions in such a way to represent themselves in a favorable fashion especially when there was any interview question for which they were asked to respond by considering themselves as the point of reference. To illustrate, in the first step of the study, the last two interview questions asked pre-service and in-service teachers to evaluate themselves in terms of the areas that they find themselves adequate or they think that they need to develop more as an elementary teacher of the 21st century. On the other hand, to eliminate this tendency, the researcher paid attention to remind the interviewees about the actual purpose of the interview and of the study to increase the interviewees' level of comfort and establish rapport with them as understanding the purpose of the interview encourages the interviewee to respond more openly (Patton, 1990). The tendency to social desirability might also have interfered with the interviews when the interviewees perceived the question to be inquiring essentially about themselves, even at the times when that was not the main intention, such as when the purpose of the interview was to evaluate the effectiveness of the elementary teacher education program rather than doing a self-evaluation in the second step of the study. Similarly, to eliminate that, the researcher kindly interrupted the interviewees at such times and aimed to bring them back to the actual focus of the study.

Fourth, the first step of the study, which aimed to explore the essential qualities for elementary teachers of the 21st century, was limited to the perspectives of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE, excluding the perspectives of other stakeholders, such as the elementary school students, parents, and school administrators, whose perspectives might have also been important for the findings. Similarly, the second step of the study, which aimed to evaluate the effectiveness of the elementary teacher education program for how well it develops the qualities that were found to be essential for elementary teachers in the first step of the study, was limited to the perspectives of the in-service elementary teachers, excluding the perspectives of other stakeholders such as the pre-

service elementary teachers or the teacher educators, whose perspectives might have brought variety to the findings.

Fifth, although it was made sure to select the teacher educators in the first step of the study through maximum variation sampling on the basis of their area of expertise or the courses that they have been offering to the pre-service teachers, there are still some courses that were not represented in the current study (e.g., Teaching Religious Culture and Moral Knowledge). The teacher educators of those courses could not be involved in the study due to both their unavailability and the time restrictions along with the priority given to the other courses.

Sixth, since the selected authorities from the MoNE and the CHE, who were identified as the most information-rich participants, were only five persons, therefore, it was not possible to conduct a pre-pilot or pilot study with them. In other words, if they had been involved in the pre-pilot or pilot study, the researcher would have needed to exclude them from the actual study. Therefore, they were preferably involved in the actual data collection of the first step of the study. On the other hand, it was made sure that the open-ended questions in the main body of the interview schedule developed for those participants were parallel with the questions in other interview schedules, which were developed for the pre-service and in-service elementary teachers, and the teacher educators. As those participants were not involved in the pre-pilot and the pilot study, the interview schedule was finalized based on the expert opinions alone.

Lastly, there are often debates about the idea that qualitative research can not establish causality between the processes and the outcomes. Drawing upon this, in the second step of the study, it was important to report the findings with caution regarding the effectiveness of the elementary teacher education program since it might not be appropriate to establish direct causality between the program and the competence of the graduates. On the other hand, it is also widely acknowledged that causal relationships are not inappropriate as long as they are supported with rich descriptive data and labeled explicitly as speculative and tentative (Patton, 1990). Bearing these

in mind, as many other variables are also likely to account for the outcomes of the program, the researcher paid attention to interpret and discuss the findings of the second step of the study carefully, and in a way that the findings are more speculative than arguing for a direct causality between the program and the competence of the graduates.

3.12. Delimitations of the Study

On the contrary to logical positivism, in the nature of qualitative research paradigm, what is true is dependent on one's perspective rather than a singular reality. Therefore, investigating the perspectives are more of interest than dealing with truth and certainty. Accordingly, embedded in the idea that each case is individual and unique, the purpose of qualitative research is to increase the understanding of cases and situations as a whole and portray a complete picture of them by providing detailed information on the multiple aspects of the phenomenon and the settings. Thereby, qualitative research places findings in a particular context (Merriam, 2014; Patton, 1990). Similarly, in the current study, the findings are indicative of but not generalizable to all population. Rather, they are only applicable to the participating individuals and the particular contexts that they take place, which were described thoroughly in the previous sections. On the other hand, the findings might be applicable to other situations that are only under similar conditions, as well, which is called extrapolation in qualitative research rather than generalization (Patton, 1990). Bearing these in mind, the findings of the first step of the study are limited to the perspectives of the teacher educators and the senior pre-service teachers who were selected from three public universities in Ankara; the in-service teachers who were selected from different public elementary schools in Ankara; and the authorities of the MoNE and the CHE. In addition, the findings of the first step of the study regarding the desired essential qualities for teachers of the 21st century are only limited to the context of the elementary teachers. Similarly, the findings of the second step of the study regarding the effectiveness of the elementary teacher education program for how well it develops the desired essential qualities are limited to the perspectives of the in-service elementary teachers

who were the pre-service teachers of the first step of the study. In addition, the document analysis in the second step of the study is also limited to the analysis of the CHE's elementary teacher education curriculum.



CHAPTER 4

RESULTS

In line with the research questions addressed in the study, this chapter presents the results under two main sections. Accordingly, the first section reports the results of the first research question concerning the essential qualities for elementary teachers of the 21st century, based on the interviews with the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE in Turkey.

Building on the qualities that were found to be essential for elementary teachers of the 21st century, the second section presents the results of the second research question concerning the effectiveness of the elementary teacher education program in Turkey for how well it develops those desired essential qualities. To this end, the second section presents the results of the interviews conducted with the graduates who started their active teaching career as in-service elementary teachers. In addition to the results of the interviews, it also presents the results concerning the analysis of the curriculum of the elementary teacher education for how well it manifests the desired qualities that were found to be essential for elementary teachers in the first step of the study. Lastly, the chapter presents a brief summary of the results at the end.

4.1. Essential Qualities for Elementary Teachers of the 21st Century

Based on the interviews that were conducted with the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE, this section presents the essential qualities for elementary teachers of the 21st century under three sub-sections: personality traits, domains of essential qualities for

elementary teachers, and domains of essential qualities for elementary teachers in the 21st century.

4.1.1. Personality traits

According to the results of the analysis of the interviews, certain personality traits were perceived to be highly essential for elementary teachers. In this regard, the majority of the participants, from all participating groups, mostly underlined the importance of loving young children. To illustrate, one of the pre-service teachers and in-service teachers expressed that:

Young children need love and care. An elementary teacher, first and foremost, needs to love children, not because s/he has to do, but s/he rather needs to feel this truly. Anyone who does not love children definitely should not be an elementary teacher. I know some teachers who can not stand hearing the noise of young kids, which is unbelievable... (PT1).^a

I believe that the first principle to be an effective elementary teacher is to love young children. Besides, you should be able to demonstrate this, as well. You know, young children could quickly lose their motivation just because they believe that their teacher does not really love them. If you do love children, there is nothing that you can not achieve (T14).

In addition to this, being patient, empathetic, self-confident, tolerant, curious, having motherly and fatherly roles, being energetic, enthusiastic, having a high level of self-efficacy towards teaching subject-matter, adopting a child perspective, and being democratic also appeared to be among the most essential personality traits for effective elementary teachers. At this point, among these personality traits, it was noted that being patient, empathetic, having motherly and fatherly roles, being enthusiastic, and adopting a child perspective were highlighted by all participating groups. To illustrate, the following participants expressed that:

^a While presenting the direct quotations, the anonymity of the participants was protected by using labels and numbers (e.g., PT1: pre-service teacher 1, T14: in-service teacher 14, TE24: teacher educator 24, M3: authority 3 from the MoNE, C: authority from the CHE).

Considering that elementary teachers teach young children from 1st to 4th grade, it is evident that they should be really *patient and tolerant*. In this regard, particularly the elementary teachers, who teach 1st grades, need to be much more patient and tolerant (TE24).

Elementary teachers, especially who teach 1st grades, need to be very *patient*. To illustrate, when you tell the third and the fourth graders to stop talking, they will listen you. However, the first graders are just young kids who newly leave their home and try to get used to the school. Besides, due to the developmental characteristics of their age, they are lively and may not obey to the rules very neatly. Therefore, you will need to be very patient. In addition, as their teacher, you need to be lively and energetic, as well, so that you can take care of every single student (PT2).

An effective elementary teacher should be very energetic, enthusiastic, and active in the classroom. Especially considering that elementary teachers teach young children, it is evident that they should also be warmly and tolerant to their students just like a mother (M3).

Being an elementary teacher requires you to also fulfill the role of being a mother and father, which implies that you should be caring for the students. This is much more important than equipping them with the academic knowledge (T3).

A teacher who has adequate subject-matter knowledge but is not very tolerant or empathetic is not likely to be an effective elementary teacher. If you are not empathetic, you can not develop good relationships with the students and the parents (T19).

I believe that adopting a child perspective and thereby, being able to enter into the world of the students is more important than any other characteristics, by which you will be able to anticipate what they feel, how they can learn better, and so on (TE11).

When we have a problem in the class or establish a rule, I ask all of my students' opinions and try to create a democratic class environment. I think, this is very important for an elementary teacher as the young students consider their teacher as a role model (T2).

I think having democratic attitudes is very important for teachers. That is, the students could be able to express their ideas freely even if their teachers think in the opposite way. In general, it is important for the teachers to respect other people's opinions (TE18).

Except these, a few participants also mentioned that being conscientious, positive, objective, self-sacrificing, reliable, warmly, organized, productive, self-disciplined, compassionate, entrepreneurial, persuasive, humorous, humanistic, just, flexible, creative, and having a high level of self-esteem and self-awareness were other important personality traits that effective elementary teachers need to have. Accordingly, one of the teacher educators stated that “I strongly believe that a good teacher is also the one who is humorous and can use humour in his/her classes” (TE7). Besides, another teacher educator articulated that “It is obvious that creativity is a must for an elementary teacher” (TE18).

4.1.2. Domains of essential qualities for elementary teachers

Based on the results of the analysis of the interviews, elementary teachers are expected to have the following domains of qualities, all of which include certain knowledge, skills, and attitudes: foundations of education, education systems, pedagogical knowledge (including the knowledge of learners, curriculum, teaching methods, materials, planning, motivation, instructional process, classroom management, assessment and evaluation, and guidance), subject-matter (content) knowledge, pedagogical content knowledge, suburban schools, school management and official regulations, parent involvement, adult education, arts and aesthetics, character education, and first aid.

4.1.2.1. Foundations of education

Considering the results of the analysis of the interviews, having the knowledge of the foundations of education emerged as an important domain for elementary teachers. In other words, it was pointed out that teachers should have a holistic perspective of education along with the different foundations that the field of education draws from.

Accordingly, the participants, especially among the teacher educators, emphasized that teachers are especially expected to have the knowledge of the philosophy of education,

the psychology of education, the sociology of education, and the history of education.

For instance, two of the teacher educators articulated that:

In the classes that I teach, my goal is to help teacher candidates recognize that education, as a field, draws from many disciplines such as anthropology, philosophy, psychology, history, and economy. In this way, I expect them to learn the foundations of the field of education and relate them with each other so that the teacher candidates can develop a holistic perspective of education (TE10).

Rather than having a fragmented view of education and building on each course separately, an effective teacher is the one who develops a holistic view towards the field of education, establish relationships among the courses or disciplines and thereby, considers education as a larger issue (TE7).

In particular, regarding the philosophy of education, teachers are not only expected to have adequate knowledge, but they are also expected to synthesize that knowledge and have a philosophy of education that would underlie their practices. Similarly, regarding the psychology of education, the participants particularly underlined that teachers should be able to apply the suggested principles to their planning and instructional practices. Lastly, regarding the history of education, it was seen that the teachers are especially expected to have the knowledge of Turkish education system.

4.1.2.2. Education systems

Based on the results of the analysis of the interviews, having the knowledge of education systems emerged as another important domain for elementary teachers. Accordingly, the results of the analysis of the interviews delineated that teachers are not only expected to have the knowledge of Turkish education system along with its organizational structure and history, but they also need to have the general knowledge of other education systems in the world, especially including their history and structure. In parallel with these, having the knowledge of comparative education systems seemed to be highly important for elementary teachers, as especially

highlighted by the in-service teachers and the teacher educators. In relation to these, a few quotes are presented below:

My goal in the Turkish Education System and School Management course is twofold. First, I expect that the teacher candidates should know the characteristics of the Turkish education system. Accordingly, they should know the organizational structure of the general system. Building on this, they should be able to compare the Turkish education system and the other education systems in the world at the macro level (TE11).

Teachers should have a broad knowledge of education systems. I mean, not only should they know the Turkish education system well, but they should also have the knowledge of other education systems in the world. How their education systems look like, how their classrooms look like... For instance, I like the education system in Finland. I like the way they arrange their classrooms, it is like home and children are more likely to be motivated in those settings (T13).

Teachers should know the general characteristics of the other education systems in the world, as well. In other words, they should have a larger perspective on the education systems. To illustrate, they should know about Finland's education system. What are the roles of teachers and students? What is going on around the world? With the help of these, they should be able to make comparisons between the Turkish education system and the others in the world (TE38).

The teachers should be able to know the Turkish education system along with its history, roots, and the previous experiences that it has been built on. In addition to these, they should also know its organizational hierarchy and structure (C).

4.1.2.3. Pedagogical knowledge

With respect to the results of the analysis of the interviews, the domain of pedagogical knowledge includes a range of sub-domains which are related to the learners, curriculum, teaching methods, materials, planning, motivation, instructional process, classroom management, assessment and evaluation, and guidance.

4.1.2.3.1. Learners

Regarding the domain of learners, the results of the analysis of the interviews revealed that elementary teachers should have the knowledge of child development, know their students closely, and monitor their development.

First, regarding the child development, the participants from all groups expressed that elementary teachers should have the knowledge of essential concepts about learning and development as well as the knowledge of cognitive, affective, psychomotor, physical, psychological, and social development. In this regard, they are particularly expected to know the theories of development for each of those areas of development.

As well as having the aforementioned knowledge, the teachers are also expected to know the developmental characteristics of their own students. Building on this, they are expected to foster the cognitive, affective, and psychomotor development of their students. In relation to these, one of the teacher educators argued that:

Elementary teachers should know their students' characteristics regarding their cognitive, affective, psychomotor, and physical development. If they do not know these well, they can not help their students reach a high level of achievement (TE53).

In relation to knowing the students, the participants from all groups especially mentioned that elementary teachers should know the needs and the interests of their students, which could change across the four grades. Accordingly, they also drew attention to the importance of being able to respond to a range of ages from the 1st grade to the 4th grade. To illustrate, one of the teacher educators explained that:

As elementary teachers teach students from the 1st to the 4th grade, it is important for them to know the developmental characteristics of the students, such as psychological, social, and physical development, across all those four grades. At this point, there might be differences especially between the characteristics of the 1st and the 4th grade students. For instance, the muscles develop during the early elementary years. Except these, along with the recent

change in our system of education, the students' age in the 1st grade started to vary from 66 months to 72 months. At those ages, even one month makes a great difference in the development of the children. Therefore, the teachers should also know the developmental characteristics of the younger children (TE37).

In addition to these, some participants especially drew attention to the importance of knowing the developmental characteristics of puberty, such as abstract thinking. Accordingly, one of the pre-service teachers and one of the teacher educators said that:

At those ages, especially the 4th grade students start to get aware of their bodies. Similarly, they start to recognize themselves as an individual, rather than as a child. Although we observe these characteristics more on middle school students, the students start to demonstrate those changes in the 4th grade. Therefore, elementary teachers should also know the developmental characteristics of the puberty and facilitate this transition period in an appropriate way (PT10).

Towards the end of the concrete operations stage, the 4th grade students start to develop abstract thinking skills. To be able to facilitate their transition from the concrete operations stage to the formal operations stage, elementary teachers should know the characteristics of the puberty (TE9).

Except these, teachers are expected to know the areas of strengths and weaknesses of their students. In addition, they are expected to help their students recognize their own strengths and weaknesses. In relation to knowing the students, the participants, especially among the teacher educators, the pre-service and the in-service teachers, further underscored that it is highly important for teachers to know the level of readiness of their students so as to modify the elements of educational process such as the course objectives, the instructional process, and the assignments. Moreover, to get to know their students, it was seen that teachers are expected to effectively use the appropriate techniques. In this respect, some participants particularly highlighted the role of being able to use arts as a tool to get to know the students.

Except knowing their students, elementary teachers are also expected to monitor the development of their students. More specifically, it was seen that they are expected to

monitor the students' development with respect to any potential disorders as well as the general strengths and weaknesses of them. In monitoring the students' development, the participants, especially among the teacher educators and the in-service teachers, added that teachers should be able to collaborate with the colleagues and related institutions, as well. In addition, with respect to monitoring the development of students, it was seen that the students with special needs, the students in the multigrade classes, and the period of puberty had a special place. Particularly, regarding the puberty, elementary teachers are expected to be able to monitor the habits of their students. In addition, it was understood that teachers should also be able to facilitate students' transition to this period.

Lastly, to be able to monitor their students, teachers are expected to choose the appropriate assessment and evaluation techniques and use them effectively.

4.1.2.3.2. Curriculum

As for the domain of curriculum, the majority of the participants from all groups told that curriculum literacy was an important skill for elementary teachers. The participants mostly emphasized that elementary teachers should know the objectives of the elementary school curricula and analyze them across the grades. To this end, a number of participants expressed that elementary teachers should know the curricula of the entire elementary school from the 1st grade to the 4th grade. At this point, some participants particularly mentioned that knowing the objectives and analyzing them across the grades were especially crucial for teaching in multigrade classes. Regarding these, one of the in-service teachers and one of the pre-service teachers stated that:

Teachers should know what they are expected to teach to the students. In other words, they should be knowledgeable about the objectives suggested in the elementary school curricula. Before each semester, teachers should review the entire curriculum and recognize the objectives that they will teach throughout the semester. By doing so, they can also have an idea about the objectives which may or may not be suitable for the level of readiness of their own students (T2).

As elementary teachers teach students from the 1st grade to the 4th grade, they should know the objectives of all those four grades so that they can establish connections among the objectives of the same course across the different grade levels and build those objectives upon each other. This could especially help when you have a multigrade class in which you will have to teach the students of different grades together (PT1).

Similarly, it was expressed that teachers should know the philosophy of the elementary school curricula as well as the values, the skills, the content, the teaching methods, and the assessment and evaluation techniques suggested in the curricula. In relation to these, one of the teacher educators underlined that “Teachers should, first, understand the philosophy of the curriculum so that they can choose the teaching methods and techniques accordingly” (TE28). Moreover, the following teacher educators expressed that:

If the teachers do not understand what the philosophy of the curriculum really suggests and what kind of implications that particular philosophy brings to the educational settings, those teachers will just turn out to be a teacher who downloads and uses the readily available activities on the web without being able to evaluate their appropriateness. In that case, teachers could even implement the curriculum in a different way than what it rather suggests (TE37).

Every curriculum has a philosophy, which shapes all other components of the curriculum such as the content, the teaching methods, and the assessment and evaluation activities suggested in the curriculum. An effective teacher should know and be familiar with all components of the curriculum very well (TE24).

Except these, some participants, especially among the in-service teachers particularly emphasized that elementary teachers should also know both the curriculum of the early childhood education and the curriculum of the fifth grade.

In addition to knowing all the aforementioned components well, the participants from all groups articulated that elementary teachers should also be able to modify the elementary school curriculum. In particular, they are expected to modify the curriculum according to their students’ level of readiness as well as the needs and interests of them. To illustrate, the following participants expressed that:

Curriculum literacy is a very critical skill for teachers. They should be able to know how to modify the given curriculum according to the context that they teach. Although every teacher implements the same curriculum as the curricula are developed by the MoNE, we know that there are varying practices across the teachers. At this point, it is important for teachers to know how to analyze a given curriculum (TE38).

Teachers should, first, be able to analyze the given curriculum and think critically on its components. Based on this, they should further be able to modify the curriculum according to the characteristics of the students in their class. At this point, it is important for them to be able to modify the curriculum especially the students' level of readiness (TE3).

As a teacher, you are not obliged to implement the curriculum along with all that it offers, they are just suggestions for the teachers. Similarly, you do not have to do every single activity suggested in the teachers' guide. You should rather consider the level of readiness of the students in your class and modify the curriculum according to the context of your own class. To this end, you could develop extra activities or increase/decrease the level of the suggested activity (PT10).

Moreover, a considerable number of participants from all groups highlighted that teachers should also be able to modify the curriculum according to the regional differences. At this point, the participants especially underlined the importance of being able to modify the curriculum according to the multigrade classes and the schools in rural areas. In fact, some participants told that teachers should be able to modify the curriculum according to any type of settings that they might encounter. Similarly, it was pointed out that they should be able to modify the curriculum to respond to the needs of all students, including the students with special needs. Regarding these, one of the teacher educators explained that:

The curriculum could be implemented in Çankaya district, in Ankara, properly, but it might not be very suitable to the eastern regions of the country. Leave the eastern regions alone, it might not even be very suitable to the other cities, such as a rural school in Sinop. In addition to the differences in the level of readiness of the students across those areas, there are also regional characteristics and differences that you should take into consideration. Even when you visit a suburban school in Altındağ district, in Ankara, you will see the differences in the school settings, for which you have to modify the curriculum (TE39).

Lastly, in line with the results presented above, some participants, especially among the teacher educators, particularly expressed that teachers are expected to be both curriculum developers and curriculum implementers. To this end, it was stated that they should have the knowledge of curriculum development and be able to evaluate the curriculum critically. To illustrate, one of the teacher educators pointed out that:

As experts, we know that there is a reality called enacted curriculum. Given that there are usually differences between the written curriculum and the enacted curriculum, in a way, teachers are not merely the curriculum implementers but they are also the curriculum developers who have the flexibility to make modifications on the curriculum (TE38).

4.1.2.3.3. Teaching methods

With respect to the domain of teaching methods, the majority of the participants from all groups highlighted that the teachers should have the knowledge of different teaching methods. In addition to knowing the methods, the participants underlined that teachers should also be able to choose the appropriate teaching methods and use them effectively. At this point, the participants emphasized that teachers should especially be able to use the learner-centered teaching methods effectively. Regarding these, the following participants articulated that:

There is a variety of teaching methods and techniques. The method you choose for teaching social studies may not be suitable for teaching mathematics. Think about the 5E model, it might not be an appropriate model for teaching mathematics. As an elementary teacher, they should be able to choose the most appropriate teaching method or technique for each course (PT4).

Sometimes you see that the students are looking at you with a meaningless face when you are teaching something. At this point, the teacher should question the effectiveness of the teaching method that s/he employs. It is very critical for teachers to have the knowledge of different teaching methods and choose the most appropriate one for that particular topic or course. Besides, especially considering that today's children get bored very easily, the elementary teachers should make use of different methods in their courses (T19).

As well as knowing the different methods of teaching, it is equally important for teachers to use them effectively. However, effective teaching does not only mean using effectively the teaching methods that are suggested in the curriculum. Effective teachers can rather choose among those methods and use the most appropriate ones in their classes (M1).

In addition to knowing different teaching methods, elementary teachers should be able to choose especially the methods that encourage students to be active in the class (TE9).

In particular, some participants, especially among the teacher educators and the pre-service teachers, drew attention to using the appropriate teaching methods effectively especially for the inclusion of the students who have special needs.

In choosing the teaching methods, it was seen that integrating creativity into the teaching methods was of the utmost importance for elementary teachers, as highlighted by the participants from all groups. Accordingly, having the knowledge of drama and using drama as teaching method across different subject-areas were perceived to be highly essential for elementary teachers. For instance, one of the teacher educators explained that “In particular, it is very important for elementary teachers to choose the teaching methods that lend themselves to fostering the creativity of the students” (TE8). Similarly, one of the in-service teachers asserted that:

Drama is one the most effective methods that are to be used especially for teaching young children. It is a method that enables students to learn by doing. You can see that they enjoy this method very much. As a result, whatever they learn becomes more permanent (T10).

In parallel to the teaching methods, a number of participants from all groups mentioned that teachers should also have the knowledge of different educational approaches, especially including the contemporary approaches.

4.1.2.3.4. Materials

Materials was another domain that included a set of sub-skills, which elementary teachers need to possess. According to the results of the analysis of the interviews, some of those sub-skills were related to the development and use of the materials, while the others were related to teachers' evaluation of the appropriateness of the materials.

First, regarding the development and use of the materials, most participants among the teacher educators, the pre-service and in-service teachers pointed out that elementary teachers should be able to develop appropriate instructional materials. To this end, they particularly articulated that teachers should have the knowledge of the principles of material development and apply those principles to the development of materials. Moreover, the participants underlined that teachers should mainly consider the objectives, the students' level of readiness, and the philosophy of the curriculum while developing the instructional materials. In line with these, the following participants told that:

The instructional materials should be in line with the objectives at hand. In other words, no matter how interesting or beautiful the material is, the material will not help you well in teaching the course if it is not an appropriate material for the particular objective (PT1).

To be able to teach young children effectively, elementary teachers need to provide them with the concrete learning opportunities. At this point, developing effective instructional materials becomes very important (T11).

While developing the instructional materials, for sure, you have to consider the level of readiness of the students in the class. As an elementary teacher, you should not develop an instructional material which would be more suitable to the high school students (T2).

...They should especially take the principles of the philosophy of the elementary school curriculum, which is constructivism, into consideration when they develop instructional materials. Similarly, in developing the materials, teachers should consider the theory of multiple intelligences (TE47).

In addition to the materials, the participants also mentioned that teachers should be able to develop appropriate course activities, which should mainly be in line with the philosophy of the curriculum, as especially expressed by the teacher educators and the pre-service teachers. Except developing appropriate instructional materials or course activities, it was also found important for elementary teachers to be able to choose the appropriate supplementary resources among the given alternatives. Furthermore, as well as developing appropriate materials or course activities, the participants highlighted that teachers should also be able to use them effectively to enrich the courses. At this point, the participants from all groups especially underlined the importance developing appropriate instructional materials and using them effectively for the multigrade classes or for the inclusion of the students with special needs. Accordingly, one of the in-service teachers stated that:

I have experienced teaching multigrade classes before. There are actually a lot of elementary teachers who work in rural schools or multigrade classes. In the rural areas, those teachers might not have adequate opportunities to find the readily available materials. At this point, being able to develop effective materials becomes more important for teaching in rural schools than teaching in urban schools. Besides, if the class is a multigrade class, the students who are not taught by the teacher at that time should be given an effective material so that they will focus on the material and study on their own (T4).

Regarding the instructional materials, some participants among the teacher educators particularly underlined that elementary teachers should especially have the knowledge of children's games, choose appropriate games based on the course objectives and the developmental characteristics of the students, and also develop new ones by themselves. Besides, they mentioned that teachers should be able to develop different digital instructional materials, as well. Moreover, it was underlined that teachers should also be able to integrate those instructional materials into the courses and use them effectively. In relation to these, the following teacher educators said that:

...In this course, my goal is to help the teacher candidates develop technology-based instructional materials and use them effectively in their courses. For instance, I expect them to create blogs and integrate those blogs into the course that they would like to show us teaching (TE40).

As this new generation is surrounded by the technological tools, as well as the students, their teachers should also know the digital games so that they might use them in the classes. Moreover, teachers should even be at one step ahead of their students so that they can guide the students better (TE32).

Lastly, regarding the instructional materials, some participants particularly underlined that elementary teachers should also have the knowledge of lab materials as well as being able to choose the appropriate ones and using them effectively in the courses.

Except developing or using the instructional materials, the participants, especially among the teacher educators, also underlined the importance of being able to evaluate the given materials. Accordingly, they particularly mentioned that elementary teachers need to be able to critically evaluate the children's books and choose the appropriate ones for children. Similarly, they are expected to critically evaluate the textbooks as well as the teachers' guidebook. Lastly, it was noted that they are also expected to evaluate the educational games, as well as the digital instructional materials critically. In relation to these, a few quotes are presented below:

The fact that the textbooks are under the control of the Board of Education and Discipline does not mean that those textbooks are high in their quality. Teachers should not take it for granted. ...Even if the school curricula are developed by the MoNE, teachers should be able to evaluate the curricula critically so as to enact it effectively (TE29).

The textbooks have many shortcomings and it is important for teachers to be able to recognize them. Even beyond the textbooks, teachers should also be able to evaluate the appropriateness of the children's books and guide their students (TE39).

4.1.2.3.5. Planning

Based on the results of the analysis of the interviews, it was seen that preparing for the class beforehand was highly critical for teachers to deliver an effective instruction. In this respect, most participants from all groups stated that teachers should especially be able to develop effective lesson plans, for which they, most importantly, need to

consider the course objectives and the students' level of readiness. In line with these, the following pre-service teachers pointed out that:

Effective teaching does not necessarily mean implementing effectively the lesson plans that are readily available by the MoNE. Instead of that, teachers should be able to develop lesson plans by themselves depending on the context of their own classes, such as the selected objectives and the students' level of readiness. Effective planning is especially critical for effective time management in the courses (PT10).

When you develop an effective lesson plan for the course that you will teach, you feel more prepared and more comfortable in terms of what to do in the class and when to do it. Otherwise, you will not be able to use the time effectively (PT2).

In the planning process, it was seen that teachers are expected to develop the course activities, as well. Accordingly, they are especially expected to respond to the multiple senses of their students so as to help them construct their own knowledge.

In relation to the planning of the instruction, the results of the interviews further revealed that multigrade classes and the students who have special needs had a special place. In this regard, teachers are expected to prepare for the class beforehand, and develop effective and different lesson plans for the students of different grades in multigrade classes or the students who have special needs, as especially expressed by the teacher educators, the pre-service and in-service teachers. Regarding the multigrade classes, two of the in-service teachers explained that:

If you have a multigrade class, it means that you have the students of different grades in the same classroom even if there is only one student in one of those grades. Therefore, the elementary teachers who teach multigrade classes should be able to develop effective lesson plans especially by considering the students' level of readiness in each of those grades (T19).

If you have a multigrade class, you have to be three times more competent in developing effective lesson plans than the elementary teachers of the regular classes. You have to be very well-prepared for the class beforehand (T5).

Except these, a few participants also mentioned that teachers should be able to develop effective yearly plans in addition to the daily lesson plans.

4.1.2.3.6. Motivation

According to the results of the analysis of the interviews, motivation appeared to be an important domain for the elementary teachers.

In particular, the participants articulated that elementary teachers should be able to develop especially the intrinsic motivation of their students. Similarly, it was stated that teachers should be able to develop curiosity in students towards learning the given topic. Besides, they are expected to develop the self-confidence of their students and help them develop positive attitudes towards the courses. Regarding these, the following participants mentioned that:

Teachers should be able to help their students develop intrinsic motivation, rather than being extrinsically motivated. Once the student develops intrinsic motivation, s/he fulfills her/his responsibilities without waiting for an external motivator (TE53).

As the young children may not behave like an adult and take the full responsibility of their learning, elementary teachers should be able to motivate those young learners and help them develop positive attitudes towards the courses that they are taught (PT11).

On the other hand, to motivate the students, the participants explained that teachers should be able to ask effective questions and use appropriate reinforcement. Similarly, they are expected to build on the strengths of their students and encourage them for the goals to be accomplished. In relation to these, one of the pre-service teachers pointed out that “A good elementary teacher asks such a question which makes the students curious about and engaged on the topic” (PT1). Moreover, the following in-service teacher told that:

Considering the developmental characteristics of the elementary school students, it is highly important for elementary teachers to be able to develop the self-confidence of their students to learn. At this point, in addition to the students, it is also important for teachers to motivate the parents. If the parents believe in their children, they are more likely to be involved in the educational process of their children. This is all I experienced so far (T19).

4.1.2.3.7. Instructional process

For implementing the instructional process, it was understood that teachers are, first, expected to draw students' attention adequately. Similarly, they are expected to develop a sense of curiosity and inquiry on the part of the students to learn. In relation to these, one of the pre-service teachers stated that "Drawing the attention of students to the course is highly important for elementary teachers. Otherwise, they will not be motivated and make an active contribution to the course" (PT3). Moreover, another pre-service teacher highlighted that:

It is the first principle for an effective teaching process to draw the attention of students adequately to the course topic. This is especially important for elementary teachers as they teach young students whose attention span is quite narrow (PT11).

While delivering the instruction, the participants from all groups mostly mentioned that teachers should also consider their students' level of readiness. Accordingly, the following in-service teachers mentioned that:

As an elementary teacher, you should not teach mathematics to the young children in the way that a mathematics teacher teaches it. You have to know the characteristics of especially young children and relate the course objectives with real life examples so that those students can learn better. In addition, you have to consider the students' level of readiness (T13).

When I started my teaching career, I realized that I was not able to teach the courses at an appropriate level for my students. I was very discouraged and disappointed to see that the students did not understand well whatever I taught them. Then, I understood that it was highly crucial for elementary teachers to consider their students' level of readiness and also teach the courses at an appropriate level (T16).

Similarly, the participants from all groups expressed that elementary teachers should be able to build learning upon the real life experiences throughout the instructional process. In this regard, a few quotes are presented below:

As far as I observe throughout the field practices, you can not be a successful elementary teacher unless you build the courses on real life examples. As an elementary teacher, you have to know that elementary school students are at the stage of concrete operations considering their cognitive development. Therefore, you have to provide them with the concrete examples and materials rather than just lecturing (PT10).

Teachers should be able to provide the students with the opportunity to learn by doing and experiencing. Therefore, they should use the teaching methods which particularly enable them to establish connections between the courses and the real life. Most importantly, the teachers should be able to explain their students how they will benefit the particular topic in their real life (T11).

No matter how many examples you provide or how long you have been teaching the same topic, you can not teach young students well unless you provide them with the concrete examples that are directly related to their real life experiences (TE9).

Except these, the participants, especially among the teacher educators, the pre-service and the in-service teachers, mentioned that elementary teachers need to be able to establish connections within the course topic, as well as on the same topic across different grades. For instance, one of the teacher educators expressed that:

As elementary teachers teach from the 1st to the 4th grade, they should be able to establish connections between the objectives of the same course throughout the different grades. Similarly, they should be able to establish connections among the objectives of the different units in the same course (TE25).

Moreover, based on the perspectives of a significant number of participants among the teacher educators, the pre-service and the in-service teachers, interdisciplinary teaching was found to be an important skill for elementary teachers. In this respect, the participants mentioned that elementary teachers should be able to relate the

objectives of the different subject areas that they teach. For instance, the following participants argued that:

As elementary teachers teach different subject areas, they have the opportunity to relate the courses with each other. In other words, during the instructional process, they should be able to establish connections between the objectives of different courses (TE41).

...For instance, you can refer to what you taught in the mathematics course when you are teaching the music course. In this way, you establish connections on the topics of different courses, which help young students to remember and relate those topics, as well as learn easier (T11).

In relation to interdisciplinary teaching, it was seen that elementary teachers are also expected to build on early childhood education. Accordingly, one of the teacher educators stated that:

Especially considering that the schooling age has been decreased as a result of the recent change called 4+4+4, it has become more critical for elementary teachers to be able to respond to the younger children. Similarly, it became a necessity for the elementary teachers, who teach the 1st grades, to implement a curriculum similar to the curriculum of the early childhood education. Therefore, it became much more important for the elementary teacher than ever to be able to build on the early childhood education (TE2).

Similarly, integrating arts into different disciplines appeared to be highly important for elementary teachers. In addition to all these, it was pointed out that interdisciplinary teaching is especially a critical skill for teaching in multigrade classes.

As for delivering the instructional process, creating learner-centered, enjoyable, and creative learning environments was also found to be highly important for elementary teachers. In so doing, teachers are mainly expected to facilitate the learning process of their students by guiding them. Besides, they are expected to encourage the active engagement of their students in the courses. Accordingly, one of the authorities from the MoNE expressed that “Well, elementary teachers should definitely make the instructional process enjoyable so that the young students can engage in the courses

actively” (M3). In addition, one of the pre-service teachers articulated that “What I observed in our field practices was that students learn more easily when they enjoy the learning process” (PT8). Another participant among the in-service teachers further pointed out that:

I can confidently say that creating an enjoyable learning environment is very critical for the young students’ learning process. For instance, if the course is taught by playing a game, the students will be more motivated towards to course. In this way, they might think that they are playing a game, but at the same time, they acquire the objectives of the course better as they are more motivated to learn (T13).

While delivering the instruction, it was understood that teachers should also enrich the courses with appropriate instructional materials, form the study groups effectively, ask effective questions, and respond to all students by organizing an appropriate learning environment for all of them, as highlighted by the participants from all groups. At this point, a few participants particularly expressed that teachers should also be able to create digital learning environments. Regarding these, one of the pre-service teachers argued that “A good teacher asks effective questions which make the students really curious and engaged in the course” (PT13). Furthermore, one of the in-service teachers and another pre-service teacher stated that:

During the implementation of the classes, teachers should be able to deliver the instruction for all students. For instance, I have 40 students. Among them, 15 students have an adequate level of readiness in most of the courses that I teach since they had an opportunity to go through the early childhood education or they were able to receive adequate care and support from their parents. Given the difference in their level of readiness, I have to develop strategies to be able to respond to all of the students in my class. Otherwise, you will just lose the rest of the students (T11).

It does not really help much when you use traditional materials, such as puppets, in your classes because today’s children spend much of their time on their personal computers. Teachers should rather be able to use the digital instructional materials while delivering the instruction (PT7).

Except these, a significant number of participants, especially among the teacher educators and the in-service teachers, also pointed out that organizing informal learning environments and extra-curricular activities is among the musts for elementary teachers. For example, one of the teacher educators articulated that:

As well as the delivery of instruction in the regular classroom settings, elementary teachers should also take their students to the museums, cinema, and so on. In other words, these settings could also be a learning environment, as well, depending on the objectives of the courses (TE8).

4.1.2.3.8. Classroom management

Based on the perspectives of a significant number of participants from all groups, classroom management was found to be one of the most critical domains, which included certain sub-skills.

Accordingly, the participants explained that teachers should basically have the knowledge of classroom management and apply it effectively, especially including the classroom management strategies. Moreover, some participants, especially among the teacher educators, pre-service and in-service teachers, particularly drew attention to the importance of classroom management in multigrade classes, as well as the classes including the students who have special needs. In relation to these, the following pre-service teachers expressed that:

I have a student who has special needs. In particular, he has learning disabilities. When I can not manage his behaviors well or make him engaged on a task, he immediately starts to disturb the other students in the class, which, consequently, affects the classroom order. Thus, especially for the students with special needs, classroom management is a very critical skill (PT4).

Elementary teachers should have effective classroom management skills especially for teaching in multigrade classes since there are students of at least two different grade levels in the same classroom, which could lead to certain difficulties on the part of the teachers for an effective teaching. For instance, when you are teaching one of those grades, the students of the other grade could ask you or their peers some questions. You should be able to manage the

classroom in a way that you can respond to the needs of the students of all grades in the classroom (PT3).

In relation to classroom management, the results of the interviews delineated that teachers should, first, be able to establish the order in the class. At this point, it was underlined especially by the in-service teachers that teachers are expected to be the partners of classroom culture, rather than the rulers of it. As such, they are expected to establish the rules together with their students. To illustrate, one of the in-service teachers underscored that:

The first principle of effective classroom management is to establish the rules in the class. If a teacher wants to be successful at classroom management, s/he needs to be able to help students understand the importance of establishing certain rules. To illustrate, I explain them that the rules might seem boring and unnecessary to us, but they, indeed, help us live in a more organized way with other people. Similarly, I always try to establish the rules together with them as the students take much more responsibility of their behaviors in that case (T7).

As for the other classroom management strategies, seating arrangement and the arrangement of the physical environment, using of voice, time management, behavior management, assigning responsibilities to students, making the decisions together with students, handling the uncertainties by posing questions, and developing effective contingency plans were found to be the most essential sub-skills for elementary teachers, as stated by the participants from all groups. Especially regarding the behavior management, the participants particularly told that elementary teachers should be able to use the drama method. Along with these, the participants highlighted that all those sub-skills were necessary both for establishing and reestablishing the order in the class.

Lastly, as pointed out by the majority of the participants, elementary teachers are expected to develop an authentic classroom management style depending on the context of their classes. For example, one of the pre-service teachers explained that:

In the class that I was observing this semester, I saw that the teacher established a number of rules with her students. The first one was concerning the physical environment. The students knew that they should open the windows during the break time. Similarly, the teacher's communication with the students was very impressive. I mean, the teacher was both keeping a distance with the students, but she was also warm and friendly. Besides, she was treating every student equal no matter if the student was a high or low achiever. In the class, there was a different classroom management system. Depending on the points that the students gained throughout the week as a result of their behaviors, the teacher was rewarding the student who had the highest point. She was calling that student as the star of the week. As another example, they established a system in which each student had a special notebook and was writing down each other's notebook the good behaviors that they have done throughout the week. Every next week, I find myself learning new authentic strategies for managing the classroom effectively (PT2).

4.1.2.3.9. Assessment and evaluation

The results of the analysis of the interviews indicated that the domain of assessment and evaluation includes a set of sub-skills that are crucial for elementary teachers.

Accordingly, the participants from all groups emphasized that elementary teachers should have an adequate level of knowledge of assessment and evaluation. In this regard, they are, first, expected to know the essential concepts, as well as the primary principles of the assessment and evaluation. Moreover, it was seen that they are expected to know both alternative and traditional assessment techniques while the alternative assessment and evaluation techniques were underscored much more than the traditional assessment and evaluation techniques.

In relation to the alternative assessment and evaluation techniques, the participants expressed that elementary teachers should especially have the knowledge of self-evaluation, peer evaluation, performance evaluation, observation, projects, concept maps, presentations, games, diaries, and rubrics. On the other hand, regarding the traditional assessment and evaluation techniques, the participants mentioned that teachers should primarily have the knowledge of written essays, oral exams, multiple choice exams, and short-answer exams. By knowing all these assessment and

evaluation techniques, it was seen that elementary teachers are expected to evaluate both the process and also the product of education. On the other hand, evaluating the process of education was emphasized more for elementary teachers than evaluating the product of evaluation, as addressed especially by the in-service teachers.

In addition to knowing all these techniques, it was found equally important by the participants that teachers should also be able to choose the appropriate techniques along with their strengths and weaknesses, as well as they should be able to use them effectively. Except these, the participants pointed out that teachers should also have the knowledge of special assessment and evaluation techniques, which are particularly necessary for different courses, and be able to use them effectively.

In relation to the aforementioned aspects, a few quotes are presented below:

Teachers should know how to assess and evaluate the students by means of the portfolios or the performance evaluation tasks. In addition, they should also be knowledgeable about how to score the portfolios prepared by the students or how to score their performances. Similarly, the teachers could use the year-long or semester-long projects, observations, or the concept maps for assessing and evaluating the students. At this point, they should know that all these tools have their own strengths and weaknesses. Besides, elementary teachers should especially know the assessment and evaluation techniques which lend themselves well to fostering the higher-order thinking skills of students such as creative thinking, critical thinking, and reflective thinking (TE17).

I do not support that the young children should be evaluated by the product evaluation techniques. For instance, instead of the written examinations such as the multiple-choice tests, the students should be evaluated by the performance evaluation tasks. Otherwise, you will just consider the result of that exam as the product and disregard the students' development throughout the process. Besides, for some reason, the student might not have showed his/her performance on the written exam. Thus, you need to use the alternative assessment and evaluation techniques to be able to assess the performance of the student throughout the educational process (PT1).

Especially as the teachers of young learners, we should not only be concerned with the traditional evaluation techniques such as written or oral exams. In fact, instead of those techniques, we should mainly make use of the alternative

evaluation techniques, such as self-evaluation, peer evaluation, performance tasks, portfolios, presentations, reports, interviews, to be able to evaluate the students throughout the educational process (PT2).

As an elementary teacher, I am not only concerned with the achievement of my students as the indicator of their development. I mean, if the student stopped doing an undesired behavior, such as hitting his/her friends, I should also consider this as part of his/her development. Effective teaching is more than increasing the achievement of the students on the written exams. We should rather evaluate the development of students as a whole throughout the process of education. Evaluating the process of education will provide you with more information about the child than a written exam would do (T12).

The results of the interviews further revealed that not only should teachers be able to choose among the given techniques and use them effectively, but they are also expected to develop appropriate and sound assessment tools by themselves, as mostly addressed by the teacher educators. To illustrate, one of the teacher educators argued that:

Although the curriculum provides the teachers with a number of assessment and evaluation activities, teachers should also be able to develop appropriate assessment tools on their own. To this end, they should, first, be able to analyze the objectives of the curriculum. In line with the types of the objectives, they should decide on the most appropriate assessment tool. Besides, they should have the knowledge of how to develop the selected assessment tool in an effective way (TE38).

Furthermore, the results of the interviews demonstrated that elementary teachers should be able to use the appropriate techniques for a number of purposes, including assessing the student achievement, monitoring the progress of students, identifying the strengths and weaknesses of the students, determining the students' level of readiness, informing the learning process based on the results of the assessment and evaluation, and improving the progress of the students. For instance, one of the in-service teachers explained that:

Teachers should, first and foremost, assess students to understand their level of readiness. After building the process of education on the students' level of readiness, teachers should later assess the students to see their progress. In

addition to these, it is important for them to adjust the process of education based on the results of the evaluation (T1).

At this point, some participants especially underlined the importance of being able to monitor the progress of the students who have special needs, as well as the students in multigrade classes.

Lastly, in relation to the assessment and evaluation, a few participants also underlined the importance of setting appropriate criteria for the evaluation, providing effective the students with effective feedback, and considering the students' level of readiness in the assignments given to the students. To illustrate, in relation to providing effective feedback, one of the in-service teachers pointed out that:

According to me, the purpose of exams is not only to measure the academic achievement of the students, but also to let them know about the areas that they basically need more support as well as the areas that they actually performed well (T13).

4.1.2.3.10. Guidance

According to the results of the analysis of the interviews, guidance seemed to be another important domain for elementary teachers. In particular, it was seen that teachers are expected to guide the students based on their characteristics such as their needs and interests. In addition, it was found important for elementary teachers to provide guidance to the elementary school students especially for the education levels that they will follow further. In relation to these, the following participants stated that:

Think of a student who has a great ability in music. The parents may not be very knowledgeable. However, as an elementary teacher, you should be able to guide the student to develop his/her ability, which might make an impact on the future plans of the student (T12).

Teachers should be an effective guide for the students as well as the parents. To this end, they should, first, know the needs and interests of their students. If they know the interests and the abilities of their students, they can, for instance,

provide an early professional guidance to the students as well as to their parents (TE25).

Today, there are many single-parent students in the classes. Considering that the young children are vulnerable, teachers should be able to monitor the needs of those students and provide guidance to them based on their needs. Similarly, they should provide guidance to those parents on the well-being and educational development of their students, as well (TE20).

Moreover, to be able to guide the students, the participants explained that elementary teachers should recognize the strengths and the weaknesses of the students, have the knowledge of different guidance types as well as the knowledge of in-class guidance activities, and be able to develop appropriate guidance activities. A few participants among the teacher educators also expressed that teachers should be knowledgeable about the work and the responsibilities of the school counseling service, as well.

4.1.2.4. Subject-matter (content) knowledge

Based on the results of the analysis of the interviews, it was seen that elementary teachers should have the knowledge of subject-matter in a variety of disciplines, including the science and technology, mathematics, Turkish, literacy, life studies, social studies, geography, history, religion and morals, music, visual arts, and physical education and sports. Among these areas, the participants from all groups especially elaborated on the knowledge of teaching of science and technology, mathematics, Turkish, geography, music, visual arts, and physical education and sports.

Regarding the knowledge of subject-matter in science and technology, the participants highlighted that elementary teachers should primarily have the knowledge of essential concepts in science and develop science literacy. Similarly, they are basically expected to have the knowledge of basic and integrated scientific process skills, the knowledge of natural facts based on the scientific terminology, the knowledge of science-technology-society-environment relationship, and the knowledge of lab safety.

As for the knowledge of subject-matter in mathematics, it was seen that elementary teachers should mainly have the knowledge of essential concepts in mathematics, as well as the historical development of mathematics and the developmental stages of mathematical thinking.

Regarding the knowledge of subject-matter in Turkish, the participants expressed that elementary teachers should essentially have the knowledge of Turkish literature, as well as the knowledge of children's literature and the grammar to use Turkish language accurately. In addition, it was seen that they are expected to have the knowledge of reading comprehension skills and the knowledge of characteristics of a well-written text.

Concerning the knowledge of subject-matter in geography, it was seen that elementary teachers should basically have the knowledge of essential concepts in geography, as well as the concepts related particularly to Turkey's geography. In addition, they are expected to know the characteristics of different regions of Turkey, and also the relationship between Turkey's geographical characteristics and the field of education.

As for the subject-matter knowledge in music, the participants explained that elementary teachers should especially have the knowledge of essential concepts in music, the knowledge of note, the knowledge of solmization, the knowledge of different types of music, the knowledge of different types of instruments, a repertoire of children's songs, and the knowledge of reading notes.

In relation to the knowledge of subject-matter in visual arts, elementary teachers are basically expected to have the knowledge of essential concepts in visual arts, and also the knowledge of different forms of visual arts. In addition, the participants expressed that teachers should know the relationship between arts and other fields and have the knowledge of history of arts, philosophy of arts, psychology of arts, and sociology of arts.

Regarding the knowledge of subject-matter in physical education and sports, it was seen that elementary teachers are both expected to have the knowledge of essential concepts in sports and also have the knowledge of different branches of sports. In addition, the participants expressed that teachers should know the fundamental movement skills as well as the combined movement skills.

4.1.2.5. Pedagogical content knowledge

According to the results of the analysis of the interviews, the pedagogical content knowledge that elementary teachers should have included the knowledge of teaching in several subject-areas.

In this regard, based on the perceptions of the participants, it was seen that elementary teachers should have the knowledge of teaching of science and technology, mathematics, literacy, Turkish, life studies, social studies, music, visual arts, and physical education and sports. Among these areas, the participants especially elaborated on the knowledge of teaching of literacy, Turkish, mathematics, social studies, science and technology, music, visual arts, and physical education and sports.

Regarding the teaching of literacy, it was seen that elementary teachers are expected to know the special teaching methods of literacy, as well as how to teach the preparation studies prior to teaching literacy. In addition, they are expected to know the current literacy teaching method, the cursive writing, the sequence of letters (sounds) to be taught, the appropriate techniques for each letter (sound), and how to teach writing properly. Moreover, it was seen that elementary teachers are expected to know how to help students develop reading habit, as well.

The knowledge of teaching of Turkish included knowing the special teaching methods of Turkish, how to teach Turkish to those who does not speak Turkish as their mother tongue, and how to teach the language-related skills which especially include the reading comprehension skills.

The knowledge of teaching of mathematics was another area that was underlined by the participants. Accordingly, elementary teachers are mainly expected to know the special teaching methods of mathematics. In addition, the participants mostly expressed that elementary teachers should know how to teach numeracy, as well as how to foster the mathematical thinking and reasoning skills of the students.

Regarding the knowledge of teaching of social studies, the pedagogical content knowledge included the special teaching methods of social studies, as well as the teaching of making classifications, comparisons, argument-based assertion, and objective interpretation of the given argument.

As for the knowledge of teaching of science and technology, the participants explained that elementary teachers are expected to know the special teaching methods of science and technology and use them effectively, which especially include the argumentation and the inquiry methods. Besides, they should be able to design experiments, use the appropriate lab materials effectively, develop the scientific literacy of the students, design research activities, and develop the scientific process skills of the students.

In relation to the knowledge of teaching of music, the participants articulated that elementary teachers should mainly know the special teaching methods of music. In addition, it was highlighted that they should especially know how to teach children's songs along with the preparation studies, as well as how to teach playing certain instruments. Accordingly, it was seen that elementary teachers are also expected to play at least one instrument well. Lastly, it was found important for elementary teachers to know how to form choir, as well.

Lastly, regarding the knowledge of teaching of physical education, the participants mentioned that elementary teachers should be able to develop educational games to engage the students in physical education. Besides, they are expected to know how to teach the fundamental and the combined movement skills to the students, as well as how to teach the different branches of sports to them.

4.1.2.6. Suburban schools

Teaching in suburban schools was found to be another critical domain for elementary teachers based on the perspectives of the participants from all groups. Accordingly, this domain both included the knowledge and skills that are essential for teaching in rural schools in general, and also included the knowledge and skills that are especially critical for teaching in multigrade classes.

First, regarding teaching in rural schools, most of the participants from all groups highlighted that elementary teachers should have a general knowledge of rural life to be able to adapt to the rural areas. To illustrate, the following participants explained that:

I really appreciate the education offered by the Village Institutes in the past. For instance, in the Village Institutes, the teacher candidates were offered many courses related to the rural life, such as the courses on agriculture. As for now, although elementary teachers start their teaching career mostly in the rural areas, the teacher candidates are not equipped with the knowledge of rural life throughout their teacher education process. I think, we should definitely have such knowledge until we graduate from the university (PT1).

I used to work in a rural school in the past. At that time, I made sure that it was more important for me to know how to adapt to the rural life. I realized that I was not even prepared for how to light, how to provide water from the village fountain, or how to accompany to the villagers when they invited me for dinner. I think, these are of the utmost importance for elementary teachers to be able to adapt to the rural settings (T17).

...At least elementary teachers should know the socioeconomic structure of the area that they work or the needs of the villagers as well as the way of life in that area. I have an uncle who graduated from Hasanoğlan Village Institute. Whenever I listen his experiences, I figure out how well they were prepared at those institutes. I mean, they were offered a variety of courses including photography, playing instruments, theatre, beekeeping, and so on depending on the characteristics of the area that they were working at. On the other hand, when I think of my own teacher education, I do not think that I was provided with the necessary knowledge related to the characteristics of the different regions, in terms of the customs, traditions, way of life, and so on. That is why

I had a lot of difficulties to adapt to the area when I started my teaching career (T11).

In addition, it was seen that they should have the knowledge of the characteristics of the different regions so as to be able to modify the curriculum according to the characteristics of different rural areas that are in different regions. For instance, one of the in-service teachers and one of the teacher educators expressed that:

Given that elementary teachers experience hardship in the rural areas in terms of providing the materials suggested in the curriculum, they should be able to alter the activities and develop new ones along with the opportunities that they have. At that point, they should be able to make use of the characteristics of the area or the region (T2).

Turkey has seven regions, which all have their unique characteristics. Leave those regions alone, when you drive for 15 minutes, you will see Mamak district and realize that you can not implement the curriculum in the same way that you would implement it in Çankaya district. Therefore, you should know the characteristics of the area and make modifications on the curriculum, which only provides a general guide to the teachers (TE30).

Moreover, in relation to teaching in rural schools, most participants, especially among the in-service teachers, also pointed out that elementary teachers should especially be able to use arts as a tool to communicate effectively with students in rural schools given that there might be a communication barrier between the teacher and the students who might not speak Turkish as their mother tongue. In this regard, two of the in-service teachers stated that:

If the teacher starts his/her teaching career in the eastern regions, most probably s/he will experience language-related problems as the most people do not speak Turkish well and the teacher might not know how to communicate in those local languages. Therefore, before anything else, the teacher experiences a communication problem. It is less likely that s/he would have this problem in the western regions. When I was teaching in a rural school in the east, drawing or painting was the only way for me to communicate with the students as they did not speak Turkish. No need to mention that I was not able to go further and teach mathematics, social studies, etc. (T5).

I used to work in the east before. The students whom I was teaching did not speak Turkish as their mother tongue. Therefore, I had to make use of arts and draw the objects on the board to be able to establish communication with them at least at a basic level (T16).

Accordingly, due to this barrier or any other conditions that might particularly necessitate the collaboration of parents, the participants, especially among the in-service teachers, further highlighted the cruciality of the effective communication with parents of the students in rural areas, as well. As such, another important skill for elementary teachers to teach in rural schools was found to be fostering parent involvement in rural areas. In relation to these, a few quotes are presented below:

I used to work in a rural school before I came to this school. The parents in that school were not involved in their children's educational process much as they rather had different needs such as sending their children to work in the farms. Therefore, they were not very interested in hearing about the education of their children, either. At that point, I needed to find ways to establish effective communication with them and make them involved in the educational process of their children, without which you will feel alone in a rural school and thereby, will have to solve many difficulties on your own. Now, I work in an urban school in which the parents are concerned with their children's education very much (T16).

...Even if those parents are mostly not well-educated, teachers should be able to develop the necessary skills to communicate effectively with them. I think this comes first than anything else as you, first and foremost, need to communicate well with those people so that you can develop better relationships further (PT1).

In the rural areas, you might have students commuting every school day from the next village. Since it is very unlikely that the parents will visit you in the village where the school is located, you will need to call them as another way to establish communication and foster the parent involvement. Otherwise, you may not even be able to see the parents ever. On the other hand, if you can communicate with them and have their collaboration, you will be more like to make an impact on the achievement of the student (T13).

I think it is very important for teacher candidates to learn how to communicate effectively with a villager or with a parent who spends most of his/her time in the farm. As those parents are less likely to be well-educated, it is generally harder for us to communicate with them and have them involved in the

educational process of their children. Besides, on my part, as I grew up in a large city, I did not have any experiences to take some lessons on how to communicate with those parents (T15).

Except these, most participants from all groups underlined the importance of engaging in community service in rural areas, and collaborating with the local people so as to contribute to the development of the area in several regards. To illustrate, the following participants mentioned that:

Community service... In our meeting with the deans of the faculties of education, we all agreed that community service is an important skill for the prospective teachers. In this regard, when those prospective teachers start their teaching career, they could, for instance, organize a seminar on a topic to raise the awareness of the people living in that area (C).

Raising the awareness of public and working for the improvement of the rural area that they work is part of the responsibilities of elementary teachers. In other words, they are not only expected to teach the students in those areas. An effective elementary teacher also makes a contribution to the development of the area as a role model for the local community. For instance, I might consider to lead a project that aims to promote afforestation (PT4).

Elementary teachers should be able to develop effective relations with the local authorities or the leaders of the local community whose support might be helpful for them in working towards a goal. Those people could be the headman of the village, the religious leader of the area, the district director of national education, and so on (TE3).

Second, as for teaching in multigrade classes, it was seen that elementary teachers are also expected to have certain sub-skills. Accordingly, as especially mentioned by the teacher educators and the pre-service teachers, elementary teachers should, first, have the knowledge of how to form the multigrade classes with respect to the grade levels. In this regard, the following participants highlighted that:

It is a fact that a considerable number of elementary teachers are still teaching in multigrade classes. Therefore, elementary teachers should know how to form those classes. For instance, depending on the number of elementary teachers and available classrooms in the school, the 1st and the 4th grade classes should be independent classes, while you can combine the 2nd and the 3rd grades in the

same classroom as the students in those two grades are more likely to have similar developmental characteristics (PT2).

If you have students from the 1st, the 2nd, and the 3rd grades, you should know that you should spend much of the course hour with the 1st graders so as to teach them literacy and support them to be able to study on their own as soon as possible (TE10).

Furthermore, elementary teachers are expected to have the knowledge of instruction in multigrade classes. While the teachers who teach in regular classes are expected to have a similar set of knowledge and skills for instruction, it was seen that the participants particularly underscored the importance of teaching in multigrade classes due to the perceived challenges of those classes. Accordingly, given that the teachers of multigrade classes are expected to teach the students of different grades in the same class, the participants explained that those teachers should particularly be able to develop effective and different lesson plans for the different grades in the class. To this end, the participants mostly emphasized that teachers should, first, be able to analyze the objectives of the entire elementary school curricula across the grades. Likewise, the classroom management skills, interdisciplinary teaching, and developing appropriate instructional materials were emphasized as the most essential skills for those teachers to be able to teach effectively in multigrade classes. Except these, teachers are also expected to know how to teach in multigrade classes particularly with respect to the types of the courses. In relation to all these, some quotes are presented below:

...To illustrate, as an elementary teacher, you should know that you should not teach the students of different grades together in mathematics and Turkish courses (PT4).

Elementary teachers should be able to analyze the objectives of the curriculum very well. More specifically, they should be able to identify the common objectives across the different grade levels so that they can develop lesson plans to teach the students of those different grades together. Similarly, whether or not the groups are taught together, analyzing the objectives and developing effective lesson plans for each group will provide ease to the teachers in terms

of classroom management as the students would be more likely to be on task and less likely to be distracted (TE10).

It is really hard to teach in multigrade classes since while you are teaching one of the groups, you should also be able to keep the other group or groups on task without accompanying them (M1).

Whether or not you have adequate skills to develop effective lesson plans or manage the classroom effectively becomes more evident when you are expected to teach a multigrade class. I mean, you have to take care of the students of all different grades in the class. In this regard, if you are not able to develop effective course activities or materials especially for the students who will be studying on their own, you can not teach effectively in multigrade classes (T13).

In addition to differentiating the instruction according to the students of different grades as explained above, the participants articulated that the teachers should be able to differentiate the monitoring and the assessment and evaluation of those students, as well.

Except these, elementary teachers are also expected to foster the autonomous learning and self-study skills of their students, as well as fostering peer learning and collaboration in the multigrade classes. Regarding the self-study skills, the participants particularly highlighted the importance of developing the reading comprehension skills of the students in multigrade classes so as to support them to be able to study by themselves without the teacher. For example, the following participants explained that:

As there are at least two grade levels in multigrade classes, thereby, not all the students are at the same age in those classes. I experienced teaching in multigrade classes in the past. I saw that the students had a tendency to develop friendships mostly with the students of their age. Besides, especially the students of the higher grades were trying to suppress the students of the lower grades. As the youngest group, the 1st graders were generally isolated from the older groups. At that point, it is the responsibility of the teacher to help students develop good relationships. To this end, it is the responsibility of the teacher to encourage the peer learning in those classes so that the students of different ages can come together and collaborate with each other. Consequently, this would also help the teacher to manage the classroom easier (T17).

It is very important to help students develop certain skills to study on their own while in the multigrade classes. Considering the case of the 1st graders, if the teacher does not spend much of the time on developing the literacy and reading comprehension skills of those students, s/he will not be able to leave those students alone to study on their own when s/he needs to teach the other grade(s) (PT1).

In addition to these, fostering parent involvement also appeared to be crucial for teaching in multigrade classes.

Lastly, for all these skills, a number of participants especially highlighted that teachers should, first and foremost, have positive attitude towards teaching in multigrade classes.

4.1.2.7. School management and official regulations

One of the domains that were important for elementary teachers was found to be related to the school management and official regulations.

First, regarding the school management, it was seen that knowing the administrative tasks at school was of the utmost importance for elementary teachers based on the perspectives of the participants from all groups. Accordingly, by administrative tasks, it was seen that the participants mostly referred to the responsibilities of the school administrators such as the management of official documents, management of human resources, records of meetings, e-schooling, enrollment and graduation of students, pass-fail regulations, and management of the budget and the resources of the school. At this point, in relation to the management of official documents, a number of participants among the pre-service teachers, in-service teachers, and teacher educators especially underscored the importance of having the knowledge of formal written communication. In relation to these, a few quotes are presented below:

They should teach us how to manage a school or how to manage the official documents in case we might work as a teacher who is authorized with the

managerial rights and charged with the managerial duties as a school principal (PT12).

Elementary teachers should be knowledgeable about the responsibilities of the school administrators given that they are likely to start their teaching career as an elementary teacher who is authorized with the managerial rights and also charged with the managerial duties as a school principal. Imagine that s/he is the only teacher in a particular rural school. In that case, as an example, s/he will need to know the procedure to be followed to take a day off. Moreover, those teachers should know the management of human resources as well as any managerial tasks concerning the students such as e-schooling, reporting the nonattendance, preparing the school report cards, preparing the diplomas, and so on (TE6).

Especially if you start your teaching career as an elementary teacher who is also charged with the managerial duties as a school principal, you are literally responsible for everything related to the school. For instance, the management of budget, the parent-teacher association, the maintenance of the school building, etc. All of these become under your responsibility as the school principal (M3).

I started my teaching career as an elementary teacher who was also charged with the managerial duties as a school principal. After a while, I was warned that I was stamping the cover letters, which is not appropriate. I was doing so because I was never taught about such issues. The only thing that I could do was to imitate whatever I observed from the documents that the previous school principal had issued. Therefore, to me, an elementary teacher should definitely know how to manage the official documents and thereby, have the knowledge of formal written communication (T10).

In relation to school management, some participants also mentioned that elementary teachers, as potential school administrators, should have adequate knowledge of Turkish education system along with its organizational structure. Similarly, as potential school administrators, they are also expected to have the knowledge of multigrade classes, which includes knowing how to form multigrade classes with respect to the grade levels. Besides, monitoring the school safety was found to be important for elementary teachers, as well, in relation to the school management. In addition to all these, it was seen that elementary teachers are further expected to have the knowledge of laws and legislations including their rights and responsibilities as potential school administrators.

Second, regarding the official regulations, a number of participants from all groups expressed that teachers should also have the knowledge of laws and legislations that concern them as teachers, rather than school administrators. In this respect, the participants mostly referred to the personal benefits as well as the responsibilities of teachers. In particular, with respect to their responsibilities, having the knowledge of formal written communication was also seemed to be highly critical for the teachers. Regarding these, the following participants stated that:

...They should know their legal rights and responsibilities such as The Law 657, which is binding for all government employees. Similarly, as a teacher, they should know the laws and legislations on education such as the Basic Law of National Education. In addition, as an elementary teacher, they should know the Primary Education Law (M1).

As a teacher, they should know the personal benefits of teachers, which are given by the laws and legislations, so that they could defend themselves better in the cases that their rights are violated. Beginner teachers generally lack adequate knowledge in this regard (T13).

...They should definitely know how to manage the official documents. For instance, they should know how to write a petition or how to report a minute when they need to do these in certain occasions. These are as important as the teaching-related knowledge, skills, and attitudes (TE27).

4.1.2.8. Parent involvement

According to the results of the analysis of the interviews, parent involvement was found to be another important domain for elementary teachers, which requires them to possess a set of certain skills.

More specifically, the participants, especially among the pre-service and the in-service teachers, believed that it is necessary for teachers to know the parents of their students, along with the characteristics such as their educational background, socio-economic status, and so on. Similarly, the participants stated that it is also necessary for teachers

to know the expectations of parents, respond to those expectations, provide guidance to parents, and motivate them. Regarding these, a few quotes are presented below:

As well as knowing the students, it is very critical especially for elementary teachers to also know the parents of their students. For instance, there might be some students whose parents are divorced or not alive, which affect the young children greatly and thereby, influences their schooling outcomes. If the teacher knows the parents of the students, s/he could respond to the students' needs much better (PT10).

I think, it is one of the most important things for elementary teachers to know the parents as the students spend most of their time with their parents after the school. In a sense, students are the mirror images of their parents. In other words, parents have a large influence on the students. If the teacher does not know the parents well and does not have any idea about the home environment or the opportunities/care provided to the student, such as the care by the father, a study room for the child, and the socioeconomic status of the family, then, s/he can not provide adequate support for the student (PT11).

Teachers should be in touch with the parents to understand their expectations. Particularly for elementary teachers, it is hard to take care of the educational process without the support of parents. When I organize parent-teacher meetings, I realize that some parents are concerned too much about their child's achievement. As I get to know their expectations, I try my best to meet those expectations by providing extra care and support to their child or by providing guidance to the parents. If there is really nothing to worry about, I try to calm them down by explaining the situation, by which they trust me more and keep collaborating (T13).

For the aforementioned skills, a vast majority of the participants from all groups primarily underlined the importance of establishing effective communication with the parents. In particular, some participants further emphasized that teachers should be able to communicate effectively with the parents of the students who have special needs, as well as the parents of the students in rural areas. To illustrate, one of the in-service teachers mentioned that:

...I could not persuade the parents of one of the students in my class that their child had speech disorder. I was feeling desperate for not being able to communicate with the parents as they were not even open to talk about it. They were rather trying to tell me that their child did not have that problem at home.

Later, when the student was studying at the 3rd grade, she, from time to time, started to threaten their parents that she would commit suicide. Besides, she was mostly expressing that she was afraid of losing her parents before she dies. When I had realized all those and told the parents about them before, they had never accepted. Yet, in the end, the mother admitted that it was all her fault. From that experience, I can say that elementary teachers should have very effective communication skills to reach the parents (T11).

In relation to establishing effective communication with parents, the participants mostly underlined the importance of building trust-based relationships, being warmly to the parents, and being at an equal and moderate distance to all parents.

Building on these, the majority of the participants from all groups further expressed that it is important for elementary teachers to engage in collaboration with the parents. By doing so, the elementary teachers are expected to foster the parent-teacher-student collaboration and inform the parents about the progress of their child. For example, one of the teacher educators and one of the pre-service teachers articulated that:

I am not sure whether this has something to do with our cultural characteristics or not, but in Turkey, teachers are generally not very successful at collaborating with the parents as their manner is mostly very didactic and arrogant, which discourages the parents from collaborating with the teachers. Instead of this, teachers should be warmly and more inviting for the parents' collaboration (TE40).

Collaborating with the parents does not mean organizing the parent-teacher meetings but talking about the issues that are not related primarily to the students' development, such as the financial problems of the school. This is what the teachers generally do when they organize parent-teacher meetings (PT5).

In addition to these, encouraging the collaboration and effective communication among the parents themselves was also stated to be critical for elementary teachers. Except these, it is notable that some participants particularly touched upon the cruciality of collaborating with the parents of students in multigrade classes.

Lastly, most participants mentioned that elementary teachers should have the knowledge of how to foster parent involvement, as well. At this point, they also highlighted the incorporation of technology and social media into the ways of fostering parent involvement.

4.1.2.9. Adult education

The results of the analysis of the interviews revealed that adult education, mainly referring to the education of parents, yet also the other adults in the larger school community, was another important domain for elementary teachers.

Within this framework, a considerable number of participants among the pre-service teachers and in-service teachers signified that elementary teachers should especially be knowledgeable about effective parenting. Similarly, it was seen that they are expected to be knowledgeable about providing adult education on effective learning, health care, violence, and literacy. In relation to these, one of the teacher educators and one of the in-service teachers explained that:

Elementary teachers should have adequate knowledge to help parents develop more effective parenting styles. Being an effective teacher is not only about teaching the students. I believe that it is mostly teachers' responsibility to raise the quality of the parenting provided to the students. To this end, they can organize informative seminars (TE20).

I often try to organize seminars for parents on different topics such as how they can support their students to study in a more effective way. Similarly, once, I organized a seminar for the women in our community on what they should know about the period of menopause. To this end, I mostly try to invite the professionals of the related fields. According to me, the responsibility of the teachers is not only limited with the education of the students; they should rather contribute to the development of the general public (T6).

4.1.2.10. Arts and aesthetics

Arts and aesthetics was found to be another essential domain for elementary teachers, which requires them to have certain knowledge, skills, and attitudes. Accordingly, it was seen that elementary teachers are expected to have the knowledge of arts, including the main concepts, foundations, approaches, and the different forms of arts. In addition to this, the participants mostly highlighted that elementary teachers should be able to use arts especially as a means to communicate with the students and to get to know them. Similarly, it was underlined that using arts was important for elementary teachers to teach the subject-matter and create different extracurricular activities for the celebration of the special days. To illustrate, one of the teachers pointed out that:

As an elementary teacher, any type of arts could help me a lot. Especially in times when we prepare for the celebration of the special days in our school, I understand how different forms of arts enable us to create authentic performances. For instance, last year, I was able to lead my class to prepare a really nice dance performance for the celebration of the 23rd of April (T27).

In relation to using arts in teaching the subject-matter, it was seen that elementary teachers are, first, expected to establish the relationship between arts and the given subject area. Then, they are expected to integrate arts into the subject area. In this respect, one of the teacher educators stated that:

Unlike the teachers of other fields, elementary teachers teach more than one subject area. In this regard, s/he should be able to make use of arts in all the courses that s/he teaches as this would facilitate the learning process of the elementary school students. For instance, she could teach students a song which concerns a topic in social studies. This is the basic language to be able to communicate with the young students (TE40).

In addition to these, a significant number of participants, especially among the teacher educators, particularly highlighted that elementary teachers should have an interest towards arts and aesthetics. In this regard, they are expected to attend different forms of arts activities, be a conscious arts consumer, and be able to evaluate the artwork critically. To illustrate, two of the teacher educators mentioned that:

...They should attend as many arts activities as possible to develop themselves on different types of arts. Besides, they should have adequate knowledge of arts, such as knowing the different approaches in arts, to be able to interpret the artwork. Even if they might not engage in doing arts, they should, at least, be the consumers of arts (TE36).

In all the courses that I teach on arts, I find it important to help teacher candidates develop certain knowledge and skills to be able to critique the given artwork. They should have an awareness regarding the types of the questions to ask while criticizing an artwork. It is not only about having fun, arts also require critical thinking along with the knowledge of the history and the philosophy of arts (TE46).

Similarly, it was underlined that elementary teachers should also be able to help their students develop an interest towards arts and aesthetics. In this regard, one of the teacher educators expressed that:

Most of the time, elementary teachers are the first teachers that students meet in their life given that not every student has an opportunity to receive early childhood education. Therefore, it is elementary teachers' responsibility to provide the students with adequate opportunities to enjoy arts. In other words, they should be able to instill an interest towards arts in their students. In this respect, the teacher education offered by the Village Institutes could be considered as a typical example (TE37).

Lastly, regarding the forms of arts, it was seen that the participants mostly mentioned the visual arts and music, which were previously explained in detail under the domains of pedagogical content knowledge and content knowledge.

4.1.2.11. Character education

According to the results of the analysis of the interviews, character education appeared to be one of the important domains for elementary teachers. In this respect, elementary teachers are expected to shape the characters of young children, mainly by means of helping them build their own characters.

More specifically, some participants from all groups articulated that elementary teachers should help students develop good habits. Moreover, some participants especially among the teacher educators highlighted that teachers should raise modern individuals who have a modern mindset. Except these, a number of participants articulated that teachers should encourage students to develop a sense of responsibility and entrepreneurship. With respect to these, one of the teacher educators emphasized that “Before anything else, I would like to see teachers who are open to the innovations and have a modern mindset” (TE2). Similarly, a few other quotes are provided below:

Elementary teachers are quite influential in children’s lives as they lay the foundation. They should take care of their students and protect them from adopting bad habits, such as smoking, using drugs, and so on especially considering that the average age of developing those habits has decreased to the earlier ages (T13).

I do not care about their political tendencies but teachers of the 21st century should absolutely be open-minded, should respect the views of other people, fight against gender discrimination, and so on. One of the most important goals of teacher education should be to prepare such teachers (TE35).

To me, the responsibilities of elementary teachers are a bit different than those of the teachers of other branches. Developing the characters of students is as important as teaching them mathematics. To me, the fact that the student is successful at mathematics means less if s/he does not know or fulfill her/his responsibilities in the society, protect the environment as well as the animals, value people, develop good relationships, etc. An elementary teacher is even more responsible for his/her students’ general development than the school teaching. The character of a child is mostly shaped at those ages (T20).

4.1.2.12. First aid

Based on the perspectives of a number of participants, especially among the in-service teachers, it was seen that elementary teachers should have the knowledge of the first aid. As presented below, one of the pre-service teachers and one of the in-service teachers expressed that:

As we all know, young children are very energetic. Therefore, they are very likely to crash into something or someone. Suppose that a student fell down and damaged his head. In that case, most probably, I would not be able to do the right thing. As elementary teachers, we should definitely have adequate knowledge of the first aid (PT7).

I had a student who had epilepsy. For a couple of times, he unexpectedly fell down in the school. His mother was talking about some details, but she did not, indeed, know that his son had epilepsy. If you, as a teacher, have adequate knowledge of the first aid, you will not only save the student's life at that moment, but also guide the parents to the relevant parties (T11).

4.1.3. Domains of essential qualities for elementary teachers in the 21st century

In addition to the aforementioned domains of qualities suggesting certain knowledge, skills, and attitudes for elementary teachers, the results of the analysis of the interviews also indicated that elementary teachers should have the following domains of qualities especially in the 21st century, all of which include certain knowledge, skills, and attitudes: information and communications technology, higher-order thinking skills, autonomy and collaboration, flexibility, adaptation, culturally responsiveness, local and universal issues, personal and professional development, students with special needs, differentiation, effective communication, and particular roles associated with certain teacher images.

4.1.3.1. Information and communications technology

Information and communications technology was found to be an important domain for teachers especially in the 21st century. Accordingly, a large number of participants from all groups underlined that teachers are expected to have an adequate level of technology literacy. In this regard, they are expected to know the concepts in instructional technologies.

Similarly, most participants mentioned that teachers should both be able to use the information and communication technologies effectively and also integrate the use of technology into the courses. To illustrate, one of the pre-service teachers argued that:

...We are talking about the 21st century but most teachers still do not know how to use the technological tools. Using technological tools does not only include being able to use the computer. Teachers should, for instance, know how to use a smart board. I do not think that we are prepared for this (PT1).

Moreover, some participants pointed out that teachers need to be able to develop digital instructional materials in line with the course objectives. In this regard, it was mentioned that the teachers should be able to evaluate the appropriateness of the given digital instructional materials, as well. With respect to the digital materials, some participants also pointed out that elementary teachers especially need to have the knowledge digital games for children. Regarding these, one of the pre-service teachers articulated that:

...Especially to be able to draw students' attention and make the courses more exciting for them, the teachers should be able to develop technological materials, such as powerpoint presentations, videos or web pages, rather than the traditional materials. It is really hard to draw the attention of the students of this age by using the traditional materials (PT18).

Another sub-skill regarding the information and communications technology was found to be related to the social media, as mostly addressed by the teacher educators and the pre-service teachers. Accordingly, teachers are particularly expected to follow social media, use it as a means for academic purposes, integrate social media into the courses, and also incorporate it into the ways of fostering parent involvement, as required by the 21st century. For instance, the following teacher educators highlighted that:

Social media is a good way for elementary teachers to reach out the parents given that they need the collaboration of parents more at the elementary education years. Besides, the use of social media has expanded incredibly. As

such, the teacher, for instance, can create a group for their class on facebook and keep in touch with the parents in an easier way (TE30).

Today, even the elementary school students have their social media accounts such as facebook or twitter. To increase their motivation, elementary teachers could use those platforms for the educational purposes. To illustrate, they could encourage students to create hashtags on twitter or blogs on blogger as part of their group work (TE37).

Except these skills, as mostly underlined by the teacher educators, media literacy was another important skill that elementary teachers should have so as to assist their students in choosing appropriate contents on the media. Accordingly, one of the teacher educators mentioned that:

Elementary teachers should be able to follow the media and be aware of the appropriate and inappropriate contents. As an example, they should be able to critique which cartoons are appropriate or not for the children. In addition, they should guide the parents regarding those contents as the students should not be exposed to them if they are not appropriate for young children. You know, students of this age do not play with their peers on the street, they rather spend their time either on the TV or on the internet. Thus, teachers should have media literacy and raise the media literacy of parents, as well, in advertising, cartoons, and other contents (TE27).

Lastly, for all these skills, a number of participants especially highlighted that teachers should, first and foremost, have positive attitude towards technology. In this regard, one of the authorities from the MoNe stated that:

Throughout the in-service trainings that we organized for teachers, we saw that it was very difficult to change the negative attitudes of teachers towards the use of technological tools, which is a critical skill in this era. In this case, we saw that especially the elderly teachers were resisting against using it, while the young generation mostly had positive attitudes towards using the technological tools (M3).

4.1.3.2. Higher-order thinking skills

According to the results of the analysis of the interviews, elementary teachers are expected to have the following higher-order thinking skills: creative thinking, reflective thinking, critical thinking, analytical thinking, problem solving, and reasoning. The participants from all groups believed that those skills were of the utmost importance especially in the 21st century.

Among these skills, the participants from all groups especially elaborated on the creative thinking skills. Accordingly, elementary teachers are especially expected to establish creative learning environments by means of the teaching methods they choose or the activities they develop. Besides, it was emphasized that they are expected to do so in all the subject areas that they teach, so as to foster the creative thinking of their students. Accordingly, the following participants expressed that:

As for the 21st century, creativity is one of the most important skills for individuals. Creativity is important for teachers especially for developing instructional materials. In this regard, considering that children learn easier through concrete materials, it is a very critical skill especially for elementary teachers to be creative (PT10).

Compared to the teachers of other branches, elementary teachers should be able to create more creative learning environments so that the young students, who have a narrow attention span, will be more engaged in the courses. Besides, young students learn better when they enjoy the course activities. To this end, teachers should choose the teaching methods which lend themselves well to fostering the creativity of the students. Therefore, it is highly important for elementary teachers to have critical thinking skills. (TE20).

4.1.3.3. Autonomy and collaboration

Based on the results of the analysis of the interviews, it was seen that effective elementary teachers of the 21st century are also perceived to be those who can work both autonomously and collaboratively. Moreover, the results of the interviews

indicated that those teachers are expected to equip their students with the same skills, as well.

To start with, a considerable number of participants, especially among the teacher educators, the pre-service teachers, and the authorities of the MoNE and the CHE, thought that teachers should be able to collaborate with others including a variety of people. In this regard, an important number of participants expressed that elementary teachers especially need to collaborate with parents, other elementary teachers or colleagues including the colleagues in other countries, early childhood education teachers, teachers of other subject areas, school counselors, school administrators, inspectors, and local authorities in the area, all of whom are closely associated with the school environment. At this point, a number of participants also underlined the importance of collaborating with the special education teachers, as well as the parents of the students who have special needs. For instance, the following participants told that:

Teachers should be able to collaborate with their colleagues, which would enable them to learn from each other and develop themselves. Those colleagues could be the teachers of their own group (zümre) or the teachers of other branches (M1).

Elementary teachers should be able to collaborate with the local people in their school district, such as the headman of the village, members of the community council, the villagers, etc. These people could help them for the solution of the problems that they encounter. Besides, the MoNE may not be able to provide immediate support for all their needs (M2).

In our education system, academic achievement of the students is considered to be more important than other outcomes. As such, teachers are mostly concerned with increasing the students' academic achievement. On the other hand, teachers generally do not have adequate knowledge of special education. In fact, they can not be as knowledgeable as the special education teachers. Therefore, they should be able to collaborate with the special education teachers and the school counselors to provide support to the students with special needs (PT28).

Since the past ten years, the number of the students with special needs has been increasing in the classes. In this regard, elementary teachers should collaborate with the school counselors especially to be able to develop individualized lesson plans for those students (T26).

Moreover, a few participants stated that elementary teachers should also collaborate with child development experts, psychiatrists, psychologists, and counseling and research centers (Rehberlik Araştırma Merkezleri – RAM). To illustrate, one of the pre-service teachers underscored that:

Elementary teachers should be able to observe the development of their students well. If they suspect that a particular student might have special needs, they should collaborate with the counseling and research centers to learn more about the student. By receiving professional support from the experts, they can respond to the needs of those students in a more appropriate way (PT25).

In addition to the aforementioned groups, some participants, especially among the teacher educators and the in-service teachers, also explained that elementary teachers should collaborate with scholars, educational journals, local institutions, nongovernmental organizations. As an example, the following participants pointed out that:

As I teach in an elementary school in Ankara, I try to take advantage of this situation and try to contact the teacher educators of some universities located in Ankara. In this regard, I kindly ask those experts to give us a seminar on the particular topic that we need additional support. I think, such collaboration is very important for both parties, but it is especially important for the professional development of teachers (T28).

There should be effective collaboration between the teachers and the educational journals. In particular, the journals could encourage teachers to carry out action research in their classes. To this end, the journals could publish special issues on teachers' research or allocate a certain amount of article quota for the teachers in each issue (TE50).

Teachers should collaborate with the nongovernmental organizations to engage in community service and contribute to the development of the society. In this respect, they could especially be a member of the educational associations or foundations (T22).

Except working collaboratively, the results of the interviews revealed that working autonomously was also perceived to be essential for elementary teachers, as especially addressed by the teacher educators and the pre-service teachers.

In addition to the teachers themselves, the results of the interviews demonstrated that elementary teachers should also develop the collaborative working skills of their students. In this respect, a number of participants, particularly among the teacher educators and the in-service teachers, underlined that elementary teachers especially need to encourage the students to collaborate with the students with special needs. Similarly, it was seen that encouraging students to work collaboratively was highly essential especially for the teachers who teach in multigrade classes. At this point, in addition to working collaboratively, it was seen that encouraging students to work autonomously was highly important for the elementary teachers who teach in multigrade classes, as well.

4.1.3.4. Flexibility

The results of the analysis of the interviews delineated that teachers of the 21st century should be flexible to perform better in this era, which mainly implies that they should be open to the innovations, changes, and new ideas, as explained by the participants from all groups. For instance, the following teacher educators underlined that:

Being open to new ideas or changes is highly critical for the continuous professional development of teachers. However, not all teachers have positive attitudes towards change. For instance, many teachers had negative attitudes towards the constructivist curricula when it was introduced in 2005. If a person does not have positive attitudes towards the innovations and change, s/he had better not to choose or leave the teaching profession (TE16).

When we look at the 1960s, the 1970s, and the 1980s, we will not be able to trace today's educational approaches in those times. At those times, we did not face a constant change on the educational approaches used in the schools. However, in this new era, the pace of change is very rapid in every regards. Therefore, today's teachers should be the professionals who are open to change and who can develop themselves continuously (TE37).

In addition to these, the participants also underlined that teachers should develop multiple perspectives and respect to different ideas, especially including the ideas of their students. Accordingly, one of the teacher educators stated that:

Teachers should not be narrow-minded or dogmatic. They should be open to considering the new ideas or opinions, and be open to learning from other people (TE15).

4.1.3.5. Adaptation

Based on the perceptions of the participants, adaptation appeared to be an important domain for elementary teachers of the 21st century along with the characteristics of this era. In particular, this domain included certain knowledge, skills, and attitudes that are not only necessary for the adaptation of the teachers, but also necessary for facilitating the adaptation of the students.

To start with the teachers, it was seen that most participants from all groups emphasized the importance of teachers' adaptation to different settings, especially including the rural settings. To this end, it was seen that elementary teachers are expected to know the characteristics of the different regions or local areas, know the socio-economic structure of the school district, know the characteristics of the society, and have the knowledge of rural life. In line with these, adaptation to different cultures was also found to be important for elementary teachers. Except these, some participants emphasized that teachers are, indeed, expected to be able to adapt to any kind of settings that they might encounter. Regarding these, the following participants argued that:

As a teacher, if you know the cultural characteristics of the area where you work, you can touch upon the people's lives, including the students and the parents, much better. Even knowing the cultural songs or the folk music common in that particular area helps teachers adapt to those different settings (TE23).

I used to work in Kayseri in the past. When I started to work there, I did not know that the Circassians and the Afshars did not like each other. Both parties tended to belittle each other. This was the same even in the school setting. The parents of those students in my class did not have good relationships with each other. As I was not told about this before, it took a while for me to observe and learn about the situation (M4).

The majority of the participants among the teacher educators and the pre-service teachers further mentioned that teachers should particularly be able to adapt to the changes in the curriculum and the educational approaches. Similarly, they are expected to recognize the generational differences and be able to adapt to the changes in students' interests. In relation to these, a few quotes are presented below:

What I noticed throughout our field practices was that the elementary teachers were not able to fully get used to the new constructivist curricula. In fact, it has been almost ten years and the curricula are no longer new, but the teachers still have strong orientations towards behaviorism rather than constructivism. One of the teachers that I observed during the field practice had the pdf versions of the old books and he was not using the new books as he did not believe that they were helpful (PT27).

One of the mentor elementary teachers that I observed during the field practice was 55 years old. The teacher was not able to catch up with his students in terms of the games that the students were talking about, which is highly important for teachers to keep up with the interests of young children. The teachers should be the teachers of the current generation, not the teachers of their own time (PT8).

To continue with facilitating the adaptation of students, a considerable number of participants among the teacher educators, the pre-service and in-service teachers mentioned that elementary teachers should be able to facilitate students' adaptation to the school setting especially throughout the first grade. More specifically, the participants expressed that teachers should be able to help the first graders develop positive attitudes towards the school. Besides, they mentioned that elementary teachers should encourage those students to develop self-care skills. To illustrate, the following participants said that:

When the students start the 1st grade, it takes a while for them to get used to the school setting. As the early childhood education is not compulsory, for most children, elementary education is the first step of the formal education and the first time that they discover a new environment other than their home. Therefore, elementary teachers should help the 1st grade students enjoy the school and get used to the certain rules. As a teacher, you should behave them warmly but keep at a moderate distance. The easier those students go through this adaptation process, the better they will go through the entire elementary education (T13).

As those students are too young especially at the 1st grade, elementary teachers might confront with the cases in which their students could not take control of their body or self-care. Besides, in the class, there might be some students who might or might not have received early childhood education before, which makes a difference in terms of developing the skills for self-care. Therefore, elementary teachers should know how to react those students, who have not yet developed adequate skills for self-care, in an appropriate way and help them develop self-care skills (TE26).

A number of participants also pointed out that elementary teachers should be able to facilitate the students' transition to the middle school and thereby, to the period of abstract thinking. Similarly, a few participants underlined that the teachers should be able to facilitate the students' adaptation to the period of puberty.

Except these, it was noted that most participants especially highlighted the importance of being able to facilitate the adaptation of students who might have special needs.

4.1.3.6. Culturally responsiveness

Culturally responsiveness was another domain that was found to be essential for elementary teachers especially in the 21st century. Accordingly, a significant number of participants from all groups said that teachers should recognize and respond to the students' individual differences. For instance, the following participants stated that:

I believe that teachers are prepared at the teacher education institutions just like technicians. I see that they have a lot of problems with responding to the individual differences of their students. However, each child is different, each

child is unique. Therefore, teachers should recognize the individual differences of the students and be more responsive to them (C).

The students could differ in terms of the ways that they learn. Some of them might learn better by taking notes, while others might learn better through hearing or seeing. The teachers should consider those differences and respond to them well. For instance, in the first part of the course they could use audio-visual materials, while in the second part, they could do an activity requiring students to take notes (PT11).

Individual differences of the students are quite important. It could be their gender, it could be their hometown, it could be their learning styles, or anything else. Teachers should not be blind for those differences (TE15).

Especially considering that there is a paradigm shift in the new school curricula from behaviorism to constructivism, it is highly important for teachers to recognize the individual differences of their students (PT6).

...I joined the Erasmus exchange program last year. In the school that I visited in the Netherlands, the teachers had individual folders for each of the students. Once the students enrolled in the school, they were being assessed in multiple respects such as their social, cognitive, and psychological characteristics. Depending on the results of those analyses concerning the characteristics of the students, the school was developing appropriate curricula so as to respond to the individual differences of the students. At the end of the each year, I learned that they were following the same steps again (PT5).

Each student has different characteristics. As an example, when you heat a carrot, it softens. Yet, when you heat an egg, it becomes solid. Therefore, we can not expect “one size fits all” approach to work in our classes. Teachers should rather know the individual differences of their students and be able to respond to them well (TE25).

Suppose that there are thirty students in the class and you are giving everyone size 40 shoes. If your size is 40, it would be a perfect fit. However, if your size is 38, I am expecting you to stuff the extra space with cotton or something else. Similarly, if your size is 41, I am expecting you to squeeze your feet in the shoes. Drawing from this example, teachers should know the individual differences of their students and take them into consideration while making decisions for educational practices (TE33).

Most participants, especially among the teacher educators, the pre-service and in-service teachers, particularly highlighted the importance of recognizing and responding to the individual differences of the students who have special needs. Similarly, they emphasized that it is critical for elementary teachers to be able to respond to the students of different grades in multigrade classes. In relation to these, two quotes are presented below:

In every class, there are students whose characteristics are totally different from each other. As the teachers already experience difficulties in responding to the students in regular classrooms, I can not imagine further the case of multigrade classes in which you also need to consider the differences resulting from the existence of different grades and different ages. Therefore, it becomes much difficult for teachers to respond to the individual differences of the students. In addition to this, if the class size is also large, it becomes harder for them to be able to respond to the needs of the students of different grades at the same time (PT11).

The teacher should be able to individualize the process of education especially for the students who have special needs. Otherwise, those students have generally been excluded from the rest of the class and also from receiving adequate education as the teachers tend to leave those students on their own and careless. Teachers should rather recognize the different characteristics that those students have, so that they can also work to individualize the learning process for them (C).

The participants, especially among the teacher educators, the pre-service and in-service teachers, further underlined that teachers should recognize and be able to respond to the diversity in the students' cultural backgrounds, by which they especially referred to recognizing different local cultures (e.g., language, traditions, music, etc.), and embracing multiculturalism. Moreover, some participants among the teacher educators highlighted the importance of recognizing the other cultures around the world, as well. Regarding these, a few quotes are presented below:

I used to work in an urban school in which there were many students with different cultural backgrounds. For instance, there were some students who were originally from the Blacksea region, others from the Central Anatolia region, or the Eastern Anatolia region. In general, teachers should recognize

the cultural background of their students, which could help them in many regards such as establishing a better communication with the parents (T23).

The social fabric of the societies has changed considerably in all around the world. Along with the realities of the 21st century, there are more discussions also in our country on the issues such as globalization, multiculturalism, and so on, whereas, in the past, people mostly had a tendency to avoid these discussions, especially on the multiculturalism. These changes have all been shaping the way of our lives. It is the same for the schools as you can see that there are many students who have different cultural backgrounds or whose ethnicities, mother tongues, or socioeconomic statuses are different from each other. As such, it is very important for teachers to be sensitive and culturally responsive in this era (TE37).

As we all know, most of the time, there are huge differences between the home culture of the students and the school culture. Besides, as the teacher might have grown up in a large city or had her/his undergraduate education in a large city, s/he might not be familiar with the local cultures in the different parts of the country. However, to facilitate the educational process for their students, teachers should be able to respond to the differences in the cultural backgrounds of the students (TE40).

Drawing upon these, teachers are basically expected to respond to the all students. To this end, they are especially expected to be able to organize an appropriate learning environment for all students, modify the curriculum for them, and monitor their development. Accordingly, the following participants articulated that:

If there are twenty students in the class, the teacher should take care of all those twenty students. In this regard, they should not exclude any single student because of his/her disabilities or other problems. The teacher should embrace all students (PT12).

In one of the classes that I observed throughout the field practice, the teacher was mostly spending the instructional time with the students who were very successful. Although there were around thirty students in the class, she was not taking care of other students who had a low level of motivation towards the courses. As the elementary school students are too young to take this seriously, those students did not care much about this, either. However, an effective teacher responds to all of his/her students (PT7).

To be able to respond to all students in your class, you need to know how to modify the curriculum. To this end, you need to be able to choose different teaching methods for the students who have different learning styles, develop different course activities as well as assessment and evaluation activities according to the needs of the students, and also modify the objectives according to the individual differences of the students such as their level of readiness (C).

...To illustrate, if you are working in an area where the most of the students might not have a chance to see any tropical fruits, you should be able to change that example suggested in the textbook or in the curriculum. Otherwise, the example will not be meaningful for those students due to the context they are situated in. To me, an effective teacher is the one who can differentiate the teaching methods or create appropriate learning opportunities for all students in the class (TE33).

4.1.3.7. Local and universal issues

According to the results of the analysis of the interviews, in addition to developing the domains of qualities that are related to the teaching aspect, today's teachers are also expected to have awareness towards the local and universal issues. Besides, they are expected to help the students develop awareness towards those issues, as well.

To start with, most participants from all groups expressed that the teachers should have awareness towards the environment and be knowledgeable about the environmental problems. Similarly, they are expected to demonstrate environmentally friendly behaviors. Accordingly, one of the pre-service teachers and one of the teacher educators expressed that:

In this era, we are witnessing more and more environmental problems than ever. Therefore, not only should the teachers of today be aware of the importance of protecting the environment, but they should also instill this in the future generations. For instance, they should have awareness towards the use of the natural resources such as the water resources (PT9).

It is commonly argued that the environmental issues will be one of the most serious problems of the world by 2050. In our country, people have not much awareness towards the environment, yet. Awareness towards the environment, first, means that a person has positive attitudes towards the environment.

Similarly, it means that the person knows about the relationship between the environment and the living beings as well as knowing about the environmental problems. In addition to all these, it also requires us to be environmentally friendly (TE18).

The participants, especially among the teacher educators and the in-service teachers, also explained that teachers should have awareness towards the social issues including violence, child abuse, children's rights, human rights, animal rights, honor crime, gender discrimination. To illustrate, the following participants pointed out that:

Child abuse is one of the most important issues in the recent years. In this regard, it is highly important especially for elementary teachers to have awareness towards this issue, which could help to decrease the number of those cases in the society (T15).

...I do not mean that teachers should have an in-depth knowledge of law. On the other hand, they should basically know the human rights as well as the children's rights. In addition, they should have awareness towards the practice of those rights in the society (TE41).

Particularly in relation to those social issues, it was seen that teachers are also expected to know the societal and cultural characteristics of the local community in which they work, as well as knowing the characteristics of the larger society. Besides, they are expected to keep up-to-date on the happenings around them, as well as on the issues of the larger society. Thereby, they are expected to have adequate knowledge of general culture. In addition to these, the teachers are expected to collaborate with their colleagues on the societal issues. In this sense, some participants underlined that teachers should be active citizens. However, it was underlined that not only should they be active citizens in the national context, but they should also be global citizens. For instance, the following teacher educator mentioned that:

...They should have a wider perspective. I mean, not only should the teachers of today be activists in their own countries, but they should also be a global citizen who has awareness towards the issues happening around the world and takes a step in practicing the global citizenship (TE15).

Except the teachers themselves, a number of participants further stated that elementary teachers should help the students develop awareness towards the societal issues, as well, especially towards the issues of child abuse, gender discrimination, and the environmental problems. Moreover, it is believed that teachers have a crucial role in raising active citizens especially through being a good role model and encouraging students to follow the happenings around themselves, as well as the issues taking place in the larger society. In relation to these, one of the in-service teachers asserted that:

As a teacher, I try to explain my students that anyone could choose any profession regardless of his/her gender. I mean, especially starting from the early ages, teachers should encourage their students to develop awareness of gender discrimination. ...While the students initially had negative pre-conceptions regarding the idea that anyone could do any job, after a while, their conceptions changed in a positive way as they started to develop a broader perspective (T19).

4.1.3.8. Personal and professional development

Based on the results of the analysis of the interviews, personal and professional development seemed to be an important domain for elementary teachers especially in the 21st century along with a set of qualities. First, regarding the personal development, the most important characteristic was found to be related to attending different social and cultural activities, as underscored especially by the teacher educators and the pre-service and in-service teachers. Moreover, a few participants also articulated that engaging in at least one type of sports or dance and adopting a personal hobby were also necessary for elementary teachers. To illustrate, the following participants stated that:

It is important for teachers to spend time for their personal development. For instance, I am trying to go to the theater, cinema, or concerts to gain new insights. Besides, I take additional courses to play a guitar. Similarly, as I was born and I grew up in Malatya, there were not many opportunities offered in the city to go to the opera or ballet. Therefore, until I started university and moved to Ankara, I did not have a chance to see any ballet or opera. However, in Ankara, I tried my best to attend different activities throughout my education. Similarly, I still spend certain amount of my time on such activities

every week. Another thing I try to do is watching educational movies, which also enable you to take certain lessons. These are all very important ways for individuals to be able to develop new perspectives (T25).

I am the singer of a music band. It is an amateur band which has been formed by the university students. Thanks to this band, I am learning a lot especially in terms of communicating with people and performing at different places. Besides, it developed my self-confidence very much. Except this, I am the member of another group whose main interest is role-playing, dance, and music. Such activities definitely help you gain new experiences and insights (PT12).

I think, it is important for teachers to engage in sports so that they can also encourage their students and guide them better. Besides, we are expected to teach the physical education and sports course in the schools. In this respect, I play both volleyball and tennis (PT1).

Elementary teachers should definitely know at least one type of dance so that they could make use of it especially when they prepare the students for the celebrations of the special days. It could be a ballroom dance or a folk dance... (T8).

Second, regarding the professional development, it was seen that organizing and joining professional development activities was highly critical for elementary teachers, as mentioned by the vast majority of the participants from all groups. In other words, teachers are expected to engage in learning and professional development activities continually. To this end, they are, first, expected to have a desire for continuous professional development, as stated by all groups. Similarly, they need to be highly committed to their profession, as underlined by the majority of the participants from all groups. Accordingly, a few quotes are presented below:

I think, it is very important for teachers to attend different activities so that they can develop themselves continuously. Throughout my undergraduate education, I was an active member of a few student clubs. For instance, the elementary education student club was very helpful for me. We joined different activities. Besides, I gained experience for how to organize different activities. Except this, I completed a series of additional drama course offered by a private institution and I have been certified as a drama leader (PT3).

I really would like to be a very effective elementary teacher. To this end, I am trying to attend as many educational conferences as possible so that I can learn new things and make a difference in my future class. For instance, there have been many conferences in our faculty or university and I usually attend most of them. I think, if a teacher does not take advantage of such activities, s/he will not be able to add to her/his professional development (PT1).

If I had another chance to choose a profession, I would still choose to be a teacher. I am in love with my job. Thanks to this motivation, every day, I learn new things from my students, parents, colleagues, etc. It keeps me more and more interested in working for my continuous development. You should definitely not choose the teaching profession, if you do not like to be a teacher. I can not imagine that my own child has a teacher who does not like his/her job. Similarly, we do not have that flexibility to violate other people's right to get their children have a good teacher, either (T8).

As for the professional development, following the up to date developments and events in the field, joining the professional organizations, following the leading journals as well as the other professional publications were also found to be among the musts for teachers, as pointed out by a large body of the participants from all groups. For instance, the following participants mentioned that:

I follow certain journals or magazines especially for my students. I mean, those publications do not only develop my professional knowledge, but they also encourage my students to learn new things as they get curious when they see those journals or magazines (T21).

I have been a member of a few nongovernmental organizations whose aim is especially to contribute to the education of students. Last year, I was teaching mathematics and chess to the students in one of those institutions and it was a great opportunity for me to develop my teaching skills (PT17).

I strongly believe that teachers should hold a membership on one of the teacher unions, which they support more. These organizations do not necessarily imply a political unity, they are rather important for the members of a profession to come together and discuss the issues confronting their profession. The teacher unions have an important role in supporting the professional development of the teachers and enabling them to follow the up to date developments and events in their field (TE2).

To develop myself professionally, I am following certain websites where elementary teachers meet to share the events, news, etc. or ask questions to each other. Besides, I have been following a few journals in our field, which were suggested to us by our teacher educators. However, as I am going to take the teacher selection exam (KPSS) at the end of this semester, I can no longer have time to follow those publications (PT29).

In relation to following the publications, a number of teacher educators particularly emphasized the importance of following the international publications. In addition to these, some participants also expressed that teachers should have the knowledge of professional resources in their field. For instance, the following teacher educator argued that:

Teachers should have a large repertoire of which resources to consult regarding the several issues that they might come across. They should be familiar with the cornerstone books in their field, the leading journals in their area, the publication companies, the official and governmental websites that they should follow regularly, and so on (TE1).

Except these, a number of participants, especially the teacher educators as well as the authorities of the MoNE and the CHE, highlighted the importance of considering professional ethics. Besides, these groups of participants underscored that developing and carrying out educational projects was another important skill for teachers. To illustrate, the following teacher educators expressed that:

Teachers should be able to develop educational projects and carry out them together with their students. To illustrate, those projects could be selected among the topics that are high priority on the educational agenda of the country. With these projects, they can also join the national as well as the international competitions or be part of the larger educational activities (TE21).

You know, there are many projects promoted by the European Union. Teachers can develop such projects on different topics and join the exchange programs. In this way, they can have a chance to go abroad and see the education systems of different countries, as well, which will help them develop a broader perspective of education (TE30).

Lastly, having professional awareness, which included having adequate theoretical background in the profession, being knowledgeable about the professional terminology, having the knowledge of educational concepts, and using them appropriately, seemed to be essential for teachers, as well, which was especially highlighted by the teacher educators.

4.1.3.9. Students with special needs

According to the results of the analysis of the interviews, teaching the students who have special needs was found to be another critical domain for elementary teachers of the 21st century, as underscored by the participants from all groups. Accordingly, the participants mostly expressed that teachers should, first, have positive attitudes towards the students with special needs. For example, the following participants pointed out that:

If the teacher has positive attitudes towards those students and behaves them in an appropriate way, the students in the class will also be inclusive and treat those students friendly. For those students, the affective attainments are much more important than the cognitive attainments (C).

My goal in this course is, first and foremost, to help the teacher candidates develop awareness and positive attitudes towards the students who have special needs. Unless they have positive attitudes towards them, they will not be motivated to accept those students in the class, behave them in an appropriate way, and work more for their education. All these also require us to recognize and respect the individual differences of students. If a teacher does not have positive attitudes towards those students and thereby, does not work for the inclusion of them in the class, those students will not be accepted by their peers, either (TE16).

Moreover, a significant number of participants expressed that teachers should have the knowledge of special education. To this end, the teachers were expected to know the characteristics of students with special needs, as well as how to treat them based on their characteristics. Regarding these, a few quotes are presented below:

...For instance, consider an autistic child. He might not want to have physical contact, might not speak with anyone, etc. If the teacher does not know that these are quite natural characteristics for those students, s/he might behave the child in an inappropriate way, be insistent and ask for the things that the child might not be able to do, and even get angry (PT5).

According to the World Health Organization, if there is no obstacle for the disabled individuals resulting from the physical environment itself, then it means that there is, indeed, no obstacle for those individuals to work. In other words, the rest is all about how you behave those individuals depending on your knowledge of that particular disability and also your attitudes towards those individuals (M1).

The characteristics of the disabilities might be different from each other. The teacher should know that hearing impaired or visually impaired individuals might need different things. In order for a teacher to be able to respond those students in an appropriate way, the teacher should, first, know the characteristics of the student who has special need (PT11).

As it was underlined by the most participants, teachers should also have the knowledge of facilitating the inclusion of the students with special needs in the class, as well as facilitating their adaptation to the school. To this end, they were expected to use the appropriate teaching methods and instructional materials effectively, and develop effective individualized lesson plans for the inclusion of the students who have special needs. In other words, teachers should be able to differentiate the instruction based on the needs of the students who have special needs, as underlined by the majority of the participants. Similarly, effective classroom management seemed to be of the utmost importance for teachers in this regard. In relation to these, the following participants articulated that:

It is highly critical for elementary teachers to work for the inclusion of the students who have special needs. The teacher should behave those students in a way that the student would feel as a member of the class just like the other students (PT13).

...Taking the individual needs of those students into consideration, the teacher should know how to develop individualized lesson plans for them based on those needs. Otherwise, the teacher just leaves those students alone and takes care of the other students while teaching the subject (M3).

During our field practices, one of the teachers that I observed was really successful at developing individualized lesson plans. She was a great role model for me in terms of understanding the importance of considering the needs of the students who have special needs and also in terms of differentiating the level of objectives or the method of teaching according to those students' needs, level of readiness, etc. She was impressive in terms of selecting different teaching methods for that student instead of merely employing the direct instruction. Besides, she was basically using a different method for her compared to the rest of the class (PT22).

...In this course, my goal is to teach the teacher candidates how to differentiate the instruction for those students, which includes how to arrange the physical environment appropriately, how to choose different teaching methods, or develop different instructional materials depending on the particular characteristics of a student who has special needs (TE16).

Along with these, to monitor the development of the students who have special needs, the participants highlighted that teachers should also be able to differentiate the assessment and evaluation techniques based on the needs of those students.

Except these, the teachers were expected to collaborate with other stakeholders such as the parents, the school counselors, the special education teachers, and the counseling and research centers (Rehberlik Araştırma Merkezleri – RAM) both to monitor the development of those students, and also facilitate their inclusion effectively.

Accordingly, the following participants told that:

The teacher, first and foremost, needs to obtain some medical information about the student who has special needs. To this end, it is obvious that s/he should primarily collaborate with the parents of the student so that they can work for the student's progress together (PT7).

The teacher should collaborate with the experts to be able to respond to those students in an appropriate way. For instance, it is critical for the teacher to collaborate with the special education teachers or the school counselors to assess and monitor those students' development appropriately. Similarly, to be able to develop an effective individualized lesson plan for those students, the teacher should collaborate with the experts in the counseling and research centers (PT12).

I had a student who had advanced learning disabilities. As I made sure that it was beyond my knowledge and abilities to help that student, I decided to ask for additional support and collaborated with the experts of a counseling and research center in our school district. Until that time, whatever way I tried to follow for the student did not help much without the collaboration of those experts (T14).

Lastly, the participants expressed that it was highly critical for the teachers to communicate effectively with the students who have special needs, as well as with the parents of those students. Accordingly, the following in-service teacher explained that:

...To illustrate, I had a student who had special needs. Before she moved to our school, she had changed three more schools and teachers because of not making any little progress. As for me, first of all, I tried to do my best to gain her trust. To achieve that, the most important thing was that I did not behave her in a bad way even for any single time. Although she was doing a lot of misbehaviors, my approach was to establish a good communication with her by means of several ways such as making a warm eye contact, having physical contact, collaborating with her parents and gaining their trust, etc. Even once she hit me harshly. Yet, I did not express any single bad word at that time, either, not to lose her forever and to give the message that I still loved her much (T1).

4.1.3.10. Differentiation

Based on the results of the analysis of the interviews, differentiation was perceived to be another important domain for elementary teachers especially within the context of the 21st century. This domain mainly included the differentiation of instruction and the differentiation of assessment and evaluation.

To start with the differentiation of instruction, a significant number of participants mentioned that teachers should be able to differentiate the teaching methods, the course activities, and the instructional materials based on the individual differences of their students. Similarly, they were expected to differentiate the instruction based on the characteristics of the students who have special needs, as well as the needs of the students of different grades in multigrade classes. To this end, the teachers were basically expected to be able to develop effective and different lesson plans based on

the needs of those students. Regarding these, the following teacher educators emphasized that:

...In this course, my goal is to teach the teacher candidates how to differentiate the instruction for those students, which includes how to arrange the physical environment appropriately, how to choose different teaching methods, or develop different instructional materials depending on the particular characteristics of a student who has special needs (TE16).

As the students of different grades in multigrade classes are studying in the same classroom, elementary teachers should be able to develop different lesson plans to teach the students of those different grades together... (TE10).

Regarding the differentiation of assessment and evaluation, a considerable number of participants articulated that teachers should be able to choose the appropriate assessment and evaluation techniques, and use them effectively. To this end, they were expected to differentiate the assessment and evaluation techniques based on the objectives, the type of the courses, the purpose of evaluation, and the individual differences of the students. Moreover, they were expected to be able to differentiate the assessment and evaluation based on the characteristics of the students who have special needs, as well as the needs of the students of different grades in multigrade classes.

4.1.3.11. Effective communication

A vast majority of the participants from all groups mentioned that effective communication was one of the most essential skills for elementary teachers especially in the 21st century. According to the results of the analysis of the interviews, it was seen that teachers were expected to have both effective oral communication and also effective written communication skills. In particular, for the oral communication skills, the participants highlighted that teachers should use their body language, use their voice, use “I” language, and use the space in the class effectively, as well as they should make eye contact, establish face-to-face communication, listen the others attentively, and make effective intonation. In addition to these, being nice, attentive,

and sincere were also found to be highly critical for establishing effective communication. Except these, the participants particularly mentioned that teachers should have effective presentation skills. Accordingly, they were, first, expected to express themselves confidently. To illustrate, one of the pre-service teachers mentioned that:

...I know many teacher candidates in our class who get very anxious or blush immediately when they start to do a presentation to the whole class. It might take time to practice it but I think an effective teacher should definitely be able to speak confidently (PT16).

Regarding the written communication skills, the participants mostly expressed that teachers should have the knowledge of formal written communication.

The results of the interviews revealed further that elementary teachers need to be able to communicate effectively with certain groups of individuals. In this regard, the participants mostly underlined the importance of establishing effective communication with the young students. More specifically, the teachers are expected to value the students, build trust-based relationships with them, be warmly but also be at a moderate distance to them, and establish constructive communication with them. At this point, some participants among the in-service teachers especially drew attention to the importance of being able to communicate with the students in rural areas, as well as the students who have special needs. In particular, regarding the students in rural areas, the participants stated that teachers should especially be able to use arts as a tool to communicate effectively with those students. Using drama and arts was, indeed, highlighted to be an important way to establish effective communication with the young students in general.

Except the young students, it was seen that elementary teachers were expected to be able to communicate effectively with the parents, local authorities, governmental agencies, colleagues, school administration, and inspectors, as well. Particularly regarding the parents, the participants mentioned that valuing the parents, building

trust-based relationships with them, and being warmly to them but also being at a moderate distance to them were the most critical aspects of establishing effective communication with the parents. At this point, it was seen that some participants especially highlighted the importance of being able to communicate effectively with the parents of the students in rural areas, as well as the parents of the students who have special needs.

Except the aforementioned skills, a considerable number of participants, especially among the pre-service and in-service teachers explained that elementary teachers should also be able to communicate, at a basic level, in different local languages that are spoken in different regions. Similarly, they were expected to be able to communicate in foreign languages effectively. In relation to these, the following participants expressed that:

I used to work in the east before and had many difficulties regarding establishing communication with the students as well as the parents. As the most villagers did not speak Turkish, their children did not speak Turkish, either. Even if I was trying to teach them Turkish, when the students were leaving the school, they were mostly speaking in their mother tongue with their parents or friends (T1).

If we are talking about the teachers of the 21st century, it is obvious that teachers should be able to communicate, at least, in English in this globalized world. This is important for us to be able to follow our field across different countries, follow the international publications, participate in the exchange programs, etc (PT6).

In addition to developing their own communication skills, the results of the interviews showed that elementary teachers were expected to help their students develop effective communication skills, as well. Accordingly, the participants from all groups generally emphasized that teachers should foster both the oral and the written expression skills of their students.

4.1.3.12. Particular roles associated with certain teacher images

The results of the analysis of the interviews revealed that effective elementary teachers need to reflect the characteristics of certain teacher images. Based on the perspectives of all groups, one of the images appeared to be “teachers as transmitters”, which entails that teachers both need to be aware of the cultural values and also transmit those values to their students. In other words, they are expected to know the cultural values, virtues, and ideals to teach them to the students and foster the enculturation of them. Accordingly, one of the pre-service teachers expressed that “Elementary teachers should be able to transmit the cultural values of their country to the students” (PT1). Besides, the following participants told that:

Especially at the elementary education level, transmitting the certain values to the students is as important as increasing their academic achievement. In order for teachers to teach our cultural values to the students, it is imperative that they, first, know and internalize those values, such as moral values (T8).

Today, there are different generations called X, Y, Z generations; and day by day, it is seen that the corruption of the values increases in the society. On the other hand, as a teacher, teachers should be the role models for students so as to foster their enculturation process (TE29).

We are considerably witnessing the corruption of the values in today’s world. In the past, we did not need to teach the values to the teacher candidates. They would already adopt them throughout their educational process until they start their university education. However, in this age, we do need to teach them certain values such as moral values and national values, and so on (C).

Especially articulated by the pre-service teachers and the teacher educators, another important image appeared to be “teachers as transformers”, implying that teachers need to develop an international vision, which requires them to rather recognize the universal values and teach those values to their students, as addressed by the teacher educators. In line with these, as part of this image, the teachers were also expected to have an international perspective of education and collaborate with the elementary teachers internationally. With respect to these, a few quotes are provided below:

I believe that it is of the utmost importance for teachers to recognize the universal values well and develop an international vision, while they should also be able to preserve our cultural values. As for the national and cultural values, first and foremost, they should recognize the principles of Atatürk and teach them to the students (TE30).

Teachers should be the agents for the development of universal values. In this regard, they should first recognize the universal values and then, teach them to their students (TE14).

Individualization is one of the most serious issues of today's world mainly as a result of the technological developments. Unfortunately, the number of people who have social awareness has been ever-decreasing. Therefore, it is primarily the teachers who should help students and parents develop awareness towards the social and societal issues. Similarly, it is the teachers who should prevent the alienation of the individual from society. To this end, it is highly crucial for teachers to reinforce the national and the universal values (TE39).

As we are in a globalized world, we can not talk about an isolated culture. Many cultures are mixed and amalgamated. Therefore, teachers are required to recognize the universal values. In addition, they need to help their students develop awareness towards those values, as well (PT6).

Based on the results of the interviews, it was seen that the teachers were also expected to take the role as reform makers and have the vision of creating a change in the society, particularly in relation to the image of "teachers as transformers". To illustrate, one of the teacher educators argued that "Teachers should have a vision to be the leaders of change in the society" (TE7). In addition, one of the teacher educators expressed that "In my opinion, teachers should be innovative and entrepreneurial, who can take a revolutionary step in the transformation of the society" (TE52). Moreover, the following participants articulated that:

In our meeting with the deans of the faculties of education, all participants agreed that teacher candidates should engage in community service to make a contribution to the improvement of the society. In a way, teachers are the agents of reforms in their society (C).

Teachers are the main mechanisms of transformation in the society as they have a major role to educate people. They are the role models for people and thereby, they make a large influence on them (PT4).

In addition to these images, it was seen that a few participants viewed the teachers as “technicians”, “scientists”, “artists”, “decision-makers”, or “lifelong learners”. Besides, some participants viewed the elementary teachers especially as “future builders”. Regarding these, one of the teacher educators stated that “To me, effective teachers are the lifelong learners who continuously seek to develop themselves” (TE38). Besides, one of the pre-service teachers mentioned that:

Elementary teachers have a major role in building our future. They are the first teachers of most children. Just like what happens in a construction, if they do not lay the foundation very well, the building collapses sooner or later. Therefore, they are the creators of the next generations. (PT4).

Another important image for teachers seemed to be “teachers as social justice advocates”, which mainly implied that teachers should value all students and parents, disfavor any type of discrimination, and be at an equal distance to all of them. Similarly, they were expected to respond to the needs of all students. To this end, they were especially expected to monitor each student’s development, organize an appropriate learning environment for everyone, and modify the curriculum based on the needs of the students. Regarding these, a few quotes are presented below:

Teachers should never discriminate against any certain group, including the marginalized groups. They should treat everyone in the same way no matter if the person s/he talks is a gypsy, no matter if the students are coming from low or high socioeconomic status-families. They should, first and foremost, view everyone as a humanbeing and treat everyone equally (M2).

Teachers should be at an equal distance to each student regardless of their language, religion, race, ethnicity, socioeconomic status, ideology, and so on... They have an important responsibility to treat everyone equally whether or not the background of the student resonates with themselves (M1).

For young children, what their teacher says or demonstrates is more influential than those of their parents. Therefore, elementary teachers should be careful in

being at an equal distance to all students. They should not favor certain students in the class (PT10).

Throughout our field practices, I witnessed that teachers did not treat the students with special needs as in the same way as they treated to other students. It might seem as a simple issue, but it is not... Teachers should behave all students equally. They should not hide behind excuses and say that they have to take care of the rest of the class. They should rather embrace all students in the class (PT12).

Elementary teachers should not discriminate students based on their gender. In other words, they should not favor girls or boys against each other. As this is what generally takes place in the school settings, I would like to underline this (TE50).

Well... As an elementary teacher, you should respect all parents and treat them in the same way regardless of their potential differences such as their socioeconomic status, education level, their appearance, their ethnicity, etc. It is the first principle that you should be just to the students and to their parents (TE30).

Based on the perspectives of a large number of participants, especially among the teacher educators, the pre-service teachers, and the authorities of the MoNE and the CHE, another important image was derived as “teachers as researchers”. Accordingly, elementary teachers were expected to have certain research skills, including reaching reliable information, addressing the problem, designing an appropriate methodology to address the research question, collecting data, conducting the data analysis, and reporting the results. To illustrate, one of the teacher educators highlighted that:

In this course, my goal is to help the elementary teacher candidates develop their research skills. More specifically, they should be able to know the stages of conducting research, which includes identifying the problem, choosing appropriate methodology, collecting and analyzing the data, and reporting the findings. As well as knowing those stages, they should also be able to carry out them effectively (TE10).

In addition to having the aforementioned research skills, teachers were also expected to apply them to the field of education and carry out action research in the school settings, as emphasized especially by the teacher educators and the authorities of the

MoNE and the CHE. In this regard, they were expected to conduct research to inform the schooling practices. Moreover, it was also highlighted by the teacher educators and the authorities of the MoNE and the CHE that teachers should be able to develop and carry out different educational projects. Except those skills, a few participants, mostly including the teacher educators, added that teachers should be able to evaluate the scientific research studies critically, as well. In relation to these, a few quotes are presented below:

In addition to developing research skills, teachers should also be able to practice those skills especially for solving the problems that they encounter in the classroom. In other words, elementary teachers should be able to carry out action research in their own classrooms. To this end, they should be able to identify the problem, collect data by means of an appropriate tool, analyze the data, and interpret the results (TE34).

Teachers should be able to develop research skills, which they should also be able to apply especially to the field of education. Our teachers generally think that they are only charged with implementing the school curricula. However, they should also be able to develop and implement different projects either at the school or at a larger level (TE4).

In my view, a teacher, who is a graduate of higher education, should definitely be able to critique the scientific articles of his/her field. Similarly, considering that they are likely to work as school administrators or be the coordinators of a given task, they should know how to prepare a scholarly report. The end product that they will prepare should not look like just a term project or an assignment that a student prepares, it should rather be a professional report (TE21).

Teachers should be able to analyze and critique the scholarly articles. It is also very important for them to transfer the findings of those studies into their classroom settings and base their educational practices on the results of those studies (TE42).

I think it is very important for teachers to develop and carry out educational projects in their classrooms or in their schools, either independently or by

collaborating with their colleagues. To this end, they need to have adequate research skills (C).

Considering the results of the interviews, following the international resources and using the information and communication technologies effectively as a means to reach the information were the other skills that were perceived to be essential for elementary teachers in relation to the image of “teachers as researchers”. For example, the following teacher educators articulated that:

Teachers should be able to use the internet and the online databases very effectively so that they can distinguish the reliable information from all others. In this regard, it becomes highly critical that they should have adequate research skills (TE15).

Given that we are surrounded with the contamination of information supply with unsolicited and low-value information, it is very critical for teachers to have research skills to reach the reliable information. Similarly, as we are in an age in which the information is expanding day by day, it is evident that we can not teach everything to them. Therefore, it is essential for teachers to know how to reach the information by themselves as well as how to evaluate it (TE34).

In reviewing different resources on a topic, teachers should also be able to follow the international resources. With the help of those resources, they would be able to follow the news and up to date developments in other countries, and develop a broader perspective of education (TE51).

Lastly, based on the perspectives of a considerable number of participants from all groups, “teachers as leaders” appeared to be another important image for teachers, which especially entails that teachers should be a leader in their local community as well as in the larger society.

4.2. Effectiveness of the Elementary Teacher Education Program

Building on the qualities that were found to be essential for elementary teachers of the 21st century in the first step of the study, this section presents the results of the analysis

of the interviews regarding the effectiveness of the elementary teacher education program in Turkey for how well it develops those desired essential qualities. To this end, the section presents the perspectives of the graduates who started their active teaching career as in-service elementary teachers. In addition to the results of the interviews, this section also presents the results of the analysis of the elementary teacher education curriculum for how well it manifests the desired qualities that were found to be essential for elementary teachers in the first step of the study. Prior to the results, the section also provides the profile of the participating in-service teachers in relation to the characteristics that are connected to the participants' experiences regarding the elementary teacher education program.

4.2.1. Profile of participants

The profile of the participating in-service teachers is introduced below based on the interviews that were conducted in the second step of the study. Moreover, as those in-service elementary teachers were also the pre-service teachers of the first step of the study, the profile of the participants was also supported by the interviews that were conducted with the pre-service elementary teachers in the first step of the study.

Accordingly, the in-service teachers are introduced below in relation to the level of their motivation and the reasons that they had for choosing the elementary teacher education program, the field experiences that they had both through School Experience and also through Practice Teaching I and II courses, the professional development activities that they were engaged in throughout their teacher education, and the level of their motivation for starting their teaching career as an elementary teacher.

To start with selecting the elementary teacher education program, it was seen that 13 (59.09%) of the participating in-service teachers were highly motivated in choosing the elementary teacher education program when they were asked to make choices for the programs they wanted to study at the university, based on the total of their scores on the centralized university admission exam and also their high school CGPA

(cumulative grade point average). On the other hand, 9 (40.91%) of the participants expressed that they were not motivated very much in choosing the program.

Regarding the factors affecting their decision to study the elementary teacher education program, it was seen that the high school type along with the fact that the graduates of teacher high schools are given extra points added to their university admission exam score, the branch of the courses that the candidates selected in high school so as to make choices towards certain professions, the professional guidance provided at high school, the opportunity to find a job in the future, the influence of parents, the role models in the family or environment, the elementary teacher of the candidate as a role model, the desire to be a teacher, the desire to be particularly an elementary teacher, loving especially young children, high level of motivation because of the strong influence of elementary teachers on young children compared to other branches of teaching, the university exam score, the large quota allocated for the appointment of the graduates of the elementary teacher education program among other branches of teaching, the large student quota allocated for the admissions to the elementary teacher education program, the quality of the considered university as well as the city where the university is located, the positive attitude of the society towards teaching profession, and the stereotyped perceptions of being an elementary teacher as a woman were the most important factors that the participants had considered in choosing to study the elementary teacher education program.

The in-service teachers were also asked to reflect on their field experiences both through School Experience and also through Practice Teaching I and II courses. To start with the School Experience course, most participants explained that they had their field experience in public elementary schools that are located in middle to high-socioeconomic status districts, while a few participants told that they had their field experience in the schools that are located in low-socioeconomic status districts. In addition, none of the participants said that they had an opportunity to have their field experience in rural schools for the School Experience course.

Moreover, the participants described that they had their field experience over the course of 14 weeks. Besides, for each week, it was understood that the participants were assigned to go to those public schools for one day. Therefore, the participants had their field practice once a week for 4 to 6 course hours. Regarding their experiences in this course, the majority of the participants expressed that they were mostly asked to conduct observations in relation to several aspects including the teachers, the instructional process including the teaching methods and the assessment and evaluation, the students, the teacher-student relationship, the classroom management, the school climate, the responsibilities of the teachers as well as the school administrators, the school counselors, and the teachers who are the hall monitors, the celebration of the special days, the physical characteristics of the classrooms and the school buildings, the general characteristics of the school district, and so on. In addition, it was understood that they were sometimes asked to tutor the students who needed extra support.

While it was seen that some participants had an opportunity to experience the classes of different grades and different teachers, the majority of the participants expressed that they were assigned to one class over the course of those 14 weeks. In addition to these, the participants mentioned that they were able to observe only the courses that were regularly taught on the day that they went to the schools. In this regard, they mostly stated that they could observe the mathematics, Turkish, literacy, science and technology, social studies, and life studies courses. Only, a few participants told that they had the flexibility to choose the courses along with choosing the grades and the classes, thereby, they were able to observe the courses such as visual arts and music, as well. Moreover, despite being only for one course hour or a few course hours in different courses, it was understood that some participants also had the opportunity to have actual teaching practice in School Experience course, whereas a considerable number of participants did not have any experiences other than conducting observations. Except these, some participants highlighted that they were able to observe the students with special needs as the class they were assigned included those students.

All in all, it was seen that some participants did not find this course effective in terms of providing them with adequate opportunities to develop a broad range of the knowledge, skills, and attitudes that are necessary for the teaching profession. On the other hand, they found this course helpful for observing the strengths of the mentor elementary teachers as well as the areas that they needed support for effective teaching. Besides, the majority of the participants underscored that this course was important in terms of enabling them to experience the real school settings.

To continue with the Practice Teaching I and II courses, all participants stated that they had their field experience in public elementary schools. Similar to the School Experience course, the participants explained that those schools were selected among the schools that are located in middle to high-socioeconomic status districts, while a small number of participants mentioned that they had their field experience in the schools that are located in low-socioeconomic status districts. At this point, it was seen that none of the participants had an opportunity to have their field experience in rural schools or multigrade classes for the Practice Teaching I and II courses. Some participants highlighted that they had the opportunity of visiting a rural school and a multigrade class only for one day over the course of their entire teacher education. They articulated that this school visit was offered as part of the Teaching in Multigrade Classes course and particularly for the purpose of doing observations rather than having real teaching experiences.

Similar to the School Experience course, the participants explained that they had their field experience for each of the Practice Teaching I and II courses once a week over the course of 14 weeks, ranging from 4 to 6 course hours for each week. Regarding their experiences in these courses, most participants expressed that they were expected to develop lesson plans and actively engage in teaching. At this point, some participants mentioned that they were expected to teach students much more in Practice Teaching II course than Practice Teaching I course since those participants said that the latter mostly required them to prepare in-class activities and do observations rather than actual teaching practices. Moreover, while it was seen that

some participants had the opportunity to choose the classes of different grades over the entire semester, a large number of participants stated that they did not have the flexibility to experience the different grades or classes. Besides, it was understood that the participants were generally asked to teach the courses that were assigned to the day that they went to the schools. A few participants stated that they had the opportunity to teach different subject areas at different grade levels. Most participants mentioned that they engaged in teaching mathematics, Turkish, literacy, science and technology, social studies, and life studies courses, while some participants said that they also had the opportunity to teach visual arts and music. Except these, a number of participants explained that they could have the opportunity to observe and teach the students with special needs as their mentor elementary teachers particularly asked them to tutor those students during the classes.

All in all, while participants underlined that Practice Teaching I and II courses, first and foremost, enabled them to have real teaching experiences, most participants also mentioned that those courses were not very effective in terms of providing them with adequate teaching opportunities due to several reasons that are related to the teacher educators, mentor elementary teachers, the school administrators, the characteristics of the school, the sequence or the place of these courses in the curriculum of the elementary teacher education, the allocated time for these courses, and the general teacher education system particularly including the large student quota leading to large class sizes and also the appointment system causing pre-service teachers to concentrate on the centralized teacher selection exam rather than these courses.

Regarding the professional development activities, the majority of the participants expressed that they attended the seminars, symposiums, and conferences throughout their teacher education. In this regard, they underlined that particularly their faculty of education also organized and held such professional development activities. In addition, most participants expressed that they attended additional professional development trainings or classes, joined nongovernmental organizations, had conversations with their peers or colleagues, watched educational movies, attended

student clubs, and also subscribed to certain websites throughout their teacher education. On the other hand, it seemed that a number of participants rarely attended such activities. Except these, it was noted that one participant also joined the Erasmus exchange program. Regarding the social activities, a large number of participants stated that they were mostly going to the theater, cinema, opera, and ballet, seeing the exhibitions and museums, and joining the school trips. Only a few participants also told that they were engaging in sports activities.

Moreover, regarding the publications that they have been following, a number of participants said that they were following the publications such as educational journals, books, online articles, children's periodicals, children's books, while some participants expressed that they did not follow any publications throughout their teacher education.

Furthermore, concerning the professional memberships that they had, while some participants said that they joined certain nongovernmental organizations, a number of participants rather said that they attended the student clubs particularly in the faculty as well as the student clubs in the university throughout their teacher education. On the other hand, except a few participants, it was seen that the majority of the participants did not particularly hold any memberships including teachers' union memberships, or join nongovernmental organizations when they began their teaching career.

In relation to the profile of participants, lastly, it was noted that all in-service teachers started their teaching career with a high level of motivation to work as elementary teachers.

4.2.2. Effectiveness of the elementary teacher education program for developing the desired essential qualities for elementary teachers

Drawing on the domains of qualities that were found to be essential for elementary teachers in the first step of the study, the second step of the study focused on some of

those domains and investigated the effectiveness of the elementary teacher education program for developing those selected domains of qualities, based on the perspectives of the graduates who started their active teaching career as in-service elementary teachers. In this regard, as explained in the method chapter, those selected domains had been identified according to certain criteria, which included a number of considerations. To start with, the researcher aimed to choose the domains that are relatively more essential for elementary teachers and more specific to them. Besides, the researcher aimed to pinpoint the areas that elementary teachers experience more difficulties. To this end, the researcher both reviewed the literature and also considered the suggestions of the members of the Dissertation Committee of this study. In addition, the researcher asked the suggestions of five in-service teachers who participated in the second step of the study. Lastly, the researcher also paid attention to choose among the domains that were found to be more essential particularly within the context of the 21st century, based on the perspectives of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE, who participated in the first step of the study.

Having taken these criteria into consideration, the following domains of qualities were selected for the second step of the study: personal and professional development, autonomy and collaboration, culturally responsiveness, school management and official regulations, curriculum, information and communications technology, suburban schools, students with special needs, differentiation, effective communication, adaptation, arts and aesthetics, assessment and evaluation, higher-order thinking skills, parent involvement, research, and transmission and transformation. Accordingly, the results of the second step of the study regarding the effectiveness of the elementary teacher education program for developing each of the selected domains of qualities are presented as follows:

4.2.2.1. Personal and professional development

The first domain in relation to investigating the effectiveness of the elementary teacher education program was “personal and professional development”. Accordingly, the in-service elementary teachers were asked to evaluate the effectiveness of their teacher education program for how well it developed the essential knowledge, skills, and attitudes related to the domain of personal and professional development.

To start with the *personal development*, the results of the analysis of the interviews revealed that *most participants* found the elementary teacher education program *effective for encouraging them to attend the social and cultural activities*. On the other hand, *a considerable number of participants* thought that the program was *somewhat effective* in this regard. Besides, it was seen that *a number of participants did not* find the program *effective*, at all.

In relation to the *personal development*, the results of the interviews also demonstrated that *the majority of the participants did not* find their teacher education program *effective in terms of engaging them at least in one type of sports*, while *a few participants* said that the program supported them to engage in sports *neither adequately nor inadequately*. With respect to encouraging the pre-service teachers *to engage in at least one type of dance*, it was seen that *some participants* evaluated their teacher education program as *effective*, whereas *others* evaluated as *ineffective*. Furthermore, in terms of leading pre-service teachers to *adopt a personal hobby*, while *a number of participants* expressed that the program was *effective*, it was seen that *some participants* found their teacher education program *inadequate*.

To continue with the *professional development*, *most participants* articulated that their teacher education program supported them *somewhat or well* in relation to *developing positive attitudes towards ongoing learning and professional development*. On the other hand, *some participants* found the program *inadequate* in this regard. Moreover, *the majority of the in-service teachers* thought that the program provided them with

somewhat adequate opportunities to *join the professional development activities*. Besides, *some participants* evaluated the program as *inadequate* in this regard. On the other hand, *a number of participants* explained that their teacher education program provided them with *adequate* opportunities and encouraged them *well* to *join the professional development activities*. Except joining such activities, particularly for *how to organize them*, it was noted that *none of the participants* mentioned their teacher education program as *effective*.

Furthermore, in terms of *helping them develop commitment towards the teaching profession*, it was understood that *almost all participants* found their teacher education program *highly effective*. Likewise, with respect to *developing professional awareness*, *almost all participants* mentioned that the program supported them *well*. In this regard, *most participants* further explained that the program prepared them *well* in terms of *gaining adequate theoretical background in the profession* and *having adequate knowledge of educational concepts*, as well as *using them effectively*. Similarly, for *developing an understanding of the professional ethics*, it was seen that *almost all participants* evaluated their teacher education program as *very effective*.

In relation to engaging pre-service teachers in *following the up to date developments and events in the field*, *a considerable number of participants* highlighted that the program was *quite effective*, while there were also *some participants* who explained that the program was *ineffective* in this regard. Similarly, in relation to encouraging the pre-service teachers to *follow the professional publications*, the results of the interviews portrayed that the program was found *either somewhat effective or effective* by *the majority of the participants*. However, *a number of participants* also pointed out that their teacher education program was *not very effective* in terms of assisting them to *follow the professional publications in their field*.

Lastly, in relation to equipping them with the skills to *develop and carry out educational projects*, *the majority of the participants* said that the program *did not* offer *adequate* opportunities. It was seen that *only a few participants* found the

program *either somewhat effective or effective* in this regard. Similarly, for encouraging them to *join the professional organizations*, it was noted that *the majority of the participants* found their teacher education program *quite ineffective*.

4.2.2.1.1. Sources influencing the development of the domain of “personal and professional development”

The results of the analysis of the interviews revealed certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of personal and professional development. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, and (4) the infrastructure of the faculty.

The curriculum/courses: According to the results of the interviews, it was seen that certain courses were particularly important for the personal and professional development of the pre-service teachers. More specifically, those courses were found to be the Community Service (*CHE’s description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives*), Children’s Literature (*CHE’s description of the content: the development of the children’s literature in Turkey and in the world, the significance of the quality of the children’s books, identifying the criteria for high quality children’s books, and evaluating the appropriateness of a given book or a literary study for the children’s development*), Drama (*CHE’s description of the content: the description of drama in education, the history of drama with children, the structure and the stages of drama applications, the classification of drama activities based on different ages and subject-areas, the appropriate drama settings and essential teacher qualities, the special techniques in drama in education, and developing drama-based activities and evaluating them*), Teaching Visual Arts (*CHE’s description of the content: the*

significance of the visual arts education for the cognitive and affective development, identifying the students' level of development in relation to arts, interpreting children's drawings, applying different forms of arts, developing a broader perspective of arts, learning by arts, and the development of the teacher candidates' creativity), Arts Education (CHE's description of the content: the philosophical foundations of arts, the theoretical and the practical aspects of arts, developing a critical perspective of history of arts and philosophy, interpreting different approaches of arts based on science and technology, the implications of arts in education, distinguishing between arts and industrial production, establishing relationships between arts and the other disciplines, gaining the experience of attending different arts activities, the concepts of creativity and creative thinking, the characteristics of a creative individual), Museum Education, Scientific Research Methods (CHE's description of the content: the essential concepts related to science, the history of science, the characteristics of scientific research, the scientific research methods, and the stages of conducting a scientific research), School Experience (CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly), Practice Teaching I (CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly), Practice Teaching II (CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly), and the pedagogical content knowledge-related courses. To illustrate, one of the in-service teachers stated that:

In certain courses, we had more opportunities to engage in social and cultural activities. For instance, we had Visual Arts course and it was very effective in this regard. Throughout this course, we went to the museums, theatre, and

engaged in a lot of social and cultural activities. For instance, once we traveled to Istanbul and visited Sakıp Sabancı Museum. I also remember that we went to see a photography exhibition at Middle East Technical University (T16).^b

On the other hand, in relation to the curriculum and the courses, some participants underlined the insufficiency of the course hours affecting the personal and professional development of the teacher candidates. Besides, they drew attention to the inappropriate sequence or the place of the courses throughout their teacher education program, especially mentioning that the field practice courses were offered only in the last three semesters of the program, not earlier. In line with these, the following in-service teachers explained that:

I think, the teacher education that we went through at the university was effective in terms of equipping us with adequate theoretical background and the knowledge of educational concepts. However, it was not very effective in terms of enabling us to have adequate practice in the field. For instance, we had our field practice courses only in the third and the fourth year of our teacher education program. Before those last two years, we had no such opportunities and the courses were quite theoretical. I wish, we had more practice in the field starting from the first year of our teacher education program so that we would be able to apply our knowledge of theory into practice much better (T19).

...For instance, educational games are very important for elementary teachers and we generally learn those games in Physical Education and Sports Culture course. However, I do not believe that the course hour was sufficient, which was also the case for some other courses. This definitely affects the quality of what we learn throughout the courses (T3).

In addition to these, with regards to the curriculum and the courses, the participants also pointed out the need to improve the objectives of the courses so as to make the curriculum of the teacher education more supportive of the development of the

^b The in-service teachers of the second step of the study were labeled by the same numbers that were previously assigned to them in the first step of the study in which they had been involved as the pre-service teachers (e.g., PT16: pre-service teacher 16 in the first step of the study = T16: in-service teacher 16 in the second step of the study).

knowledge, skills, and attitudes related to the personal and professional development.

To illustrate, one of the in-service teachers mentioned that:

...Most of the courses in our teacher education program aimed at equipping us with the academic knowledge and skills. However, the program should also offer an adequate number of courses to support our personal development. In this regard, we had only two or three courses. One of those courses was the Physical Education and Sports Culture course. I think, even the aims of this course need to be reconsidered so that it would support our personal development much more (T8).

At this point, a few participants especially emphasized the need to include professional teacher unions in the related courses. For instance, one of the in-service teachers argued that:

I think, it was not among the objectives of any of our courses to provide us with the information about teacher unions. I do not remember any of our teacher educators informing us about the teacher unions or nongovernmental organizations. I am not sure about whom to blame as I do not know who has the responsibility to form the content of the courses... I mean are the teacher educators only the implementators of the courses or also the developers of the course content? All in all, this is a very important issue for the prospective teachers and we could have had discussions about the teacher unions at least in one of our courses whose content is more available to integrate the teacher unions (T11).

Except the need to revise the objectives of the courses, it was further mentioned that the elementary teacher education program, indeed, lacked for the courses targeting the personal development of pre-service teachers. In relation to this, two of the participants suggested that the program could offer elective courses:

We did not have any courses aiming to engage us in different sports or hobbies. If someone had such interests, s/he had to find additional courses in the campus or in the city. However, I believe that such courses could have been offered as elective courses throughout our teacher education (T18).

Thanks to the opportunities provided in the university, I, for instance, had the opportunity to do paragliding. However, particularly regarding our teacher education, I do not think that the program offered adequate courses to us to

develop such hobbies. There could have been more elective courses in the program to help us engage in sports or dance activities, which are of the utmost importance for our teaching career as elementary teachers (T17).

Lastly, similar to the objectives of the courses, it was seen that the course requirements and the activities performed throughout the courses were also critical for pre-service teachers to engage in the personal and professional development activities. For example, one of the in-service teachers said that:

As part of our Arts Education course, we were required to attend different social and cultural activities such as going to the museum or going to the theatre. However, I know some friends who would not have attended those activities unless they had been must. I mean, as those activities were part of the course requirements, everyone had to attend the organized course activity. Therefore, the activities that were expected from us were highly critical (T2).

At this point, it was understood that the types of the assignments given to the pre-service teachers was also key to the development of this domain. Furthermore, some participants mentioned that the assessment of the courses was an important source affecting the development of this domain. On the other hand, the participants highlighted that the heavy course loads or the requirements of all courses throughout a semester were the inhibiting sources for them to engage in personal and professional development activities. In relation to these, two of the in-service teachers pointed out that:

...When the class knew that the exam would include some questions regarding the activity that we were required to attend as part of the course, then, everyone was generally fulfilling the expectation and attending the activity. On the other hand, I know some friends who would not have attended the given activity unless it was a must (T4).

In some of our courses, the requirements were set considerably high and therefore, we were expected to do a lot of things throughout the semester. Because of those academic activities, it was really hard to find time for other activities. Moreover, it was even overwhelming for us to catch up with everything (T21).

The extracurricular activities: The results of the interviews revealed that organizing extracurricular activities such as inviting guest speakers (e.g., representatives of the teacher unions, former graduates, experienced elementary teachers) and organizing informative seminars had an important role in supporting the personal and professional development of the pre-service teachers. In this regard, one of the in-service teachers illustrated that:

Unfortunately, throughout our teacher education, we were not provided with any information regarding the teacher unions. I think, the primary reason behind this is the fact that most unions have certain political orientations. On the other hand, our teacher educators could have invited different teacher unions to the faculty so that we would have had an opportunity to learn about all of those unions rather than a particular union that has a particular political orientation (T21).

Moreover, as for the extracurricular activities, the professional atmosphere in the faculty in terms of encouraging and organizing the professional development activities was also stated to be an important source in relation to supporting the pre-service teachers' personal and professional development. Accordingly, a number of participants mentioned that the active use of the bulletin boards for the announcement of the social and cultural or the professional development activities, events, news, etc. was quite important. For instance, one of the in-service teachers said that:

I think, the announcement of the events, projects, etc. on the bulletin boards, in different parts of the faculty building, would make a difference in terms of encouraging teacher candidates to attend different social and cultural activities or to join the professional development activities. Most of the time, the announcement of such activities was quite poor in our faculty (T5).

In addition to these, the opportunities offered by the university such as the social-cultural activities, the professional development activities, the student clubs, and the opportunities offered in the city, where the university that the pre-service teachers studied is located, had an impact on the development of the pre-service teachers' knowledge, skills, and attitudes related to the domain of personal and professional development. In relation to these, two quotes are presented below:

We had a lot of activities offered in our university. As there were a lot of student clubs, I was able to attend different activities taking place on the campus. For instance, I was the member of creative drama student club, children's literature student club, and special education student club. Thanks to those student clubs, we participated in many educational activities. Besides, another advantage of those clubs was that we had an opportunity to hear from each other about the social and cultural events happening in the campus or in the city (T7).

I do not believe that our university offered adequate activities or additional courses to us in the campus to develop ourselves in many regards. For instance, our university did not offer adequate opportunities to us to learn about different types of dances or engage in different sports activities throughout our undergraduate education. I think, different activities or additional courses could have been offered in the campus, including the dance courses, arts courses, exhibitions, etc. (T10).

In addition to the aforementioned sources related to the extracurricular activities, the participants also suggested that there should be an active and professional website of the faculty of education, as well as the other online professional platforms or different social media platforms to be used to support the pre-service teachers' personal and professional development. For instance, the following in-service teachers stated that:

...Almost everyone in the class had a facebook or twitter account. As we were friends with most of our teacher educators on those social media platforms, the teacher educators could have created a closed group or a class page on, let me say, facebook, which would have enabled us to share different events or activities by the group members and thereby, would have helped us let each other know about these happenings (T12).

The teacher educators could have created a listserv and sent group messages to us on the listserv so as to keep us posted about the news, activities, etc., which were happening on the campus or in the city. This platform would also have allowed us to share different news or events with each other. Similarly, if we have had a facebook page of our own class, we could have shared our ideas there or had discussions on the news, videos, articles posted on that platform. As everyone was spending a great amount of his/her time on facebook or twitter, these could have been some useful ways for letting each other know about the different personal and professional development activities (T18).

As another extracurricular activity, the participants underlined the need to organize trips to the relevant institutions, such as trips to the teacher unions. Lastly, they

highlighted the importance of student exchange programs, as well. In relation to this, one of the in-service teachers expressed that:

I think, we were not provided with adequate opportunities to engage in different educational projects. Our teacher education program was quite poor especially in terms of the international projects. In this regard, the program could offer more student exchange opportunities to the teacher candidates. For instance, I was the first student in our program who joined the Erasmus student exchange program. It was a very important experience for my personal and professional development as I had a great opportunity to make observations and learn different things during my visit to the Netherlands (T5).

The faculty members: The results of the interviews demonstrated that being a good role model as a teacher educator and thereby, exhibiting the desired essential qualities was found to be one of the most important sources. At this point, the participants particularly told that they considered some of their teacher educators as effective role models in terms of following the publications, having a high level of professional commitment, considering the professional ethics, attending different activities as well as certain student clubs, and holding professional memberships such as teachers' union memberships. In relation to these, a few quotes are presented below:

...I do not remember any of our teacher educators suggesting us different publications. Besides, I believe that they were not following the recent publications by themselves, either. In this sense, they were not good role models for us (T7).

Most of our teacher educators were highly motivated to teach us and work for our professional development. They had a high level of motivation towards their profession. Therefore, they were really good role models for us in terms of being a good teacher. To be honest, before I entered to this program, I always considered being an elementary teacher as an easy or effortless profession. However, our teacher educators always treated us as teachers and made us believe in the importance of our profession. The way that they behaved as a teacher educator helped me to a great extent to develop commitment towards my profession and love my job. Without their support, I could have quitted the program to study in another program (T13).

The participants further underlined the importance of effective guidance or advisement of the teacher educators such as for holding professional memberships, joining student clubs, attending different social and cultural activities, designing and carrying out educational projects, following the up to date developments and events in the field, following the professional publications, and following the international resources. To illustrate, one of the in-service teachers expressed that:

... At the beginning of each week's session, some of our teacher educators were trying to let us know about the up to date developments concerning the elementary teachers or the recent educational news in general. Similarly, we had a few teacher educators who were making announcements at the beginning of each week's class about the social and cultural activities that we could attend. I think, these were very helpful efforts in terms of providing guidance to us and suggesting the alternatives of how we could develop ourselves more (T4).

At this point, particularly for holding professional memberships, some participants further highlighted that the attitudes of the teacher educators towards the teacher unions had a large influence on the attitudes of the teacher candidates towards holding a membership of the teacher unions. For instance, one of the in-service teachers expressed that:

Only one of our teacher educators provided us with adequate information about the teacher unions and their responsibilities. He always recommended us to become a member of one of the teacher unions, which we support more. While doing this, he never imposed his own ideas on us. He rather provided us with adequate information about different unions along with the activities those unions have been engaged in. On the other hand, most of our teacher educators avoided from talking about the unions. They might not have wanted us to be a member of any of the teacher unions for fear of being politically labeled as most unions are associated with certain political orientations. As such, they did not support us to learn about the unions or encourage us to hold a membership after starting the profession (T12).

Except these, many participants mentioned that the inadequate number of teacher educators as well as the heavy work load of them were the other sources affecting the guidance or the advisement that teacher educators provide to the teacher candidates on their personal and professional development. Moreover, as some participants pointed

out, the teacher educators' level of professional commitment was also found to be an important source affecting the support that they provide to the pre-service teachers. More specifically, this was especially mentioned the teacher educators who were not the faculty members of the elementary teacher education program, but other programs or faculties of the university. As an example, one of the in-service teachers explained that:

The teacher educators of our own program were very helpful and provided effective guidance to us on many issues. However, as the number of our teacher educators was not adequate, we had a couple of teacher educators from other programs or faculties. These teacher educators were unfortunately not as effective as the teacher educators of our own program in terms of providing advisement as I believe that they were not committed to teaching elementary teachers as much as our own teacher educators (T5).

Frankly, I did not choose this program with a high level of motivation as I always wanted to be a literature teacher. However, as I was going through the program, I was developing more positive attitudes towards being an elementary teacher. The most important reason behind this was our teacher educators. Most of them were highly motivated for teaching us and they always tried to motivate us, as well, for doing our best. Currently, I have been working for two years as an elementary teacher and if I had another chance, I would again choose to be an elementary teacher (T2).

In addition to these, the participants emphasized that the competence and the teaching experience of the teacher educators were also highly critical. In relation to the teaching experience, a number of participants expressed that the teacher educators who had teaching experience in the past as a teacher were more effective role models in terms of having a high level of commitment to the teaching profession. In this respect, one of the in-service teachers stated that:

I think, the teacher educators who had teaching experience in the past as a teacher were more effective in terms of preparing us for the profession as they recalled their past experiences and shared those concrete examples with us. Besides, as a result of their lived experiences, I believe that they were more committed to preparing us for the realities of the school settings than those who did not have any teaching experience. For instance, one of our teacher educators, who used to work in Sinop as an elementary teacher before, was

very influential as he was always motivating us by highlighting the importance of being an elementary teacher. I certainly believe that there are important differences between a teacher educator who has teaching experience and the other who has not (T11).

The low expectations that the teacher educators generally held for elementary teachers and thereby, their expectations from the students also appeared to be influencing the personal and professional development of pre-service teachers. In this regard, the course expectations set by the teacher educators, including the types of the assignments, and the professional atmosphere created by them seemed to be important for the development of this domain. To illustrate, one of the in-service teachers asserted that:

...In some of our courses, the teacher educators did not expect much from us regarding the course activities. I suppose, those teacher educators mostly thought that it would be appropriate to teach us less as we would become elementary teachers, who, as they might assume, do not need in-depth knowledge on the topics (T19).

The enacted curriculum and thereby, the varying practices of the teacher educators within the same university or across the different universities was another source influencing the personal and professional development of the pre-service teachers. In this respect, one of the in-service teachers underlined that:

In our university, the teacher educators were more concerned about equipping us with the professional knowledge, skills, and attitudes than preparing us for the KPSS (national teacher selection examination). In this regard, the faculty environment and the teacher educators were very professional. However, observing my colleagues who studied at other universities, I can say that their teacher educators were more concerned with the success of their students on KPSS than the professional development of them or the course activities to be performed throughout their teacher education (T21).

Except these, it was understood that the feedback given to the pre-service teachers by the teacher educators on any aspect had an important role on their personal and professional development. In fact, the participants basically highlighted the

importance of the general interaction between the pre-service teachers and the teacher educators. Accordingly, one of the in-service teachers articulated that:

...Especially when our teacher educators were also coming to the schools where we were sent to have our field practice, we were much more motivated and able to add to our professional development as we were able to receive feedback from them. This was very helpful for us to recognize our strengths as well as the areas that we needed to develop more. For instance, we had the opportunity to discuss about our lesson plans and teaching practice, which enabled us to get feedback and improve ourselves (T14).

The infrastructure of the faculty: The participants expressed that the facilities offered by the faculty, such as library, sports facilities, arts room, drama room, seminar room, labs, exhibition hall, had an important role in supporting the development of the pre-service teachers' knowledge, skills, and attitudes related to the domain of the personal and professional development. The participants further explained that the accessibility and the location of those facilities as well as the physical conditions of them in terms of having adequate equipment were the important sources for supporting the pre-service teachers' personal and professional development. In relation to these, the following in-service teachers told that:

Our campus, where our faculty was located, was very far away from the other campus of the university where we had our Music course. In addition to the fact that we were getting tired because of the distance, the course was also not very effective because of the lack of materials in the music room. Even if it was called "Music Room", there were no musical materials or instruments in the room. There should be a music room in our own faculty, which should also be equipped with adequate materials (T20).

...For instance, the classrooms of the faculty were quite small and they did not have adequate technological infrastructure. They were just like the classrooms that we had in high school. We did not have any lecture halls, either. Similarly, the laboratory that we used for Laboratory Applications in Science and Technology I and II courses lacked adequate equipments. Besides, the arts room did not have adequate conditions for an effective arts class (T2).

The library of our faculty was quite small; therefore, we did not have an appropriate place to study in the faculty building. Besides, the library mostly

did not have the new books or the current issues of the journals. In addition to these, there were times that we did not have an internet connection in the faculty. Such conditions of the faculty should definitely be improved (T13).

In addition to the facilities offered by the faculty of education, the facilities offered in the university, such as sports center, library, access to internet, and so on, were also mentioned as the important sources affecting their personal and professional development. As an example, one of the in-service teachers mentioned that:

...When we wanted to use the sports center, we generally witnessed that the students of the department of physical education and sports were privileged. Therefore, we were rarely able to use the sports center in the campus. On the other hand, it was good that there were tennis courts and swimming pools which were generally in use (T6).

Except these, most of the participants highlighted that the class size was another critical source affecting the quality of the practices that they were engaging in throughout their teacher education. For instance, one of the in-service teachers expressed that:

Even if I studied at one of the best universities in Turkey, the number of students in most of the sections was around 30 or 40. Therefore, we did not have adequate opportunities to interact with the teacher educators or, for instance, develop educational projects as it would be difficult for the teacher educators to manage the class and ensure that the activities were being performed effectively (T19).

4.2.2.2. Autonomy and collaboration

The second domain in relation to investigating the effectiveness of the elementary teacher education program was “autonomy and collaboration”. Accordingly, the in-service elementary teachers were asked to evaluate the effectiveness of their teacher education program for how well it supported them to work collaboratively and autonomously throughout their teacher education process.

To start with *working collaboratively*, most participants expressed that the program *did not* provide them with the opportunities to *collaborate with parents* during their education. Only *a few participants* mentioned that the program was *somewhat effective* in this regard.

As for *collaborating with the elementary teachers*, the participants both referred to the *other pre-service elementary teachers in their program* and also referred to the *in-service elementary teachers*. Accordingly, it was understood that the program was found *highly effective* in terms of enabling pre-service teachers to *work collaboratively with other pre-service elementary teachers*. On the other hand, the participants underscored that the program was *somewhat effective* in terms of providing them with the opportunities to *collaborate with in-service elementary teachers during their teacher education*. At this point, it was particularly notable that *most participants* found the program *somewhat effective* for *collaborating with the mentor elementary teachers*, whom they met during their field practices. However, *a number of participants* believed that the program was *inadequate* in this regard.

In relation to *working collaboratively with the pre-service or in-service early childhood education teachers*, *none of the participants* expressed that their teacher education program encouraged them *well* to work with these groups. Furthermore, while *some participants* thought that the program provided them with the opportunities to *collaborate with the pre-service teachers of other disciplines*, *some participants* thought that the program was also *ineffective* in this regard.

Most participants evaluated the program as *ineffective* for supporting them to *collaborate with the school counselors* although *a few participants* found the program *somewhat effective* in this respect. At this point, *a number of the participants* told that they had a chance to collaborate with the school counselors to *respond to the students who had special needs*. However, *a number of participants* expressed that they were *never* provided with the opportunities to *collaborate with the parents of those students*. In a similar fashion, *the majority of the participants* found their teacher education

program *ineffective or somewhat effective* for encouraging them to *collaborate with the pre-service or in-service special education teachers*. Except special education teachers, the participants expressed that the elementary teacher education program *was not very effective* in terms of engaging them in *collaborating with the child development experts*, either.

The majority of the participants believed that their teacher education program was *somewhat effective* for enabling pre-service teachers to *collaborate with the school administrators*. Besides, *a considerable number of participants* also articulated that the program was, indeed, *quite poor* in this regard. *Most participants* highlighted that the program *did not* provide them with the opportunities to *collaborate with the inspectors*, either, while *a few participants* mentioned that they were, *at least once*, able to *get in touch or interact with an inspector*.

In relation to *collaborating with the local authorities in the school district*, it was understood that *the majority of the participants did not* have *adequate* opportunities during their teacher education. On the other hand, *a small number of participants* mentioned that they had a chance to *collaborate with the local authorities once or twice*.

As for *collaborating with other institutions*, only *a few participants* expressed that they had an opportunity to *work with some institutions such as a special education institution or an early childhood education institution*. However, *most participants* pointed out that they *were not* provided with *adequate* opportunities to *collaborate with other institutions*. At this point, the participants especially pointed out that the program *did not* support them *well* particularly in relation to *collaborating with the counseling and research centers (Rehberlik Araştırma Merkezleri – RAM)*. In this regard, only *a small number of participants* expressed that they had a chance to *interact with those institutions*. Moreover, with respect to *collaborating with the nongovernmental organizations*, while *a half of the participants* thought that the

program supported them *well*, *the other half* expressed that their teacher education program was *ineffective or somewhat effective*.

Lastly, in relation to encouraging the pre-service teachers to *collaborate with scholars*, it was seen that while *some participants* evaluated their teacher education program as *effective*, there were *other participants* who thought that the program was *not effective*. Except working collaboratively, to continue with *working autonomously*, the results of the interviews revealed that *the majority of the participants* found their teacher education program *quite effective*.

4.2.2.2.1. Sources influencing the development of the domain of “autonomy and collaboration”

The results of the analysis of the interviews yielded certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of autonomy and collaboration. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, (4) the infrastructure of the faculty, and (5) the stakeholders.

The curriculum/courses: The results of the interviews showed that the most important source for encouraging the pre-service teachers to collaborate with others or to work autonomously was the courses offered in the program. In particular, the participants mentioned that the Community Service (*CHE’s description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives*), Turkish Education System and School Management (*CHE’s description of the content: the general aims and the fundamental principles of Turkish education system, the legal framework of Turkish education system, the organizational structure of Turkish education system, the theories of management, and*

the school management), School Experience (*CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly*), Practice Teaching I (*CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly*), and Practice Teaching II (*CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly*) courses were highly critical for their development in terms of providing them with the opportunities to collaborate with different stakeholders. More specifically, these courses were underlined as highly important for collaborating with the stakeholders including the school administrators, the inspectors, the special education teachers, the school counselors, and the institutions such as the nongovernmental organizations. In this regard, the participants especially underlined the role of the activities implemented throughout the courses, the teaching methods used by the teacher educators, and the types of the assignments given in the courses, all of which encourage the pre-service teachers to work collaboratively or autonomously. To give a few examples, the following in-service teachers stated that:

We had Community Service course in the third year of our teacher education program. I really enjoyed the activities that we engaged in this course throughout the semester. Each group identified a nongovernmental organization where they wanted to engage in doing community service. In so doing, we experienced collaborating with the other institutions as we had discussions and designed action plans with them. In our group, we wanted to work as a volunteer at Educational Volunteers Foundation (TEGV). Other groups worked as a volunteer at Six Points Association for the Blind (Altınokta Körler Derneği), Foundation for Children with Leukemia (LÖSEV), etc. (T7).

I do not think that our Turkish Education System and School Management course was an effective course. We only learned the history of Turkish Education System. However, we could have done certain activities such as collaborating with the school administrators or the inspectors. Similarly, although we had School Experience and Practice Teaching I and II courses, our assignments only included observing the school administrators and preparing reports. On the other hand, we were never provided with the opportunities to collaborate with the school administrators or learn from their experiences (T4).

Either in School Experience course or Practice Teaching I and II courses, we did not have any chance to meet with the parents. Those courses enabled us to interact only with the mentor elementary teachers and the school administrators. Regarding the parents, we were rather having discussions during the classes in the faculty. For instance, I remember that once we watched a short movie and analyzed it as a case study (T11).

In relation to the curriculum/course-related sources, the participants also drew attention to the need to update and improve the objectives of the most courses so that the courses would allow the pre-service teachers to collaborate much more with the stakeholders. Within this framework, the participants especially referred to the Community Service course in terms of engaging more in community work and collaborating with the nongovernmental organizations. At this point, they also underlined the importance of the collaboration between the faculty of education and the nongovernmental organizations. For example, one of the in-service teachers pointed out that:

...I think, first and foremost, the collaboration between the faculty of education and the nongovernmental organizations was not strong, at all. The dean of the faculty and the head of the departments could have been much more active for developing partnerships with the nongovernmental organizations so that we would have had more opportunities to collaborate with them (T19).

With regards to the need to improve the course objectives, the participants also highlighted the Turkish Education System and School Management course. In this regard, one of the participants articulated that:

I believe that the Turkish Education System and School Management course should definitely be updated. Instead of deving too much into the

organizational structure of our education system, the teacher educators should teach us how to collaborate with the school administrators, the inspectors, the district director of national education, the provincial director of national education, and so on. From the beginning, this should be considered among the objectives of this course (T6).

The majority of the participants further underscored the lack of adequate and effective field practice in School Experience and Practice Teaching I and II courses, especially in terms of collaborating with the mentor elementary teachers, the school administrators, the school counselors, and the special education teachers. Regarding these, two of the in-service teachers told that:

...I do not think that I had an effective field practice experience in Practice Teaching II course as our mentor elementary teacher was not very interested in collaborating with us. On the other hand, it is not fair that my classmates had a preferable mentor teacher. I mean, these should not be left to our chance. The teacher educators should identify the schools where teachers would be excited to collaborate with us. On the other hand, I do not find the amount of the field practice courses adequate, either (T2).

We never had a chance to collaborate with a special education teacher or a school counselor while the field experience courses could have been considered as a great opportunity for these purposes. We were rather expected to make observations in the class or in the school. I think, the teacher educators should redesign the field experience courses and make them more effective (T7).

In particular, the participants also highlighted the lack of field practice in rural schools, multigrade classes, and special education institutions, where they might have different experiences in terms of collaborating with the local community, the parents and the students in rural areas, or the aforementioned stakeholders. In this regard, a number of participants pointed out that the schools that they were sent to have their field practice were not reflecting the realities of the most schools well since those schools were mostly located in the urban areas and middle to high-socioeconomic status districts. To illustrate, one of the participants said that:

...In all those field practice courses, we were only sent to the urban schools, which are located in the central districts. However, we did not have a chance to experience teaching in a rural school or a multigrade class. I believe that the student profile of those schools are considerably different than the schools where we had our field practice. Such experiences would have enabled us to learn from the experiences of those teachers who work in rural settings. Besides, we could have lightened their burden and also collaborated with them or with the local community to contribute to the development of those areas (T10).

Except these aspects, the participants also suggested that those courses should be offered in the earlier semesters of the program, as well, so that they could have a chance to engage in collaboration with the stakeholders throughout their entire teacher education, not only in the last three semesters.

The extracurricular activities: The results of the interviews delineated that organizing extracurricular activities, such as inviting the school administrators, inspectors, experienced elementary teachers, parents of students with special needs, the representatives of the nongovernmental organizations, and the publication companies to the faculty was highly important for collaborating with the stakeholders. For instance, the following participants mentioned that:

Throughout our teacher education program, our teacher educators invited the former graduates to the faculty and organized meetings with them for three times. I really enjoyed those meetings as it was very exciting and also useful for me to learn about the real experiences of other teachers. One of our teacher educators even once invited a former graduate to the class as a guest speaker. Those graduates were good role models for us. Similarly, in the Special Education course, our teacher educator invited a student with Down syndrome, his parents, and the special education teacher to the class, which was an excellent way for motivating us to interact and collaborate with different stakeholders (T21).

The teacher educators of our teacher education program could have organized seminars and invited a few inspectors to the faculty. As you know, it is, otherwise, very hard to find an opportunity to contact with them due to several reasons... (T16).

Similarly, the field trips, particularly the trips to the rural areas/multigrade classes, were stated to be critical for developing collaboration with the local authorities as well as with the elementary teachers working in those areas or the parents of students in rural schools/multigrade classes. In this respect, one of the participants shared the experience of their visit to a rural school:

In the Practice Teaching II course, our teacher educator organized a trip to a rural school, through which we had chance to get in touch with an elementary teacher who was working in a rural area. Even if it was a one-day trip, we also had a chance to meet with the headman of the village and make home visit to one of the parents in the class. These experiences were quite important in terms of having an opportunity to ask questions and learn from those people (T7).

Moreover, the visits to several institutions, such as the special education institutions or the nongovernmental organizations, were mentioned to be helpful for collaborating with different institutions. To illustrate, one of the in-service teachers expressed that:

In our Special Education course, we had a visit to a special education institution. Thanks to this visit, we had a meeting with the special education teachers and learned about the problems that they had regarding the students with special needs. In addition, we were invited to a class in which we were able to observe those students and their teachers (T8).

The results of the interviews also portrayed that the lack of coordination among the teacher education programs in the faculty, as well as the lack of coordination between the faculty of education and other institutions such as the special education institutions and the nongovernmental organizations were the important sources hindering the collaborative work. In this regard, a considerable number of participants explained that the extracurricular activities in the faculty were especially important for them to have the opportunity to collaborate with the teacher candidates of other branches. In relation to this, one of the participants pointed out that:

In our faculty, there were a lot of teacher education programs and one of them was the special education program. However, we were never provided with an opportunity to come together with them. In fact, there was a lack of coordination among most teacher education programs of the faculty. The

teacher educators of our program and the other programs could have arranged certain activities for the pre-service teachers of different programs to enable them to collaborate with each other. For example, we could have joined them for a few times in their field practices (T7).

Except these, some participants emphasized that the availability of the student clubs in the faculty or in the university was a critical source for pre-service teachers to collaborate with the teacher candidates of other branches, as well as with people from different institutions. Accordingly, one of the participants asserted that:

Student clubs were very useful in terms of promoting the collaboration among the pre-service teachers of different programs. For example, in our student club, there were many pre-service teachers from different programs including the early childhood education program, elementary teacher education program, elementary mathematics education program, and so on. Those different perspectives ultimately bring richness to the work being done together. For instance, we prepared a newsletter for the faculty, in which students from different programs made contributions (T17).

The faculty members: According to the results of the interviews, most participants articulated that the course expectations set by the teacher educators, including the assignments, had an influence on working collaboratively or autonomously. With respect to this, one of the in-service teachers explained that:

Throughout our teacher education process, we had so many assignments which included both individual and collaborative work. In most of the courses, we did not have written examinations. In most courses, we were rather expected to make individual or group presentations. I also remember that one of our teacher educators asked us each week to write an opinion paper about that week's topic before the class. Therefore, we had to review the resources and get prepared for the topic individually. Similarly, most of the time, we were asked to work in pairs or small groups in many courses to develop and present effective lesson plans (T12).

In particular, the expectations of the teacher educators especially in School Experience and Practice Teaching I and II courses were highlighted to be an important means for collaborating with the stakeholders, including the mentor elementary teachers, parents, school counselors, school administrators, local authorities, and so on. In addition to

the expectations, the participants also underlined the importance of the teacher educators' attitudes towards collaborating with the mentor elementary teachers and the school administrators throughout these courses. At this point, one of the participants criticized that:

In our Practice Teaching I and II courses, we were only able to interact with our mentor elementary teachers, not with the school administrators. This is because our teacher educator always warned us not to make ourselves too visible in the school. I mean, she did not allow us to be involved in the school matters like a real teacher or did not allow us to get around the school building very much. Her expectation from us was only to go to our own class and do what we can do in the provided conditions. If you were lucky, you would, at least, have a good mentor elementary teacher to learn something from. Her attitude or anxiety about arising displeasure on the part of the school administrators was totally unacceptable (T1).

Furthermore, the participants drew attention to the importance of the teacher educators' visits to the schools, where they observe the teacher candidates' development in terms of fulfilling those expectations. In this regard, the participants underlined both the role of developing an effective assessment system and also the role of providing the pre-service teachers with effective feedback so that they can improve their practices. In relation to these, one of the participants pointed out that:

...For instance, in the field practice courses, our teacher educators came to observe us only once throughout the entire semester. However, it is crucial for pre-service teachers to receive feedback on their teaching as much as possible (T8).

...Especially in our field practice courses, each week, we had a different assignment on a different topic. Yet, we were never able to get feedback on them or have, at least, a large group discussion in the class. I mean, we had just a lot of assignments that were, after a while, being done to fulfill the expectation (T18).

Except these, a number of participants also underlined the importance of the teacher educators' attitudes for collaborating with the pre-service teachers, such as for carrying out educational projects. To illustrate, one of the in-service teachers mentioned that:

...Yes, I had an opportunity to participate in one of our teacher educators' research project. I was lucky because such things rarely happened in our faculty throughout my teacher education process. I mean, I do not think that the teacher educators had an understanding of involving us in their projects. On the other hand, such projects could have been carried out even as part of the courses that they offered (T7).

The participants further mentioned that the effective guidance or advisement offered by the teacher educators was highly critical for them to establish collaboration with the relevant stakeholders. On the other hand, the participants criticized the unavailability of the teacher educators as an inhibiting source. With respect to this, one of the participants underscored that:

To develop ourselves best, of course we needed the guidance of our teacher educators on the issues that we wanted to ask them. For example, when you try to contact with the nongovernmental organizations or the schools to gain experience, they generally ignore you as a pre-service teacher. However, with the initiation of the teacher educators, this would be less likely to happen. Yet, our teacher educators were mostly unavailable. I mean, they were either not in their offices or always busy with something else. Even though each class was supposed to have a supervisor, I do not remember that we had a weekly scheduled time for supervision. All in all, you would not have enough time with them when you wanted to consult them for a particular issue (T19).

In addition to these, the participants underscored that the competence and the teaching experience of the teacher educators were also highly critical. At this point, some participants drew attention to the different practices held for the same course across the different teacher educators. Besides, they articulated that they did not have a chance to select the teacher educators or the sections for the courses. In relation to these, the following participants argued that:

...For example, I failed the Special Education course in the first time. For the second time, I had a different teacher educator offering that course. It is notable that the second teacher educator required us to visit a special education institution for the purpose of observing the students and collaborating with the special education teachers, while the other teacher educator did not have such practices throughout the course (T8).

When I was a pre-service teacher, I always envied the students of Middle East Technical University as I heard that they had an opportunity to choose among the sections of a given course and thereby, choose the teacher educator that they wanted to have the course from. In our university, we did not have such an option and the teacher educators of the courses were already assigned. If you were lucky, you would have a more effective teacher educator in your section than the teacher educators offering the same course to the other sections (T13).

The infrastructure of the faculty: Most participants stated that the number of the available classrooms or seminar rooms and the number of the available labs were the important sources for working collaboratively. At this point, the participants also underlined the physical size of the classrooms as well as the seating arrangement in the classrooms. To illustrate, one of the participants explained that:

The physical environment of our classrooms was not suitable for the group work. As you know, the seating should be arranged in a way that the group members can see and interact with each other. However, in some of our classrooms, the desks were stable and not movable (T20).

We did not have any available place in our faculty building to gather socially or academically. Therefore, we had to find an empty and available classroom to work together. However, I do not think that the number of the classrooms in our faculty building was adequate (T5).

In relation to the infrastructure of the faculty, the participants also expressed that the availability of the all faculty members' offices in the faculty building was critical for them especially for collaborating with scholars. To illustrate, one of the participants asserted that:

Some of our teacher educators' offices were not in the faculty building as they were coming from another faculty or another campus of the university. Therefore, they were not even reachable to us to develop further collaboration and dialogue (T14).

The stakeholders: The participants pointed out that the attitudes of the school administrators, school counselors, and mentor elementary teachers were highly crucial

for pre-service teachers to collaborate with them throughout the field practices. For instance, two of the in-service teachers articulated that:

The school principals did not take our requests into consideration very much as they might have considered us just as teacher candidates, not real teachers. Besides, in one of the schools that I had my field experience, the school administrators were quite careless. Therefore, it was totally a chaos for us to be assigned to the classes (T1).

...Especially in the last school that our group was assigned for the field experiences, the school administrators and the mentor elementary teachers had very positive attitudes towards us. Therefore, we were able to shift the grades or the classes easily, which gave us the opportunity to collaborate with and learn from more than one mentor teacher. In that school, I always felt like a real teacher as we were treated so (T4).

At this point, it was also understood that the pre-service teachers had to get along well particularly with the mentor elementary teachers at the expense of their negative attitudes as the teacher candidates were being graded partially by those mentor teachers, as well. To illustrate, one of the in-service teachers expressed that:

We had to have good relationships with our mentor elementary teachers because we were not only being graded by our teacher educators. I mean, the mentor teachers also had an effect on our grades for the field practice courses as our teacher educators asked them to evaluate us. As such, we were paying attention to do whatever they wanted us to do, rather than urging them to establish partnership or collaboration (T6).

Except their attitudes, the majority of the participants underlined that the competence of the mentor elementary teachers was also crucial for them. On the other hand, as for the school administrators, the participants generally highlighted the unavailability of them in the school throughout their field practices. Except these stakeholders, some participants mentioned that the attitudes of the inspectors towards collaboration was also important. In this regard, one of the in-service teachers stated that:

I think, the inspectors in Turkey are quite unreachable and arrogant. Therefore, I do not believe that they would be interested in, for instance, being a guest

speaker in our classes. For the same reason, I do not think that we would be able to learn from them during the field practices, either, while we did not have a chance to see them during those times, at all (T14).

Drawing on these, establishing an effective partnership with the schools was suggested to be of the utmost importance for the participants to be able to engage in collaborative work with other stakeholders.

4.2.2.3. Culturally responsiveness

The third domain in relation to investigating the effectiveness of the elementary teacher education program was “culturally responsiveness”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the essential knowledge, skills, and attitudes related to the domain of culturally responsiveness.

Based on the results of the analysis of the interviews, *the majority of the participants* explained that the program prepared them *well* for *recognizing the individual differences of students*. In addition, *most students* expressed that the program was *somewhat effective or effective* in terms of teaching them *how to respond to the individual differences of students*, which are mostly teaching-related characteristics.

On the other hand, in relation to *recognizing the diversity in students' cultural backgrounds*, the participants found their teacher education program *quite inadequate*. In this regard, *the majority of the participants* expressed that their teacher education program was *neither effective nor ineffective* for providing them with adequate opportunities to *recognize the different cultures*. Besides, *an important number of participants* added that the program was, indeed, *quite poor* in this respect. Similarly, *some participants* particularly mentioned that the program *hardly* supported them for *recognizing the different languages*. In line with these, *the majority of the participants* also found their teacher education program *ineffective* in terms of teaching them *how to respond to the differences in students' cultural backgrounds*.

4.2.2.3.1. Sources influencing the development of the domain of “culturally responsiveness”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of culturally responsiveness. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, (4) the infrastructure of the faculty, and (5) the stakeholders.

The curriculum/courses: According to the results of the interviews, the participants mentioned that certain courses were particularly important for them to develop their knowledge, skills, and attitudes for recognizing and responding to students’ individual differences, being responsive to different local cultures, and responding to all students. More specifically, those courses were found to be the Drama (*CHE’s description of the content: the description of drama in education, the history of drama with children, the structure and the stages of drama applications, the classification of drama activities based on different ages and subject-areas, the appropriate drama settings and essential teacher qualities, the special techniques in drama in education, and developing drama-based activities and evaluating them*), Guidance (*CHE’s description of the content: the essential concepts related to guidance, the role of psychological counseling and guidance in student personality development, the essential principles and the development of guidance, the types of psychological counseling and guidance, the services, the techniques, the developments in the field, the student appraisal techniques, the school counselor-teacher collaboration, and the teacher’s responsibilities of guidance towards the students*), Special Education (*CHE’s description of the content: the description of special education, the essential principles of special education, the sources of disabilities, the role of early diagnosis, the history of the concept of disability, the characteristics of the students with special needs, the use of educational games for the development of the students with special*

needs, the parental responses towards the students with special needs, the state of special education in Turkey, and the relevant institutions and organizations), Inclusion in Elementary Education (CHE's description of the content: the description and the essential principles of inclusion, the characteristics of the inclusion students, the inclusion of the students in the class, the curriculum considerations in inclusive education, the individualized lesson plans, the methods, the principles, and the assessment in inclusive education), Teaching in Multigrade Classes (CHE's description of the content: the concept of multigrade classes, the significance of teaching in multigrade classes, the sources underlying the multigrade classes, the curriculum adaptations in multigrade classes, and the classroom management in multigrade classes), Community Service (CHE's description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives), Instructional Principles and Methods (CHE's description of the content: the essential concepts and the principles of instruction, the significance of developing lesson plans, the yearly, weekly and the daily planning of the instruction, the learning and teaching strategies, methods, and techniques and their applications, the instructional materials, the essential qualities of the teachers), School Experience (CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly), Practice Teaching I (CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly), Practice Teaching II (CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly), and the pedagogical

content knowledge-related courses. In this regard, the participants especially highlighted the importance of the course activities as well as the types of the teaching methods used by the teacher educators. With respect to these, the following in-service teachers told that:

...Especially in our Instructional Principles and Methods, Guidance, and Special Education courses, I remember that we had discussions on the individual differences of students. However, we mostly talked about students' different learning styles, interests, abilities, etc. Only in a few courses, we had discussions regarding the students' potential cultural and language differences (T7).

In most of the courses, we discussed a lot about the individual differences of students. Our discussions were mostly about differentiating the instruction based on students' learning differences. However, we did not learn much about how to respond the students' other types of differences. For instance, I have a student who had speech disorder, but I do not know how to respond to her as our Special Education course was not very effective (T6).

In the School Experience and Practice Teaching I and II courses, we had an opportunity to visit a number of elementary schools and observe the mentor elementary teachers. This enabled us to learn much about how to respond to the individual differences of students in the class. For instance, we observed how to take care of a student who has a special need or we learned how to use different instructional strategies for different learning styles. In addition to the observations, we practiced this skill also by means of developing appropriate lesson plans in these courses (T16).

Although it is known that elementary teachers mostly start their teaching career in the eastern regions of the country, we were not taught anything regarding the different cultures or the different languages spoken in those areas. Therefore, we generally encounter with problems when we start our teaching career. We had such discussions only in our Teaching in Multigrade Classes course, in which we watched several videos or movies. Besides, once, the teacher educator brought a case to the class to discuss, which she found from a newspaper... (T5).

On the other hand, the participants also acknowledged that the course hours allocated to the aforementioned courses were not adequate. Therefore, in addition to suggesting that the course hours should be increased, the participants also said that the program

should offer more courses to them, especially elective courses, to develop their knowledge, skills, and attitudes related to the domain of culturally responsiveness. At this point, in relation to offering elective courses, the majority of the participants particularly pointed out that the program especially lacked for the courses aiming to develop their knowledge, skills, and attitudes to communicate in local languages with the students and parents who do not speak Turkish as their mother tongue. The lack of such courses was underlined as an inhibiting source for the development of pre-service teachers in terms of being responsive to different cultures and responding to all students. Therefore, the participants suggested that the program should offer more elective courses to the pre-service teachers, especially on communication in local languages. With respect to the course hours and also the elective courses, two of the in-service teachers expressed that:

Instead of having a lot of theoretical courses, the weekly amount of the courses in which we learned about how to respond to the individual and cultural differences of the students could be increased. For instance, if the course hours allocated to the field practice courses are increased, the pre-service teachers will be able to observe the individual differences of students and engage in the actual practices more (T11).

There could have been more elective courses on learning about different languages or different cultures. Due to the lack of such courses, we are having a lot of difficulties in the areas where we start our teaching career. For instance, one of my classmates started to work in Şırnak and she is suffering from not knowing much about the prevailing culture. She does not know much about how to communicate with the students and the parents or how to respond the differences resulting from their cultural background, either (T18).

In relation to the courses, most participants further underlined the importance of field practice courses. In this regard, they mentioned the role of developing lesson plans and activities in those courses for learning how to respond to the all students in the class, including the students who have special needs or the students who study in multigrade classes. In addition, the majority of the participants highlighted that the field practice courses were critical for them to collaborate with the mentor elementary teachers, school administrators, school counselors, and special education teachers so as to be

able to develop their knowledge, skills, and attitudes related to the domain of culturally responsiveness. To illustrate, one of the in-service teachers mentioned that:

In the class that I had my Practice Teaching I experience in our last year, there was a student who had special needs. The teacher kindly asked me to take care of him during the instructional time as she was trying to teach others. It was a great opportunity for me to develop a lesson plan based on his level of readiness, needs, and interests. I also had a chance to ask the advises of the special education teacher and the school counselor in the school. As seen, the field experiences are quite important in terms of enabling the teacher candidates to develop themselves (T5).

Regarding the field practice courses, a number of participants, on the other hand, drew attention to the considerable cultural differences between the schools selected for the purpose of field practice and the schools where they might actually start their teaching career. In other words, they pointed out that the schools that they were sent were not reflecting the realities of the most schools well. At this point, the participants also criticized the fact that they were being sent to only one school throughout the entire semester for each of the field practice courses. In this regard, they underlined the lack of collaboration with adequate number of schools that are to be selected from low-, middle-, and high-socioeconomic status districts. Likewise, the participants highlighted the lack of adequate and effective field practice, especially in rural schools and multigrade classes. In relation to these, the following in-service teachers stated that:

To have our field experiences in the last three semesters, we were assigned to certain elementary schools. In my case, the first two schools that I had my field experience were urban schools and located in middle-to-high-socioeconomic status districts, in the central areas. When I started to have my field experience in the third school, which was located in a low-socioeconomic status district, I recognized that I was not prepared well to respond to the students who have different cultural backgrounds. I mean, the neighbourhood was quite poor and there were many students who had special needs. It was a really eye-opening experience for me. Therefore, the teacher educators should pay attention to choosing schools that would help pre-service teachers prepare themselves for the school settings where they are more likely to work (T21).

In the last two years of the program, when we started to have our field practices, we were sent to only one certain elementary school per semester. I wish, we had been provided with the opportunity to visit more than one school in a semester so that we would be able to observe the differences among the schools and develop ourselves better. Similarly, we did not have an opportunity to have our field practices in the rural schools, which was a large gap in our teacher education program as elementary teachers mostly get appointed to rural areas when they start their teaching career (T14).

Except these, some participants drew attention to the inappropriate sequence or the place of the courses throughout their teacher education program, especially implying that the field practice courses were offered in the last three semesters of their teacher education program, not earlier.

The extracurricular activities: According to the results of the interviews, a considerable number of participants mainly underlined the importance of field trips to the rural schools and multigrade classes as these trips could help them recognize the different school cultures, which might not be seen in the schools that are located in the central districts. As an example, one of the in-service teachers articulated that:

While we did not have any opportunities to have our field practices in rural schools or multigrade classes, our teacher educators could have, at least, organized a few trips to those areas so that we would be able to observe the school settings and learn from the experiences of teachers who work there (T20).

Similarly, most participants suggested field trips to the different districts of the city, where the particular university is located. Besides, they also suggested field trips to the different regions of the country, all of which could enable the pre-service teachers to recognize the different cultures. To illustrate, one of the in-service teachers asserted that:

I think organizing school trips to the different regions of the country is one of the best ways of recognizing different cultures, traditions, and ways of living. As we have seven regions in our country, we could have visited all those regions in eight semesters of the program (T18).

The faculty members: Based on the results of the interviews, it was understood that the expectations of teacher educators from the pre-service teachers, including the assignments, had an impact on their development in relation to the domain of culturally responsiveness. At this point, the participants especially highlighted the importance of the expectations or the assignments in the field practice courses and the pedagogical content knowledge-related courses. Accordingly, one of the in-service teachers said that:

...Especially in most of the teaching courses, such as Teaching Mathematics, Teaching Life Studies etc., the teacher educators expected us to develop lesson plans in which we were also expected to pay attention to respond to the individual differences of our potential students. However, we were generally asked to consider the differences in students' learning styles or level of development, not further. Therefore, we mostly learned how to integrate arts, music, drama into the lesson plans, as well as employing different instructional methods and techniques (T1).

The results of the interviews further demonstrated that the competence of the teacher educators as well as the teaching experience of them as a teacher were of the utmost importance for pre-service teachers to develop their knowledge, skills, and attitudes related to the domain of culturally responsiveness. To illustrate, one of the in-service teachers highlighted that:

I can still remember everything that I learned in our Teaching in Multigrade Classes course as our teacher educator was highly qualified and experienced. Besides, he used to work as an elementary teacher in the past. Therefore, he was always telling us about his own experiences, which arouse our interest towards the course much considerably. All these certainly helped us learn about the characteristics of the students, parents, and way of life in rural areas, as well as how to respond to the needs of the students that are studying in multigrade classes (T9).

The effective guidance and feedback provided by the teacher educators especially for how to respond to the individual differences of the students were also mentioned to be highly crucial for the pre-service teachers by the majority of the participants. In this respect, it was understood that the school visits of the teacher educators were very

critical to observe the teacher candidates and provide them with effective feedback. However, the inadequate number of teacher educators and the heavy work load of them were stated to be important sources within this framework. In relation to these, the following in-service teacher pointed out that:

Unfortunately, the teacher educators observed us in the schools only once or twice in a semester. Therefore, we were not able to get feedback from them. Similarly, one of the assignments in our School Experience course was to observe a student who had special needs. Although we prepared reports reflecting our observations of how the teacher responded to this student throughout the course, we were not able to discuss with the teacher educators about our observations or get feedback from them on those reports just like the other assignments. Maybe they were too busy to spend time for these (T7).

The infrastructure of the faculty: Based on the results of the interviews, it was seen that the participants mostly underlined the importance of physical facilities offered by the faculty, such as drama room, arts room, music room, library, and labs, especially in relation to responding to the students' teaching-related differences in the class. For example, one of the participants mentioned that:

If we are talking about recognizing and responding to the individual differences of students, there should be a well-equipped music room, arts room, science lab, drama room, etc. in the faculties of education so that the teacher candidates can utilize those facilities while trying to respond to the individual differences of their students during the instruction (T4).

The stakeholders: According to the results of the interviews, most participants also underscored the importance of mentor elementary teachers' and school administrators' attitudes towards them, which were stated to affect the quality of the field practices in terms having certain opportunities to develop the knowledge, skills, and attitudes related to the domain of culturally responsiveness.

4.2.2.4. School management and official regulations

The fourth domain in relation to investigating the effectiveness of the elementary teacher education program was “school management and official regulations”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the essential knowledge, skills, and attitudes related to the domain of school management and official regulations.

The results of the analysis of the interviews showed that *most participants* evaluated their teacher education program as *ineffective* in terms of equipping them with the *knowledge of school management and administrative tasks*. More specifically, regarding the *responsibilities of the school administrators*, the majority of the *participants* explained that they were not provided with *the knowledge of management of human resources, recording the meetings, e-schooling, enrollment and graduation of students, pass-fail regulations, management of budget, and so on*. In addition to these, *most participants* pointed out that they were not provided with the knowledge of *laws and legislations*, particularly including their *rights and responsibilities as school administrators*. Similarly, *a significant number of participants* did not find their teacher education program *effective* in terms of equipping them with the *knowledge of laws and legislations on their personal benefits as teachers*. On the other hand, *a few in-service teachers* expressed that they were *somewhat* able to learn their *personal benefits* during their teacher education. As opposed to these, the results of the interviews delineated that *almost all participants* found their teacher education program *effective* for providing them with the *knowledge of Turkish education system along with its history and organizational structure*.

In relation to the *school management*, the results of the interviews further demonstrated that *a large number of participants* evaluated the program as *effective* for developing their *knowledge of multigrade classes*, which particularly included knowing *how to form the multigrade classes with respect to the different grade levels*.

On the other hand, *a few participants* still articulated that the program *did not* help them gain *adequate* knowledge in this regard.

In relation to the *official regulations*, *the majority of the participants* underlined that their teacher education program was *highly inadequate* in terms of preparing them for *the management of official documents*. At this point, *many participants* mentioned that their teacher education program was *quite inadequate* especially in terms of equipping them with the *knowledge of formal written communication*.

4.2.2.4.1. Sources influencing the development of the domain of “school management and official regulations”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of school management and official regulations. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, (4) the infrastructure of the faculty, and (5) the stakeholders.

The curriculum/courses: Based on the results of the interviews, it was seen that the majority of the participants underlined the ineffectiveness of the Teaching in Multigrade Classes course (*CHE’s description of the content: the concept of multigrade classes, the significance of teaching in multigrade classes, the sources underlying the multigrade classes, the curriculum adaptations in multigrade classes, and the classroom management in multigrade classes*), as well as the Turkish Education System and School Management course (*CHE’s description of the content: the general aims and the fundamental principles of Turkish education system, the legal framework of Turkish education system, the organizational structure of Turkish education system, the theories of management, and the school management*). In this regard, the majority of the participants expressed that the objectives of these courses

needed to be improved so as to respond to the needs of pre-service teachers better. For instance, the following in-service teachers stated that:

In our Turkish Education System and School Management course, we mostly delved into the organizational structure of Turkish education system. Rather than focusing too much on the details of the organizational structure, it would have been better to discuss it overall and learn also about other topics including the enrollment of students to the school, managing the official documents, e-schooling, formal written communication, etc. For instance, as a teacher, I am also authorized with the managerial rights and charged with the managerial duties in the school that I work. However, at the beginning, I realized that I did not know anything about the things that I was supposed to do. I had to search everything by myself. ...The objectives of Turkish Education System and School Management course should definitely be improved and updated (T16).

As a teacher, once I wrote and sent a petition to the district directorate of national education. However, later I learned that, first, I had to have it signed by the school principal. Similarly, I realized that I knew nothing about the personal benefits of teachers. I can tell you about many other examples, which is largely due to the ineffectiveness of our Turkish Education System and School Management course (T20).

In addition to the objectives of those courses, a large number of participants also drew attention to the importance of the course activities and the teaching methods used by the teacher educators. Accordingly, two of the in-service teachers expressed that:

In our Teaching in Multigrade Classes course, we had a couple of activities in the class, such as writing a petition and exploring the e-schooling system on the web, in case we might be appointed as a teacher who is also authorized with the managerial rights and charged with the managerial duties. Even if those types of activities were not many, they were highly useful for us (T9).

...Just like we do for teaching our students, our teacher educators should also teach us through a constructivist approach. The fact that we are older does not necessarily mean that we should learn by direct instruction and the traditional approaches. For instance, the teacher educator could have included certain activities in the course, such as role playing of an elementary teachers' meeting and practicing the recording of that meeting (T8).

In one of the sessions of our Teaching in Multigrade Classes course, the teacher educator invited a former graduate who was also working as the school

principal of her school, to which she was appointed as an elementary teacher by the Ministry of National Education (MoNE). Just like her, it is most likely that the elementary teacher candidates will be appointed to the Eastern rural areas by the MoNE to start their teaching career. In those areas, they are also likely to be authorized with the managerial rights and charged with the managerial duties since most of the time there is only one teacher in those schools. As such, we were very excited in that session to listen about her experiences of being a school principal as we thought that we might face the same conditions. I wish, we had more activities similar to this (T7).

Likewise, it was mentioned that the assessment techniques in these courses had an impact on the development of the knowledge, skills, and attitudes related to the domain of school management and official regulations. For instance, the following in-service teacher argued that:

In the final exam of Turkish Education System and School Management course, we were asked to write a petition to the district directorate of national education. I found it very useful as we would not have learned it well unless we practiced it. In a similar logic, the teacher candidates could be given certain assignments in this course, which could be completed throughout the field practice courses as both Turkish Education System and School Management course and the Practice Teaching I and II courses are offered in the last year of the program (T7).

Moreover, the majority of the participants underlined the insufficiency of the course hours as well as the lack of practice in these courses. Besides, they particularly articulated that the sequence or the place of Turkish Education System and School Management course throughout the elementary teacher education program was not appropriate. Regarding these, two of the in-service teachers expressed that:

We did not learn much about school management or about our rights and responsibilities as a potential school principal. We had Turkish Education System and School Management course, but it was quite theoretical. I will suggest that the teacher candidates should be provided with more practice-based opportunities in this course, yet I know that the course hour is already not adequate. As a suggestion, maybe this course could be more hand-in-hand with the Practice Teaching I and II courses in the last year of the program, through which the teacher candidates could have more practice opportunities in the schools. It might sound funny but just like the children who are given the opportunity to manage their responsibilities as a minister on April, the 23rd, we

should be treated as a school principal during, at least, one of our school visits throughout our field practice courses (T4).

Turkish Education System and School Management course has been offered in the last semester of our teacher education program. However, the teacher candidates are generally concerned with the KPSS (national teacher selection examination) in the last semester and thereby, do not care much about the courses. Therefore, I think, this course should be offered in the earlier semesters as it covers quite essential topics for the teacher candidates, which should not be undermined (T18).

Except these, a small number of participants also expressed that the aforementioned two courses were far less effective when they were offered in the summer school period. Accordingly, one of the in-service teachers asserted that:

I took Turkish Education System and School Management course in the summer school and it was not very useful. I mean, we did not have any practice in the schools as elementary schools are closed in summer. Besides, within a condensed period of time, we tended to cover the topics quite quickly and superficially, while the teacher candidates really need to learn them well. Hence, I believe that this course should not be offered as a summer school course (T8).

The extracurricular activities: The results of the interviews portrayed that most participants underscored the importance of inviting guest speakers to the faculty as part of organizing informative seminars. In this regard, inviting the school administrators or the inspectors appeared to be highly crucial for the development of the pre-service teachers' knowledge, skills, and attitudes related to the domain of school management and official regulations. Moreover, to encourage the pre-service teachers to attend those seminars, a few participants suggested that the attendees should be given certificates at the end of those seminars. Accordingly, the following in-service teachers articulated that:

...I think, the teacher educators could have organized seminars and invited school principals to the faculty to inform us about effective school management, including our rights, responsibilities, and so on. Such things never happened in our faculty... (T9).

...For instance, there was a conference taking place in our faculty. I think, as part of such conferences, there could be some sessions or seminars on school management and official regulations. Such events could be used as an opportunity as they are more structured and thereby, they attract the attention of many people. I am sure that everyone in my class would attend the sessions on school management as we were highly concerned about being a school principal. Besides, if the attendees were also given a certificate, the attendance rate would be much higher (T5).

The faculty members: Based on the results of the interviews, the participants mostly stated that the attitudes of the teacher educators towards the course and their competence were quite critical for their development. To provide a few examples, the following participants told that:

Turkish Education System and School Management course was not generally taken into consideration very seriously by the teacher candidates. The most important reason behind this was the fact that our teacher educator did not make an effort for the course. I mean, he seemed like he did not find the course important, either. If otherwise, he would have been more active throughout the classes and strived to create a good atmosphere in the class (T22).

...Besides, as the teacher educator of our Turkish Education System and School Management course was a faculty member of the faculty of law, not the faculty of education, I believe that he did not know much particularly about school management. Consequently, rather than having discussions on the school management aspect of the course, we mostly discussed the organizational structure of Turkish Education System, which I hardly remember now (T16).

In relation to the teacher educators, a number of participants also mentioned that some of their elderly teacher educators were not able to keep up with the changing educational practices. Accordingly, one of the in-service teachers mentioned that:

The teacher educator of our Turkish Education System and School Management course was quite elderly and not very knowledgeable about the current schooling practices. For instance, he did not know much about e-schooling. He rather tended to tell us about the practices of maybe ten years ago, such as how to filling the class book in. The teacher educators should definitely keep their knowledge up-to-date (T7).

In addition to these, some participants articulated that the teaching experience of the teacher educators in the past as a teacher was another important source. For instance, one of the in-service teachers explained that:

The teacher educator of our Teaching in Multigrade Classes used to work as an elementary teacher before. Besides, he had experienced teaching in multigrade classes when he was an elementary teacher. Therefore, we were able to learn from his own experiences as he always provided us with the concrete examples (T4).

The course expectations set by the teacher educators, especially concerning the field practices, also seemed to affect the development of pre-service teachers' knowledge, skills, and attitudes related to the domain of school management and official regulations.

Most of the times, our assignments in the School Experience course included observing the students, teachers, the classroom environment, the school administrators, etc. However, we were not asked to do any assignments that would require, for example, the collaboration of the teachers or the school administrators. Consequently, our role was mostly being a detached observer in the school (T15).

Except these, a number of participants underlined the inadequate number of teacher educators. Likewise, they highlighted the unavailability of them. As an example, one of the participants pointed out that:

The teacher educator of our Turkish Education System and School Management course was not a faculty member in our university. He was working at the Ministry of National Education. Due to his potential network in the ministry, I appreciate that he was able to invite an inspector and a school principal to the class as guest speakers. Despite these advantages, he was rarely available to us out of the class as he was not among the faculty members. Besides, he even for a couple of times cancelled the session as he was too busy in the ministry. To avoid such conditions, there could be more teacher educators in the faculty (T21).

Lastly, a considerable number of participants pointed out the importance of the teacher educators' attitudes towards collaborating with the mentor elementary teachers and the

school administrators throughout the field practices, which could provide ease to the pre-service teachers to develop their knowledge, skills, and attitudes related to the domain of school management and official regulations. Accordingly, one of the in-service teachers explained that:

...Another reason is that our teacher educators did not make much effort to develop an effective partnership with the schools. For instance, they could have talked to the school administrators and initiated a seminar to be given in the school on effective school management. Rather than this, they were even warning us not to interfere in the practices that were taking place at the schools (T22).

The infrastructure of the faculty: Regarding the development of pre-service teachers' knowledge, skills, and attitudes related to the domain of school management and official regulations, the participants mostly mentioned the large class size and the lack of adequate number of classrooms as inhibiting sources in connection with the infrastructure of the faculty. To illustrate, one of the in-service teachers said that:

We were taking Turkish Education System and School Management course in a lecture hall, together with the students of other two sections. Given that the section was too crowded, we rarely had a chance to ask questions to the teacher educator. I wish, the class size was much smaller so that we would be able to engage in effective discussions (T5).

The stakeholders: In relation to developing the pre-service teachers' knowledge, skills, and attitudes related to the domain of school management and official regulations, a large number of participants underscored the importance of the mentor elementary teachers' and the school administrators' attitudes towards collaborating with them throughout the field practice courses. For example, two of the in-service teachers pointed out that:

I visited four elementary schools throughout the field practice courses. However, only in one of those schools, the school administrators were reachable. I mean, the others were mostly not in the school. Even if when they were in the school, they did not care much about us. We could mostly see them when we needed to have our papers signed by them (T5).

I had a mentor elementary teacher who was concerned very much with being criticized by us for her possible mistakes or less desirable practices. Therefore, she always kept her distance from us. As such, we were not really able to request something from her, such as examining the class book or learning how to fill it in (T6).

In relation to the mentor elementary teachers, a number of participants further mentioned that they felt urged to establish good relationships with them particularly due to the fact that they were also being graded partially by those mentor teachers.

4.2.2.5. Curriculum

The fifth domain in relation to investigating the effectiveness of the elementary teacher education program was “curriculum”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it developed the essential knowledge, skills, and attitudes related to the domain of curriculum.

With respect to the results of the analysis of the interviews, *almost all participants* expressed that the program developed their *elementary school curriculum literacy adequately* and prepared them *well* to be able to *evaluate the elementary school curricula critically*. More specifically, they explained that the program prepared them *well* in terms of developing the *knowledge of the objectives in the curriculum and being able to analyze them across the grades*. Besides, *a considerable number of participants* mentioned that the program helped them *adequately* to *relate the objectives across the different subject areas*. On the other hand, *some participants* thought that the program was *rather somewhat effective* in this regard.

Except the objectives, *almost all participants* stated that they had *adequate* opportunities during their teacher education to develop their *knowledge of teaching methods*. On the other hand, regarding the *knowledge of values and skills suggested in the school curricula*, only *a few participants* thought that the program prepared them *well*. Similarly, in relation to equipping the pre-service teachers with the *knowledge of assessment and evaluation techniques*, only *less than a half of the participants* thought

that the program was *effective*. Except the elementary school curriculum, the participants also mentioned the *early childhood education curriculum*. However, *none of the participants mentioned* that they had an opportunity to *get familiar with the curriculum of early childhood education* throughout their teacher education program.

As well as developing the knowledge of curriculum, the participants also reflected on their teacher education program for how well it supported them to be able to *modify the elementary school curriculum*. In this regard, it was seen that *a number of participants* found the program *effective*, while *some participants* found it *somewhat effective or ineffective*. More specifically, although *some participants* stated that the program prepared them *well* to be able to *modify the curriculum according to the students' level of readiness*, it was also seen that *a few participants did not* evaluate the program as *effective* in this respect. Moreover, while there were *some participants* who thought that their teacher education program was *effective* in terms of supporting them to be able to *modify the curriculum according to the needs of students*, a *considerable number of participants* found the program *ineffective or somewhat effective* in this regard. Similarly, in relation to preparing them for *modifying the curriculum according to the regional differences*, *a number of the participants* believed that the program was *ineffective or somewhat effective*. On the other hand, there were also *some participants* who expressed that the program prepared them *adequately* to be able to *modify the curriculum according to the regional differences*. In particular, *only a few participants* stated that the program prepared them *well* for *modifying the curriculum according to the schools in rural areas*. Similarly, *the majority of the participants* found their teacher education program *inadequate* for equipping them with the skills to *modify the curriculum according to the multigrade classes*. Besides, *most participants* thought that they *were not adequately* prepared for *modifying the curriculum according to the students with special needs*. All in all, *only a small number of participants* stated that the program was *helpful* for them to be able to *modify the curriculum according to the existing settings*.

Lastly, in line with the aforementioned results, it was seen that *the majority of the participants* evaluated their teacher education program as *effective* for preparing them to be “*curriculum implementers*”. However, they found the program *inadequate* for preparing them as “*curriculum developers*”, who could *modify the curricula according to the characteristics of the given context*.

4.2.2.5.1. Sources influencing the development of the domain of “curriculum”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of curriculum. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, and (4) the stakeholders.

The curriculum/courses: Considering the results of the interviews, almost all participants emphasized the importance of the pedagogical content knowledge-related courses as well as the importance of School Experience (*CHE’s description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly*), Practice Teaching I (*CHE’s description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly*), and Practice Teaching II courses (*CHE’s description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly*) in developing their knowledge, skills, and attitudes related to the domain of curriculum. In addition to

these, the participants also mentioned the role of the Teaching in Multigrade Classes course (*CHE's description of the content: the concept of multigrade classes, the significance of teaching in multigrade classes, the sources underlying the multigrade classes, the curriculum adaptations in multigrade classes, and the classroom management in multigrade classes*). With respect to these courses, most participants particularly underlined the importance of the teaching process, including the course activities and the teaching methods used by the teacher educators. They especially emphasized the usefulness of developing and presenting several lesson plans in the aforementioned courses as they believed that such activities supported them well to be able to apply their knowledge into practice. For instance, the following two in-service teachers expressed that:

I think, we were prepared quite well for knowing the elementary school curricula. I mean, in most of the courses in the third year of the program, we prepared lesson plans, which helped us to a great extent to develop our skills. For instance, in our Teaching Life Studies and Teaching Social Studies courses, each week we decided on the objectives that we wanted to work on and then, prepared lesson plans to present in the class. During the presentations, the remaining class members were pretending as if they were young children to be taught by the teacher. Throughout this process, we practiced preparing for all the stages of a lesson, such as drawing students' attention, motivating them, the main body of the lesson, the close-up, etc. Therefore, as an elementary teacher, I do not have any problems with preparing for the lessons (T7).

...For instance, in our Teaching Science and Technology I and II courses, before we started to develop lesson plans, we spent time on analyzing the elementary science curriculum. In this regard, we had discussions on the philosophy of the curriculum as well as the objectives, the teaching methods, and the assessment techniques. ...I mean, yes, as everyone had the curriculum, each week we brought it to the class and analyzed it in large group discussions (T19).

On the other hand, the majority of the participants criticized that the pedagogical content knowledge-related courses lacked for providing the pre-service teachers with adequate opportunities to practice their skills. Similarly, almost all participants underscored the lack of adequate and effective field practice in the School Experience and Practice Teaching I and II courses. Besides, they particularly drew attention to the

lack of field practice in rural schools and multigrade classes. Regarding these, two quotes are presented below:

In our teaching-related courses, preparing lesson plans and presenting them to our classmates as well as to the teacher educator of the course helped us much to get familiar with the curriculum of different subject areas. However, these courses lacked for a real practicum. That is, in none of those teaching courses, we had an opportunity to go to an elementary school and test the effectiveness of our lesson plans. Therefore, we never saw the real consequences regarding if those lesson plans were effective. ...As such, I was not sure if I would be able to modify the curriculum in practice, based on the needs or the level of readiness of the students in a class (T2).

...As I was totally frustrated, I even sent an e-mail to one of our teacher educators to share how difficult it was for me to teach in a rural school upon starting my teaching career. I hope that they will consider this feedback and provide the next generation of pre-service elementary teachers with an opportunity to have teaching practices in rural schools and multigrade classes. Actually, even the field practices that we had in the central districts of Ankara were not adequate... (T6).

In addition to these, a number of participants particularly touched upon the sequence of the courses throughout the elementary teacher education program. In particular, they criticized that they were not able to take the field practice courses and the pedagogical content knowledge-related courses in the same semesters as the field practice courses were offered in the last two years of their teacher education program, not earlier. Accordingly, to practice their knowledge on the pedagogical content knowledge-related courses, most participants stated that the field practice courses should be offered in the earlier semesters. To illustrate, the following in-service teachers articulated that:

We did not have any opportunity to teach in the real school settings throughout our teaching-related courses. As a suggestion, to support those courses, the field practice courses could be offered earlier and in the same semesters when the teaching-related courses are offered. In addition to supporting those courses, this would also make the overall program more effective as it is already very ineffective for teacher candidates to have their field practice courses in the last year of the program, not earlier (T7).

Our teaching-related courses could have been offered earlier than the third year of the program. ...For instance, to offer the Teaching Mathematics I and II courses earlier than the third year, the Basic Mathematics I and II courses, which were offered in the first year, might be discluded from the program as they were quite unnecessary. I mean, we already had adequate knowledge on mathematics as we studied much until we took the university entrance examination. I think, discluding those courses from the program could also help to open more space for the field practice (T13).

Lastly, in relation to the curriculum and the courses, a few participants also mentioned the lack of a separate curriculum development course in their teacher education program.

The extracurricular activities: Based on the results of the interviews, it was seen that a large number of participants emphasized the importance of organizing trips to the rural schools and the multigrade classes so as to be able to develop their knowledge, skills, and attitudes related to the domain of curriculum. Accordingly, one of the in-service teachers stated that:

I do not feel well-prepared for modifying the curriculum according to the schools in rural areas and particularly the multigrade classes. Although the teacher educators sometimes provided us with the examples during the courses, those examples were not adequate as we were not provided with an opportunity to teach in the rural schools. I understand that it might have been harder to for them to arrange everything and send us to those schools, but they could have, at least, organized short trips to those areas so that we would have had our discussions based on the actual conditions (T17).

...Well, if they organize such trips to different regions of the country, I believe that the teacher candidates will be more aware of those differences and thereby, pay more attention to preparing lesson plans that are responsive to such differences (T10).

The faculty members: According to the results of the interviews, most participants explained that the expectations of the teacher educators, including the assignments, had a chief role on the development of the pre-service teachers with respect to the domain of curriculum. For example, the following in-service teacher expressed that:

...Especially in our teaching-related courses, the teacher educators expected us to do certain assignments which required us to analyze the curriculum of a given subject area in a detailed way. I mean, we reviewed the curriculum of that course and had discussions altogether (T4).

At this point, the participants especially mentioned the importance of the teacher educators' expectations and assignments in the field practice courses. More specifically, it was seen that they criticized the lack of adequate teaching expectations in those courses. To illustrate, one of the in-service teachers underlined that:

During the field practices, most of the time, our teacher educators expected us to do observations rather than being active and involved in the teaching process. Throughout the entire semester, which makes almost fourteen weeks, they expected us to teach the class only once (T10).

In relation to the importance of the teacher educators' expectations, a few participants particularly exemplified that they paid more attention to interdisciplinary teaching when their teacher educators articulated such expectations. For instance, one of the in-service teachers said that:

One of the most important things that our teacher educators were looking for in our lesson plans was whether or not we addressed interdisciplinary teaching. The teacher educator of our Teaching Life Studies course was even marking down our lesson plans when we did not pay attention to establish connections with another subject area (T2).

On the other hand, some participants underlined that the varying practices of the teacher educators within the same university or across the different universities was another source having an influence on the development of the pre-service teachers. As an example, one of the in-service teachers argued that:

...While the teacher educator of our section in the School Experience course expected us to teach the class for once, my friends, who took the same course from another faculty member, developed lesson plans and applied them for a lot of times. I think, this should be standardized as it was not fair to those of us who wanted to teach more (T18).

Based on the results of the interviews, most participants further stated that the competence of the teacher educators was also of the utmost importance for pre-service teachers to develop their knowledge, skills, and attitudes related to the domain of curriculum. In this regard, a number of participants particularly explained that the teacher educators were not competent at applying interdisciplinary teaching in their own classes. Accordingly, they especially drew attention to the lack of collaboration and coordination among the teacher educators of different courses. In relation to these, two of the participants pointed out that:

In order to teach us how to relate the different courses with each other, I think, first of all, it is the teacher educators who should be competent at interdisciplinary teaching. I mean, they should be able to provide us with appropriate examples, which requires them to know the objectives of the other subject areas, as well. For instance, to relate the objectives of maths course with those of music, the teacher educator of the Teaching Mathematics course also needs to know about the curriculum of the music course (T13).

...As elementary teachers are expected to teach different subject areas, the teacher educators of this program must collaborate with each other to learn about what is happening in the other courses, as well (T7).

In relation to the faculty members, a considerable number of participants also underscored the importance of effective guidance and feedback given to the teacher candidates on their lesson plans or teaching performances. In this regard, the school visits of the teacher educators during the field practices were highlighted to be very critical for observing and assessing the teacher candidates and thereby, providing them with effective feedback. Accordingly, the following in-service teacher stated that:

...Especially when we presented our lesson plans in our teaching-related courses, it was very useful to receive feedback from our friends and the teacher educator of the course. However, I can not say the same thing for our field practice courses as the teacher educators came to assess us only once, which happened at the end of the semester (T11).

At this point, regarding the field practice courses, a number of participants also underlined that pre-service teachers should be provided with the opportunity to take

each of their field practice courses from a different teacher educator given that there are differences among the practices of different teacher educators. For instance, one of the in-service teachers argued that:

...As there could be differences among the teacher educators due to their area of expertise, concerns, priorities, and so on, it would be more useful for the teacher candidates to take each of those three field practice courses from a different teacher educator. For example, the teacher educators could differ from each other in terms of the aspects that they find important for an effective teaching. Therefore, while a teacher educator might provide feedback especially on the appropriateness of the teaching method that you chose, another teacher educator could be more concerned with a different aspect (T21).

Except these, some participants further highlighted the importance of the teacher educators' collaboration with the mentor elementary teachers and the school administrators throughout the field practices. Accordingly, one of the in-service teachers asserted that:

...I think, it is the teacher educators who should take on the role of initiating an effective partnership with the schools. To this end, they might arrange a meeting with the mentor elementary teachers and the school administrators at the beginning of the semester, which would make it more likely that the teacher candidates would be provided with adequate opportunities throughout their field practices (T22).

The stakeholders: The results of the interviews showed that the attitudes of the mentor elementary teachers towards the pre-service teachers were highly critical throughout the field practices, especially in terms of the developing the knowledge, skills, and attitudes related to the domain of curriculum. To illustrate, one of the in-service teachers underscored that:

...We could not practice those skills during the field practice courses. For example, in the Practice Teaching I course, our mentor elementary teacher only allowed us to observe the class. We were rarely able to get involved in the teaching process. Besides, even at those few times when the mentor teacher allowed us to teach the class, she left the class as she wanted to rest. I was disappointed about this as we were not able to get feedback from her (T18).

4.2.2.6. Information and communications technology

The sixth domain in relation to investigating the effectiveness of the elementary teacher education program was “information and communications technology”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it developed the essential knowledge, skills, and attitudes related to the domain of information and communications technology.

The results of the analysis of the interviews showed that the participants found their teacher education program *somewhat effective* in terms of helping them develop *an adequate level of technology literacy*. Similarly, *most participants* expressed that the program was *somewhat effective* in supporting them to *use the digital technologies effectively*. On the other hand, *a number of participants* thought that the program was *effective* in this regard. Likewise, in relation to encouraging pre-service teachers to *integrate technology into the courses*, it was seen that *most participants* found their teacher education program somewhat effective, while *a small number of them* stated that the program was *effective*. As opposed to these, *a considerable number of participants* explained that the program fostered their skills to *use technology especially as a tool to reach information*.

As for *creating digital learning environments*, the participants highlighted that the program *did not* develop their *knowledge of digital games*, which was believed to be important for teaching young children. Besides, *the majority of the participants* pointed out that the program *did not* support them for *developing digital instructional materials*, either.

In relation to *social media*, *most participants* explained that the program *did not* prepare them *adequately* for *integrating social media into the courses*, while *a few participants* mentioned that the program was *somewhat effective* in this regard. Moreover, *the majority of the participants* expressed that the program *did not* encourage the *use of social media as a means for any academic purposes*, at all.

Similarly, with respect to developing the *media literacy of pre-service teachers*, the participants thought that their teacher education program was *quite ineffective*.

Lastly, in terms of *developing positive attitudes towards technology*, a number of participants found their teacher education program inadequate, while *some participants* thought that the program supported them *well*.

4.2.2.6.1. Sources influencing the development of the domain of “information and communications technology”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of information and communications technology. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, and (4) the infrastructure of the faculty.

The curriculum/courses: According to the results of the interviews, the participants generally underlined the importance of the courses offered in the program in terms of providing them with the opportunities to develop their knowledge, skills, and attitudes regarding the domain of information and communications technology. In particular, the participants told that the courses including the Computer Applications in Education I (*CHE’s description of the content: the information technologies, the essential concepts related to the software and the hardware, the operating systems, the word processing programs, spreadsheet programs, the presentation of the data, the use of Internet and information technologies in education, the effects of the information technologies on the social structures, and the information systems security and the ethical concerns*), Computer Applications in Education II (*CHE’s description of the content: the essential concepts related to the computer-supported education, the theoretical foundations, the applications, the advantages, and the limitations of the*

computer-supported education, evaluating and choosing the appropriate instructional software, the distance education applications, and the effects of internet on the young children and the adolescents) as well as the Instructional Technology and Material Development (*CHE's description of the content: the essential concepts related to the instructional technologies, the characteristics of different instructional technologies, the role of instructional technologies in instruction, the technological needs of the school and the classroom, the fundamental principles of material development, the development of two- and three-dimensional instructional materials, the development of instructional tools, examining the instructional software, evaluating the appropriateness of the instructional materials, Internet and the distance education, and the use of instructional technologies in Turkey and in the world*) were highly crucial for their development. However, the participants drew attention to the insufficiency of the course hours allocated particularly to those two courses. Besides, some participants pointed out the need to update and improve the objectives of the aforementioned courses so as to better respond to the pre-service teachers' needs regarding the domain of information and communications technology. In relation to these, the following in-service teachers explained that:

Our Computer Applications in Education I and II courses were very useful as we learned several things such as using the smart board, preparing effective Powerpoint presentations and using the projector, using the Word effectively, creating blogs, etc. (T22).

In our Instructional Technology and Material Development course, we only developed traditional course materials. For instance, once we prepared a book for young children. However, as we are in the digital age, we could have developed digital materials, as well. In this regard, the course was quite outdated (T7).

In the first year of the program, we took the Computer Applications in Education I and II courses. However, those courses were not very effective as they were not practice-based. I think, the most important reason underlying these was the lack of adequate course hours. They should increase the weekly allocated time for this course so that the pre-service teachers can have both theory and practice. Besides, in those courses, we only learned how to use

certain Office programs. Even if they might not increase the course hours, they should, at least, update the scope of the course (T17).

Some participants further stated that the sequence of the aforementioned two courses throughout the teacher education program was also an important source influencing the pre-service teachers' development for the knowledge, skills, and attitudes related to the domain of information and communications technology. To illustrate, one of the in-service teachers mentioned that:

I think, it was appropriate that we took the Computer Applications in Education I and II courses in the first year of the program. As we we had a lot of assignments and presentations throughout those four years, from the beginning we had to know how to use the Word and the Powerpoint effectively. However, in the last year of the program, there could have been another course, in which we might have learned about e-schooling, school management, etc. as we were close to finishing our teacher education program (T22).

In addition to these, a number of participants particularly explained that taking Computer Applications in Education I and II courses as an online course was a negative source affecting their development. For instance, one of the in-service teachers explained that:

The Computer Applications in Education I and II courses were offered as online courses in our first year. However, as I grew up in a small village, I was not familiar with the information and communications technology until I entered to this program and moved to Ankara. Therefore, it was like a nightmare for me to take those courses as there was not any faculty member assigned to this course for our potential questions (T2).

Except these, some participants also criticized the lack of adequate number of courses in the program to support their development with respect to this domain. To illustrate, one of the in-service teachers said that:

...We could have been offered more courses in relation to this domain as we had only one or two courses. To be able to teach our students, who grow up in an information and technology age, we should know about the information and

communications technology better than our students. For instance, they could offer a course on media literacy (T12).

In general, regarding the courses offered in the program, *the majority of the participants* underlined the importance of the *teaching process*, implying both the types of the course activities and the teaching methods used by the teacher educators. Accordingly, one of the in-service teachers criticized that:

...Especially in our teaching-related courses, each week we prepared presentations, which were mostly Powerpoint presentations. Other than those presentations, we did not do any activities that would require us to use the technological tools. Leave it alone, some of our teacher educators were still using the overhead projector in the courses (T7).

The extracurricular activities: Based on the results of the interviews, some participants emphasized the need to develop an active and professional website for the faculty of education. Similarly, they suggested the use of other online professional platforms or different social media platforms to support the pre-service teachers' development for the knowledge, skills, and attitudes related to the domain of information and communications technology. For instance, the following in-service teachers said that:

...I do not remember that the atmosphere in our faculty was technologically encouraging. There was a website of our faculty of education. However, as it was not an active or updated website, we rarely visited it. Similarly, we did not use an online platform such as METU-Class. We could have used such platforms or even the social media platforms to share posts and have discussions with our classmates in our out of school time (T11).

...The teacher educators could have had their own websites, from where we could have downloaded the assignments or the articles to be read. ...For instance, in our Practice Teaching II course, we posted our field diaries on the personal website of our teacher educator. However, in general, our faculty was quite traditional and did not encourage the use of technology much. The only way that we used technology was e-mailing the assignments to the teacher educators. Besides, we had an online platform for the university in general, through which we were able to check our grades, exam dates, etc. Evidently, these were not adequate (T6).

The faculty members: Considering the results of the interviews, most participants articulated that they considered their teacher educators as role models. Within this framework, they highlighted that the competence of the teacher educators in relation to the information and communications technology had a large influence on their development. Besides, they said that it is very important for the teacher educators to attend the in-service trainings to develop their knowledge, skills, and attitudes related to this domain. To illustrate, one of the in-service teachers argued that:

While some of our teacher educators were able to use the technological materials well, a few of them were still asking us how to use when they needed to use them. It is funny that some of them were still preferring to use the overhead projectors. In general, our teacher educators were not very competent at the information and communications technology. (T12).

The majority of the participants stated that the attitudes of the teacher educators towards the information and communications technology was also a critical source influencing the pre-service teachers' development in relation to this domain. With regards to this, a few participants particularly pointed out that some of their elderly teacher educators were not able to keep up with the changing educational practices as they had negative attitudes towards technology. As an example, one of the in-service teachers mentioned that:

Compared to the elderly teacher educators, the research assistants were better at using the technological materials. I mean, we have been witnessing the rise of technology maybe for the past ten years. Therefore, it might be difficult for the experienced teacher educators to quit their long-established behaviors and develop positive attitudes towards the use of technology. As they were born and raised in a different era, they might be used to teaching in the traditional ways (T3).

In addition to these, a considerable number of the participants underlined that the course expectations set by the teacher educators, including the types of the assignments and the types of the assessment activities, had an impact on the pre-service teachers' development of the knowledge, skills, and attitudes related to this domain, especially in terms of using the digital technologies effectively and integrating the digital

technologies and the social media into the courses. To illustrate, the following in-service teachers expressed that:

In one of our courses, the teacher educator always expected us to integrate social media into our lesson plans, which might have been for the purpose of drawing the attention of students, organizing group activities, etc. She was also encouraging us by giving extra points for the use of social media. Therefore, we paid attention to integrate Facebook, Twitter, and Instagram into our lesson plans. In addition to getting extra points, we actually enjoyed it a lot, as well (T2).

Throughout our teacher education, we were not encouraged to use social media for the teaching purposes because most of our teacher educators believed that social media was useless and loss of time. Besides, they were firmly convinced that the social media platforms were totally rubbish and everything was distorted (T1).

A large number of participants also touched upon the importance of the guidance provided by the teacher educators. Accordingly, the following in-service teacher said that "...For example, we had the Children's Literature course. In this course, the teacher educator could have also guided us about the digital story books" (T6).

Except these, a few participants underlined that the teacher educators should take the pre-service teachers' level of readiness into consideration in the courses as it was believed to influence their development. In this regard, one of the in-service teachers criticized that:

One of our teacher educators was very competent at the information and communications technology. Maybe as a result of that, he always had high expectations from us. Yet, most of the time, he expected us to do the task before he taught us how to do. He might have assumed that we already knew about the given task, but as we were coming from different regions, where we might or might not have had adequate opportunities, he should have taken our level of readiness into consideration (T21).

The infrastructure of the faculty: According to the results of the interviews, it was seen that the majority of the participants underlined the importance of the

infrastructure in the faculties, including the computer labs, library, and classrooms. To illustrate, the following in-service teachers expressed that:

I do not think that the library of our faculty or the computer lab had technologically supportive conditions. For instance, the number of computers in the computer lab was not adequate and the computers were too old. Besides, the room was locked most of the time. Therefore, we never used the computer lab to have any of the sessions of our courses. ...Similarly, as the classrooms were not technologically well-equipped, we only had one computer and one projector in most of the classrooms (T2).

...Actually, our computer lab was equipped well. However, as the the priority to use the room was given to the pre-service teachers of the Computer Education and Instructional Technology program for their courses, we were rarely able to use it (T15).

It is ridiculous that I graduated from one of the best faculties of education without seeing a real smart board. It is also ridiculous that we still had overhead projectors in the classrooms. We are actually talking about the 21st century, right? (T1).

In this regard, a number of participants also highlighted the importance of the infrastructure of the schools that are selected as part of the field practice courses. Accordingly, one of the in-service teachers mentioned that:

The elementary schools that we went for the field practices were technologically poor. In this regard, I am suspicious about the success of Fatih Project. If the purpose of those field practice courses was to enable us to practice what we learned in the university, the faculty members should have sent us to the technologically-advanced schools, as well, where we could have had the opportunity to practice our skills (T13).

4.2.2.7. Suburban schools

The seventh domain in relation to investigating the effectiveness of the elementary teacher education program was “suburban schools”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how

well it equipped them with the knowledge, skills, and attitudes related to the domain of suburban schools.

Based on the results of the analysis of the interviews, *the majority of the participants* thought that their teacher education program *did not* provide them with a *general knowledge of rural life*, while *a few participants* thought that the program was *somewhat effective* in this regard. Similarly, in relation to preparing the pre-service teachers for *adapting to the rural areas*, *most participants* explained that their teacher education program was *ineffective*, while *a few participants* found the program *somewhat effective*. In line with these, as for preparing the pre-service teachers for *modifying the curriculum according to the characteristics of different rural areas and different regions*, *the majority of the participants* also pointed out that the program was *ineffective or somewhat effective*.

In addition to these, *most in-service teachers* stated that the program *did not* prepare them *well for communicating with the students and parents in rural areas*, who might not speak Turkish as their mother tongue. As a result, the participants *did not* think that they were prepared *well* to be able to *teach those students*. Likewise, they *did not* think that the program supported them *adequately* to be able to *foster parent involvement in the rural areas*. Lastly, *the majority of the participants* highlighted that their teacher education program *did not* provide them with *adequate* opportunities to *engage in the community service in rural areas or collaborate with the local people*, either.

In addition to talking about rural areas in general, the participants also reflected on the *multigrade classes specifically*. To start with, *some participants* believed that their teacher education program helped them *adequately* to *develop positive attitudes towards multigrade classes*, while it was seen that *a number of participants* *did not* find their education *effective* in this regard. Second, *the majority of the participants* thought that the program was *effective* in terms of providing them with *adequate* knowledge on *multigrade classes*, which especially included knowing *how to form the*

multigrade classes appropriately with respect to the grade levels. However, it was seen that *a number of participants did not find the program adequate* in this respect. Third, regarding *how to teach in multigrade classes*, *a considerable number of participants* thought that the elementary teacher education program was *neither effective nor ineffective*. Besides, *some participants* underlined that the program was *quite poor* in this regard.

In relation to *how to teach effectively in the multigrade classes*, the participants more specifically explained that the program *did not support them well for developing effective lesson plans for the students of different grades in multigrade classes*. Although *a small number of participants* found the program *effective* in this respect, yet they highlighted that the program only provided them with the *knowledge of differentiating the instruction in multigrade classes, not with the opportunity to practice it as a skill*. Similarly, *most participants* believed that the program was *inadequate or somewhat adequate* in terms of preparing them for *differentiating the assessment and evaluation techniques according to the students who study in multigrade classes*. On the other hand, *some participants* stated that the teacher education program prepared them *well* particularly for *developing appropriate instructional materials for the students of different grades in multigrade classes*, while there were also *some participants* who criticized that the program was *ineffective* in this regard. In line with these, *a large number of participants* further stated that the program *did not* prepare them *adequately* to be able to *modify the curriculum according to the multigrade classes or according to the characteristics of the schools in different rural areas*. Lastly, they said that the program *did not* prepare them *adequately* for *interdisciplinary teaching in multigrade classes*, either.

With respect to the multigrade classes, *a large number of participants* further emphasized that the program was *ineffective* in terms of equipping them with the *classroom management skills*. In relation to this, the participants especially expressed that they *did not* have *adequate* opportunities to *engage the students of multigrade classes in collaborative or autonomous work* in practice. Lastly, *most participants*

evaluated their teacher education program as *ineffective* for providing them with the opportunity to *foster parent involvement in multigrade classes*, as well.

4.2.2.7.1. Sources influencing the development of the domain of “suburban schools”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of suburban schools. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, and (3) the faculty members.

The curriculum/courses: According to the results of the interviews, most participants underscored the role of the Teaching in Multigrade Classes course (*CHE’s description of the content: the concept of multigrade classes, the significance of teaching in multigrade classes, the sources underlying the multigrade classes, the curriculum adaptations in multigrade classes, and the classroom management in multigrade classes*) for developing their knowledge, skills, and attitudes related to the domain of suburban schools. However, the majority of the participants criticized the insufficiency of the course hour as well as the lack of practice in this course. In addition, the participants emphasized the need to improve the objectives of this course, especially in terms of offering the knowledge of rural life and preparing the pre-service teachers better. Moreover, some participants particularly articulated that the sequence or the place of the Teaching in Multigrade Classes course throughout the elementary teacher education program was not appropriate since they believed that this course should be offered earlier, not in the last year of the program. In relation to these, a few quotes are presented below:

...In our Teaching in Multigrade Classes course, I remember that we had discussions on the cultural characteristics of the Eastern Anatolia or the Southeastern Anatolia as our teacher educator used to work in those regions

before. Besides, we had many discussions about the multigrade classes. However, we did not learn how to develop a lesson plan for the multigrade classes, which was the most critical part. When I started my teaching career, it was a challenge for me at the beginning to teach the third and the fourth graders in the same class. Besides, there were also some students who were illiterate. Therefore, in a way, there were also the first and the second graders in the class. I was totally helpless and had to find my own way. ...As we had this course, we should have also learned about the instructional methods and techniques that are especially needed for teaching in the multigrade classes (T9).

Although we had rich discussions on the multigrade classes, we did not have any field practices as part of the Teaching in Multigrade Classes course. Therefore, we did not develop course materials or prepare lesson plans in this course. Maybe part of the reason was the inadequacy of the weekly course hour allocated to this course. Besides, we took this course only in one semester, not more... (T15).

We took the Teaching in Multigrade Classes course in the last semester of the program, which was too late. If the course had been offered in the earlier semesters, we could have had adequate background on the multigrade classes before we started to have our field practice in the last year. At this point, it is also necessary that the teacher candidates should have their field practices in the rural schools, as well (T18).

Except these, a few participants pointed out that the number of the courses offered to develop the pre-service teachers' knowledge, skills, and attitudes regarding the domain of suburban schools was not adequate given that they had only one course in this respect. Therefore, they suggested that the program should offer additional courses, which they suggested as elective courses. For instance, one of the in-service teachers said that:

...For instance, we had the General Geography course as well as the Geography and Geopolitics of Turkey course. Instead of delving too much into the topics that we learned in those courses, we could have rather learned about the general characteristics of the different regions in Turkey. If it is not possible to change the scope of the courses, the faculty members might offer additional elective courses, through which we could have learned more especially about the culture in those different regions, effective communication with the students and parents in who does not speak Turkish as their mother tongue, etc. (T3).

In relation to the courses, the majority of the participants also mentioned the importance of the field practice courses, namely School Experience (*CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly*) and Practice Teaching I (*CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly*), and Practice Teaching II (*CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly*) for the development of the pre-service teachers' knowledge, skills, and attitudes in relation to the domain of suburban schools. However, the participants highlighted the lack of adequate and effective field practice in these courses, especially in rural schools and multigrade classes. In relation to this, a few participants suggested that each faculty of education should match with a partnership school located in a rural area (kardeş köy okulu). Some participants also criticized that the aforementioned field practice courses were offered only in the last three semesters of their program. Therefore, they suggested that not only should the course hours allocated to those courses should be increased, but those courses should also be offered in the earlier semesters. In addition to these, a number of participants drew attention to the considerable cultural differences between the schools selected for the purpose of field practice and the schools where they might actually start their teaching career. As such, they pointed out that the schools that they were sent were not reflecting the realities of the most schools well. With respect to this, they suggested that the pre-service teachers should be provided with the opportunity to have their field experience in the schools that are located in low-, middle-, and high-socioeconomic status districts. Regarding these, one of the in-service teachers said that "...As a suggestion, each faculty of education should develop

partnership with a school that is located in the rural or suburban areas” (T7). Moreover, another in-service teacher explained that:

...The program should offer more field experiences to the teacher candidates as it was not adequate to go to the schools once a week. ...Although we had our field experiences for three semesters, we did not have a chance to go to the schools that are located in rural or suburban areas, either. Our faculty of education rather partnered with the schools that are located in the central districts. As a result, those schools did not reflect the realities of the schools, where we are more likely to start our teaching career. This was a big contradiction as most of us have been appointed to the schools in rural areas upon graduating from the university. If the faculty members are not able to send the pre-service teachers to the rural schools, they might, at least, also partner with the schools that are located in low socioeconomic-districts, such as Altındağ or Mamak (T18).

Except the aforementioned courses, it was seen that the participants also found the Community Service (*CHE's description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives*) and the Instructional Technology and Material Development course (*CHE's description of the content: the essential concepts related to the instructional technologies, the characteristics of different instructional technologies, the role of instructional technologies in instruction, the technological needs of the school and the classroom, the fundamental principles of material development, the development of two- and three-dimensional instructional materials, the development of instructional tools, examining the instructional software, evaluating the appropriateness of the instructional materials, Internet and the distance education, and the use of instructional technologies in Turkey and in the world*) quite important for the domain of suburban schools, especially in terms of developing effective instructional materials for the rural schools and the multigrade classes, and also in terms of engaging in community service in rural areas. To illustrate, one of the participants stated that:

...The Community Service course could also be an opportunity to visit the schools in rural or suburban areas. In this course, we generally worked as a volunteer for the nongovernmental organizations. On the other hand, we could also have worked with the schools that might not provide adequate opportunities to their students. For instance, we could have collected different books and sent them to those schools as part of the Community Service course (T13).

Lastly, the participants also drew attention to the importance of the activities and the teaching methods used in the courses, in general.

...First of all, I did not enjoy the Teaching in Multigrade Classes course as the teacher educator of this course generally tended to use direct instruction. I mean, he did not prepare any types of activities for us. Therefore, it was quite boring to attend this course for two or three hours (T19).

The extracurricular activities: Based on the results of the interviews, the majority of the participants underlined the importance of field trips to the rural areas and the multigrade classes. However, a few participants drew attention to the faculty's inadequate budget for organizing such trips. Accordingly, the following in-service teachers expressed that:

One of our teacher educators organized a trip to a village in Haymana. Thanks to this trip, we had an opportunity to see the multigrade classes for the first time. Although it was a one-day trip, we were able to observe the class and talk with the teacher about the multigrade classes. We were even able to meet with one of the parents, who lived in that village and thereby, told us about the way of life there (T7).

...I remember that the teacher educator of our Teaching in Multigrade Classes course wanted to organize a trip to a village. However, he was not able to manage the financial issues as the faculty had to pay for the bus, yet was not able to (T22).

In addition to the trips, a number of participants further underlined the importance of establishing partnerships among different universities, which are located in the different regions of the country. In this regard, one of the in-service teachers mentioned that:

...For instance, the universities might prepare videos, presentations, or online courses on the major characteristics of the region where they are located. If each university could prepare such activities and share with each other, this would be really useful for the pre-service teachers to learn about the different regions and the different cultures. As another suggestion, those universities could organize trips by inviting each other (T9).

In a similar vein, some participants highlighted the role of inviting guest speakers to the faculty, such as inviting the experienced elementary teachers or the teachers who work in rural schools/multigrade classes. For instance, one of the in-service teachers articulated that:

I think, we were not equipped well with the knowledge of rural life. In this regard, the teacher educators could have, at least, invited the teachers who are experienced at working in rural areas. Similarly, they could have invited the former graduates who were most available to them (T8).

The faculty members: Considering the results of the interviews, most participants underlined the competence of the teacher educators as an important source influencing the development of their knowledge, skills, and attitudes related to the domain of suburban schools. Besides, a considerable number of participants particularly emphasized that the teaching experience of the teacher educators in the past as a teacher was another important source affecting the development of pre-service teachers in relation to the domain of suburban schools. As an example, one of the participants argued that:

The teacher educator of our Teaching in Multigrade Classes course was very knowledgeable about the multigrade classes. Therefore, we were able to gain adequate knowledge in that course. ...In addition, as he used to work as an elementary teacher and taught multigrade classes before, it was also very interesting for us to learn from his lived experiences. At this point, as most of our teacher educators did not have any teaching experiences, their suggestions or advises remained quite abstract (T8).

A large number of participants further mentioned that the expectations or the requirements of the teacher educators, including the types of the assignments and the types of the assessment activities, also had an important role in developing the pre-

service teachers' knowledge, skills, and attitudes related to this domain. For instance, one of the in-service teachers explained that:

Last year, when I started to work in a small village and in a multigrade class, I realized that I did not know anything regarding how to develop an effective lesson plan for the multigrade classes. In our Teaching in Multigrade course, we mostly discussed how to form those classes with respect to the grade levels. Our teacher educator never asked us to develop a lesson plan for teaching in multigrade classes (T16).

In addition to these, the participants also highlighted the importance of the teacher educators' visits to the schools during the field practices. Accordingly, they especially underlined the role of developing an effective assessment system and providing the pre-service teachers with effective feedback throughout the field practices so that they can improve their practices. In relation to these, one of the in-service teachers stated that:

To observe the teacher candidates, the teacher educators of the field practice courses should definitely join the pre-service teachers and go to the elementary schools with them. If a teacher candidate can not receive adequate feedback on his/her teaching during those courses, then there is no point in going to the schools for the field practice (T8).

Lastly, the participants also suggested that the teacher educators could integrate the diversity in the backgrounds of the pre-service teachers into the related courses. To illustrate, one of the in-service teachers told that:

It was very engaging when we shared our own experiences during the class discussions. For example, in our Teaching in Multigrade Classes course, one of our classmates told us about her experiences of studying in a multigrade class as a student. As I was born and raised in a large city, I have not been to a small village, yet. In this regard, it was very interesting for me to listen the stories of others. Accordingly, the teacher educators could actually pay extra attention to enrich their courses based on the pre-service teachers' experiences as they are coming from the different regions of the country (T3).

4.2.2.8. *Students with special needs*

The eighth domain in relation to investigating the effectiveness of the elementary teacher education program was “students with special needs”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of students with special needs.

According to the results of the analysis of the interviews, *most participants* thought that their teacher education program was *effective* in terms of *developing positive attitudes towards the students with special needs*. On the other hand, in relation to having *adequate knowledge of special education*, while *some participants* thought that the program prepared them *well*, *a number of participants* found it *ineffective*. More specifically, *the majority of the participants* found their teacher education program *effective* in relation to helping them *learn the characteristics of the students with special needs*. However, *a number of students* believed that the program was *ineffective or somewhat effective* in this respect. Moreover, *some participants* thought that they were prepared *well* for *how to approach the students with special needs based on their distinct characteristics*, while *others* found the program *weak* in this respect. Furthermore, in relation to *managing the classrooms that include the students with special needs*, only *a few participants* said that they were prepared *adequately*. Similarly, as for *facilitating the inclusion of those students in the class*, only *a few participants* thought that they were prepared *well*. At this point, *the majority of the participants* underlined that the program *did not* prepare them *well* for *developing effective individualized lesson plans so as to facilitate the inclusion of the students with special needs*. On the other hand, it was noted that there was also *a number of participants* who found the program *somewhat effective or effective* in this respect. Moreover, as for the *differentiating the instruction according to the characteristics of those students*, only *a few participants* found the program *effective* for equipping them with this skill. Accordingly, *most participants* told that they *were not* supported *adequately* in terms of *developing different activities, using different teaching*

methods, and developing different materials to be able to respond to the students with special needs. Likewise, a large number of participants articulated that the program neither inadequately nor adequately provided them with the opportunity to differentiate the assessment and evaluation techniques according to the students with special needs.

In relation to *collaborating with others so as to facilitate the inclusion of the students with special needs, a considerable number of participants* particularly expressed that *they were not provided with adequate opportunities to collaborate with the parents of the students with special needs. Thereby, they thought that they were not prepared well for communicating effectively with the parents of the students with special needs, either. In this regard, only a few participants found the program somewhat effective. Similarly, in relation to collaborating with the school counselors, it was seen that only a number of participants evaluated the program as effective. As for collaborating with other institutions such as counseling and research centers (Rehberlik Araştırma Merkezleri – RAM) or special education institutions, some participants stated that they were provided with an opportunity to collaborate with those institutions, while most participants did not find the program adequate in this regard. Lastly, in relation to collaborating with the pre-service or in-service special education teachers, the participants thought that their teacher education program was quite ineffective.*

4.2.2.8.1. Sources influencing the development of the domain of “students with special needs”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of students with special needs. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, and (4) the infrastructure of the faculty.

The curriculum/courses: Based on the results of the interviews, a large number of in-service teachers underlined the role of certain courses in developing their knowledge, skills, and attitudes related to the domain of students with special needs. Accordingly, those courses were the Special Education (*CHE's description of the content: the description of special education, the essential principles of special education, the sources of disabilities, the role of early diagnosis, the history of the concept of disability, the characteristics of the students with special needs, the use of educational games for the development of the students with special needs, the parental responses towards the students with special needs, the state of special education in Turkey, and the relevant institutions and organizations*), Inclusion in Elementary Education (*CHE's description of the content: the description and the essential principles of inclusion, the characteristics of the inclusion students, the inclusion of the students in the class, the curriculum considerations in inclusive education, the individualized lesson plans, the methods, the principles, and the assessment in inclusive education*), Drama (*CHE's description of the content: the description of drama in education, the history of drama with children, the structure and the stages of drama applications, the classification of drama activities based on different ages and subject-areas, the appropriate drama settings and essential teacher qualities, the special techniques in drama in education, and developing drama-based activities and evaluating them*), Community Service (*CHE's description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives*), School Experience (*CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly*), Practice Teaching I (*CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of*

this plan, doing self-evaluations, and preparing a portfolio accordingly), and Practice Teaching II course (*CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly*). As an example, the following in-service teachers expressed that:

...Concerning the students with special needs, we had two important courses, namely the Special Education course and the Inclusion in Elementary Education course. Actually, I took one elective course, as well, which was the Differentiated Instruction course. Although I do not think that those courses were very effective in terms of equipping us with the knowledge and skills for teaching the students with special needs, such courses are quite necessary for the elementary teachers (T18).

...In our Drama course, we also engaged in different activities to understand the feelings of the students who might have special needs. For example, I still remember the performance of one of the groups as they played their role very well to express the feelings of a visually impaired student and her parents (T8).

While reflecting on the aforementioned courses, some in-service teachers particularly underlined the importance of the course activities. Besides, they pointed out the role of the teaching methods used in these courses. For example, the following in-service teachers stated that:

In the Inclusion in Elementary Education course, our teacher educator generally brought real cases to the class, on which we had our discussions. She compiled those cases from the newspapers. In addition to those cases, we also watched movies and wrote reflection papers in this course. ...I believe that such activities make the courses more effective as they encourage the pre-service teachers to attend the course (T10).

...For instance, in our Special Education course, we imagined and designed our own school and classroom, both of which were expected to respond to the students who might have special needs. This activity was really useful for us as we were able to discuss many points in detail (T15).

Especially concerning the Special Education and the Inclusion in Elementary Education courses, a number of in-service teachers further drew attention to the need

to improve the objectives of these courses. For instance, the following in-service teacher expressed that:

...Either in the Special Education course or the Inclusion in Elementary Education course, we did not learn how to prepare an individualized lesson plan. Similarly, we did not have any discussions about how to collaborate effectively with the counseling and research centers. Although these are highly crucial for the elementary teachers, I tried to learn all of these by myself when I started my teaching career. In those courses, we only discussed how to facilitate the inclusion of those students, in terms of encouraging their acceptance by other students. I believe that the objectives of those courses should definitely be reconsidered (T17).

Regarding the Special Education and the Inclusion in Elementary Education courses, most in-service teachers also criticized that they did not have any field practices at the special education institutions or the counseling and research centers. As a result, they mentioned that they did not have adequate opportunities to observe the students who had special needs. Likewise, they said that they did not have any chance to collaborate with the special education teachers. At this point, a few participants drew attention to the lack of coordination between the faculty of education and the other institutions such as the special education institutions and the nongovernmental organizations. Similarly, they highlighted the lack of coordination among the teacher education programs of the faculty of education. To illustrate, one of the in-service teachers pointed out that:

In the Special Education course and the Inclusion in Elementary Education course, we gained adequate knowledge on the disability types. Similarly, we learned much about the characteristics of the students who might have different special needs. However, we were never sent to a special education institution to practice what we learned in those courses. Similarly, we were never asked to join to the pre-service teachers of the special education program of our faculty in their field practices. Such experiences could have enabled us to collaborate with the special education teachers and learn how to approach the students who might have certain special needs (T7).

At this point, a large number of participants stated that the course hours allocated to the aforementioned courses were not adequate. In addition, they underlined that the

number of the courses offered on special education was not adequate, either. For example, one of the in-service teachers mentioned that:

...Unfortunately, I do not think that we learned much about special education or the students with special needs. This was mostly due to the inadequate number of courses. I mean, we had only two courses on special education and the weekly allocated time for those courses did not lend itself to doing more activities or having field practices. As a result, each week we could only discuss the characteristics of a given disability, such as autism, Down syndrome, visual impairment, etc. (T18).

Except those two courses, the participants also criticized that they did not have adequate and effective field practices throughout the School Experience and the Practice Teaching I and II courses. In this regard, they criticized that they did not have an opportunity to collaborate with the mentor elementary teachers and the school counselors throughout their field practices. Besides, they explained that they did not do any activities in those courses for teaching the students with special needs. On the other hand, pointing to the sequence of the courses, the in-service teachers found it appropriate to have the field practice courses in the same year with the Special Education and the Inclusion in Elementary Education courses. In relation to these, one of the in-service teachers explained that:

Although we took the Special Education course and the Inclusion in Elementary Education course in the same year with the Practice Teaching I and II courses, we did not have adequate opportunities to teach the students who had special needs. I mean, Practice Teaching I and II courses could have been a good opportunity to practice what we learned in the Special Education course and the Inclusion in Elementary Education course. However, the amount of the field practices was already inadequate and we had to do many other activities, most of which included the observations. Besides, although there are such students almost in all classes, we were not expected to do any activities requiring us to collaborate with the mentor elementary teachers or the school counselors (T15).

The extracurricular activities: According to the results of the interviews, inviting guest speakers (e.g., experienced elementary teachers, parents of the students with special needs, school counselors, and special education teachers) and organizing visits

(e.g., to the special education institutions or to the counseling and research centers) were believed to help the pre-service teachers develop their knowledge, skills, and attitudes related to the domain of students with special needs. To illustrate, the following in-service teachers asserted that:

In our Special Education course, we visited a special education institution in Çayyolu. Thanks to this visit, we were able to observe the students who had special needs, as well as their special education teachers in terms of how they were approaching those students... (T8).

The teacher educator of our Special Education course organized a trip to a counseling and research center. This trip was very useful for us especially in terms of developing positive attitudes towards the students who have special needs. Therefore, I believe that such trips should be organized more (T21).

The teacher educator of our Special Education course invited a child with Down syndrome and his parents to the faculty. It was the first time for me to see a child with Down syndrome. Besides, it was very interesting for us to listen their first hand experiences. I think, such activities are important in terms of developing empathy in teacher candidates (T22).

The faculty members: Regarding the results of the interviews, the majority of the participants emphasized the role of the teacher educators' expectations, including the course activities and the assignments, especially throughout the field practice courses as well as the Special Education and the Inclusion in Elementary Education courses. For instance, two of the participants articulated that:

Although we prepared individualized lesson plans in our Inclusion in Elementary Education course, neither the teacher educator of this course nor the teacher educator of our Practice Teaching II course asked us to implement those lesson plans during our field practice... (T11).

...For instance, throughout the field practices, almost all of us have seen a number of students who had special needs. However, we were not given any assignments to particularly focus on those students. ...We could have worked for the inclusion of those students in the class as it was a good opportunity for us to practice what we learned in the university. All in all, I think, the teacher educators should reconsider their expectations regarding the field practice courses (T21).

At this point, some participants criticized that the low expectations that the teacher educators generally held for elementary teachers had a negative influence on their development. To illustrate, one of the in-service teachers mentioned that:

We took two courses on special education, namely the Special Education course and the Inclusion in Elementary Education course. However, as the teacher educators of those courses thought that we would become elementary teachers, not special education teachers, they did not attempt to teach us more. I mean, as they did not expect much from us, what they taught us was quite superficial (T15).

On the other hand, a number of participants underlined that it was very important for the teacher educators to take the pre-service teachers' level of readiness into consideration, as well. Accordingly, one of the participants criticized that:

...I think, since she was not a faculty member in the elementary teacher education program, she did not know the pre-service elementary teachers' level of readiness regarding those topics. She was teaching us as if we were the teacher candidates of the special education program (T4).

In addition to these, a considerable number of participants drew attention to the competence of the teacher educators. For example, the following participant asserted that:

...Due to his area of specialization, our teacher educator was highly knowledgeable about the visually impaired individuals. On the other hand, as he did not know much about the other types of disabilities, we could not learn about them well. For instance, in my class, I have a student who has mental disabilities. However, as I do not know anything regarding the mentally disabled individuals, I have to search everything on my own (T18).

With respect to the faculty members, the participants further highlighted the importance of the feedback provided by the teacher educators to the pre-service teachers. In this regard, the participants especially referred to the individualized lesson plans that they developed, or the activities and the projects that they carried out in

Special Education, Inclusion in Elementary Education, and the field practice courses. For instance, the following in-service teacher stated that:

...As we presented our individualized lesson plans in the class, we were able to receive feedback both from the teacher educator and also from our classmates. I find this very useful. Otherwise, it feels purposeless and uncontrolled (T11).

In particular, with regards to receiving feedback during the field practices, most participants also highlighted the cruciality of the teacher educators' school visits for the purpose of observing the teacher candidates. In this regard, they mentioned the cruciality of developing an effective assessment system, as well. On the other hand, some participants pointed to the lack of adequate number of teacher educators and the heavy work load of them as the inhibiting sources related to the faculty members.

Except these, a number of participants criticized the unavailability of the teacher educators, particularly who offered the Special Education course and the Inclusion in Elementary Education course. In this regard, the participants mentioned that the teacher educators of those courses were allocating most of their time to the pre-service teachers of their own program, namely the special education program, as they were not the members of the elementary teacher education program. To illustrate, one of the participants criticized that:

The teacher educator of our Special Education course was from the special education program. Therefore, she was spending much of her time on the pre-service teachers of the special education program. I think, if she had been a faculty member in our own program, she would have been more concerned about us (T22).

In this regard, a few participants added that the teacher educators of their Special Education course and Inclusion in Elementary Education courses did not even have a room in the faculty of education as they were the members of another faculty. For instance, one of the participants pointed out that:

The teacher educator of our Special Education course was from the faculty of medicine, which is located in another campus. Given the distance between two campuses, it was very hard for us to reach out the teacher educator. ...Besides, as she was very busy with her patients, she was rarely available to us. For instance, she was not able to come to the class on time. As a result, we had to discuss the topics in a more limited period of time, which was quite ineffective (T20).

Lastly, some participants mentioned that the different practices across the different teacher educators or different universities was another important source influencing the pre-service teachers' development in relation to the domain of students with special needs. To illustrate, one of the participants articulated that:

...I mean, there were actually three teacher educators offering the Special Education course. However, among them, only the teacher educator of our section organized a trip to a special education institution... As we did not have a chance to choose the sections, it was totally by chance that our section was taught by her (T15).

The infrastructure of the faculty: Considering the results of the interviews, it was seen that most participants drew attention to the large class sizes as well as the inadequate number of classrooms. Furthermore, a number of participants also explained that the courses they had on special education were generally offered in a different faculty building, which was located in another campus of the university that is far from their own campus. Regarding this, one of the in-service teachers criticized that:

The number of students in our Special Education course was around 70 as the students of four sections took the course together. This was partly due to the fact that the teacher educator of this course was from the faculty of medicine. Besides, the number of classrooms in our faculty building was not adequate. Therefore, to take the course, we had to go the faculty of medicine which is located in another campus that is far from us (T5).

4.2.2.9. Differentiation

The ninth domain in relation to investigating the effectiveness of the elementary teacher education program was “differentiation”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of differentiation. More specifically, the in-service teachers evaluated their teacher education program for developing the differentiation of instruction and the differentiation of assessment and evaluation.

To start with the *differentiation of instruction*, the majority of the participants found their program either effective or somewhat effective. Particularly, in terms of *differentiating the teaching methods based on the individual differences of students*, most participants thought that the program supported them well, while a few participants evaluated the program as *ineffective or somewhat effective* in this regard. Moreover, in terms of *differentiating the instruction based on the courses and the objectives*, most participants also articulated that the program supported them well.

Regarding the *differentiation of the course activities*, almost all participants found the program *adequate*. Likewise, regarding the *differentiation of the instructional materials*, the majority of the participants thought that their teacher education program was *effective*, while there were also a few participants who *did not* think that the program supported them well in this respect.

With respect to the *differentiation of instruction based on the characteristics of the students with special needs*, a few participants found their teacher education program *effective*, while most participants criticized that the program was *quite poor* in this regard. Moreover, with respect to the *differentiation of instruction according to the students in multigrade classes*, the majority of the participants expressed that the program was *neither effective nor ineffective*. On the other hand, some participants mentioned that the program was *quite ineffective* in this respect. In relation to those

two aspects, the participants *mostly* criticized that the program *did not* help them *develop effective and different lesson plans*. Even if *a few participants* pointed out that their teacher education program was *effective* in this regard, they also underlined that they were only provided with the *knowledge of differentiating the instruction, not with the opportunity to practice it*.

To continue with the *differentiation of assessment and evaluation*, the results of the analysis of the interviews revealed that *some participants* found their teacher education program *effective*, while *others* found it *ineffective*. More specifically, *a number of participants* believed that the program supported them *well* for *differentiating the assessment and evaluation techniques based on the individual differences of students*. However, *a considerable number of participants* expressed that the program was *ineffective or somewhat effective* in this respect. At this point, the participants especially referred to the *students with special needs*, as well as the *students in multigrade classes*. Lastly, in relation to *differentiating the assessment and evaluation techniques based on the courses and the objectives*, *some participants* told that the program prepared them *well*, whereas *a number of the participants* thought that the program was *inadequate* in this respect, as well.

4.2.2.9.1. Sources influencing the development of the domain of “differentiation”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of differentiation. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, and (3) the faculty members.

The curriculum/courses: According to the results of the interviews, most participants mentioned that certain courses had a critical role in their development related to the

domain of differentiation. In particular, those courses were found to be the Instructional Principles and Methods (*CHE's description of the content: the essential concepts and the principles of instruction, the significance of developing lesson plans, the yearly, weekly and the daily planning of the instruction, the learning and teaching strategies, methods, and techniques and their applications, the instructional materials, the essential qualities of the teachers*), Instructional Technology and Material Development (*CHE's description of the content: the essential concepts related to the instructional technologies, the characteristics of different instructional technologies, the role of instructional technologies in instruction, the technological needs of the school and the classroom, the fundamental principles of material development, the development of two- and three-dimensional instructional materials, the development of instructional tools, examining the instructional software, evaluating the appropriateness of the instructional materials, Internet and the distance education, and the use of instructional technologies in Turkey and in the world*), Inclusion in Elementary Education (*CHE's description of the content: the description and the essential principles of inclusion, the characteristics of the inclusion students, the inclusion of the students in the class, the curriculum considerations in inclusive education, the individualized lesson plans, the methods, the principles, and the assessment in inclusive education*), Teaching in Multigrade Classes (*CHE's description of the content: the concept of multigrade classes, the significance of teaching in multigrade classes, the sources underlying the multigrade classes, the curriculum adaptations in multigrade classes, and the classroom management in multigrade classes*), Measurement and Evaluation (*CHE's description of the content: the role of assessment and evaluation in educational practices, the essential concepts related to the assessment and evaluation, the essential qualities the assessment tools, the traditional and alternative assessment techniques, developing appropriate assessment tools, the basic computational statistics, and evaluating the outcome of the assessment*), and the pedagogical content knowledge-related courses. In addition to those courses, almost all participants also underlined the importance of the field practice courses, namely the School Experience (*CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process,*

classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly) and the Practice Teaching I (*CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly*) and Practice Teaching II course (*CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly*). Regarding the aforementioned courses, the participants especially highlighted the importance of the course activities, as well as the importance of the teaching methods used in those courses. To illustrate, the following in-service teachers expressed that:

In our teaching-related courses, we generally chose certain objectives and tried to develop effective lesson plans. While developing those lesson plans, we also paid special attention to making use of the different activities and the different teaching methods so that the course would be appealing to the all students in the class. However, I do not think that we learned well how to differentiate the instruction based on the characteristics of the students with special needs. This is because our Inclusion in Elementary Education course was not very helpful in this respect... (T4).

Since the constructivist approach was at the centre of all of our courses, we learned how to differentiate the teaching methods and techniques very well based on the needs or the interests of the students. In this regard, our teaching-related courses helped us considerably. Besides, we had the Instructional Principles and Methods course, in which we discussed and applied a different method or technique each week by developing appropriate lesson plans (T16).

While we learned differentiating the instructional methods well throughout our teacher education, I can not say the same thing for differentiating the assessment and evaluation techniques. When we presented our lesson plans in the teaching-related courses, the assessment part of the plans was usually overshadowed by the main body of the course. Therefore, we did not have adequate opportunities to focus on how to make use of the most appropriate assessment techniques based on the objectives or the courses. We could have

learned more about this maybe in our Measurement and Evaluation course, but this course was not effective, at all, as we always sat and listened the teacher educator (T1).

Lastly, the participants criticized that the course hours allocated to the aforementioned courses were not adequate. Besides, the majority of them underlined that they did not have adequate and effective field experiences throughout their field practice courses. For instance, one of the in-service teachers argued that:

...The more you practice those skills, the more you develop them. While it was good to present our lesson plans to our friends and the teacher educator of the course, we should also have been provided with adequate opportunities to apply them in the schools (T8).

The faculty members: Considering the results of the interviews, most participants highlighted the role of the teacher educators' expectations established in the courses, including the assignments given to the students. In this regard, a considerable number of participants especially referred to the field practice courses. As an example, one of the in-service teachers articulated that:

The teacher educator of our Practice Teaching II course always expected us to use a variety of course activities when we taught the students. Similarly, she did not want us to stick to a single instructional method. As she was highly concerned about this point and thereby, grading our lesson plans accordingly, we paid extra attention to using different methods, techniques, activities, etc. (T14).

Based on the results of the interviews, some participants further underscored the importance of the feedback given by the teacher educators to the pre-service teachers on their performances, assignments, etc. However, a number of participants mentioned that the inadequate number of teacher educators and thereby, the heavy work load on them were the negative sources affecting the quality of the support and feedback that they received from their teacher educators. In this regard, the following participants pointed out that:

...As we did not have adequate number of teacher educators in our program, we took most of our teaching-related courses together with the students of another section. Therefore, the teacher educators mostly were not able to respond to our work in a detailed way (T5).

...Every two weeks, the teacher educator of our Practice Teaching I course visited our school where we had our field practices. Although we were getting more excited when she observed us, it was very useful for us to receive feedback from her on the different aspects of our teaching (T11).

In relation to the faculty members, some participants lastly drew attention to the varying expectations or the practices of the teacher educators either within the same university or across the different universities.

The infrastructure of the faculty: According to the results of the interviews, most participants highlighted the role of the class size as an important source affecting the pre-service teachers' knowledge, skills, and attitudes related to the domain of the differentiation. For instance, one of the in-service teachers underscored that:

...Especially in our teaching-related courses, the class size was quite large. As a result, we did not always have a chance to join the discussions (T5).

Moreover, some participants also mentioned the role of the physical facilities of the faculty, such as drama room, lecture hall, arts room, music room, regular classrooms, etc. To illustrate, the following in-service teacher underlined that:

...In some of the classrooms, the desks were stable. Therefore, those classrooms did not lend themselves well for arranging the learning environment according to the methods that we wanted to use. On the other hand, it was an advantage that we had special rooms in our faculty building for teaching music, arts, drama etc. (T8).

4.2.2.10. Effective communication

The tenth domain in relation to investigating the effectiveness of the elementary teacher education program was "effective communication". Accordingly, the in-

service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of effective communication.

Based on the results of the analysis of the interviews, *the majority of the participants* found their teacher education program *adequate* for developing their *oral and written communication skills*. In particular, the participants highlighted that the program was especially *effective* for developing their *presentation skills*. In this regard, *almost all participants* said that the program supported them *well* to learn how to *use their body language, make eye contact, establish face-to-face communication, use their voice, and use “I” language effectively*. On the other hand, regarding the *written communication skills*, *most participants* particularly added that the program *did not* equip them with the *knowledge of formal written communication adequately*.

The participants further reflected on their program in relation to how well they were prepared to *communicate effectively with the certain groups of individuals*. In this regard, *a large number of participants*, first, expressed that the program supported them *well* to *communicate effectively with the young students*. On the other hand, *the majority of the participants* underlined that they *were not* prepared *adequately* to *communicate particularly with the students in rural areas*, whom the teacher candidates are likely to have a communication barrier with, considering that those students might not speak Turkish as their mother tongue. Moreover, as for *communicating effectively with the students with special needs*, *some participants* evaluated the program as *effective*, whereas *others* thought that it *was not very effective*. Except communicating with the students, the participants also reflected on *communicating with the parents*. Accordingly, *most participants* expressed that their teacher education program was *somewhat effective* for preparing them to *establish effective communication with the parents*. In particular, the participants told that they *were not* prepared *well* for *communicating with the parents of the students in rural areas, as well as the parents of the students with special needs*. Third, *as for the school administrators*, *a large number of participants* thought that the program was *quite*

ineffective in terms of enabling them to *collaborate and communicate effectively with the school administrators*. Besides, *a significant number of participants* thought that the program was *neither effective nor ineffective* in this regard. Similarly, *regarding the inspectors, most participants* highlighted that the program *did not* provide them with *adequate* opportunities to collaborate with them, either, while *a small number of participants* mentioned that they were able to *communicate with an inspector at least for once*. Likewise, in relation to *communicating effectively with the local authorities, the majority of the participants* underscored that the program *did not* provide them with *adequate* opportunities, while *a few* participants asserted that they had a chance to *communicate with them once or twice*. Except these, as for encouraging the teacher candidates to *communicate with the mentor elementary teachers that they met during their field practices*, the participants found their teacher education program *somewhat effective*. Besides, there were also *some participants* who *did not* find the program *very effective* in this regard. Lastly, *regarding the school counselors, only a few participants* said that they had an opportunity to communicate with them throughout their teacher education.

In relation to the domain of effective communication, the participants also evaluated their teacher education program for how well it prepared them to *communicate in local languages or in foreign languages effectively*. However, it was seen that *almost all participants* found the program *highly ineffective* in this regard, *either for communicating in different local languages that are prevalent in different regions of the country, or in foreign languages*.

4.2.2.10.1. Sources influencing the development of the domain of “effective communication”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of effective communication. In general, those sources could be grouped as (1) the

curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, and (4) the infrastructure of the faculty.

The curriculum/courses: Considering the results of the interviews, the participants highlighted the role of certain courses in developing their knowledge, skills, and attitudes related to the domain of effective communication. Accordingly, those courses were the Effective Communication (*CHE's description of the content: the description of the interpersonal communication, the communication types and their characteristics, effective listening and feedback, the barriers and the facilitators to effective communication, the role of emotions in effective communication, the student-teacher-parent communication, and the communication applications*), Foreign Language I and II (*CHE's description of the content: the reading, speaking, listening, and writing activities in a foreign language to support the professional development of the teacher candidates in their field, and the practice of foreign language skills*), Turkish I: Written Expression (*CHE's description of the content: the essential characteristics of the written communication, the types of written expression, the types of writing, the stages of writing, the writing applications, and the grammar rules*), Turkish II: Oral Expression (*CHE's description of the content: the essential characteristics of the oral communication, the principles of effective oral expression, the stages of oral expression, the types of conversations, the planned and the unplanned conversations, and the conversational applications*), Drama (*CHE's description of the content: the description of drama in education, the history of drama with children, the structure and the stages of drama applications, the classification of drama activities based on different ages and subject-areas, the appropriate drama settings and essential teacher qualities, the special techniques in drama in education, and developing drama-based activities and evaluating them*), Classroom Management (*CHE's description of the content: the essential concepts related to classroom management, the in-class effective communication, the description of the concept of classroom management, the sources affecting the class environment, the classroom management models, establishing class rules, the physical organization of the classroom, the management of the undesired behaviors in the class, time management,*

and the applications of organizing appropriate classroom environment), Special Education (CHE's description of the content: the description of special education, the essential principles of special education, the sources of disabilities, the role of early diagnosis, the history of the concept of disability, the characteristics of the students with special needs, the use of educational games for the development of the students with special needs, the parental responses towards the students with special needs, the state of special education in Turkey, and the relevant institutions and organizations), Inclusion in Elementary Education (CHE's description of the content: the description and the essential principles of inclusion, the characteristics of the inclusion students, the inclusion of the students in the class, the curriculum considerations in inclusive education, the individualized lesson plans, the methods, the principles, and the assessment in inclusive education), Community Service (CHE's description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives), School Experience (CHE's description of the content: the observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly), Practice Teaching I (CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly) and Practice Teaching II course (CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly). Except them, the participants stated that the other courses offered in the program also helped them develop their communication skills. Besides, a number of participants further drew attention to the

importance of the elective courses offered to them, such as the Diction and the Adult Education courses, to develop their communication skills.

In relation to the aforementioned courses, almost all participants underscored the importance of the teaching process of those courses. Accordingly, they especially highlighted the role of the teaching methods and the course activities. Similarly, it was understood that the types of the assignments given to the pre-service teachers were also key to the development of their communication skills. With respect to these, a few quotes are presented below:

I find our Effective Communication course highly effective. I enjoyed this course a lot since we did many activities. To give an example, we did drama activities, read interesting books on effective communication, made presentations, etc. (T15).

Our Foreign Language I and II courses were not very effective since these courses were mostly based on the memorization of certain grammar rules (T22).

I think, the assignments given to us also had an influence on the development of our communication skills. For instance, as we were asked to prepare a report about a student who had special needs, I had to observe a student who had special needs and talk with her parents... (T8).

In addition to these, a number of participants particularly pointed out that the sequence or the place of the Effective Communication course throughout the teacher education program was not appropriate, implying that the course was offered in the last year of their teacher education program, not earlier. For example, one of the in-service teachers stated that:

As our Effective Communication course was offered in the last year of the program, we could not benefit much from this course. I mean, if it had been offered in the first year, we could have, for instance, learned about the effective presentation skills before we took the other courses in the program, in which we were expected to make a lot of presentations (T16).

Except these, an important number of participants criticized the lack of adequate and effective field practice throughout School Experience and Practice Teaching I and II courses, especially with regards to having the opportunity to communicate with different stakeholders. Besides, they criticized that those courses were offered only in the last three semesters of the program, not earlier. Accordingly, the following in-service teacher underlined that:

...Our field practice courses were only offered in the sixth, seventh, and eighth semesters of the program, which was not adequate. Instead of this, we should have been provided with more field practice opportunities, starting from the first year of the program to support the Effective Communication course, which should also have been offered in the first year (T15).

Based on the results of the interviews, a considerable number of participants further expressed that their teacher education program lacked for the courses that would prepare them to communicate in local languages. In this regard, some participants especially pointed to the lack of elective courses in the program, which might focus on the most widely spoken local languages, as well as on how to teach Turkish to the students who does not speak Turkish as their mother tongue. As a result of these, the participants emphasized that they were not prepared well for communicating with the people who might not speak Turkish as their mother tongue. For instance, the following in-service teacher asserted that:

I do not find it appropriate that we did not have any courses, including the elective courses, on communicating in local languages. Evidently, we need to learn a few local languages to, at least, communicate at a basic level with the students, parents, or villagers who might not speak Turkish as their mother tongue in the areas that we are likely to work as elementary teachers. Currently, I am working in the Southeast Anatolia and it is a big challenge for me to communicate with the parents as they speak Turkish very little compared to their children... (T14).

On the other hand, as for the foreign languages (English), the participants generally referred to the inadequate course hours allocated to the Foreign Language I and II courses. Besides, they criticized that it was not sufficient to offer those courses only in

the first two semesters of the program. Moreover, most participants highlighted the need to improve the objectives of those courses along with the fact that those courses lacked for adequate practices. To illustrate, the following in-service teachers argued that:

Our Foreign Language I and II courses mainly focused on the reading and writing activities. As the course hours were not sufficient, we could not have adequate time for the speaking activities, which is more essential to me (T14).

We had our Foreign Language I and II courses in the first and the second semesters of the program, respectively. As we did not continue to have similar courses in the following years, we could not improve our English more. It was definitely not sufficient to take those courses only in the first year of the program. They should rather have been offered every semester (T3).

In relation to communicating in foreign languages, a number of participants further underscored that offering those courses as an online course had a negative influence on the pre-service teachers' development. Besides, they explained that the exemption exams of those courses were not very effective in terms of assessing the language skills of the pre-service teachers as the questions were too easy. In addition to these, a large number of participants articulated that their teacher education program lacked for a compulsory language preparation class, which would support them to develop their communication skills in foreign languages. Regarding these, a few quotes are presented below:

Since we took our Foreign Language I and II courses as online courses, we were not able to develop our English language skills well. ...Similarly, as the exams of those courses were held online, most of us answered the questions by coming together and asking each other. In fact, I should also say that the questions of those exams were extremely easy. Obviously, these can not be the part of an effective assessment system (T12).

I find my teacher education quite ineffective in terms of supporting our foreign language development. For instance, it was one of the shortcomings of the program that we did not have a one-year language preparation class at the beginning of the program (T11).

The extracurricular activities: Considering the results of the interviews, it was seen that some participants drew attention to the importance of organizing field trips to different institutions so as to enable the teacher candidates to communicate with different stakeholders. Similarly, a considerable number of participants underlined the importance of the trips especially to the rural areas or the different regions of the country so as to raise the teacher candidates' awareness towards communicating in local languages. In this regard, some participants pointed out the role of inviting guest speakers (e.g., experienced elementary teachers) to the faculty, as well, so that the teacher candidates could benefit from those experiences. In relation to these, the following in-service teachers articulated that:

...Communicating in local languages was not an issue that was discussed much in our courses. In this regard, the faculty could have, at least, organized a field trip to the East Anatolia or Southeast Anatolia, which would have given the teacher candidates the opportunity to observe those areas and be more aware of the issue (T1).

Once our teacher educators invited a few former graduates to the faculty to tell us about their own experiences of trying to communicate with the people who does not speak Turkish as their mother tongue. Given that not all the teacher candidates might have such experiences before they start to work at such areas, I find those activities quite useful as we learn from the experiences of others. For instance, I still remember one of the participants' initial experiences with the local people who spoke Arabic as their mother tongue (T15).

A number of participants further underlined the role of attending the student clubs in the university so as to develop their communication skills. For instance, the following in-service teacher explained that:

...To organize a trip to Bursa with our student club, we divided up labor and tried to communicate with different parties in smaller groups. For example, we tried to reach out the authorities from the city hall, the people working at the travel agencies, the authorized people in our university, etc. Personally, it was a good practice for me as I learned about the rules of written communication. ...In this regard, I find the student clubs very helpful as you could learn from others and feel more encouraged to contact with the people (T4).

Lastly, some participants underlined that organizing seminars would also help the teacher candidates develop their communication skills. To illustrate, one of the in-service teachers argued that:

...Except the courses themselves, I think, our faculty members could have organized additional seminars on effective communication in the faculty. They could have invited other experts, such as Doğan Cüceloğlu, either. Such activities were certainly more interesting for us to attend. However, our faculty was not very active in this regard (T6).

The faculty members: With regards to the results of the interviews, the majority of the participants mentioned that they considered the teacher educators as their role models. For instance, the following in-service teacher pointed out that:

...Well, the teacher educator of our Effective Communication course proved a true example of how to establish effective communication with others. I mean, she was exhibiting every single characteristic that she aimed to teach us, such as using her voice or gestures effectively. As such, we always listened her very attentively... All in all, I am happy that we had such a good role model to learn from (T4).

Likewise, most participants explained that the attitudes of the teacher educators, especially towards communicating in local languages, also had a large influence on them in terms of developing similar attitudes. Besides, they mentioned that the attitudes of the teacher educators particularly on this issue were quite decisive in terms of offering elective courses or not on communication in local languages. In relation to this, a number of participants further highlighted the importance of the teaching experience of the teacher educators in the past as an elementary teacher. Similarly, they pointed out the role of the city that the university of the teacher candidates was located in since this was also believed to affect the views of the teacher educators on communicating in local languages. In relation to these, a few quotes are presented below:

...I think, our teacher educators had quite negative attitudes towards communicating in a local language with the non-speakers of Turkish. For

instance, one of our teacher educators once got angry to me as I raised this issue in the class. He insisted that almost everyone in the country was able to speak in Turkish by means of the TV, radio, internet, etc. When I refused this, he just tried to close the discussion. Therefore, they were not open to offer such courses in the program, either. On the other hand, we should definitely have such courses in our teacher education program. For instance, the teacher candidates of the Turkish education program are offered courses on teaching Turkish to the non-speakers of Turkish. In a similar way, such an approach should have also been adopted in our program (T12).

It is unbelievable that whoever developed the program did not consider the fact that we would probably teach in the areas in which people might not speak Turkish as their mother tongue. This aspect was largely neglected in our program. I think, there should have been a few elective courses in the program so that we would have learned how communicate in certain local languages, even at the basic level, that are prevalent in the North, in the East, or in the Southeast (T4).

Some of our teacher educators continued their graduate education right after they completed their undergraduate education. Therefore, they did not have any teaching experiences before. On the other hand, one of our teacher educators worked as an elementary teacher in the Southeast before and thereby, he was more open to raise the issue of how to communicate with people who might not speak Turkish as their mother tongue. I mean, as he had experienced this issue before, he was more responsive to our concerns (T16).

...We were less sensitive to this issue maybe due to the fact that our university was not located in one of the areas in which the majority of the people could not speak Turkish as their mother tongue. I am sure that the students or the teacher educators of other universities, which are located in such areas (e.g., Van), have more discussions on this issue compared to those who are in İstanbul, Ankara, or İzmir... (T14).

Similar to communicating in local languages, many participants pointed out that the attitudes of the teacher educators were also influential in the development of the pre-service teachers' skills to communicate in foreign languages. At this point, the participants highlighted the role of the encouragement and the guidance provided by the teacher educators to the pre-service teachers on learning foreign languages. To illustrate, the following in-service teacher expressed that:

Foreign language learning was highly neglected in our teacher education program. One of the most important reasons underlying this was related to the attitudes of the teacher educators towards foreign language learning. I mean, they did not believe that learning another language was very critical for us. Therefore, the main goal was to improve our communication skills in Turkish (T16).

In relation to communicating in foreign languages, many participants further underlined that the competence of the teacher educators was another important source for them to develop the necessary skills. Besides, they mentioned that the attitudes of the teacher educators, who taught the Foreign Language I and II courses, towards the pre-service teacher candidates were also highly critical for their foreign language development. In this regard, the participants particularly explained that the teacher educators of those courses generally had low expectations from the pre-service elementary teachers as they did not hold high expectations of foreign language learning for the elementary teachers in general. Besides, as those teacher educators were not the members of the faculty of education, some participants argued that this also had an impact on the general attitudes of those teacher educators towards the faculty of education and the pre-service elementary teachers. In relation to this, the majority of the participants criticized the lack of adequate number of teacher educators, who can offer the foreign language courses to the pre-service teachers, in their own teacher education program. Besides, they criticized the lack of effective collaboration between the faculty of education and the School of Foreign Languages. Lastly, a few participants underscored that it was another important source on the part of those teacher educators to take the pre-service elementary teachers' level of readiness into consideration while teaching the Foreign Language I and II courses. Regarding these, a few quotes are presented below:

The teacher educator of our Foreign Language I and II courses was highly competent at English. However, the problem was that she was not able to teach according to our level of readiness. I mean, she probably supposed that, more or less, we were at the same level of English. Besides, as she never spoke in Turkish in the classes, this mostly created tension on us since we were not able to understand what she was telling (T9).

The teacher educator of our Foreign Language I and II courses was not a member of the faculty of education. She was coming from the School of Foreign Languages. As she was detached from us, she mostly had negative attitudes towards us. Besides, she did not expect us to have a high level of English proficiency as she was saying that the things that we learned in the classes would be sufficient for us as the elementary teachers (T22).

In relation to the faculty members, a considerable number of participants lastly underscored that the course expectations set by the teacher educators, including the assignments, also had an impact on the development of the pre-service teachers' communication skills. In this regard, the participants highlighted the importance of the feedback provided by the teacher educators to the pre-service teachers on their communication skills, as well. However, at this point, some participants criticized the inadequate number of school visits that were made by their teacher educators to observe and provide the teacher candidates with feedback throughout the field practices. Accordingly, the following in-service teachers articulated that:

As most of our teacher educators expected us to make in-class presentations throughout their courses, this made a considerable contribution to the development of our communication skills. ...Not only the teacher educator of our Effective Communication course, but also the teacher educators of the other courses were always trying to give us feedback, as well, particularly on how well we delivered our presentation or how we could improve our communication skills more (T16).

While it was highly useful for us to get feedback on our communication skills, it was a serious problem that the teacher educators of our School Experience or Practice Teaching I and II courses came to observe us in the schools only once or twice in a semester. Therefore, we did not have adequate opportunities to receive feedback from them throughout our field practices although it was the best time to practice our skills (T17).

The infrastructure of the faculty: Based on the results of the interviews, a few participants expressed that both the physical size of the classrooms and also the seating arrangement in the classrooms had an influence on the development of the pre-service teachers' communication skills. Accordingly, the following in-service teacher stated that:

To interact more effectively with the class members, it was important for us to face towards each other in the classroom. However, in some of the classrooms, the desks were stable and thereby, the seating arrangement was not flexible (T9).

4.2.2.11. Adaptation

The eleventh domain in relation to investigating the effectiveness of the elementary teacher education program was “adaptation”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of adaptation.

Based on the results of the analysis of the interviews, *a significant number of participants* mentioned that the elementary teacher education program *did not* prepare them *adequately* for *adapting to the rural areas*. More specifically, they explained that they *were not* able to gain *adequate knowledge on rural life*. Besides, they stated that they *were not* provided with *adequate knowledge especially on the characteristics of the different regions or local areas in Turkey*. On the other hand, it was seen that *a small number of participants* evaluated the program as *somewhat effective* with respect to these aspects. In line with these, *the majority of the participants did not* believe that their teacher education program prepared them *well* for *adapting to the different cultures*. Similarly, it was seen that only a few participants found the program *somewhat effective* in this respect. Except these, it was noted that *a few participants* found the program *somewhat effective for adapting to any kind of existing settings*.

As for *adapting to the changes in the curriculum or the changes in the educational approaches*, most *in-service teachers* thought that the program prepared them *well*. However, in relation to *adapting to the changing needs and interests of the new generation*, *the majority of the in-service teachers* thought that their teacher education program *was not very adequate*.

Lastly, except themselves, *most participants* emphasized that the program *did not* prepare them *well for facilitating the adaptation of their students*, either, especially in terms of *helping the students adapt to the school settings in the first grade*.

4.2.2.11.1. Sources influencing the development of the domain of “adaptation”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of adaptation. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, and (3) the faculty members.

The curriculum/courses: Considering the results of the interviews, it was seen that most participants highlighted the inadequate number of the courses, which would prepare them particularly for adapting to the rural settings. At this point, some participants also underlined the need to revise the objectives of the courses that have been already offered in the program. In this regard, they particularly referred to the Teaching in Multigrade Classes course (*CHE’s description of the content: the concept of multigrade classes, the significance of teaching in multigrade classes, the sources underlying the multigrade classes, the curriculum adaptations in multigrade classes, and the classroom management in multigrade classes*). For instance, one of the in-service teachers stated that:

Although I feel well-prepared for adapting to the potential changes in the educational approaches, I can not say the same for being equipped with the knowledge of rural life or adapting to those areas. This is basically because of the fact that we did not have any specific courses on this issue. ...I think, the most appropriate course for integrating such knowledge might be the Teaching in Multigrade Classes course (T20).

The majority of the participants also criticized the lack of adequate and effective field practices throughout the School Experience (*CHE’s description of the content: the*

observations of mentor teachers and students, observations of the teaching process, classroom management, and assessment and evaluation activities, the observations of the organizational structure of the schools and the responsibilities of school administrators related to the school and the society, and preparing a portfolio accordingly), Practice Teaching I (CHE's description of the content: developing a lesson plan for one day and implementing it in the class, developing and implementing a classroom management plan for modifying the undesired student behaviors and evaluating the effectiveness of this plan, doing self-evaluations, and preparing a portfolio accordingly) and Practice Teaching II course (CHE's description of the content: developing and implementing a lesson plan for each week, evaluation of the lesson plans by the mentor teachers, the teacher educators, and the teacher candidates, and preparing a portfolio accordingly). Within this framework, they especially underlined the lack of practice in rural schools and multigrade classes. Besides, a few participants drew attention to the cultural differences between the schools that were selected for the purpose of field practice and the schools where they might start their teaching career in reality. Regarding these, two quotes are presented below:

Although our teacher educators always advised us to get prepared for the circumstances that might exist in the rural areas, they did not do anything for this in practice. For instance, we did not have any field practices in the schools that are located in rural areas. Similarly, we did not have a chance to teach in the multigrade classes (T22).

In addition to the urban schools, we should also have been sent to the schools that are located in rural areas. ...For instance, the schools that I had my field practice for the Practice Teaching I and II courses were located in Bahçelievler and Emek, respectively. I can say that there are huge differences between those schools and the school that I have been currently working at now... (T11).

Lastly, the participants mentioned that the course activities and the teaching methods used in the courses also had an influence on the teacher candidates' development in relation to the domain of adaptation. As an example, the following in-service teacher told that:

...As you know, the school curricula have been revised in 2004. To be able to adjust to this change and get familiar with the implications of the constructivist approach, we did numerous activities in our courses throughout those four years (T4).

The extracurricular activities: Based on the results of the interviews, it was seen that most participants underscored the importance of inviting guest speakers, such as inviting the elementary teachers who have the experience of teaching in rural schools or multigrade classes. In addition to this, a number of participants also underlined the importance of organizing field trips, especially to the rural areas and to the multigrade classes. Regarding the field trips, the following in-service teachers expressed that:

I wish, we had one field trip upon entering into the program, and another field trip before finishing the program. I believe that such trips would have prepared us, at least psychologically and emotionally, for the realities of our profession. In this regard, while one of the trips could be organized to an urban school, the other one could be organized to a rural school or a multigrade class (T13).

...For instance, while we had a lot of discussions on the lowered schooling age along with the 4+4+4 education reform, a trip to an elementary school would have provided us with a real opportunity to observe the implications of this reform, especially with respect to observing the differences among the students of different ages in a class, which have been challenging for the elementary teachers to manage after this reform (T21).

The faculty members: Regarding the results of the interviews, most participants believed that the experience of the teacher educators in the past as a teacher was highly critical for supporting the pre-service teachers' development knowledge, skills, and attitudes related to the domain of adaptation. With respect to this, the participants said that they considered those teacher educators as their role models. Besides, they explained that the guidance provided by those teacher educators was highly critical for their development in relation to the domain of adaptation. For example, one of the in-service teachers asserted that:

Although we never went to the schools that are located in the rural areas, we were still lucky that our teacher educator told us much about his own experiences of living in a village as he used to work as an elementary teacher

in the past. On my part, while these experiences made me concerned about working in the rural areas, they were also eye-opening for me as I was born and raised in İstanbul and thereby, did not know much about the circumstances that I might encounter in a village (T9).

Except these, a number of participants also highlighted the importance of their teacher educators' attitudes towards adapting to the changing circumstances. In relation this, the following in-service teacher pointed out that:

...Even the teacher educators' own attitudes towards change were very influential. For instance, while some of our teacher educators were quite open to the changes towards the constructivist approach, there were also some others who did not urge themselves much to change their teaching styles, maybe for the last 10-15 years. I mean, in order for us to accommodate the implications of the constructivist approach, first of all, it is the teacher educators who should change their teaching style in line with this approach (T8).

4.2.2.12. Arts and aesthetics

The twelfth domain in relation to investigating the effectiveness of the elementary teacher education program was "arts and aesthetics". Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of arts and aesthetics.

Based on the results of the analysis of the interviews, *most participants* found their teacher education program *effective* for equipping them with the *knowledge of arts*, including the *main concepts, foundations, approaches, and different forms of arts*. On the other hand, *some participants* particularly explained that the program was *somewhat effective* in terms of offering *adequate knowledge on the history of arts, the philosophy of arts, and the psychology of arts, which are certain foundations of arts*.

In relation to *integrating arts into different disciplines*, *the majority of the participants* thought that the program supported them *adequately*, while *a few participants* asserted that the program was *inadequate*. However, in relation to *integrating arts into the*

extracurricular activities, most participants highlighted that they were not prepared well throughout their teacher education. At this point, they especially mentioned that they did not have adequate opportunities to create different activities for the celebration of the special or the national days. On the other hand, a number of participants thought that they were prepared well in this regard.

Except these, with respect to developing interest and positive attitudes towards arts and aesthetics, almost all participants underscored that the program encouraged them adequately. In this regard, they mentioned that they were provided with adequate opportunities to attend different forms of arts activities, evaluate artwork critically, and become a conscious arts consumer.

Lastly, given that the visual arts and music were highlighted by the participants as the most essential forms of arts for the elementary teachers, the participants also reflected on their teacher education program in relation to developing the subject-matter knowledge and the pedagogical content knowledge in visual arts and music. Accordingly, a number of participants particularly told that the program supported them adequately to apply the different forms of visual arts in practice. On the other hand, regarding music, most participants evaluated their teacher education program as somewhat effective especially in terms of supporting them to play different instruments. Likewise, while some participants thought that they were prepared well for how to form choir, others did not think that the program was effective in this regard. As opposed to these, most participants found the program effective for developing their knowledge of children's songs, as well as for how to teach those songs to the students.

4.2.2.12.1. Sources influencing the development of the domain of "arts and aesthetics"

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain

of arts and aesthetics. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, (4) the infrastructure of the faculty, and (5) the stakeholders.

The curriculum/courses: Based on the results of the interviews, a considerable number of participants mentioned that certain courses were particularly important for their development in relation to the domain of arts and aesthetics. More specifically, those courses were found to be the Arts Education (*CHE's description of the content: the philosophical foundations of arts, the theoretical and the practical aspects of arts, developing a critical perspective of history of arts and philosophy, interpreting different approaches of arts based on science and technology, the implications of arts in education, distinguishing between arts and industrial production, establishing relationships between arts and the other disciplines, gaining the experience of attending different arts activities, the concepts of creativity and creative thinking, the characteristics of a creative individual*), Teaching Visual Arts (*CHE's description of the content: the significance of the visual arts education for the cognitive and affective development, identifying the students' level of development in relation to arts, interpreting children's drawings, applying different forms of arts, developing a broader perspective of arts, learning by arts, and the development of the teacher candidates' creativity*), Museum Education, Drama (*CHE's description of the content: the description of drama in education, the history of drama with children, the structure and the stages of drama applications, the classification of drama activities based on different ages and subject-areas, the appropriate drama settings and essential teacher qualities, the special techniques in drama in education, and developing drama-based activities and evaluating them*), Music (*CHE's description of the content: the essential concepts related to the music, the types of music in Turkey and in the world, playing instruments, playing and singing together, and the role of music in education and in developing the creativity*), Teaching Music (*CHE's description of the content: the methods and the techniques of teaching music, teaching the children's songs, the role of playing instruments in teaching songs, the play-music-dance-drama-communication relationship, the development of musical perspective, establishing*

relationships between music and the other disciplines, and the applications of musical activities related to the elementary music curriculum), Teaching Social Studies (CHE's description of the content: the general aims of the field of social studies, the essential skills related to the field of social studies, the learning domains in social studies, the role of social studies in elementary education, the analysis of the components of the social studies curriculum, and the exemplary applications in Turkey and in the world), and Community Service (CHE's description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives). Accordingly, a large number of participants especially underscored the role of the teaching process of those courses, including the teaching methods and the activities used in the courses. Likewise, a large number of participants underlined the importance of the types of the assignments, as well as the assessment of the courses for supporting the pre-service teachers' development in relation to this domain. On the other hand, almost all participants criticized the lack of adequate practice in the aforementioned courses. At this point, the participants criticized the lack of adequate and effective field practice throughout their overall teacher education program, as well. Besides, a number of participants further pointed out the need to improve the objectives of the courses. Regarding these, a few quotes are presented below:

...In this regard, our Visual Arts course was very effective. As part of this course, we engaged in a lot of arts activities, such as seeing the exhibitions, going to a biennial, seeing an opera, etc. While I was already highly motivated to join those activities, they were, on the other hand, mandatory activities for us. I mean, our exams included certain questions about those activities, which, I believe, was a very good practice to push the teacher candidates into arts... (T7).

We had many courses on arts such as Music, Arts Education, Visual Arts, etc. ...For instance, we did different arts activities in our Visual Arts course, including paper marbling, pastel drawing, finger painting, oil painting, and so on. Similarly, in our Arts Education course, we went to see different theater plays, exhibitions, ballets, etc. Besides, we had discussions about those arts activities in the class as we tried to learn how to critique the artwork in a

professional way. I mean, we were trying to reflect on those activities based on certain approaches such as romanticism or surrealism. Similarly, while examining different paintings in the class, we had to consider those approaches and the historical context of the given artwork. Moreover, we did a lot of activities on how to interpret the children's paintings. I believe that all these activities made a considerable impact on my development and enlarged my perspective largely. ...I can confidently say that the teacher education that I received at the university boosted my interest in arts... (T4).

...Regarding integrating arts into the extracurricular activities, I do not believe that we were prepared adequately. Either in the courses at the university or throughout the field practices, we did not do anything for the celebration of the national days. For instance, we could have prepared certain activities throughout our field practice courses, such as drama, role-play, dance show, etc., for April, the 23rd to celebrate the National Sovereignty and Children's Day. However, our field practice courses were not very effective in this regard. Besides, as we went to the schools only once a week, which was not adequate, we might not have witnessed those preparation activities. I mean, they might have been done on another day of the week. ...On the other hand, as part of our Community Service course, we went to an elementary school and helped the elementary teacher of one of the classes to prepare the students for October, the 29th to celebrate the Republic Day. I mean, we tried to prepare a folklore dance show with the students... (T9).

In our Music or Teaching Music courses, we did not learn anything except playing flute or melodica. In this regard, the course objectives should definitely be improved as the scope of those courses was quite limited. I mean, we could have learned playing some other instruments, as well. For instance, I heard from my friends in other universities that they were also learning how to play guitar or piano. ...Similarly, it is very important for us to learn how to form a choir, especially for the celebration of the special or the national days... (T12).

Actually in our arts courses, not only did we learn about different arts activities, but we also talked about how to integrate them into the courses that we are expected to teach. ...Similarly, in our teaching-related courses, we developed a lot of lesson plans, in which we also tried to use arts so as to make the course more interesting for the elementary school students. However, we rarely applied those lesson plans in the real school settings. While we had separate field practice courses in the third and the fourth year of the program, we did not have adequate opportunities to engage in teaching activities in those courses, either (T21).

Except these, some participants also criticized the lack of adequate number of elective courses to support their development for the domain of arts and aesthetics. To illustrate, one of the in-service teachers pointed out that:

...To develop myself more as an elementary teacher candidate, I also took an elective course on folk dances. This course helped me to a great extent as I did not know much about performing folk dances. ...Last year, we prepared a folk dance performance with my students for the celebration of April, the 23rd and it was not very hard for me to prepare for it as we learned my types of local dances in that course. On the other hand, I took this course from another faculty and do not find the number of such elective courses adequate (T5).

The extracurricular activities: Considering the results of the interviews, some participants underlined that the opportunities offered by the university, such as the student clubs, had an important role in developing the pre-service teachers' knowledge, skills, and attitudes related to the domain of arts and aesthetics. Similarly, they mentioned that the opportunities offered by the city, where their university was located, were also important in this regard. Accordingly, the following in-service teachers articulated that:

When I was at the university, I was a member of the folk dances student club, through which I was able to learn about different local dances. At the end of each year, we performed our dance shows at different places, such as at Nazım Hikmet Cultural Centre or the spring festivals of our university... (T2).

...In this regard, we were also lucky that we had our teacher education in a large city. I mean, as we were in Ankara, there were plenty of arts activities or social and cultural activities offered in the city. Personally, I was able to benefit from many of them (T11).

The faculty members: According to the results of the interviews, the majority of the participants underscored the role of their teacher educators in attending different arts activities. More specifically, they considered the teacher educators as their role models. For example, one of the in-service teachers expressed that:

The teacher educators of our Visual Arts and Drama courses were quite influential in terms of having a large interest towards arts and attending different arts activities. Thanks to them, we went to various arts activities, as well, throughout their courses. Besides, one of those teacher educators was professionally engaged with modern dance. When you see that your teacher educators have such interests or spend their time on attending several arts activities, you develop more interest towards arts. In this regard, they have a large influence on the teacher candidates. However, unfortunately, this does not apply to all the teacher educators that we had throughout our teacher education (T11).

Most participants emphasized that the competence of the teacher educators was another critical source affecting the development the teacher candidates related to the domain of arts and aesthetics. In this regard, the participants also underlined the importance of the guidance provided by the teacher educators to the teacher candidates, such as for attending different arts activities, attending different social and cultural activities, or attending student clubs. As an example, the following in-service teacher articulated that:

I guess, the most significant contribution of the program on my development was related to the domain of arts and aesthetics. Before I started my undergraduate education, I did not have a large perspective on arts. However, thanks to the guidance and encouragement of the teacher educators of our arts courses, we attended a wide range of arts activities together, such as seeing opera, ballet, theatre plays, exhibitions, and so on. Besides, as they were very knowledgeable in their field, we developed our knowledge, skills, and attitudes on arts considerably throughout our teacher education (T13).

A large number of participants further mentioned that the expectations of the teacher educators, including the assignments, were also highly critical in terms of encouraging them to engage in those activities. In this regard, some participants particularly referred to the expectations of their teacher educators throughout the field practice courses. Regarding these, the following in-service teachers pointed out that:

...Each week, she was expecting us to attend a different arts activity and prepare a reflection paper afterwards. In the reflection paper, she was also expecting us to tell about how we might integrate that particular activity into

the courses that we would teach to the students. ...I almost feel like I am a graduate of an arts-related program (T2).

I do not remember that the educators of our School Experience or Practice Teaching I and II courses expected us to prepare activities for the celebration of the special days. It was a big gap in those courses that we did not have such assignments (T4).

On the other hand, some participants stated that the inadequate number of teacher educators, as well as the heavy work load of them were the inhibiting sources for the development of this domain. For instance, one of the in-service teachers told that:

...The teacher educator of our Music course was coming from another faculty and as she was the only person offering this course, she had to teach all four sections. Obviously, we did not have an adequate number of teacher educators in the program (T20).

Except these, a number of participants highlighted that it was another important source on the part of the teacher educators to take the pre-service teachers' level of readiness into consideration in the courses. To illustrate, the following in-service teacher argued that:

...At the beginning, it was very hard for me to play the flute well in our Music and Teaching Music courses. Yet, our teacher educator generally assigned us to play quite complicated songs. As a result, I was quite nervous in these courses and did not enjoy them much (T14).

The infrastructure of the faculty: With respect to the results of the interviews, a number of participants expressed that the availability of the faculty members' offices in the faculty building was a critical source affecting their development in relation to the domain of arts and aesthetics. In this regard, some participants especially explained that the elective courses related to this domain were generally offered by the other faculties of their university and thereby, they had to take those courses in a different faculty building, which was located in another campus of the university that is far from their own campus. To illustrate, two of the in-service teachers criticized that:

...As you know, we have two campuses far from each other. Most of the arts-related elective courses were offered in the other campus of the university, rather than our own campus. This is because those courses were offered by a different faculty located there. As a result, not only was it hard for us to commute there, but it was also difficult to reach out the teacher educators of the courses (T5).

As the teacher educator of our Music course was not a member of the faculty of education, she did not have a room in the faculty building. She was rather coming from the other campus of our university and thereby, rushing between the classes that she was offering there and offering in our campus. As she was mostly late to the class, the course did not go beyond playing flute (T20).

Except these, most participants criticized the lack adequate facilities in their faculty building, such as the music room, drama room, arts room, and so on. Besides, a number of participants also criticized the lack of adequate artwork in the faculty building to develop interest or positive attitudes towards arts. In relation to these, a few quotes are presented below:

...For instance, our arts room did not have adequate infrastructure. Similarly, the materials that we had in our drama room were not adequate. ...As another example, the music room was not isolated well and thereby, the classes that were being held in the classrooms next to us were disturbed by the noise of the instruments used in the music room (T18).

I think, the infrastructure of our faculty building was not very adequate. To illustrate, we had a visual arts room, but it was no different than any other classroom. Besides, it was quite small and unappealing. ...Similarly, we did not have an exhibition hall. Leave the exhibition hall alone, our faculty building lacked for the paintings, sculptures, and such other artwork, as well, which, I believe, would be important for developing interest towards visual arts (T1).

The stakeholders: Regarding the results of the interviews, a large number of participants mentioned the importance of the mentor elementary teachers' and the school administrators' attitudes towards them throughout the field practice courses, especially in terms of having the opportunity to integrate arts into the extracurricular activities. For instance, the following in-service teacher criticized that:

Throughout our School Experience and Practice Teaching I and II courses, we never had an opportunity to collaborate with our mentor elementary teachers to prepare different performances for the celebrations of the special days. As those teachers did the same activities for many times or years, they were not very excited about preparing for these days. Therefore, they did not make an extra effort for the preparation activities. On the other hand, they did not encourage us or leave the responsibility to us, either. Part of the reason might be that they could have considered this as loss of time. Besides, they did not have very positive attitudes towards us as they even did not want us in their class for fear of being observed and criticized (T21).

4.2.2.13. Assessment and evaluation

The thirteenth domain in relation to investigating the effectiveness of the elementary teacher education program was “assessment and evaluation”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of assessment and evaluation.

Based on the results of the analysis of the interviews, it was seen that *a large number of participants* found their teacher education program *adequate* in terms of equipping them with the *knowledge of assessment and evaluation*. While those participants *mostly* referred to *gaining adequate knowledge on the traditional or alternative assessment and evaluation techniques*, it was noted that they also mentioned the *concepts and principles that are essential for effective assessment and evaluation*. On the other hand, it was seen that *some participants* evaluated the program as *somewhat effective* in relation to those aspects.

Although the participants were able to learn about the *different assessment and evaluation techniques*, they still highlighted that they *were not* prepared *well* for *choosing the most appropriate technique based on its strengths and weaknesses, the purpose of the evaluation, or the characteristics of the students*. In this regard, *some participants* further talked about the *the students who might have special needs or the students in multigrade classes*, and explained that the program prepared them *neither*

inadequately nor adequately for choosing the most appropriate techniques based on the characteristics of those students. On the other hand, it was seen that a small number of participants found the program somewhat effective in relation to those aspects.

Lastly, as for developing the *necessary skills to apply their knowledge*, a large number of participants expressed that their teacher education program *did not* provide them with *adequate* opportunities to *develop appropriate assessment and evaluation tools or use the given tools effectively, including both the traditional and the alternative techniques*. It was seen that there were only *a few participants* who found the program *effective* in this regard.

4.2.2.13.1. Sources influencing the development of the domain of “assessment and evaluation”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of assessment and evaluation. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the faculty members, and (3) the infrastructure of the faculty.

The curriculum/courses: With respect to the results of the interviews, it was seen that the participants mostly touched upon the role of the Measurement and Evaluation course (*CHE’s description of the content: the role of assessment and evaluation in educational practices, the essential concepts related to the assessment and evaluation, the essential qualities the assessment tools, the traditional and alternative assessment techniques, developing appropriate assessment tools, the basic computational statistics, and evaluating the outcome of the assessment*), as well as the pedagogical content knowledge-related courses. In this respect, not only did they emphasize the role of the course objectives, but they also talked about the activities carried out in those courses to foster the pre-service teachers’ development of the knowledge, skills,

and attitudes related to the domain of assessment and evaluation. In line with these, they also highlighted the role of the teaching methods. Accordingly, the following in-service teachers stated that:

... I did not find our Measurement and Evaluation course very effective as the course sessions were generally based on lecturing. ...In this course, we mostly learned about the traditional assessment techniques, such as the multiple choice exams, open-ended questions, true-false questions, etc. However, we should also have learned about the alternative assessment techniques, which are suggested by the constructivist approach. For instance, I do not feel well-prepared for developing an appropriate performance rubric or observation form. Besides, we should also have taught how to use them effectively. ...Therefore, I believe that the objectives of this course should be reconsidered (T4).

...In our teaching-related courses, we prepared a lot of lesson plans. While those plans mostly focused on the instruction part, they also addressed the assessment and evaluation part. Therefore, as well as the teaching activities, we also had to think about the assessment activities while planning our lesson plans. ...As we presented those plans in the class, we had the opportunity to discuss the appropriateness of those assessment activities in relation to the type of the course, objectives, grade level, etc. (T17).

A large number of participants further criticized the lack of practice in these courses. Besides, they particularly underlined that the course hour allocated to the Measurement and Evaluation course was not adequate. For instance, one of the in-service teachers stated that:

While we learned so much about different assessment and evaluation techniques in our Measurement and Evaluation course, it would have been better if we also had a chance to apply our knowledge into practice. For instance, each week we could have learned the application of a different assessment technique. On the other hand, I think, the weekly course hour was not adequate for this (T21).

Except these, a large number of participants lastly expressed that the sequence or the place of the Measurement and Evaluation course throughout the teacher education program was not appropriate. More specifically, they explained that this course should have been offered in the same semester with the field practice courses so as to be able

to apply the gained knowledge into practice. As an example, one of the in-service teachers mentioned that:

We took the Measurement and Evaluation course in the fifth semester of our teacher education program, while we took the field practice courses in the sixth, seventh, and eighth semesters of the program. I think, the Measurement and Evaluation course should have been offered in the same semester with one of the field practice courses as we did not have a separate practicum part in that course (T16).

The faculty members: Considering the results of the interviews, the majority of the participants emphasized the role of the teacher educators' expectations, including the course activities and the assignments. Besides, they also underlined the importance of the feedback provided by the teacher educators to the pre-service teachers, especially on their lesson plans. To illustrate, two of the in-service teachers articulated that:

To make sure that we developed the necessary knowledge and skills adequately, the teacher educator of our Measurement and Evaluation course sometimes expected us to apply what we learned in the class to the elementary school students. For instance, once he asked us to go to an elementary school and apply the exams that we developed in the course. I think, such activities were quite useful (T1).

...Especially during our lesson plan presentations in the teaching-related courses, we were able to get feedback from the teacher educator and from the class on the appropriateness of the activities that we proposed for the purpose of instruction or assessment (T4).

The infrastructure of the faculty: According to the results of the interviews, it was seen that a number of participants mentioned the class size and the inadequate number of classrooms as the inhibiting sources influencing the pre-service teachers' development for the knowledge, skills, and attitudes related to the domain of assessment and evaluation. For instance, the following in-service teacher pointed out that:

The class size in our Measurement and Evaluation course, as well as in our teaching-related courses, was quite large. I think, this consequently reduced the

effectiveness of the course on the part of us as it was less likely to join the discussions or be active in the class. On the other hand, this might also have reduced the effectiveness of the course on the part of the teacher educators as it might have been more difficult for them to teach a large number of students, especially in a large lecture hall (T5).

4.2.2.14. Higher-order thinking skills

The fourteenth domain in relation to investigating the effectiveness of the elementary teacher education program was “higher-order thinking skills”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it developed their higher-order thinking skills.

Based on the results of the analysis of the interviews, *a significant number of participants* found their teacher education program *effective* in terms of fostering their *creativity*. In this regard, they especially referred to *establishing creative learning environments throughout the courses* and *integrating creativity into the teaching methods*. Similarly, *most participants* evaluated their teacher education program as *effective* in terms of developing their *critical thinking*, while *a few participants* stated that the program *was not very effective* in this respect. Lastly, as for the *problem solving skills*, *some participants* mentioned that the program supported them *adequately*, whereas there were also *some participants* who believed that the program was *poor* in this regard.

4.2.2.14.1. Sources influencing the development of the domain of “higher-order thinking skills”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of higher-order thinking skills. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, and (3) the faculty members.

The curriculum/courses: According to the results of the interviews, the majority of the participants underscored the importance of the Drama course (*CHE's description of the content: the description of drama in education, the history of drama with children, the structure and the stages of drama applications, the classification of drama activities based on different ages and subject-areas, the appropriate drama settings and essential teacher qualities, the special techniques in drama in education, and developing drama-based activities and evaluating them*), as well as the importance of the pedagogical content-related courses for developing their higher-order thinking skills. In this regard, a large number of participants mentioned that the activities performed in the courses and the teaching methods used by the teacher educators also a chief role in fostering the pre-service teachers' higher-order thinking skills. As an example, the following in-service teachers articulated that:

As we teach young students, it is highly crucial for us to develop our creativity throughout our teacher education process. In this regard, our Drama course was really helpful as we had a lot of role playing scenarios in this course. At the beginning, those scenarios were only based on the everyday situations. Later, we also started to learn how to integrate drama as a teaching method into the courses that we were expected to teach. To this end, we identified different objectives and developed lesson plans based on the objectives of the different courses. I think, those activities helped us considerably to develop our creativity and critical thinking skills (T9).

In most of our teaching-related courses, the teacher educators provided us with certain cases to discuss together. I think, those cases were quite useful in terms of urging us to think about the possible causes and the consequences of the given stories. Thus, such activities developed especially our creativity and critical thinking skills. On the other hand, except the Teaching Science and Technology I and II courses and the Classroom Management course, we did not have any opportunities to develop our problem solving skills throughout our teacher education (T6).

The extracurricular activities: Considering the results of the interviews, a large number of participants argued that attending the student clubs in the faculty or in the university had an important place in fostering the pre-service teachers' higher-order thinking skills. Accordingly, two quotes are presented below:

...Speaking from my own experience, attending the student clubs is one of the most important ways of developing one's creativity or critical thinking skills. For instance, I was a member of the Elementary Education student club. The activities that we did as a large group enabled me to develop a different point of view towards the issues that we discussed. ...The student clubs were even the largest part of my development at the university. I mean, listening the perspectives of others not only broadened my perspective in the university, but it also helped me adopt a more critical approach towards the issues in life (T5).

...First of all, in our student club, there were many students from the different programs of the faculty. Therefore, we were able to learn from each other. For instance, especially owing to the pre-service teachers of the early childhood education program, I developed my creativity considerably as they were generally more creative than us (T16).

The faculty members: Regarding the results of the interviews, it was seen that some participants pointed out the importance of their teacher educators' course expectations, including the assignments and the assessment activities, for fostering their higher-order thinking skills. In addition, a considerable number of participants also pointed out the importance of the guidance and the feedback provided by the teacher educators to the pre-service teachers on their performances. Accordingly, the following in-service teacher expressed that:

...Looking back at my teacher education process, I can say that we were not very creative at the beginning. However, as the expectations of our teacher educators were always quite high, we always forced ourselves to develop more creative activities, more creative course materials, etc. Besides, it was equally important to get feedback from them to improve ourselves (T13).

4.2.2.15. Parent involvement

The fifteenth domain in relation to investigating the effectiveness of the elementary teacher education program was "parent involvement". Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of parent involvement.

Considering the results of the analysis of the interviews, while *a small number of participants* found their teacher education program *somewhat effective* for supporting them to *get in touch with the parents*, the majority of the participants emphasized that they *were not* provided with *adequate* opportunities in this regard. Therefore, the participants mentioned that they *were not* prepared *well* for *analyzing the potential characteristics of parents or identifying their expectations*, as well as *learning how to respond to those expectations*. Similarly, they explained that they *were not* supported *adequately* for *providing guidance to the parents or motivating them*. In this regard, especially referring to the *students in rural areas* and also the *students who might have special needs*, a large number of participants further underlined that their teacher education program was *neither ineffective nor effective* for preparing them to *communicate with the parents of those students effectively*. In line with these, the participants also expressed that they *were not* supported with *adequate* opportunities to *foster the parent-teacher-student collaboration or the collaboration among the parents themselves*. While the participants *generally did not* think that their teacher education program provided them *well* with the opportunities to develop the aforementioned skills, they still thought that they were prepared *well* at the *knowledge level*.

4.2.2.15.1. Sources influencing the development of the domain of “parent involvement”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of parent involvement. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, and (4) the stakeholders.

The curriculum/courses: According to the results of the interviews, it was seen that a large number of participants highlighted the need to improve the objectives of the

courses so as to develop the pre-service teachers' knowledge, skills, and attitudes related to the domain of parent involvement. For instance, one of the in-service teachers argued that:

...Especially considering that we teach young students, fostering parent involvement is of the utmost importance for us. However, throughout our teacher education, we only focused on the students, not their parents. Although we had discussions on the parents from time to time, we did not have a particular topic on parent involvement in any of our courses. I think, the Classroom Management course could have been an appropriate course for this (T14).

At this point, a few participants also mentioned the importance of offering elective courses, which include certain topics related to the parents. For instance, the following in-service teacher stated that:

Throughout our teacher education, we rarely talked about the parents. Despite this, in one of our elective courses, called Adult Education, we talked much about how to establish effective communication with them. This course might be the only course that we had discussions on parents (T12).

Most participants further criticized the lack of adequate and effective field practices throughout their teacher education as they did not have any opportunities to get in touch with the parents. In relation to this, the participants highlighted the role of the partnership between the faculty of education and the elementary schools. Regarding these, the following in-service teacher expressed that:

If the collaboration between our faculty and the elementary schools had been stronger, we could have asked our mentor elementary teachers to organize a parent-teacher meeting throughout the semester, when we visited their schools. This would have been a great opportunity for us to observe the teacher and the parents as we did nothing related to the parents in our courses (T4).

Except these, a few participants underscored that the teaching methods used in the courses also had an important role in equipping the pre-service teachers with the

knowledge, skills, and attitudes related to the domain of parent involvement. Accordingly, one of the in-service teachers asserted that:

In our Adult Education course, our discussions were mostly based on the case stories that our teacher educator brought to the class. In addition to discussing those cases, we also watched short movies or did role-playing throughout this course, all of which helped us develop effective communication skills with the parents (T10).

The extracurricular activities: Based on the results of the interviews, a number of participants underscored the importance of inviting guest speakers (e.g., experienced elementary teachers and parents) to the faculty, especially in relation to developing effective communication skills with the parents. To illustrate, one of the in-service teachers mentioned that:

...Well... If the teacher educators had organized seminars and invited a few parents and teachers to the faculty, we could have, at least, had the opportunity to ask some questions to both parties regarding what they expect from each other (T2).

The faculty members: Considering the results of the interviews, some participants highlighted the importance of their teacher educators' expectations in the courses, especially in the field practice courses (e.g., home visits, attending parent-teacher meetings, collaborating with parents), to develop their knowledge, skills, and attitudes related to the domain of parent involvement. Accordingly, one of the in-service teachers told that:

...I mean, the teacher educators of our School Experience or Practice Teaching I and II courses could have asked us to identify a student and have a meeting with his/her parents. This is just a simple example. Similarly, they could have expected us to observe a parent-teacher meeting and report our reflections. As we were not prepared well for such things, I had no idea about what to tell the parents of my students when I invited them to the school for the first time (T13).

The stakeholders: Based on the results of the interviews, a significant number of participants mentioned that the school administrators' and the mentor elementary

teachers' attitudes towards the teacher candidates were highly critical during the field practices for the teacher candidates' development of the knowledge, skills, and attitudes related to the domain of parent involvement. As an example, the following in-service teacher pointed out that:

For our Practice Teaching II course, I did my field practice in one of the elementary schools in Emek. However, noone in that school, including the school administrators and the mentor elementary teachers, took us seriously and treated us like we were also teachers. ...The students considered us as their older brothers or sisters. Besides, they even called us so. Similarly, the parents did not view us as teachers, either, all of which was largely due to the mentor elementary teachers', as well as the school administrators' attitudes towards us... (T22).

4.2.2.16. Research

The sixteenth domain in relation to investigating the effectiveness of the elementary teacher education program was "research". Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of research.

Based on the results of the analysis of the interviews, *while a few participants* found their teacher education program *adequate* for developing their *research skills*, *the majority of the participants* thought that the program was *ineffective* in this regard. In relation to the research skills, *a significant number of participants* particularly highlighted that they *were not* provided with *adequate* opportunities to *engage in data collection or data analysis practices*. Similarly, the participants expressed that they *were not* equipped with *adequate methodological knowledge*, either. On the other hand, they explained that they were equipped *adequately* with the *knowledge and skills to conduct literature review on a research topic*.

In line with the aforementioned results, *a large number of participants did not* find their teacher education program *effective* in terms of encouraging them to *design and*

carry out action research in the schools, either, which they would employ in their professional career to inform the schooling practices. At this point, the participants further expressed that the program was quite poor in terms of encouraging them to develop and carry out educational projects at the university, as well.

On the other hand, in relation to *evaluating the scientific research studies critically, some participants* thought that their teacher education program was *effective*, while a *number of participants* still found the program *somewhat adequate* in this regard. Lastly, *almost all participants* underscored that the program was *quite ineffective* in terms of encouraging them to *follow the international resources*.

4.2.2.16.1. Sources influencing the development of the domain of “research”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of research. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the faculty members, (3) the infrastructure of the faculty, and (4) the stakeholders.

The curriculum/courses: Regarding the results of the interviews, almost all participants expressed that both the Scientific Research Methods course (*CHE’s description of the content: the essential concepts related to science, the history of science, the characteristics of scientific research, the scientific research methods, and the stages of conducting a scientific research*) and also the Teaching Science and Technology I (*CHE’s description of the content: the general aims of the field of science education, the essential concepts related to the field of science education, the characteristics of scientific knowledge and scientific research methods, the science-technology-society-environment relationship, the issues in the field of science education, the development of the science education in Turkey and in the world, the role of constructivism in teaching science, the analysis of the components of the*

science and technology curriculum and its connections with the curricula of other courses, and the development of the scientific process skills and the exemplary applications) and Teaching Science and Technology II course (*CHE's description of the content: the common misconceptions in the field of science education, the methods and the techniques of teaching science and technology, developing appropriate activities related to the science and technology curriculum, and the traditional and alternative assessment techniques in teaching science*) had a critical role in developing the pre-service teachers' knowledge, skills, and attitudes related to the domain of research. In this regard, the participants especially emphasized the role of the course activities, as well as the role of the teaching methods, for integrating research into the courses. Accordingly, the following in-service teachers argued that:

In some of our courses, we read articles, theses, etc., which made us more familiar with researching. However, such activities should not be limited to a few courses. ...Similarly, in our Scientific Research Methods course, we tried to analyze a few publications in terms of the procedure that they followed in carrying out their research. Besides, as part of the same course, we collected and analyzed data, reported the findings, and presented them in the class along with their implications. All these activities were very helpful for us to develop our research skills (T21).

Even if we took the Scientific Research Methods course, we always sat and listened our teacher educator in the class as she did not do anything rather than lecturing. ...As the course did not include adequate research-based activities, it was not very effective and we were not prepared well for the domain of research (T7).

A large number of participants further explained that the aforementioned courses lacked for adequate practice opportunities to enable the teacher candidates to apply their research knowledge into practice, especially in terms of developing and carrying out educational research projects. Therefore, they pointed out the need to revise the objectives of those courses. At this point, some participants also referred to the insufficiency of the course hour allocated particularly to the Scientific Research Methods course. Besides, they called for more effective and adequate field experiences

in the field practice courses. Regarding these, two of the in-service teachers pointed out that:

We took the Scientific Research Methods course, but we did not do any research in this course. Therefore, if someone asked me to conduct a research in the school that I am currently working at, I would not be able to choose an appropriate method, sampling, data collection instrument, etc. These are just some fancy words in my mind (T4).

Either in our Scientific Research Methods course or in the field practice courses, we did not carry out a research project. We might not have had a chance to engage in practice-based activities in the Scientific Research Methods course due to the inadequate course hour allocated to this course, but we could have done such activities throughout the field practice courses when we went to the schools. ...Therefore, I do not find those field practice courses very effective in this regard, either... (T17).

In connection with the lack of adequate practice, a number of participants also criticized that the sequence or the place of the Scientific Research Methods course throughout the teacher education program was not appropriate. To illustrate, one of the in-service teachers asserted that:

The Scientific Research Methods course was offered in the second year of the program. However, as we did not have any field experiences in our second year, we did not have an opportunity to apply what we learned in this course. You know, we always talk about learning by doing (T4).

On the other hand, regarding the sequence of this course, another in-service teacher articulated that:

We took the Scientific Research Methods course in the last semester of our teacher education program, which was quite late. I mean, this course could have been offered in the earlier semesters to provide a base for the other courses (T5).

Except these, a number of participants further pointed to the lack of research-based activities in their overall teacher education program, as well. More specifically, they underlined the need to develop, conduct, and report a short research on an educational

topic as part of the program requirements so as to be able to graduate from the program.

For instance, one of the in-service teachers expressed that:

It was not mandatory for the students of our program to design and carry out a research project on an educational topic. Therefore, we could not have such experiences throughout our teacher education as our Scientific Research Methods course was not very effective, either. On the other hand, research is an area that you should definitely practice it if you want to develop your skills. In many programs, it is mandatory to submit such a study to be able to graduate from the program (T12).

Lastly, the majority of the participants also mentioned the lack of effective foreign language education throughout their teacher education as this had a negative influence on their development especially in terms of following the international resources. Accordingly, the following in-service teacher underlined that:

... We had a language barrier to conduct literature review on the international resources. I mean, I can not follow the professional resources from the web due to the level of my English. In this regard, our teacher education was highly ineffective as we were not provided with an adequate foreign language education. While we had Foreign Language I and II courses, we took those courses only in the first year of the program. Besides, they were not at the advanced level. I do not really understand why we did not have a one-year English preparation class upon entering the university, just like the students of the other programs in our university (T21).

The faculty members: Based on the results of the interviews, the majority of the participants criticized the low expectations that the teacher educators generally held for elementary teachers. As a result of this, they expressed that their teacher educators did not have high expectations from them to support their development for the domain of research, either. In this regard, the participants especially referred to the teacher educators of the Scientific Research Methods course, implying that the course expectations or the requirements were not adequate to encourage the pre-service teachers to develop and carry out educational research projects. In fact, the participants criticized most of their courses in this regard, particularly pointing out that there was a lack of collaboration between the students and the teacher educators on developing

and carrying out educational research projects. In relation to these, a few quotes are presented below:

...Actually, the course expectations of the teacher educator were not very high from us in the Scientific Research Methods course. I mean, he was already saying that we would not need such in-depth knowledge on research as we would be elementary teachers. Leave all other factors alone, this is not appropriate even by itself from the beginning (T12).

...Well, our teacher educators generally did not have a research team of their own. Even if they had such teams or projects, I can say it surely that they never asked us to take place in those projects. I think, in terms of collaborating with the pre-service teachers, our faculty members were not enthusiastic enough (T7).

A large number of participants also underlined the importance of the competence of the teacher educators, as well as the importance of the feedback given by them to the teacher candidates. For instance, one of the in-service teachers told that:

The teacher educator of our Scientific Research Methods course was quite competent. Not only did she have adequate knowledge on research, but she also designed the course in a way that we could carry out a small research project in groups. For instance, the problem that we identified in our group was related to the smoking students. Accordingly, we tried to explore the reasons accounting for the students' smoking behaviors... At each stage of the research, we were able to receive feedback from the teacher educator of the course (T1).

On the other hand, some participants particularly pointed out that the teacher educators were not competent enough to follow the international resources and thereby, were not competent to provide guidance to the teacher candidates on those resources, either. To illustrate, the following in-service teacher asserted that:

The resources that we used in the courses were always in Turkish. The teacher educators never asked us, for instance, to find articles that were written in English. I believe that it was largely because their English was not good, at all (T18).

The infrastructure of the faculty: According to the results of the interviews, a significant number of participants underscored the role of the infrastructure of the faculty, as well as the university, in providing them with the opportunities to engage in research. In this regard, the participants especially mentioned the role of the certain facilities such as the library, computer labs, study rooms, and canteen, as well as the technological equipment of the classrooms and the internet access. To illustrate, one of the in-service teachers argued that "...I think, the library of our university was quite comprehensive. On the other hand, I do not find the library of our faculty very adequate" (T8). Moreover, another in-service teacher put forth that:

I do not think that our classrooms were technologically well-equipped. Similarly, it was hard to find an available computer in the faculty building as the computer lab was mostly busy. Other than the computer lab, we did not have an alternative place to have a computer, either. ...Similarly, there was no study room or canteen in our faculty building to meet and work as a team (T21).

Except these, some participants mentioned the large class sizes and the inadequate number of classrooms as the other sources affecting their development in relation to the domain of research. For instance, one of the in-service teachers asserted that:

...Well, we were never provided with an opportunity to take place in a research project or encouraged to develop our own research projects. I think, this was partially due to the fact that there were 42 pre-service teachers in our section, which might make it harder for the teacher educators to manage the research process (T17).

The stakeholders: With respect to the results of the interviews, a number of participants highlighted the importance of the mentor elementary teachers' and the school administrators' attitudes towards the teacher candidates, especially in terms of collaborating with them and participating in the research activities. As an example, the following in-service teacher stated that:

...Even at times when we went to the schools and asked for the participation of the elementary teachers in our research, we were frustrated by their negative

attitudes. In fact, the attitudes of the school administrators were not very positive, either (T18).

4.2.2.17. Transmission and transformation

The last domain in relation to investigating the effectiveness of the elementary teacher education program was “transmission and transformation”. Accordingly, the in-service elementary teachers were asked to reflect on their teacher education program for how well it equipped them with the knowledge, skills, and attitudes related to the domain of transmission and transformation.

To start with “*transmission*”, the results of the analysis of the interviews delineated that *most participants* found their teacher education program *effective* for *developing awareness towards the cultural values*. Besides, they continued to say that they were prepared *well* for *transmitting and teaching those values, virtues, and ideals to their students*, as well.

To continue with “*transformation*”, *the majority of the participants* stated that the program was *quite ineffective* especially in terms of supporting them to *develop an international perspective*. Similarly, they mentioned that the program *did not* provide them with *adequate* opportunities to *recognize and reinforce the universal values, or to teach them to the students*. In line with these, *a significant number of participants* further underlined that they *were not* supported *well* for *developing an international perspective of education*, either. In this respect, it was seen that only *a small number of participants* found the program *effective*. In addition to these, *none of the participants* asserted that the program prepared them *adequately* for *collaborating with the elementary teachers internationally*. Lastly, while *some participants* articulated that their teacher education program was *effective* in terms of encouraging them to *become a change agent or reform advocate in the society*, *some participants* found the program *inadequate* in this regard, as well.

4.2.2.17.1. Sources influencing the development of the domain of
“transmission and transformation”

The results of the analysis of the interviews demonstrated that there were certain sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned knowledge, skills, and attitudes related to the domain of transmission and transformation. In general, those sources could be grouped as (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, and (3) the faculty members.

The curriculum/courses: With respect to the results of the interviews, it was noted that most participants highlighted the role of the Community Service course (*CHE's description of the content: the significance of the community service practices, the identification of the current issues of the society and developing suggestions to those issues, organizing or attending different professional development activities, and participating voluntarily at the civil society initiatives*), especially for encouraging the teacher candidates to be an agent of transmission in the society, as well as for encouraging them to teach the cultural values, virtues, and ideals to the students. In addition to this course, a large number of participants further highlighted that most of the courses offered in the program emphasized the cultural values or the transmission of them to the students adequately. In relation to these, a few quotes are presented below:

One of the courses that we took during our teacher education was the Community Service course. As we needed to learn how to behave more appropriately at certain institutions, which we visited as part of this course, we, first, discussed the well-recognized values and virtues of those institutions in the class before we visited them (e.g., the group homes *-sevgi evleri-*, poorhouses, the Social Services and Child Protection Institution, nursery schools). I think, these are also part of the cultural transmission process (T6).

For example, in our Teaching Life Studies and Teaching Social Studies courses, we had certain objectives related to our cultural values or ideals, such as the objectives related to the Principles of Atatürk. Similarly, we were offered

the Principles of Kemal Atatürk and History of the Turkish Revolution I and II courses in the prior years. Either directly or indirectly, I believe that most of the courses that were offered in our program helped us learn about our cultural values (T14).

A number of participants further mentioned that the teaching methods used in the courses had an important role in supporting the development of the pre-service teachers' knowledge, skills, and attitudes related to the domain of transmission and transformation. Accordingly, the course activities were also believed to have a critical place in their development, especially in terms of developing an international perspective of education. For instance, the following in-service teachers argued that:

Actually, I do not think that we were able to develop an international educational perspective throughout our teacher education. I mean, compared to learning about our own education system, we learned very little about the education system of other countries as our teacher education was quite limited with the national boundaries ... Only in one of our courses, we talked about the international issues in education, such as the international assessments, the school curricula of the most successful countries, the recent educational news, etc. In that course, we were bringing different materials to the class and discussing them altogether at the beginning of each week's session (T9).

I do not remember which course it was, but we compared the education system of our country with the education systems of other countries in one of our courses. We tried to find different pieces of information to bring to the class. For instance, once we examined the instructional materials that have been used in other countries to teach reading and writing. I think, such practices could be increased in the courses considering the fact that our teacher education program was quite poor in terms of broadening our vision with the international examples or debates (T22).

Particularly in relation to developing an international perspective, the majority of the participants further criticized the lack of an effective foreign language education for their development. To illustrate, one of the in-service teachers articulated that:

We did not have an effective foreign language education throughout our teacher education. I mean, we only had the Foreign Language I and II courses in our first year, but the level of those courses was quite low. In addition to improving the aims and goals of these courses, the program should offer such

courses in the following years, as well. If we had been offered an effective English language education, we would not be confined to use only the national resources now. I mean, as our English is not adequate, we can not follow the international resources much. ...Not only the students of the engineering faculty, but also the teacher candidates need to be supported with an effective language education if we expect them to develop themselves more (T8).

Except these, in relation to the curriculum and the courses, it was noted that a number of participants called for a new course on values education. For example, one of the in-service teachers said that:

Although we are expected to teach the values education as part of the elementary education, we did not have a separate course on this during our teacher education at the university. Therefore, at the beginning, I was unsure of what exactly to teach in this course, as well as how to teach (T20).

The extracurricular activities: Based on the results of the interviews, a few participants highlighted the role of the extracurricular activities in raising the pre-service teachers' awareness towards the cultural values, virtues, and ideals, as well as in transmitting them to the students. To illustrate, one of the in-service teachers expressed that:

I think, our teacher education program reinforced the cultural values quite adequately. In this respect, organizing different activities for the national celebrations or the special days was one of the important ways of strengthening our inherited values. For instance, at the Teachers' Day or the Republic Day, we always attended to the seminars that were organized in the faculty to emphasize the significance of those days (T5).

Similarly, a few participants underlined the importance of providing the pre-service teachers with the opportunity to engage in intercultural activities. Within this framework, one of the participants particularly highlighted the role of the student exchange programs and criticized the lack of such programs in their teacher education program, while another participant drew attention to the limited student quota of those programs. Accordingly, those two in-service teachers argued that:

In order to internationalize the elementary teacher education program more, I believe that the pre-service teachers should be provided with more opportunities to go abroad. This would especially enable them to develop a larger perspective and embrace the different cultures. To this end, the student exchange programs such as Erasmus or Farabi could be encouraged more (T5).

...In our teacher education program, the application to such student exchange programs was limited to one or two student(s), which is obviously not adequate. Besides, as developing an international perspective was not an emphasized element in our teacher education, we were generally not very motivated to join those programs as we thought that it would be in vain and loss of time for us to go abroad and extend the duration of our education (T18).

Similarly, one of the participants underscored the role of the extracurricular activities organized in the university by the student clubs. Accordingly, she mentioned that:

There are a lot of international students in our university from different countries. Besides, they mostly have their own student clubs. I think, to learn about their culture and to develop an international perspective, it is a good opportunity to attend those student clubs' activities (T20).

Except these, a number of participants underlined the importance of inviting guest speakers (exemplary role models as teachers or other professionals of the success stories) to the faculty, especially for encouraging the teacher candidates to be a change agent in the society, as well as for developing an international perspective of education. For example, the following in-service teachers pointed out that:

...Well... Inviting the well-recognized national or international scholars to the faculty and organizing different seminars might be another way to attract the pre-service teachers' attention to the different issues in education, which would, in return, enlarge their vision beyond the boundaries of their teacher education (T6).

...Accordingly, to instill confidence and courage in teacher candidates especially in terms of being a change agent and working for the improvement of the society, the former graduates might be invited to the faculty. Such meetings or the success stories would motivate the teacher candidates to believe in their potential (T13).

The faculty members: According to the results of the interviews, a considerable number of participants mentioned that the guidance of the teacher educators had an important role in supporting the pre-service teachers' development in relation to the domain of transmission and transformation, especially in terms of following the international resources, following the up to date developments and events in the field, developing an international vision, recognizing the universal values, teaching those values to the students, being a change agent in the society, etc. In this regard, the participants articulated that they considered their teacher educators as role models. Accordingly, a few quotes are presented below:

I am glad to say that some of our teacher educators were really good role models for us as they were very enthusiastic, open-minded, innovative. Most importantly, they were knowledgeable about the most recent news or developments and trying to keep us posted about them. After some time, this leads the teacher candidates to do the same as it becomes a type of routine for them, as well (T11).

...One of our teacher educators usually told us about his experiences as he visited many countries. Not only those experiences were interesting for us, but they also helped to enlarge our vision. For instance, we learned about the games that students played during the break time, saw the materials that were hung in an ordinary classroom, listened the practices that we did not have in our country, etc. ...I think, with his large vision, he was an effective guide for us (T9).

...For instance, the teacher educator of our Teaching in Multigrade Classes course was highly inspiring for us. I mean, he was always motivating us to believe in ourselves and to work for the improvement of the areas where we might start working at. To this end, he shared his own experiences with us. For example, once he told us about the strawberry fair, which he initiated in the village that he worked. More interestingly, he said that this fair later turned into a tradition in that village, which contributed to the development of the area considerably (T2).

At this point, one of the participants particularly highlighted that the teacher educators did not guide them adequately for joining the student exchange programs. Besides, the participant also underscored the role of the teacher educators' attitudes towards those student exchange programs, as well as the role of their knowledge about them in

encouraging the teacher candidates to participate in those programs. To illustrate, this in-service teacher argued that:

Compared to the other faculties, there were less opportunities in our faculty of education to join the student exchange programs. I think, part of the reason was the fact that our teacher educators did not think it was worth joining those programs. Underlying this, I believe, was the idea that such experiences were not very critical for us as we were expected to be just teachers. I do not believe that our teacher educators knew much about those programs, either. Therefore, none of them provided us with adequate guidance for joining those programs (T1).

Except these, a large number of participants also drew attention to the expectations of the teacher educators in the courses, including the assignments, so as to develop the pre-service teachers' knowledge, skills, and attitudes related to the domain of transmission and transformation. For instance, the following in-service teacher asserted that:

...Our teacher educators rarely expected us to explore about the education systems of other countries or prepare assignments on the international issues. As they were rather concerned with improving our teaching, our assignments were generally related with the teaching activities (T11).

4.3. Summary of the Results

In line with the research questions that were addressed in the first and the second step of the study, the results of this study are presented under two main sections: (1) essential qualities for elementary teachers of the 21st century and (2) effectiveness of the elementary teacher education program for developing the desired essential qualities for elementary teachers. Accordingly, in the first section, the results of the first research question concerning the essential qualities of elementary teachers of the 21st century were reported based on the interviews with the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE in Turkey. Drawing on the qualities that were found to be essential for elementary teachers of the 21st century in the first step of the study, the second section presented the results of the second research question concerning the effectiveness of the

elementary teacher education program in Turkey for how well it develops those desired essential qualities. To this end, the second section presented the results of the interviews conducted with the graduates who started their active teaching career as in-service elementary teachers. While presenting the results of the interviews, this section also provided the results concerning the analysis of the curriculum of the elementary teacher education for how well it manifests the desired qualities that were found to be essential for elementary teachers in the first step of the study.

To start with the first section, the results of the interviews were presented under three sub-sections: (1) personality traits, (2) domains of essential qualities for elementary teachers, and (3) domains of essential qualities for elementary teachers in the 21st century. Overall, the organization of the results of the first step of study is presented in Figure 4.1. below.

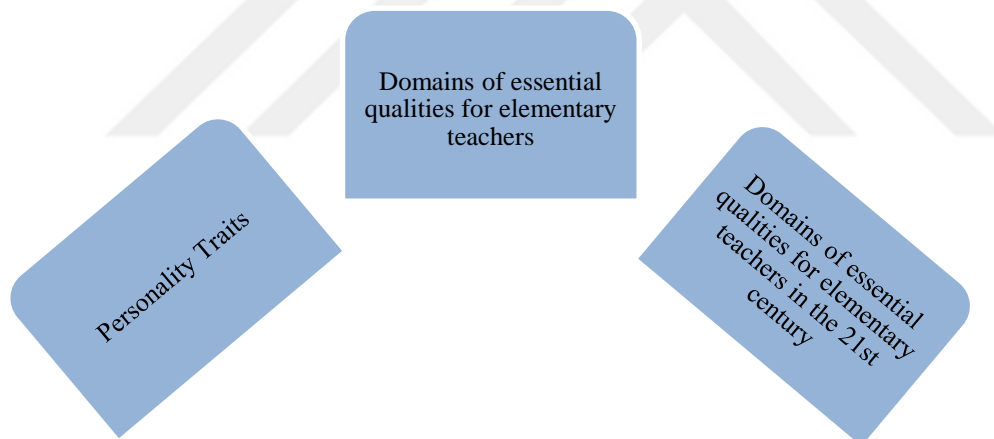


Figure 4.1. The Organization of the Results of the First Step of the Study

First, regarding the personality traits that were found to be essential for the elementary teachers, the results of the analysis of the interviews revealed that most participants underlined the importance of loving young children. Similarly, being patient, empathetic, self-confident, tolerant, curious, having motherly and fatherly roles, being energetic, enthusiastic, having a high level of self-efficacy towards teaching subject-matter, adopting a child perspective, and being democratic also seemed to be among

the most essential personality traits for effective elementary teachers. Except these, being conscientious, positive, objective, self-sacrificing, reliable, warmly, organized, productive, self-disciplined, compassionate, entrepreneurial, persuasive, humorous, humanistic, just, flexible, creative, and having a high level of self-esteem as well as a high level of self-awareness were the other personality traits that were found to be essential for the elementary teachers.

Second, based on the results of the analysis of the interviews, the participants believed that elementary teachers need to have the following domains of qualities, all of which include certain knowledge, skills, and attitudes: foundations of education, education systems, pedagogical knowledge (including the knowledge of learners, curriculum, teaching methods, materials, planning, motivation, instructional process, classroom management, assessment and evaluation, and guidance), subject-matter (content) knowledge, pedagogical content knowledge, suburban schools, school management and official regulations, parent involvement, adult education, arts and aesthetics, character education, and first aid.

Third, in addition to the aforementioned domains of qualities, the results of the analysis of the interviews demonstrated that elementary teachers also need to have the following domains of qualities especially in the 21st century: information and communications technology, higher-order thinking skills, autonomy and collaboration, flexibility, adaptation, culturally responsiveness, local and universal issues, personal and professional development, students with special needs, differentiation, effective communication, and particular roles associated with certain teacher images.

To continue with the second section, the results of the study were presented under two sub-sections: (1) profile of participants and (2) effectiveness of the elementary teacher education program for developing the desired essential qualities for elementary teachers. Overall, the organization of the results of the second step of study is presented in Figure 4.2. below.

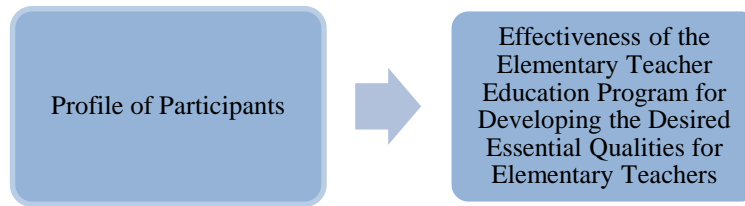


Figure 4.2. The Organization of the Results of the Second Step of the Study

Prior to the results of the second research question concerning the effectiveness of the elementary teacher education program for developing the qualities that were found to be essential for elementary teachers of the 21st century, this section presented the profile of the participating in-service teachers in relation to the characteristics that are connected to their experiences on the elementary teacher education program. Accordingly, the in-service teachers are introduced in relation to the following characteristics: the level of their motivation and the reasons for choosing the elementary teacher education program, the field experiences that they had both through School Experience and also through Practice Teaching I and II courses, the professional development activities that they were engaged in throughout their teacher education, and the level of their motivation for starting their teaching career as an elementary teacher.

After presenting the profile of participating in-service teachers, this section continued with the results of the interviews regarding the effectiveness of the elementary teacher education program for how well it developed certain domains of qualities that were selected for the second step of the study. At this point, among all the domains that were found to be essential for elementary teachers of the 21st century in the first step of the study, the selected domains were identified based on the following criteria: To start with, the researcher aimed to choose the domains that are relatively more essential for elementary teachers and more specific to them. Besides, the researcher aimed to pinpoint the areas that elementary teachers experience more difficulties. To this end, the researcher both reviewed the literature and also considered the suggestions of the members of the Dissertation Committee of this study. In addition, the researcher asked

the suggestions of five in-service teachers who participated in the second step of the study. Lastly, the researcher also paid attention to choose among the domains that were found to be more essential particularly within the context of the 21st century, based on the perspectives of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE, who participated in the first step of the study.

Having considered the aforementioned criteria, the following domains of qualities were selected in investigating the effectiveness of the elementary teacher education program in the second step of the study: personal and professional development, autonomy and collaboration, culturally responsiveness, school management and official regulations, curriculum, information and communications technology, suburban schools, students with special needs, differentiation, effective communication, adaptation, arts and aesthetics, assessment and evaluation, higher-order thinking skills, parent involvement, research, and transmission and transformation.

Based on the results of the analysis of the interviews, the in-service teachers found their teacher education program *more adequate* in terms of developing the following domains of qualities: *knowledge of curriculum, autonomy, arts and aesthetics, professional development, transmission, and higher-order thinking skills*. On the other hand, they thought that the program was *somewhat adequate* for equipping them with the knowledge, skills, and attitudes that are related to the domains of *effective communication, differentiation, culturally responsiveness, and assessment and evaluation*. Lastly, the in-service teachers highlighted that the program was *quite inadequate* in terms of preparing them for the following domains of qualities: *school management and official regulations, information and communications technology, suburban schools, students with special needs, adaptation, collaboration, research, personal development, transformation, and parent involvement*. The results of the interviews regarding the effectiveness of the elementary teacher education program

for developing the desired essential qualities for elementary teachers are presented in Figure 4.3. below.

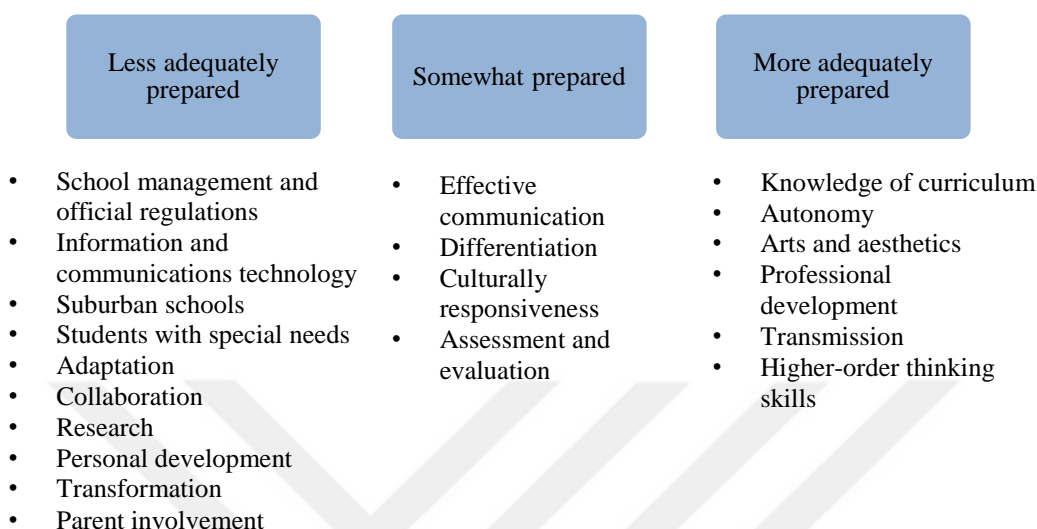


Figure 4.3. Results Regarding the Effectiveness of the Elementary Teacher Education Program for Developing the Desired Essential Qualities for Elementary Teachers

For developing each of the aforementioned domains of qualities, the results of the interviews also revealed certain sources influencing the effectiveness of the elementary teacher education program. In general, those sources were found to be related to (1) *the curriculum of the elementary teacher education and the courses* (e.g. the objectives/scope of the courses, the sequence of the courses, the teaching methods used in the courses, the course requirements or the activities performed throughout the courses, the types of the assignments, the course hours, the lack of adequate number of courses, the lack of compulsory language preparation class, the lack of adequate and effective field practice, the lack of adequate faculty-school collaboration and partnership, the lack of variety in the schools that are selected for the field practice courses, the lack of field practices in the rural schools or multigrade classes, online courses); (2) *the extracurricular activities* (e.g., inviting relevant stakeholders to the faculty as guest speakers, such as the former graduates of the program, experienced elementary teachers, school administrators, inspectors, parents, and representatives of the nongovernmental organizations and teacher unions, organizing informative

seminars in the faculty, organizing field trips to the relevant institutions or areas such as to the rural areas, multigrade classes, special education institutions, and different districts of the city that are located in low-, middle-, and high-socioeconomic areas, the lack of collaboration between the faculty of education and other institutions such as the nongovernmental organizations, the special education institutions, and the counseling and research centers, the lack of collaboration among the teacher education programs in the faculty, the use of the bulletin boards in the faculty, the use of online professional platforms, the student clubs and student exchange programs, the social, cultural, or professional development activities organized in the university); (3) *the faculty members* (e.g., the competence of the teacher educators, the teaching experience of the teacher educators in the past as an elementary teacher, teacher educators' level of professional commitment, the teacher educators' attitudes towards the course, the teacher educators' inability to keep up with the changing educational practices, as well as their attitudes towards adapting to the changing practices, the need to attend the in-service trainings continually, the guidance or advisement of the teacher educators, the inadequate number of the teacher educators and thereby, the heavy work load of them, the unavailability of the teacher educators, the attitudes of the teacher educators towards the pre-service elementary teachers, the low expectations of the teacher educators from the elementary teachers, the importance of the course expectations set by the teacher educators, the lack of collaboration between the students and the teacher educators, modifying the offered courses based on the pre-service teachers' level of readiness, the varying practices across different teacher educators, the lack of opportunities to select the teacher educators or the sections of the courses, the teacher educators' attitudes towards collaborating with the mentor elementary teachers and the school administrators, effective feedback); (4) *the infrastructure of the faculty* (e.g., the facilities offered by the faculty such as the classrooms, library, arts room, drama room, seminar room, labs, exhibition halls, canteen, study rooms, and internet access, the adequacy, the usability and the physical conditions of those places such as the physical size, the seating arrangement, or the equipment, as well as the accessibility and the location of them, the availability of all faculty members' offices in the faculty building, the facilities offered in the university

such as the sports center, library, and access to internet), and (5) *the stakeholders* (e.g., the attitudes of the school administrators, school counselors, and mentor elementary teachers towards the pre-service teachers throughout the field practices, the inadequate faculty-school collaboration or partnership, the competence of the mentor elementary teachers, the unavailability of the school administrators). The sources influencing the effectiveness of the elementary teacher education program for developing the aforementioned domains of qualities are shown in Figure 4.4. below.

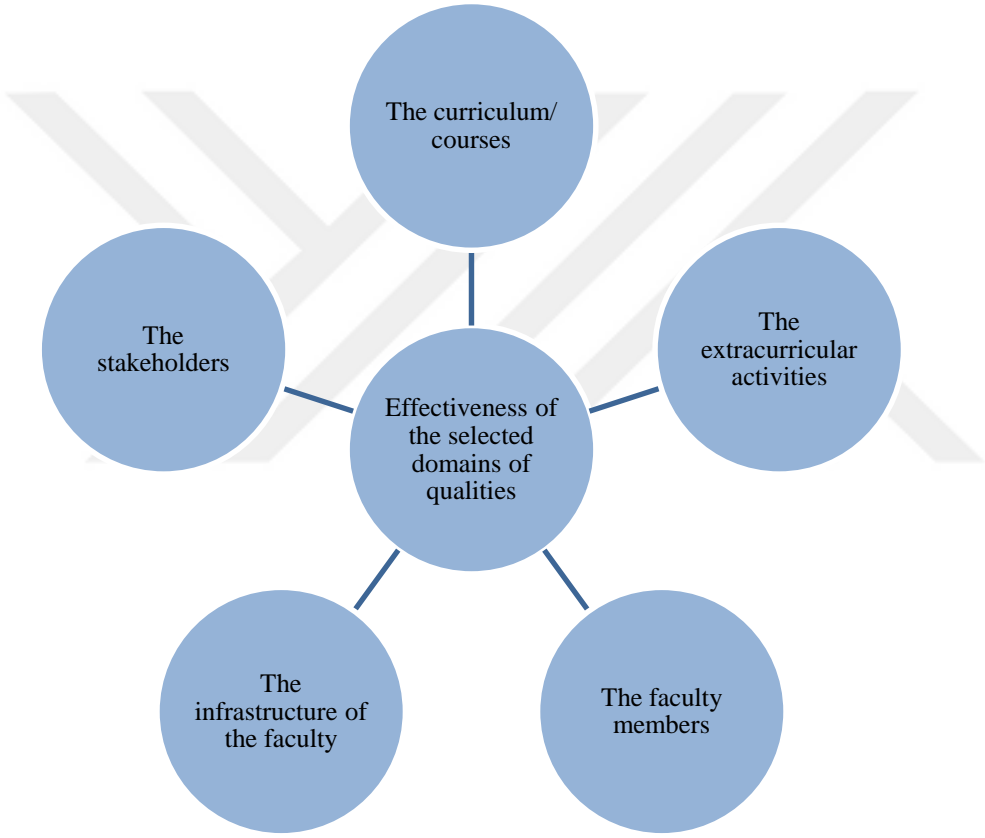


Figure 4.4. Sources Influencing the Effectiveness of the Selected Domains of Qualities

CHAPTER 5

DISCUSSION

In line with the research questions addressed in the study, this chapter, first, presents the discussion of the results in the light of the relevant literature under two sections: essential qualities for elementary teachers of the 21st century and effectiveness of the elementary teacher education program for developing the desired essential qualities. After the results are discussed in each section, the chapter further presents the implications of the study both for practice and further research.

5.1. Discussion of the Results

The present study, first, aimed to investigate the essential qualities for elementary teachers of the 21st century based on the perceptions of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the Ministry of National Education (MoNE) and the Council of Higher Education (CHE) in Turkey. Building on the qualities that were found to be essential for elementary teachers of the 21st century in the first step of the study, the study further sought to explore the effectiveness of the elementary teacher education program of 2006 in Turkey for how well it developed those desired essential qualities, as perceived by the graduates who started their active teaching career as in-service elementary teachers. While both steps of the study were based on the semi-structured interviews, the second step of the study also employed document analysis for the curriculum of the elementary teacher education to support the results of the interviews of the second step. Lastly, in both steps of the study, the data were analyzed through content analysis method. Based on the analysis of the data, the discussion of the results is presented for each step of the study separately.

5.1.1. Essential qualities for elementary teachers of the 21st century

Regarding the essential qualities for elementary teachers of the 21st century, the results of the interviews that were conducted with the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE suggest that it is, first, important for elementary teachers to possess certain personality traits, which are believed to have an impact on the quality of education that the students receive (Murray, Rushton, & Paunonen, 1990; Polk, 2006; Rushton, Morgan, & Richard, 2007). Accordingly, it was seen that the majority of the participants especially emphasized the importance of loving young children. Similarly, most participants believed that elementary teachers needed to be patient, empathetic, self-confident, tolerant, curious, energetic, enthusiastic, and democratic. Besides, they thought that having motherly and fatherly roles, having a high level of self-efficacy towards teaching the subject-matter, and adopting a child perspective were also among the most essential characteristics of effective elementary teachers. Except these characteristics, it was noted that some participants further underlined the role of being conscientious, positive, objective, self-sacrificing, reliable, warmly, organized, productive, self-disciplined, compassionate, entrepreneurial, persuasive, humorous, humanistic, just, flexible, and creative, as well as having a high level of self-esteem and self-awareness. Based on the aforementioned personality traits, it can be argued that elementary teachers are, most importantly, expected to love young children and possess the associated personality traits. Given that the elementary teachers are expected to teach the students of younger ages, who need generous care, support, and love compared to the students of older ages, this characterization complies with the common image of the elementary teachers.

Although it is compelling to identify what individual elements compose personality, there is substantial evidence to argue that personality traits have a strong bearing upon effective teaching (Murray et al., 1990; Polk, 2006). Considering that personality provides the individuals with a channel to interact with each other and teaching is a social and interpersonal endeavor, it is indeed reasonable to expect that teacher

effectiveness might be related to the teacher personality traits (Murray et al., 1990; Polk, 2006). In this respect, the aforementioned personality traits have a critical role in delineating the effective elementary teachers as they signify the characteristics that are required from tomorrow's elementary teachers. Based on those characteristics, it is imperative that teachers be aware of their personality type and thereby, make the necessary adaptations to succeed in the profession (Rushton et al., 2007) especially considering that personal attributes are mostly inborn and they are the inherent personality traits that everyone demonstrates to varying degrees (Cruickshank, Jenkins, & Metcalf, 2009). Moreover, although the teachers may not exhibit the above mentioned personality traits exactly, developing an understanding of the personality characteristics of effective teachers is pertinent to success in education (Rushton et al., 2007) as those characteristics are likely to be important predictors of the beliefs about what constitutes effective teaching (Decker & Rimm-Kaufman, 2008) and thereby, may undergird the effective teacher behaviors (Fairhurst & Fairhurst, 1995). In this respect, good teaching not only requires a repertoire of appropriate pedagogical skills, but it also necessitates certain personality characteristics, which can assist teachers to develop and monitor their own personality traits (Decker & Rimm-Kaufman, 2008; Fisher & Kent, 1998).

The personality characteristics of effective elementary teachers have been addressed by several researchers, as well. Similar to the results of the present study, in the study conducted by Ubuz and Sarı (2009), which aimed to investigate the perspectives of third-year pre-service elementary teachers regarding the qualities of effective elementary teachers, it was found that being compassionate, tolerant, patient, warmly, caring, and having motherly and fatherly roles were the most important personality traits for elementary teachers. Likewise, it was seen that a considerable number of participants underlined the importance of being sincere, friendly, organized, disciplined, distanced, just, honest, and reliable, as well. Except these characteristics, the researchers reported that being democratic and emancipatory, having a modern mindset, being humanistic, understanding, cheerful, intellectual, self-confident, helpful, idealistic, behaving ethically, being self-sacrificing, objective, energetic,

reasonable, attentive, determined, and adopting a child perspective were also among the essential characteristics of effective elementary teachers. Given these, the present study yielded highly consistent results as with the results of the study conducted by these researchers.

Another study exploring the perspectives of pre-service elementary teachers regarding the qualities of effective elementary teachers was carried out by Çermik (2011). Consistent with the results of the current study, the senior elementary teacher candidates believed that certain personality traits were highly important for the elementary teachers. Accordingly, it was seen that being positive, determined, organized, tidy, creative, consistent, social, natural, and happy were the most important personality traits for effective elementary teachers. In addition, as organized under the self-values, it was found that being self-confident, taking criticisms well, being unprejudiced, and being self-critical were believed to be the other important characteristics of elementary teachers. Moreover, being categorized under the ethical and humanistic values, it was seen that loving children and the profession, appreciating and respecting students, being honest, fair, conscientious, tolerant, patient, unselfish, sensitive to the students' problems, helpful, compassionate, and peaceful were also among the essential characteristics of elementary teachers. Likewise, Karakas (2013) designed a study to portray the characteristics of effective elementary teachers based on the views of the sophomore and junior pre-service elementary teachers. In line with the results of the present study, the participants believed that being loving, compassionate, friendly, sweet talker, having a smiling face, being tolerant, friendly, genuine, natural, caring, good hearted, soft spoken, gentle, self-sacrificing, warm, candid, and serious were the most essential personality traits for effective elementary teachers. Moreover, the participants expressed that effective elementary teachers were also those who were humorous, entertaining, funny, sympathetic, outgoing, and social. Lastly, it was seen that some participants also underlined the role of being patient, calm, and considerate. In addition to these, in the study that was carried out by Ekiz (2006), it was seen that the freshman pre-service teachers expected elementary

teachers to, most importantly, be loving and patient, which is consistent with the results of the present study.

Rather than focusing on the views of the pre-service elementary teachers, Hazır-Bıkmaz and Güler (2002) explored the characteristics of effective elementary teachers based on the views of the parents, who were selected from the public and private elementary schools. Similar to results of the current study, the researchers concluded that a vast majority of the parents expected the elementary teachers to be loving, understanding, and compassionate. Except these, having a modern mindset, being open to change, being creative, patient, self-sacrificing, cheerful, sincere, honest, reliable, sensitive, positive, being a good role model, being democratic, taking criticisms well, being committed to the teaching profession, being determined, organized, neat, and self-confident were also the other essential personality traits highlighted for effective elementary teachers. In this regard, the results of this study are largely in line with the results of the present study.

Differently, Gökçe (2002) investigated the qualities of an effective elementary teacher based on the views of the elementary school students. Considering the results of the study, it was seen that the students generally underlined that loving students and treating them equally, being patient, tolerant, cheerful, humorous, neat, organized, reliable, respectful, and forgiving were the most essential characteristics for effective elementary teachers, which are highly consistent with the results of the current study. Gültekin (2015) also investigated the characteristics of an ideal teacher based on the views of the elementary school students, who were studying at the fifth grade and the eighth grade. Based on the results of the study, particularly the fifth grade students believed that an ideal teacher should be tolerant, understanding, and patient; open-minded, flexible, and adaptable; cheerful and humorous; determined and hardworking; encouraging, motivating, and supportive, which are also supported by the results of the present study.

In addition to the aforementioned studies offering insights specifically on the personality traits of effective elementary teachers, there are also studies in Turkey aiming to explore the characteristics of effective teachers in general regardless of their subject-areas. As one of those studies, Şahin (2011) reported that effective teachers should to be a good role model, behave ethically, be at peace with themselves, be determined and productive, deeply committed to the cultural values and virtues, use Turkish language accurately, be consistent and reliable, respectful to the others, an effective leader, intellectual, innovative, curious, and empathetic, as highlighted by the in-service teachers of different branches including the elementary teachers, as well. Likewise, in her study, Karakelle (2005) also examined the perspectives of in-service teachers from different branches and reported that being committed to the teaching profession, engaging in continuous professional development, having modern outlook, being patient, responsible, and innovative, working collaboratively with the colleagues, being humorous, having a modern mindset, being self-sacrificing, cheerful, understanding, tolerant, curious, determined, productive, and warmly, having problem-solving skills, being kind, organized, honest, charming, reliable, intellectual, and optimistic were the most essential characteristics of effective teachers. Given these, it might be concluded that the current study yielded consistent results as with the results of those studies.

Taşkaya (2012) rather investigated the qualities of effective teachers based on the views of the senior pre-service teachers. Largely in line with the results of the present study, the participants expressed that being understanding, cheerful, patient, humorous, patriot, democratic, self-confident, consistent, innovative, unprejudiced, self-sacrificing, visionary, reliable, humanist, charming, a good leader, idealist, organized, kind, sincere, and responsible were the most essential personality traits of effective teachers. Similarly, in the study that Işıқтаş (2015) carried out with the senior pre-service teachers, the participants mentioned that teachers most importantly should be understanding, patient, empathetic, curious, cheerful, warmly, tolerant, productive, intellectual, creative, ethical, respectful, self-confident, unprejudiced, democratic, honest, sincere, objective, and flexible, which are markedly supported by the results

of the current study. In another study, Kaya et al. (2014) explored the perspectives of the pre-service teachers of different teacher education programs, as well. Including the pre-service teachers of the elementary teacher education program, the participants generally underscored the importance of being tolerant, self-confident, loving, respectful, patient, responsible, organized, disciplined, honest, and creative as for the most essential characteristics that signified the personality type of effective teachers. Likewise, in the study carried out by Özabacı and Acat (2005), the pre-service teachers, who were selected from different teacher education programs, characterized the effective teachers as knowledgeable, reliable, democratic, honest, objective, modern, determined, humanist, respectful, appreciative, inspiring, responsible, curious, peaceable, helpful, organized, reasonable, understanding, patient, unprejudiced, attentive, and cheerful. Lastly, Çalışkan et al. (2013) also reported that the pre-service teachers, who were studying at different teacher education programs, described the pre-service teachers as those who were cheerful, sincere, humorous, friendly, sincere, tolerant, objective, had motherly and fatherly roles, and treated all students equally regardless of their ethnicity, religion, or ideology. Considering the results of the above mentioned studies, it can be argued that the results of the present study comply largely with the results of the previous research.

In addition to the personality traits that are discussed so far, the results of the current study revealed that elementary teachers were also expected to possess certain knowledge, skills, and attitudes related to the particular domains of qualities that are essential for teachers. Accordingly, it was found that those domains were related to the following themes: *foundations of education, education systems, pedagogical knowledge (including the knowledge of learners, curriculum, teaching methods, materials, planning, motivation, instructional process, classroom management, assessment and evaluation, and guidance), subject-matter (content) knowledge, pedagogical content knowledge, suburban schools, school management and official regulations, parent involvement, adult education, arts and aesthetics, character education, and first aid*. Except these domains, it was seen that there were also other domains of qualities including certain knowledge, skills, and attitudes that elementary

teachers were expected to have especially within the context of the 21st century. In particular, those domains were related to the following themes: *information and communications technology, higher-order thinking skills, autonomy and collaboration, flexibility, adaptation, culturally responsiveness, local and universal issues, personal and professional development, students with special needs, differentiation, effective communication, and particular roles associated with certain teacher images.*

From these results, it can be argued that elementary teachers should be equipped with the knowledge, skills, and attitudes related to the aforementioned domains of qualities so that they can be successful in their teaching career. While those domains of qualities might be essential for the teachers of other disciplines, as well, it is remarkable that the suggested domains of qualities include certain knowledge, skills, and attitudes that are more essential for and more specific to the elementary teachers especially in the Turkish context. As an example, given that the elementary teachers in Turkey are likely to work as a teacher who is authorized with the managerial rights and charged with the managerial duties as a school principal, the participants pointed out that it is particularly crucial for the elementary teachers to develop certain knowledge, skills, and attitudes related to the domain of school management and official regulations. Underlying this could be the fact that elementary teachers mostly start their teaching career in the rural areas of the country, where they might work as the only teacher in the school; mainly due to the inadequate teacher supply or the inadequate student population for having more teachers (Erdem, Kamacı, & Aydemir, 2005; Erden, 1996). Therefore, it becomes highly critical for them to be prepared well in terms of working as a teacher who is authorized with the managerial rights and charged with the managerial duties as a school principal; especially considering that elementary teachers have been facing serious challenges for fulfilling this role, as reported by several studies (e.g., Akdoğan, 2007; Döş & Sağır, 2013; Kaykanacı, 1993).

Similarly, the participants underscored that elementary teachers should possess certain knowledge, skills, and attitudes related to the domain of suburban schools, which

included a set of knowledge, skills, and attitudes also related to teaching in multigrade classes. This result could also be explained by the fact that elementary teachers are basically expected to respond to the realities of the school settings that they might encounter, particularly considering that they are likely to teach in multigrade classes in the areas where they could start their teaching career, which is largely due to the inadequate teacher supply or inadequate student population. As several studies also point out, elementary teachers experience difficulties for teaching in multigrade classes (e.g., Dursun, 2006; Erdem et al., 2005; Erden, 1996; Gözler & Çelik, 2013; Kılıç & Abay, 2009; Sağ et al., 2009; Sağ & Sezer, 2012; Summak, Gören-Summak, & Gelebek, 2011; Şahin, 2003; Yıldız & Köksal, 2009), which, thereby, signify that it is an essential skill for elementary teachers.

Moreover, given that elementary teachers are likely to work in rural areas, the participants underlined that it was also highly critical for them to develop certain knowledge, skills, and attitudes related to the domain of adaptation. Especially considering that the teacher candidates may have been raised in the urban areas and thereby, may not have adequate experiences of living in a rural area before, the participants might have believed that this would be an important skill for elementary teachers to succeed in their teaching career. As another example, the participants underscored that elementary teachers should be able to communicate with the individuals who might not speak Turkish as their mother tongue given that the students, parents, and the local communities in different regions of the country, where elementary teachers are more likely to work, may not be able to speak Turkish well as their mother tongue. Building on these examples, it can be argued that the study underscores the importance of certain knowledge, skills, and attitudes that are particularly essential for elementary teachers towards succeeding under the specific conditions that they are likely to encounter.

Based on the results of the study, it could be further argued that while there are certain domains that overlap with the national competences identified by the Ministry of National Education (MoNE), there are also other domains emerging as a result of the

changing needs of the era and the challenges that teachers encounter along with the demands of the 21st century. More specifically, according to Article 45 of Basic Law on National Education, which concerns the “Qualifications and Selection of Teachers”, the qualifications that teachers are expected to have in relation to the knowledge of general culture, the knowledge of subject matter (content), and the knowledge of pedagogy are determined by the MoNE. In this regard, starting in 2002, the General Directorate of Teacher Training within the body of the MoNE carried out a series of studies and identified two sets of competences for teachers: generic (core) competences and subject-area specific competences. The generic competences suggest that teachers of all disciplines should possess certain knowledge, skills, and attitudes related to the following six categories: (1) *personal and professional values-professional development*, (2) *knowing the student*, (3) *learning and teaching process*, (4) *monitoring and evaluation of learning and development*, (5) *school-family and society relationships*, and (6) *knowledge of curriculum and content* (MoNE, 2006). On the other hand, the subject-area specific competences that are suggested particularly for the elementary teachers are grouped into the following eight categories: (1) *learning-teaching environment and development*, (2) *monitoring and evaluation*, (3) *personal and professional development-relations with the society*, (4) *arts and aesthetics*, (5) *development of language skills*, (6) *scientific and technological development*, (7) *personal responsibilities and socialization*, and (8) *physical education and safety* (MoNE, 2008). Moreover, the Council of Higher Education (CHE), which is responsible with the development and the implementation of the teacher education programs, also suggested the following four domains of competences for teachers of all disciplines, including the elementary teachers: (1) *the subject matter (content) and pedagogical content competences*, (2) *the pedagogical competences (including the planning, teaching process, classroom management, communication)*, (3) *the student monitoring, evaluation, and record keeping competences*, and (4) *the complementary professional competences* (CHE, 1999). Drawing from these competences suggested by the MoNE or the CHE, it can be concluded that the results of the present study largely comply with the national competences as the domains that were identified in this study are illustrative of most

of the competences that were defined in the national context (e.g. personal and professional development, arts and aesthetics, assessment and evaluation, pedagogical knowledge including the knowledge of learners, curriculum, teaching methods, materials, planning, motivation, instructional process, classroom management, assessment and evaluation, and guidance; subject-matter (content) knowledge, pedagogical content knowledge, parent involvement, etc.).

In addition to pointing to the certain domains of qualities that comply with the national competences, it can be argued that the present study also extends the aforementioned competences as there were also other domains that were found to be important for teachers especially in the 21st century. More specifically, the results of the current study postulate that elementary teachers of the 21st century are not only expected to possess the teaching-related knowledge, skills, and attitudes, but they are also expected to be equipped with certain qualities to be able to respond to the realities of the current era and raise the students of the 21st century (Darling-Hammond, 2006; OECD, 2005; Schleicher, 2012). For instance, as the 21st century has been characterized by globalization, economic and industrial developments, urbanization, fundamental changes in the economy, jobs, and businesses, and extensive use of information and communication technologies (AACTE & P21, 2010; Ananiadou & Claro, 2009; Day, 2013; European Communities, 2007; OECD, 2005, 2013; Paine, 2013; Schleicher, 2012), it is reasonable that elementary teachers were expected to possess the knowledge, skills, and attitudes that are essential for the domain of information and communications technology, or the domain of local and universal issues. Similarly, as the students of the 21st century are expected to be independent, self-motivated, collaborative, entrepreneurial, and lifelong learner, as well as to develop effective communication, creativity, innovation, critical thinking, problem solving, and foreign language skills (AACTE & P21, 2010; Acedo & Hughes, 2014; Ananiadou & Claro, 2009; Ben-Jacob et al., 2000; Darling-Hammond, 2006; European Communities, 2007; Gopinathan et al., 2008; OECD, 2005; Schleicher, 2012), it is not surprising that elementary teachers were expected to be equipped with the knowledge, skills, and attitudes related to the domain of higher-order thinking skills, the domain of autonomy

and collaboration, and the domain of effective communication, as suggested in the present study.

Moreover, in line with the life and career skills such as flexibility, adaptability, initiative and self-direction, social and cross-cultural skills, cultural awareness, productivity and accountability, leadership and personal and social responsibility, which are suggested to be important especially to succeed in the 21st century (AACTE & P21, 2010; Ananiadou & Claro, 2009; European Communities, 2007; Schleicher, 2012), the participants of the current study believed that elementary teachers should have the knowledge, skills, and attitudes related to the domain of flexibility, the domain of adaptation, the domain of local and universal issues, and the domain of transmission and transformation. Likewise, as conducting research and scientific investigations, and the information literacy are other essential skills for individuals to be successful in the 21st century (Acedo & Hughes, 2014; Ananiadou & Claro, 2009; Darling-Hammond, 2006; Schleicher, 2012), it is reasonable that the participants delineated the effective elementary teachers as those who have certain knowledge, skills, and attitudes also related to the domain of research. Lastly, along with the fact that teachers of today encounter various conditions such as multilingual classrooms, culturally diverse classrooms, special education students, and face the issues of difference, privilege, diversity, culture, equity, pluralism more (AACTE & P21, 2010; Cochran-Smith, 2000; Darling-Hammond, 2006; Gopinathan et al., 2008; OECD, 2005), the participants might have believed that elementary teachers should be equipped with the knowledge, skills, and attitudes related to the domain of students with special needs or the domain of differentiation, as well. In particular, as the research studies also suggest that elementary teachers experience difficulties particularly for teaching the students who might have special needs, as well as facilitating the inclusion of those students (e.g., Babaoğlu & Yılmaz, 2010; Bilen, 2007; Sadioğlu, Bilgin, Batu, & Oksal, 2013; Saraç & Çolak, 2012), this need also underscores the importance of having necessary knowledge, skills, and attitudes related to the domain of student with special needs.

Based on the domains of qualities that were found to be essential for elementary teachers, it can also be argued that the participants' beliefs regarding the qualities of effective elementary teachers were consistent with the teacher roles suggested by the elementary school curricula, which have been implemented since 2005 and were developed on the basis of the constructivist approach. Similarly, it is possible to contend that the participants' beliefs regarding the qualities of effective elementary teachers are also consistent with the qualifications suggested in the national qualifications framework, which was developed in line with the European Qualifications Framework. As the European Parliament and the Council of Europe adopted the recommendation on "European Qualifications Framework for Lifelong Learning" in 2008, the member states and the candidate countries have developed their national qualifications frameworks, which offer insights to the formulation and operation of the national education systems (Vocational Qualifications Authority, 2015). In this regard, the qualifications that are suggested in the Turkish National Qualifications Framework are grouped into two broad categories which are the academic qualifications and the professional qualifications (CHE, 2011). While the professional qualifications have not been identified yet, the academic qualifications have been grouped into three sub-categories for all domains, including the domain of teacher education and educational sciences: *knowledge, skills, and competences*. First, in relation to the *knowledge*, the teacher candidates, at the bachelor's level, are expected to have adequate knowledge on the essential concepts of their field; be able to evaluate the nature, source, boundaries, reliability and validity of the given information; know the methods of producing scientific knowledge, have adequate knowledge on the curriculum of their field, the teaching strategies, methods, and techniques, and assessment and evaluation; have adequate knowledge on the developmental characteristics and learning styles or learning difficulties of the students; and recognize the characteristics of the existing national culture as well as the international cultures. Second, regarding the *skills*, the teacher candidates are expected to make use of advanced sources of information related to their field; be able to conceptualize the facts and the phenomena, examine them through scientific methods and techniques and interpret the findings; be able to identify the important

issues related to their field and develop research-based solutions for them; choose the most appropriate teaching strategies, methods, and techniques based on the students' developmental characteristics, their individual differences, the subject-matter, and the objectives; develop appropriate course materials based on the subject-matter and the needs of the students; and assess and evaluate the students through different methods and techniques. Lastly, as for the *competences*, the qualifications that are expected from the teacher candidates are grouped into the following sub-categories: competence to work independently and collaboratively, competence to learn (e.g., evaluating the given information critically, using the ways to reach knowledge effectively), competence to communicate and be social (e.g., attending the social and cultural activities, being aware of the local and universal issues, taking social responsibility and working for the improvement of the society, collaborating with the related stakeholders, communicating in at least one foreign language to collaborate with the colleagues internationally), and competence to be a teacher (e.g., being role model in the society, behaving ethically, having awareness towards the environment and the occupational safety) (CHE, 2011). Drawing on these, it can be concluded that the results of the present study regarding the knowledge, skills, and attitudes that are expected from the elementary teachers of the 21st century show large similarities with the qualifications that are suggested by the national qualifications framework (e.g. effective communication, information and communications technologies, personal and professional development, local and universal issues, autonomy and collaboration, students with special needs, pedagogical knowledge including the knowledge of learners, curriculum, teaching methods, materials, planning, motivation, instructional process, classroom management, assessment and evaluation, and guidance; subject-matter (content) knowledge, etc.).

There are also research-based studies in Turkey exploring the qualities of effective elementary teachers based on the perspectives of the key stakeholders. To start with, in the study conducted by Ubuz and Sarı (2009), the third-year pre-service elementary teachers expressed that it was important for elementary teachers to have the following skills: creativity, guidance, effective communication, raising good citizens, responding

to the needs of students, motivating them, considering their level of readiness, developing students' skills to have a proper handwriting, being an effective listener, and collaborating with the parents and colleagues effectively. Except these skills, the results of the study further portrayed that effective elementary teachers were believed to be those who also had adequate subject-matter (content) knowledge and pedagogical knowledge. Moreover, the results showed that elementary teachers were expected to engage continually in the professional development activities, as well. Lastly, it was reported that they also needed to be well-regarded both in the society and also by the parents. As seen, the study revealed highly consistent results as with the results of the present study.

Likewise, in the study carried out by Çermik (2011), which aimed to explore the perspectives of the senior pre-service elementary teachers regarding the qualities of effective elementary teachers, it was found out that the most essential teaching skills for elementary teachers were related to having adequate knowledge of pedagogy and adequate knowledge of students' interests and needs, being a model and guiding the students, operating in a suitable and democratic learning environment, having effective interaction skills, having adequate knowledge of subject-matter (content), having awareness towards technology, and having effective classroom management skills, all of which were also addressed by the participants of the current study. Except the category of teaching skills, the results of the study also pointed to the category of cultural and scientific knowledge. Accordingly, the prospective elementary teachers believed that elementary teachers needed to be open to change, have modern outlook, have awareness of current issues, have interest in arts and literature, search and question continually, and be respectful of the nature and the arts. Lastly, as for the category of interactions with society, environment, and parents, the teacher candidates thought that effective elementary teachers were those who were sensitive to their responsibilities towards the society, who collaborated effectively with the parents, and who were well-respected by other people in the society. Based on these, it can be concluded that the results of the current study are largely consistent with the results of the study conducted by Çermik (2011).

Karakas (2013) also conducted a study to examine the qualities of effective elementary teachers based on the perceptions of the elementary teacher candidates. As the results of the study portrayed, elementary teachers were expected to have certain personality traits, teaching skills, and job attitudes. Particularly with respect to the teaching skills, it was seen that they were expected to recognize and respond to the students' needs and interest in and out of the class, treat all students equally and be in equal distance to everyone, encourage discussion in the class, allow for freedom in the class environment, let students speak freely, use learner-centered teaching methods, have effective classroom management skills, foster parent involvement and collaborate with the parents, value the students, consider the students' level of readiness and modify their teaching accordingly, motivate students, use games as part of the instruction, organize extracurricular activities, plan and prepare for the course beforehand, utilize interdisciplinary teaching, and make use of a variety of resources. Accordingly, it can be contended that all these teaching skills are in line with the results of the present study.

Hazır-Bıkmaz and Güler (2002) rather explored the views of the parents regarding the characteristics of effective elementary teachers. According to the results of the study, the parents, who were selected from the public and private elementary schools, expected elementary teachers to have effective classroom management skills, have adequate knowledge of child development and psychology, follow the technological developments and integrate them into the courses, monitor the students and respond to their individual needs, help students develop positive attitudes towards the courses, choose appropriate teaching methods to encourage their active participation in the courses, develop effective lesson plans and implement them appropriately, develop the students' curiosity as well as their creativity, and critical thinking skills, provide guidance to the students, have adequate knowledge of assessment and evaluation, and use Turkish language accurately. Except these, particularly regarding the parent-teacher collaboration, it was seen that the parents expected elementary teachers to establish effective communication and sincere relations with them, be objective to them, provide them with effective guidance about the solutions of the problems, know

their characteristics well, and respect their ideas, all of which are also suggested by the results of the current study.

In another study, Gökçe (2002) aimed to understand the perspectives of the elementary school students regarding the qualities of effective elementary teachers. In line with the results of the present study, it was seen that the students basically expected the elementary teachers to teach them clearly, have adequate knowledge of subject-matter (content), listen them attentively, have effective classroom management skills, express themselves effectively, and establish good relations with the parents.

Similarly, in the study that Gültekin (2015) explored the characteristics of ideal teachers from the perspectives of the fifth grade and the eighth grade students, particularly the fifth grade students thought that making the courses enjoyable and fun, developing different course activities, teaching the subject-matter effectively, being prepared for the course, having adequate knowledge of child development, being committed to the teaching profession, using the technological materials effectively, communicating in a foreign language, responding to the needs of the students, having effective classroom management skills, establishing effective communication with the students, parents, and stakeholders, and guiding them effectively were the qualities that an ideal teacher needed to have. Remarkably, these results largely comply with the results of the current study.

In addition to the aforementioned research studies that aimed to investigate the essential qualities of elementary teachers, there are also other studies which rather focused on the metaphorical conceptions of participants on being an effective elementary teacher. Exploring the metaphors of effective teaching or effective teacher is believed to be very important as those metaphors signify the personal beliefs about what constitutes effective teaching and thereby, shape the individuals' ideas, attitudes, and practices on the professional roles of teachers (Saban, 2003). With this in mind, it is seen that the studies which explored the participants' metaphorical conceptions on being an effective elementary teacher also yielded consistent results as with the results

of the current study. For instance, Koç (2014) aimed to uncover the metaphorical perceptions of prospective elementary teachers regarding the concepts of teacher and teaching. The results of the study demonstrated that elementary teacher candidates regarded the teachers as a source of knowledge, a source of motivation, a guide, a self-sacrificing person, a future builder and improver, a leader, a source of personal development, and a recoverer, all of which imply similar roles for elementary teachers as with the knowledge, skills, and attitudes suggested in the current study. Similarly, the study conducted by Saban (2004a) also aimed to examine the prospective elementary teachers' metaphorical perceptions about the concept of teacher. According to the results, it was seen that the participants' metaphorical images signified the following roles for the elementary teachers: providing and transmitting knowledge to the students, shaping and molding the students, curing the students, entertaining the students while teaching them, meeting the students' individual needs and interests as well as nurturing their potentials, and guiding the students in the teaching-learning process. As seen, the suggested roles are mostly consistent with the qualities that were found to be essential for elementary teachers in the current study.

In addition to this study, Saban (2003) conducted another study and similarly aimed to unravel the metaphorical views of pre-service elementary teachers on the concept of teaching. Particularly regarding the teacher candidates' metaphors on being an elementary teacher, the results showed that the participants characterized the ideal elementary teacher as a guide (guided discovery and exploration), a gardener (meeting individual needs and interests), a parent (a loving and nurturing learning environment), a coach (encouraging students' active participation and cooperation), an entertainer (making learning fun and enjoyable), and a chef (providing a quality education service). Along with these, the participants described the effective elementary teachers as concerned, caring, understanding, loving, humorous, and friendly given that the most occurring themes were related to the love of children, a devotion to the teaching profession, caring for individual needs and interests, and caring for the well-being of all students. Building on these, it can be concluded that the results of the study conducted by Saban (2003) suggest similar roles for elementary teachers as with the

qualities that were addressed in the current study. Likewise, in another study that aimed to examine the prospective elementary teachers' metaphorical images of themselves as future teachers, Saban (2004b) concluded that the elementary teacher candidates regarded themselves as a juggler, conductor, baby sitter, tool provider, coach, tour guide, compass, gardener, comedian, and parent, all of which seemed to suggest learner-centered roles for them as future elementary teachers. Moreover, in a larger study that was carried out with the pre-service teachers of different teacher education programs, including the elementary teacher education program, Saban et al. (2006, 2007) reported that the teacher candidates' conceptions of the teacher were associated with the following ten categories: teacher as a knowledge provider, teacher as molder/craftsperson, teacher as curer/repairer, teacher as superior authority figure, teacher as change agent, teacher as entertainer, teacher as archetype of spirit/counselor, teacher as nurturer/cultivator, teacher as facilitator/scaffolder, and teacher as cooperative/democratic leader. Likewise, in the study of Ocağ and Gündüz (2006), it was seen that the pre-service teachers of different teacher education programs, including the elementary teacher education program, viewed the teacher as a guide, self-sacrificing person, enlightening person, authority figure, source of knowledge, carrier, improver, role model, future builder, innovator, and monitor. In another study, Ekiz and Koçyiğit (2012) rather focused on the metaphors of in-service elementary teachers about being a teacher and they found out that teachers were generally considered as a source of knowledge and energy, an improver, a guide, and a care provider and parent. Moreover, in his study, Cerit (2008) investigated the elementary school students', their teachers', and the school administrators' formulated metaphors regarding the concept of teacher. Based on the results, the researcher reported that the participants mostly regarded the teacher as a source of knowledge, distributor, father/mother, friend, guide, and the person enlightening the others. Building on these, it can be argued that the results of those studies are largely consistent with the results of the current study in relation to the roles that are expected from the elementary teachers.

To continue with the research-based studies that examined the qualities of effective teachers in general and did not focus specifically on the elementary teachers, it is seen that the results of the current study are also consistent with the results of those studies considering that there are certain knowledge, skills, and attitudes that are important for all teachers regardless of their subject areas. For instance, Şahin (2011) designed a study to investigate the qualities of effective teachers based on the perspectives of in-service teachers of different subject-areas, including the elementary teachers. Considering the results of the study, it was understood that the qualities that an effective teacher need to have centered around the following categories: personality traits, subject-matter (content) knowledge, professional knowledge and skills, and attitudes towards the students. In particular, when the categories of subject-matter (content) knowledge, professional knowledge and skills, and attitudes towards students were examined in detail, it was seen that the teachers underlined the role of having adequate content knowledge, following the up-to-date news and developments in the field, knowing the professional resources adequately, following the changes in the particular curriculum, and assessing and evaluating the students effectively with respect to the category of subject-matter (content) knowledge. On the other hand, regarding the professional knowledge and skills, the teachers emphasized the importance of preparing effective lesson plans, effective classroom management, recognizing and responding to the individual differences of the students, professional development, using learner-centered teaching methods and techniques, having adequate knowledge of child development, knowing the students well and providing effective guidance based on their characteristics, working collaboratively, using the information and communications technology effectively, and using the reinforcement and punishment effectively. Lastly, as for the attitudes towards students, the teachers mostly referred to knowing the students well, loving students, facilitating the students' learning through guided discovery, behaving the students like their own children, encouraging the students to express their ideas freely, and treating all students equally. Accordingly, it can be concluded that these results are supportive of the results of the current study.

Similarly, Karakelle (2005) also explored the perspectives of in-service teachers, who were teaching different subject-areas at the high school level, on the qualities of effective teachers. Based on the results of the study, those qualities were grouped under the following six categories: *the professional knowledge* (e.g., having knowledge of subject-matter (content), knowing the characteristics of students), *the teaching skills* (e.g., preparing for the class beforehand, modifying the teaching process based on the students' level of readiness, using the teaching methods effectively, designing learner-centered environments, motivating students, and so on), *the relationships with the students* (e.g., developing good relations with the students in and out of the class, understanding and valuing the students, treating all students equally, loving students, and respecting their individual differences), *the presentation skills* (e.g., diction, use of body language, verbal language, and voice effectively), *the classroom management skills* (e.g., being disciplined and organized, having structured flexibility, modifying the undesired behavior, establishing a democratic and trust-based class environment), and *the personality traits* which were explained before. Accordingly, the aforementioned results seem to be in line with the results of the present study.

In another study conducted to explore the qualities of effective teachers, Taşkaya (2012) investigated the perspectives of senior pre-service teachers who were studying at different teacher education programs. With respect to the results, it was concluded that effective teachers should possess a set of certain characteristics especially on the following aspects: personality traits, professional qualities, professional development, professional competences, communication skills, and classroom management skills. In delving more into the aspect of professional qualities, the researcher reported that the participants mostly underlined the importance of treating all students equally, being a good role model for the students, and being committed to the cultural values and virtues. Moreover, in relation to the aspect of professional development, it was seen that the participants generally referred to engaging continually in professional development activities and following the up-to-date news and developments. Being another aspect, the professional competences mostly included having adequate knowledge of subject-matter (content), adequate knowledge of general culture,

integrating up-to-date news and developments into the course content, modifying the courses based on the students' level of readiness, and having adequate knowledge and skills on teaching methods and techniques. Furthermore, the communication skills generally included communicating effectively with the students, valuing them, being responsive to their needs, and loving them, as well as communicating effectively with the colleagues. Lastly, as for the classroom management skills, the participants mostly underlined the role of behaving the students in a positive and constructive way and also recognizing their characteristics well. As seen, the results of this study, to a great extent, comply with the results of the current study.

Likewise, Işıktaş (2015) also aimed to examine the perceptions of senior pre-service teachers, who were studying at different teacher education programs, regarding the qualities of an effective teacher. Based on the results, it was seen that those qualities were grouped under the following categories: personality traits, competencies, and the preferred teaching strategies and methods. In particular, regarding the category of competencies, it was found that the qualities of an effective teacher were mostly related to the effective communication skills, cognitive ability, use of body language, following the technological developments and innovations, curriculum development, legal and official regulations, knowledge of psychology of learning, critical-thinking, problem-solving, general culture, social activities, and human relations. Moreover, regarding the teaching strategies and methods, the results of the study demonstrated that teachers were mostly expected to employ the discovery method and the constructivist approach in their classes, recognize and respond to the individual differences of the students, prepare effectively for the class beforehand, encourage the learning-by-doing approach as well as the group work and collaboration, create learner-centered environments, motivate the students, and assess and evaluate them effectively, all of which support the results of the present study.

In a similar vein, Kaya et al. (2014) investigated the qualities of an effective teacher based on the views of the pre-service teachers studying at different teacher education programs. Including the pre-service teachers of the elementary teacher education

program, the participants believed that an effective teacher should have adequate knowledge of subject-matter (content), have effective communication skills, develop and implement effective lesson plans, be a good role model for the students, have adequate knowledge of general culture, engage in professional development activities, develop good relations with the students, consider the students' needs, interests, and level of readiness, have effective classroom management skills, use the instructional materials effectively, and encourage the students' active participation to the courses. Furthermore, in the study conducted by Çakmak (2009), which also aimed to understand the prospective teachers' views on the characteristics of effective teachers, the teacher candidates described the effective teachers especially as those who establish good rapport with the students, are objective, have adequate knowledge of subject-matter (content), use appropriate teaching methods based on the course content, have adequate knowledge of subject-matter (content), state the aim of the lesson, motivate the students, are clear and understandable, attracts students' attention to the course, are prepared for the lesson, encourage active participation of the students in the courses, considers students' needs and interests, develop themselves continually, encourage students to express themselves effectively, and have effective classroom management skills. Another study that explored the perceptions of the prospective teachers on the qualities of effective teachers was conducted by Çalışkan et al. (2013). Based on the perceptions of the pre-service teachers of different teacher education programs, the researchers concluded that the effective teachers were those who valued the students, respected their ideas, engaged in continual professional development activities, followed the news and developments in their field, motivated the students and guided them based on their needs, helped the students enjoy the course, attracted students' attention to the course, used appropriate instructional methods and techniques, developed appropriate instructional materials, and had effective classroom management skills. Building on these results, it can be concluded that the results of the present study are supported considerably by the results of the studies explained above.

Differently, Çubukçu et al. (2012) designed a study to investigate the qualities of effective teachers based on the perceptions of the school principals, teachers, students, and parents. Considering the results of the study, the school principals thought that teachers most importantly need to be tolerant and self-sacrificing, while the parents thought that they should be an effective guide, be tolerant and fair, all of which were categorized under the personality traits. In addition, with respect to the professional qualities, the school principals believed that teachers should develop themselves continually, have effective communication skills, and fulfill their role as the transmitter of essential knowledge and values, while the parents regarded the teachers as a knowledge provider and the transmitter of the culture. As for the ethical values, both the school principals and the parents pointed out that teachers need to be committed to the morals, regard teaching as a sacred profession, and consider their students as a family. Similarly, regarding the societal values, both the school principals and the parents expected the teachers to be well-regarded, be the future builders, and have an awareness of citizenship. To continue with the perceptions of the teachers, the results of the study revealed that guiding students, transmitting the essential knowledge and cultural values to them, being a good role model for the students, developing themselves continually, having effective communication skills, raising the awareness of others towards the important issues, and using Turkish language accurately were the most essential qualities of effective teachers, all of which were categorized under the role of improving the society. Last, based on the perspectives of the students, the results of the study yielded that the teachers were especially expected to be an effective guide, a knowledge provider, and a future builder. On the other hand, regarding the personality traits, the students believed that effective teachers were those who had motherly and fatherly roles and were reliable, fair, patient, tolerant, and loving as these were the mostly highlighted characteristics among all others. From all the above mentioned studies that focused on exploring the qualities of effective teachers in general, it can be concluded that the results of the present study are largely consistent with the results of those studies.

5.1.2. Effectiveness of the elementary teacher education program

Building on the qualities that were found to be essential for elementary teachers in the first step of the study, the second step of the study further explored the effectiveness of the elementary teacher education program for how well it developed those desired essential qualities. The results of the interviews, which were conducted with the graduates who started their active teaching career as in-service elementary teachers, unraveled that the participants found their teacher education program more adequate, somewhat adequate, or less adequate for developing certain domains of qualities. In particular, the participants believed that the program was *more adequate* in terms of developing the following domains of qualities: *knowledge of curriculum, autonomy, arts and aesthetics, professional development, transmission, and higher-order thinking skills*. However, they believed that the program was *somewhat adequate* for equipping them with the knowledge, skills, and attitudes that are related to the domains of *effective communication, differentiation, culturally responsiveness, and assessment and evaluation*. Lastly, they evaluated their teacher education program *as less adequate* in terms of preparing them for the following domains of qualities: *school management and official regulations, information and communications technology, suburban schools, students with special needs, adaptation, collaboration, research, personal development, transformation, and parent involvement*. Drawing from these results, it can be concluded that the elementary teacher education program was effective for developing certain knowledge, skills, and attitudes, while there were also other domains of qualities that were not developed adequately by the program. Before discussing the possible sources of these results, the following section provides an overview of the results of the previous studies, which also aimed to evaluate the effectiveness of the current elementary teacher education program.

To begin with, in the study conducted by Firat-Durdukoca and Ege (2016), it was found that the senior pre-service teachers did not find their subject-area specific courses and the pedagogical courses very effective for equipping them with adequate knowledge that would be essential for them in their teaching career. Similarly, as for

developing their higher-order thinking skills, the teacher candidates explained that the program was not effective, either, which was different from the results of the current study in relation to the domain of the higher-order thinking skills. On the other hand, the researchers reported that most participants found the general culture courses effective especially in terms of developing their communication skills and socialization skills, as consistent with the results of the current study. Besides, some participants also found the program effective for developing their critical thinking skills and collaborative or independent study skills, which are also consistent with the results of the present study except developing the collaborative study skills.

Similarly, Şahin and Kartal (2013) evaluated the elementary teacher education program based on the perspectives of the senior pre-service teachers to understand the effectiveness of the subject-area specific courses, the pedagogical courses, and the general culture courses. According to the results, while the subject-specific courses were not found necessary by the majority of the students in terms of equipping them with the essential knowledge and skills, the pedagogical courses were found to be highly effective in this regard. Lastly, regarding the general culture courses, some courses were evaluated as effective especially for developing the academic and the personal development of the teacher candidates, while some courses were found to be irresponsive to developing the teaching skills that are required by the elementary school curricula. Süral (2015) also aimed to evaluate the teacher education program by investigating the extent to which the courses offered in the program were necessary and effective. According to the results, the senior pre-service elementary teachers found the school experience and the practice teaching courses as the most necessary (followed by the pedagogical content-related courses, the pedagogical courses, the subject-area specific courses, the supportive pedagogical courses, and the general culture courses respectively) and the most effective courses (followed by the pedagogical content-related courses, while the subject-area specific courses and the general culture courses were rated as the least effective courses) for developing their knowledge, skills, and attitudes to be an effective teacher. Consistently, in the study that Çaycı (2011) aimed to understand the third-year pre-service elementary teachers'

views on the pedagogical-content related courses, it was concluded that those courses contributed to the development of the teacher candidates significantly as the third-year pre-service teachers found themselves more competent than that they were in the second year of the program, particularly in relation to having the necessary knowledge, skills, and attitudes for effective teaching after completing most of the subject-area courses by the end of the third year in the elementary teacher education program. On the other hand, in the study that Kumral (2010) explored the effectiveness of the pedagogical courses in terms of developing the knowledge and skills that are essential for teachers, it was seen that most of the pedagogical courses were not found to be very effective by the pre-service elementary teachers and the teacher educators in terms of their structure. Similarly, in the study conducted by Baştürk (2015), the third-year and the last-year teacher candidates did not find some of the offered courses necessary in their program to become an effective elementary teacher. Moreover, Topal et al. (2011) reported that the pre-service elementary teachers found their teacher education program only somewhat effective in relation to preparing them for the teaching profession as they basically called for more field practice courses. Besides, the researchers highlighted that the teacher candidates did not find the subject-area specific courses very necessary, whereas they found the pedagogical-content related courses more essential. In the study that Kumral and Saracaloğlu (2011) aimed to understand the effectiveness of the pedagogical courses offered in the elementary teacher education program, the researchers considered Eisner's Educational Criticism Model and pointed to several sources influencing the effectiveness of those courses, based on the views of the pre-service teachers and the teacher educators. Accordingly, those sources were found to be related to the teacher candidates (e.g., their expectations, study habits, etc.), the faculty members (e.g., their attitudes towards the courses and the students, traditional teaching methods, heavy work load, lack of feedback, not being a good role model, lack of faculty-school collaboration, etc.), and the courses (e.g., inadequate content of the courses, inadequate course hours, the proportion of the theoretical knowledge vs. practice-based opportunities, lack of adequate field practices, the sequence of the courses throughout the program, etc.). In line with these, the results of another study, which was conducted by Bayındır (2011a),

also demonstrated that the courses offered in the elementary teacher education program were not found to be very effective by a half of the pre-service elementary teachers participating in the study. Accordingly, it was further seen that the teaching process and the content of the courses, the faculty members, and the resources were the most important sources influencing the effectiveness of the courses offered in the program. Drawing from these studies, it can be concluded that the elementary teacher education program was not found to be very adequate by the participants for preparing the pre-service elementary teachers for the teaching profession. While this is consistent with the overall results of the current study, it should be noted that there are also certain domains of qualities that the participants of the current study thought that the program prepared them well.

Çakmak and Civelek (2013) evaluated the elementary teacher education program by investigating how well the program responded particularly to the subject-area specific competences that have been defined for the elementary teachers by the Ministry of Education (MoNE). Based on the analysis of the course descriptions, the researchers concluded that the elementary teacher education curriculum manifested most of the sub-competencies defined under the eight domains of competences, including Learning-Teaching Environment and Development, Personal Responsibilities and Socialization, Personal and Professional Development-Relations with the Society, Physical Education and Safety, Development of Language Skills, Scientific and Technological Development, Monitoring and Evaluation, and Arts and Aesthetics. Besides, in relation to the remaining sub-competencies that were not included in the program, it was reported that they were related to the Arts and Aesthetics, Development of Language Skills, Scientific and Technological Development, and Physical Education and Safety. Considering that those eight domains of competences overlap with the knowledge, skills, and attitudes that are related to the certain domains of qualities found in the current study, it can be argued that the results of the present study are not consistent with the results of the study conducted by Çakmak and Civelek (2013). One of the explanations for this difference could be that the course descriptions might only provide information about how well the curriculum includes the desired

competencies, rather than providing information about how well it develops those competencies in reality.

Similarly, Kösterelioglu et al. (2014) evaluated the elementary teacher education program by examining the extent to which it developed the eight subject-area specific competences and the sub-competencies defined by the Ministry of Education. Based on the views of the graduates of the program, the program was found to be highly effective for equipping the participants with the subject-area specific skills (e.g., differentiating the instruction to respond to the students with special needs, differentiating the instruction based on the individual differences of the students such as ability, learning style, capacity, and so on, helping students develop democratic attitudes and a sense of responsibility, helping students know themselves and their family, friends, school, and so on, teaching reading and writing, establishing effective communication with students, and considering professional ethics). While it is seen that some of the results are consistent with the results of this study (e.g., effective communication, differentiating the instruction based on the individual differences of the students such as ability, learning style, capacity, and so on), it is notable that there are also inconsistent results (e.g., differentiating the instruction to respond to the students with special needs).

Except the subject-area specific competences defined by the MoNE, there are also studies focusing on the generic (core) competences. As one of them, Ayan (2011) evaluated the effectiveness of the elementary teacher education program for how well it developed the six generic (core) teacher competences that are defined by the Ministry of Education. Regarding the results of the study, it was understood that the senior pre-service teachers and also the in-service teachers found their teacher education effective for developing those six generic competences which are 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, and Knowledge of Curriculum and Content. While the results are, to a large extent, consistent with the domain of Personal and

Professional Development or the domain of Curriculum that were found in the present study, it is remarkable that the results of the study are also different from the present study especially with respect to the domains of Parent Involvement, Autonomy and Collaboration, and Assessment and Evaluation which correspond to the School-Family and Society Relationships, and Monitoring and Evaluation of Learning and Development competences of those six generic (core) competences respectively.

In the study conducted by Özdemir et al. (2015), the researchers asked pre-service teachers, including the pre-service elementary teachers, how well they would be able to apply the theoretical knowledge and principles into practice, which they acquired throughout their pre-service teacher education. According to the results, most participants thought that they could apply their knowledge and principles into practice either moderately or well, while the pre-service teachers of the elementary teacher education program rated as moderately. More specifically, from the highest to the lowest, those areas were communicating with students, classroom management, pedagogical content knowledge, teaching-learning process, measurement and evaluation as well as monitoring the development of students, and knowledge of subject matter. Considering that the participants of the current study found their teacher education program somewhat effective for the domain of effective communication and less effective for the domain of assessment and evaluation, it can be said that the results of the current study show similarities with the results of the study conducted by Özdemir et al. (2015).

Lastly, in the study conducted by Eret (2013), which aimed to evaluate the effectiveness of the general pre-service teacher education in Turkey in terms of preparing the teacher candidates for the teaching profession, the senior pre-service teachers of particularly the elementary teacher education evaluated their overall teacher education as moderately effective in terms of preparing them for the general teaching skills. Moreover, with regards to the perspectives of the teacher candidates of all programs, the results of the survey mainly showed that planning courses based on individual needs and knowledge about individual learning needs, teaching in different

countries, participating in the European Union projects, and using alternative assessment tools were the skills that were not developed adequately by the teacher education programs, all of which were consistent with the results of the current study. Besides, the results of the interviews demonstrated that the teacher candidates did not find their preparation effective in terms of preparing them for working under different conditions/places/schools, teaching in classes with students who need special education, and classroom management. Lastly, both considering the results of the survey and the interviews, it was concluded that communication and relationship with parents (parent meetings), knowledge about official tasks, regulation, and extracurricular activities, teaching students with special education needs, communication with staff at school (principal, colleagues, or other experts), and classroom management were the skills that were not adequately developed by the teacher education programs. Except these, particularly in terms of developing the 21st century skills, it was found that media literacy, universal thinking skills, scientific thinking, research skills, using new technologies effectively, and openness to intercultural communication were developed less adequately or inadequately by the teacher education programs, as drawn from the results of the survey and the interviews. Building on these, it can be argued that the results of the study conducted by Eret (2013) are, to a large extent, in line with the results of the present study.

In discussing the results regarding the effectiveness of the elementary teacher education program, the above mentioned studies underscored the importance of certain sources that might have an impact on the effectiveness of the program. Accordingly, it was argued that the scope of the courses, the relevancy of the course contents to the realities of schools, the course activities, the teaching methods of the teacher educators, considering the teacher candidates' level of readiness, the adequacy of the course hours, the assessment and evaluation techniques used in the courses, the lack of effective feedback, the incompetence of the teacher educators, the attitudes of the teacher educators towards the courses and the teacher candidates, the heavy course loads of the teacher educators, the inadequate number of teacher educators, the large class sizes, the large number of student admissions to the program, the misalignment

between the content of the courses and the content of the KPSS (the centralized teacher appointment exam), the lack of adequate and effective field practices in the pedagogical courses, the sequence of the courses throughout the teacher education program, the lack of field practices in the rural schools, the lack of variety in the schools that are selected for the field practices, the lack of faculty-school collaboration, the infrastructure of the faculty buildings, and the opportunities offered by the city in which the particular university is located were the most important sources influencing the effectiveness of the elementary teacher education program (Ayan, 2011; Bařtrk, 2015; Bayındır, 2011a; Eret, 2013; Fırat-Durdukoca & Ege, 2016; Kumral, 2010; Kumral & Saracalođlu, 2011; zdemir et al., 2015; Sral, 2015; řahin & Kartal, 2013; Topal et al., 2011).

Similar to the aforementioned sources that are put forth by the studies discussed above, the results of the current study also revealed certain sources influencing the effectiveness of the elementary teacher education program for developing each of the domains of qualities that were selected in the second step of the study. In general, those sources were found to be related to (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, (4) the infrastructure of the faculty, and (5) the stakeholders.

First, regarding the curriculum of the elementary teacher education and the courses, the in-service teachers referred to the role of certain courses in relation to developing their knowledge, skills, and attitudes for each domain. In particular, they pointed out the importance of the objectives of the courses and criticized that the objectives of some of the courses (e.g., Community Service, Turkish Education System and School Management, Multigrade Classes, Special Education, Inclusion in Elementary Education, Foreign Language I and II) needed to be revised and updated along with the knowledge, skills, and attitudes that elementary teachers are expected to possess. At this point, the participants criticized the narrow scope of the courses, as well as the lack of adequate practice-based opportunities in most of the courses. In addition to the objectives, the teaching methods used by the teacher educators were underscored as

another source influencing the development of the domains of qualities that were found to be essential for elementary teachers. In this regard, the participants found the learner-centered methods more appropriate, whereas they did not like the methods such as direct instruction or lecturing. In line with this, they explained that the course requirements or the activities performed throughout the courses were highly critical in supporting their development throughout their teacher education. Moreover, the participants expressed that the types of the assignments given to the pre-service teachers and the types of the assessment of the courses also had a critical place in providing them with an opportunity to develop their knowledge, skills, and attitudes. In relation to the curriculum of the program and the courses, the results of the interviews also revealed that the participants did not find the weekly allocated amount of certain courses adequate (e.g., School Experience, Practice Teaching I and II, Teaching in Multigrade Classes, Special Education, Inclusion in Elementary Education, Community Service, Turkish Education System and School Management, Computer Applications in Education I and II, Foreign Language I and II, Measurement and Evaluation, Scientific Research Methods) in relation to developing their knowledge, skills, and attitudes for the related domain. Besides, some participants further pointed to the lack of adequate number of courses in the program, in relation to which they especially underlined the lack of adequate number of elective courses (e.g. for the domains of personal and professional development, culturally responsiveness, suburban schools, students with special needs, effective communication, arts and aesthetics, parent involvement). In a similar vein, a number of participants underlined the lack of compulsory language preparation class upon entering into the program. Except these, it was noted that a number of participants criticized the sequence or the place of certain courses throughout the teacher education program as they believed that those courses were offered earlier or later (e.g., School Experience, Practice Teaching I and II, Turkish Education System and School Management, the pedagogical content-related courses, Effective Communication, Measurement and Evaluation) than the desired.

Most participants explained that the lack of adequate and effective field practice was another critical source influencing the development of their knowledge, skills, and attitudes, which, was largely believed to be due to the lack of adequate faculty-school collaboration and partnership. Accordingly, in addition to criticizing the inadequate amount of field experiences offered throughout the teacher education program, the participants also criticized that they did not have any field practice opportunities except the third and the fourth year of the program. Therefore, they did not find it effective to have the field practice courses only in the third and the last year of the program, which was consequently believed to lead to the lack of adequate practice opportunities in other courses, as well. With respect to the field experiences, most participants further underscored that the schools that were selected for the field practice courses were considerably different than the schools in which they might actually start their teaching career. More specifically, the participants argued that the selected schools were not reflecting the realities of the schools enough as those schools were mostly located in middle-to-high socioeconomic districts. Therefore, the participants pointed to the lack of variety in the selected schools. In this regard, the majority of the participants particularly argued that they did not have any field practices in the rural schools or multigrade classes. Similarly, due to the lack of collaboration with other institutions such as the nongovernmental organizations, special education institutions, and the counseling and research centers, a large number of participants highlighted that they were not able to have adequate opportunities to have field experiences at such institutions.

Lastly, in relation to the curriculum and the courses, it was noted that some participants criticized the ineffectiveness of taking certain courses as online courses. Likewise, they articulated that it far less effective for them to take the courses in the summer school period, as well.

Second, regarding the extracurricular activities, it was seen that a considerable number of participants underlined the importance of inviting relevant stakeholders to the faculty as a guest speaker, such as the former graduates of the program, experienced

elementary teachers, school administrators, inspectors, parents, representatives of the nongovernmental organizations and teacher unions, and so on. Similarly, they pointed out the importance of organizing informative seminars in the faculty. At this point, some participants further mentioned the role of offering certificates to the teacher candidates at the end of those seminars as they thought that such motivations would encourage them to attend those activities. Likewise, a number of participants highlighted the role of organizing field trips to the relevant institutions or areas, such as to the rural areas, multigrade classes, special education institutions, different districts of the city that are located in low-, middle-, and high-socioeconomic areas, etc. as they criticized that their teacher education program did not provide them with such opportunities adequately. With respect to such extracurricular activities, a large number of participants especially criticized the lack of collaboration between the faculty of education and other institutions such as the nongovernmental organizations, the special education institutions, the counseling and research centers, and so on. Similarly, the lack of collaboration among the teacher education programs in the faculty was highlighted as another inhibiting source for organizing extracurricular activities in the faculty.

With regards to the extracurricular activities, most participants further mentioned the importance of active use of the bulletin boards in the faculty for the announcement of the activities, events, news, and so on. Likewise, some participants underscored the role of using online professional platforms effectively, such as the website of the faculty of education or the social media platforms. Moreover, an important number of participants talked about the chief role of student clubs and student exchange programs in developing their knowledge, skills, and attitudes. In a similar vein, they mentioned that it was highly important for them to have several opportunities in the university so as to attend different social, cultural, or professional development activities. Except the activities or the opportunities offered by the faculty or the university, the results of the interviews showed that the opportunities offered in the city, in which the particular university is located, also had a critical place in providing the teacher candidates with adequate opportunities to develop themselves.

Third, as for the faculty members, the participants generally stated that they regarded the teacher educators as their role models. Therefore, they explained that it was also important for the teacher educators to have the essential knowledge, skills, and attitudes related to the particular domains of qualities. In other words, most participants underlined the competence of the teacher educators as an important source influencing their development. At this point, some participants mentioned that the teaching experience of the teacher educators in the past as an elementary teacher also had a large influence on their development as those teacher educators tended to share their own experiences with the teacher candidates and designed their courses as more responsive to the needs of the elementary teachers. Similarly, a number of participants underlined the importance of the teacher educators' level of professional commitment in supporting their development. Besides, a few participants stated that the teacher educators' attitudes towards the course was another critical source in fostering the teacher candidates' development. In a similar vein, the participants highlighted that the teacher educators' attitudes towards developing a particular domain of knowledge, skills, and attitudes were also highly critical for encouraging the teacher candidates' development (e.g., the domains of information and communications technology, effective communication, personal and professional development). At this point, a number of participants also pointed to some of the teacher educators' inability to keep up with the changing educational practices, as well as their attitudes towards adapting to the changing practices. Consequently, it was seen that a number of participants highlighted the need on the part of the teacher educators to attend the in-service trainings continually.

While the majority of the participants underscored the effective guidance or advisement of the teacher educators as a highly critical source for the development of the pre-service teachers, it was noted that a number of participants underlined the inadequate number of teacher educators in their program and thereby, the heavy work load of them. Similarly, some participants mentioned the unavailability of certain teacher educators for them, who were not a member of the faculty of education and thereby, coming from another program in the faculty or in other faculties in or out of

their campus. At this point, as some of those teacher educators were not familiar enough with the general atmosphere in the faculty of education, the participants further pointed out that those teacher educators had negative attitudes towards the students of the faculty of education. Likewise, as for the teacher educators who were affiliated with a different program in the faculty of education, a number of participants highlighted that those teacher educators generally tended to spend much of their time for their own program as they held low expectations on the part of the elementary teachers in general. Therefore, the participants criticized those teacher educators' attitudes towards the pre-service elementary teachers, as well. With respect to these, a few participants pointed to the lack of collaboration between the teacher educators of the faculty of education and the other faculties or the School of Foreign Languages. Similarly, the participants referred to the lack of collaboration among the teacher educators of different courses in the faculty of education, as well. Except the lack of collaboration between the teacher educators, a number of participants, indeed, also underlined the lack of collaboration between the students and the teacher educators throughout the teacher education process.

In relation to the faculty members, the majority of the participants further underlined the importance of the course expectations established by the teacher educators for developing the pre-service teachers' knowledge, skills, and attitudes. At this point, some participants emphasized the importance of teacher educators' modifying the offered courses based on the teacher candidates' level of readiness, as well. Similarly, they pointed out the importance of integrating the diverse backgrounds of the pre-service teachers into the related courses so as to facilitate their development.

Another critical source related to the faculty members was the varying practices across different teacher educators, who were offering a particular course within the same university or the different universities. Along with this, some participants further emphasized that they did not have an opportunity in their program to select the teacher educators or the sections of the offered courses. At this point, they especially criticized that they did not have an opportunity to take their field practice courses from different

teacher educators, which, as they believed, had an impact on their development since they could not have an opportunity to learn from different teacher educators. Concerning the field practice courses, a considerable number of participants also highlighted the role of the teacher educators' attitudes towards collaborating with the mentor elementary teachers and the school administrators. Besides, they articulated that it was important for the teacher educators to both develop an effective assessment system and also provide effective feedback to the pre-service teachers so as to support their development better. However, as an inhibiting source for this, it was seen that a large number of participants criticized the teacher educators' inadequate number of visits to the schools to observe the teacher candidates.

Fourth, in relation to the infrastructure of the faculty, the majority of the participants underscored the importance of the facilities offered by the faculty such as the classrooms, library, arts room, drama room, seminar room, labs, exhibition halls, canteen, study rooms, internet access, and so on. In this regard, a number of participants particularly referred to the adequacy, usability and physical conditions of those places pointing to such as the physical size, seating arrangement, equipment, accessibility, or location of them. Regarding the infrastructure of the faculty, a considerable number of participants further talked about the large class sizes in their course sections. Except these, some participants also talked about the importance of the availability of all faculty members' offices in the faculty building as they criticized that not all the faculty members were reachable to them because of not having a room in the faculty of education.

In addition to the importance of the facilities offered in the faculty buildings, it was seen that the participants also emphasized the importance of the facilities that are offered in the university, such as the sports center, library, access to internet, etc., in supporting their development. Besides, as well as the faculty or the university, a few participants added that the infrastructure of the schools and the classes that are selected as part of the field practice courses also had an important role in offering adequate opportunities to the teacher candidates and thereby, supporting their development.

Fifth, as for the stakeholders, it was noted that a large number of participants especially pointed out the importance of the school administrators', school counselors', and mentor elementary teachers' attitudes towards the pre-service teachers throughout the field practices. In this respect, it was seen that the majority of the participants pointed to the inadequate faculty-school collaboration or partnership. Particularly regarding the mentor elementary teachers, it was seen that some participants also underlined the importance of their competence to support the development of the teacher candidates. Accordingly, a number of participants added that those mentor elementary teachers had an important role in their field practice courses also because they had the responsibility to assess the teacher candidates, in addition to the assessments of the teacher educators. On the other hand, with respect to the school administrators, most participants especially emphasized the unavailability of them in the school buildings, implying that the school administrators were not reachable to them throughout their field practices.

5.2. Implications of the Study

The present study offers several implications both for practice and further research as discussed below:

5.2.1. Implications for practice

As the purpose of the present study was twofold, it, first, investigated the essential qualities for elementary teachers of the 21st century and then, explored the effectiveness of the elementary teacher education program of 2006 in Turkey for how well it developed the desired essential qualities that were found in the first step of the study. Based on the results of those two steps, the study offers profound implications to the practices in field of elementary teacher education both in terms of “*what*” and also “*how*” of the quality elementary teacher education.

To start with the first step, in light of the qualities that are found to be essential for elementary teachers of the 21st century, the current study does not only reflect the evolving needs of the elementary teachers along with the changing needs of the societies in the 21st century, but it also contributes to the future directions of the pre-service elementary teacher education by providing a ground for the teacher admission, teacher preparation, teacher evaluation, teacher certification, and teacher appointment policies, which are discussed as follows:

First, as the results of the study portrayed that certain personality traits were highly essential for elementary teachers, the study offers insights to the policymakers in the Council of Higher Education (CHE) for improving the pre-service teacher admission system in Turkey. As known, along with the centralized structure of the teacher education system in Turkey, the teacher candidates are admitted to the most teacher education programs based on the total of their scores on the centralized university admission exam and their high school CGPA (cumulative grade point average). On the other hand, as the personality traits are the inputs that teacher candidates already bring with them to the program, it can be suggested that the elementary teacher candidates should also be assessed through certain personality tests or interviews before being admitted to the elementary teacher education program, which would be a better way to select the most suitable candidates to the profession on the basis of the multiple assessments. To this end, upon obtaining a total score from the university admission exam and the high school CGPA, the responsibility to conduct the personality tests or the interviews could particularly be given to the teacher educators of the faculties of education in general, and to the teacher educators of the elementary teacher education program specifically, to empower the selection of the best candidates as those teacher educators might assess the candidates more appropriately based on their expertise in the field.

The study offers further insights to the policymakers in the CHE, as well as to the curriculum developers as it has implications of designing an effective elementary teacher education program based on the qualities that were found to be essential for

elementary teachers of the 21st century. In other words, as the first step of the study revealed certain knowledge, skills, and attitudes that are believed be essential for elementary teachers, the study, thereby, offers a ground for the curriculum of the elementary teacher education, which is to be developed on those desired essential qualities. Similarly, the study has several implications both for the policymakers in the CHE and also in the Ministry of National Education (MoNE) as it provides insights to them for developing an effective teacher evaluation, teacher certification, and teacher appointment policy based on the qualities that are found to be essential for elementary teachers. First, regarding the teacher evaluation and the teacher certification policies, it can be suggested that the teacher candidates should be certified as teachers based on their knowledge, skills, and attitudes related to the domains of qualities that are suggested to be essential for elementary teachers. To this end, they could be evaluated by the teacher educators through multiple assessments such as written exams, interviews, observations, projects etc. Building on this, the teacher appointment policy should also be in line with the teacher certification policy. Accordingly, to implement a better teacher appointment system, the policymakers in the CHE could design the content of the current teacher selection exams (The Public Personnel Selection Examination - KPSS and the Subject Area-Specific Examination for Teacher Selection – ÖABT), through which the teacher candidates are appointed upon completing their teacher education program, based on the domains of qualities that are essential for elementary teachers. Likewise, as the teacher candidates are also assessed through an interview conducted by the MoNE, which has been added to the teacher appointment policies recently, some of the qualities that are essential for elementary teachers could also be integrated into this interview to assess the teacher candidates accordingly.

To continue with the second step, by addressing the effectiveness of the elementary teacher education program for how well it develops the desired essential qualities that are found in the first step of the study, the current study primarily sheds light into the areas that the participants feel more adequately, somewhat adequately, or less adequately prepared throughout their teacher education. In this regard, the study provides the policymakers in the CHE and the teacher educators with invaluable

feedback about the effectiveness of the program for developing the essential knowledge, skills, and attitudes for elementary teachers. Besides, the study provides those stakeholders with essential insights about how well the particular teacher education program prepares the elementary teachers especially for the demands of the 21st century. Considering the results of the study, the domains that were found to be more adequate by the participants were *knowledge of curriculum, autonomy, arts and aesthetics, professional development, transmission, and higher-order thinking skills*. On the other hand, the domains that the participants thought that they were somewhat prepared were *effective communication, differentiation, culturally responsiveness, and assessment and evaluation*. Besides, the domains that were found to be less adequate by the participants were *school management and official regulations, information and communications technology, suburban schools, students with special needs, adaptation, collaboration, research, personal development, transformation, and parent involvement*. By addressing those domains, the current study also offers insights to the curriculum developers for developing a better curriculum for the elementary teacher education especially in relation to the domains that are found to be somewhat or less adequately supported by the program.

As the current study also shed light into the sources influencing the effectiveness of the elementary teacher education program, it also has the implications of how the elementary teacher education program could be improved regarding the areas that the participants thought that they were somewhat or less adequately prepared. More specifically, the current study provides both the policymakers in the CHE and the teacher educators of the elementary teacher education program with essential insights on the following sources: (1) the curriculum of the elementary teacher education and the courses, (2) the extracurricular activities, (3) the faculty members, (4) the infrastructure of the faculty, and (5) the stakeholders.

First, based on the sources that were found to be related to the curriculum of the elementary teacher education and the courses, it can be suggested that the objectives of the courses should be revised and updated along with the knowledge, skills, and

attitudes that are found to be essential for elementary teachers. In addition, to support the teacher candidates' development, the teacher educators should employ more learner-centered methods in the courses, and design the course activities, course requirements, and assignments accordingly. Similarly, they should provide the teacher candidates with more practice-based opportunities in the courses.

Based on the results of the study, it can also be suggested that the weekly allocated amount of certain courses (e.g., School Experience, Practice Teaching I and II, Teaching in Multigrade Classes, Special Education, Inclusion in Elementary Education, Community Service, Turkish Education System and School Management, Computer Applications in Education I and II, Foreign Language I and II, Measurement and Evaluation, Scientific Research Methods) should be increased to support the development of the teacher candidates better. Besides, the program should offer more courses to the teacher candidates to support their development especially for the domains of qualities that were found somewhat or less effective. In this regard, the new courses could be suggested either as elective or must courses. Similarly, as the participants criticized the lack of compulsory language preparation class, the teacher candidates should be offered one-year language preparation upon entering the program. Except improving the amount of courses or offering new courses, it can also be suggested that the sequence of certain courses throughout the teacher education program (e.g., School Experience, Practice Teaching I and II, Turkish Education System and School Management, the pedagogical content-related courses, Effective Communication, Measurement and Evaluation) should be improved so as to make the courses more supportive of each other.

Drawing on the results of the study, it can be further suggested that the teacher candidates should be provided with more adequate and effective field practices throughout their teacher education. To this end, they should be, first, offered adequate field practices in the rural schools or multigrade classes. Second, as the participants criticized that the schools that were selected for the field practice courses were mostly located in middle-to-high socioeconomic districts and thereby, not reflecting the

realities of the schools in Turkey enough, the teacher candidates could also be sent to the schools that are located in the different districts of the city. Along with these, it is evident that the faculty-school collaboration and partnership should be also strengthened much better. Likewise, to enable the teacher candidates to have their field practices at other institutions, as well, such as the special education institutions, the counseling and research centers, and the nongovernmental organizations, the faculties of education should work to collaborate with such institutions more effectively. Except these, to provide the teacher candidates with more adequate field experiences, it can also be suggested that the field practice courses should be offered not only in the third and the last year of the program, but also in the earlier years. In this respect, it is imperative that those courses should be expanded throughout the elementary teacher education program.

Lastly, given that some participants criticized the ineffectiveness of taking certain courses as online courses, it can be suggested that the online courses should be terminated and rather be offered as regular courses unless they are implemented and assisted properly by the teacher educators.

Second, in relation to the sources that were found to be related to the extracurricular activities, it can be suggested that the faculty members should invite the relevant stakeholders to the faculty as a guest speaker, such as the former graduates of the program, experienced elementary teachers, school administrators, inspectors, parents, representatives of the nongovernmental organizations and teacher unions, and so on. Similarly, there could be more informative seminars organized in the faculties of education. At this point, to encourage the teacher candidates to attend those seminars, the attendants could be given certificates at the end of such activities. Likewise, as a number of participants highlighted the role of organizing field trips to the relevant institutions or areas, such as to the rural areas, multigrade classes, special education institutions, different districts of the city that are located in low-, middle-, and high-socioeconomic areas, etc., the program could provide the teacher candidates with more opportunities for such trips throughout their teacher education. To this end, it is evident

that the faculties of education, first, should develop more effective collaboration with the other institutions such as the nongovernmental organizations, the special education institutions, the counseling and research centers, and so on. In a similar vein, the collaboration among the teacher education programs in the faculty should also be strengthened more to support the organization of different extracurricular activities in the faculty.

Except these, it can be suggested that the bulletin boards in the faculty should be used more effectively for the announcement of the activities, events, news, and so on. For the same purpose, it can also be suggested that the online professional platforms, such as the website of the faculty of education or the social media platforms, could be used more effectively. Moreover, as an important number of participants underscored the key role of student clubs and student exchange programs in developing their knowledge, skills, and attitudes, the students could be encouraged more to attend the student clubs or join the student exchange programs. At this point, particularly regarding the student exchange programs, it can be further suggested that the student quota of these programs should be increased for the elementary teacher education program so as to involve a larger number of students. In addition to all these, the teacher candidates should be offered adequate activities or events in the university campus, as well, as these activities play an important role in the development of the students throughout their university education.

Third, regarding the faculty members, it can be suggested that the teacher educators should be offered certain in-service trainings to develop themselves continually along with the knowledge, skills, and attitudes that they are expected to prepare the teacher candidates for. Moreover, as some participants mentioned that the teaching experience of the teacher educators in the past as a teacher had a large influence on their development, it can be suggested that the teaching experience of the faculty members should be considered as an important criterion to hire the faculty members. As another suggestion, the number of teacher educators in the program should be increased to diminish the work load of the teacher educators and thereby, provide the teacher

candidates with more opportunities to get effective guidance, advisement, and feedback from the teacher educators. In this respect, as some participants especially criticized the unavailability, unreachability, and negative attitudes of the teacher educators who were not a member of the faculty of education and thereby, coming from another program in the faculty or in other faculties, having adequate number of teacher educators in the elementary teacher education program seems to be highly important in supporting the development of the teacher candidates.

Except these, it can be further suggested that the teacher educators should modify their courses based on the pre-service teachers' level of readiness so as to facilitate their development. Moreover, as it was found that there were varying practices across different teacher educators, who were offering a particular course within the same university or the different universities, the teacher candidates should be offered with an opportunity to select the teacher educators or the sections of the courses so that they can benefit from different teacher educators. On the other hand, to make the different sections of the same course as similar as possible to each other, it can also be suggested that the teacher educators of the same courses should cooperate and collaborate more with each other to establish common ground for the particular courses. Lastly, based on the results of the study, it can be suggested that the teacher educators of the field practice courses should visit the elementary schools and observe the pre-service teachers more frequently so that they can provide the teacher candidates with more adequate and effective feedback.

Fourth, regarding the infrastructure of the faculties of education, it can be suggested that the conditions of the faculty buildings should be improved in terms of the adequacy, as well as the usability and the physical conditions (e.g., the seating arrangement, the equipment, the accessibility) of the classrooms, library, arts room, drama room, seminar room, labs, exhibition halls, canteen, study rooms, internet access, and so on. In addition, as a considerable number of participants criticized the large class sizes in their course sections, the number of the students should be decreased by increasing the number of the sections. In this regard, another suggestion

could be made to the CHE for decreasing the student admissions quota of the elementary teacher education program while students are entering to the program. Lastly, similar to the opportunities provided in the faculty, the teacher candidates should also be offered adequate facilities in the university, such as the sports center, library, access to internet, and so on, which have an important role in supporting their development throughout their teacher education.

Fifth, regarding the stakeholders, given that a large number of participants pointed out the importance of the school administrators', school counselors', and mentor elementary teachers' attitudes towards the pre-service teachers throughout the field practices, it can be suggested that the faculty-school collaboration and partnership should be strengthened better so that the stakeholders might develop more positive attitudes towards the pre-service teachers. To this end, especially the school visits of the teacher educators could be increased to facilitate the interaction and coordination between both parties.

In addition to offering profound implications for the improvement of the pre-service elementary teacher education program, the study also sheds light into the potential needs of the elementary teachers and thereby, offers insights to the policymakers for developing effective in-service teacher training or induction programs, which are to be developed based on the needs of elementary teachers to support their continuous professional development along with the demands of the 21st century. Lastly, given the centralized teacher education system in Turkey, the study offers essential insights for the other teacher education programs, as well. In fact, the aforementioned insights might extend beyond the elementary teacher education program to all teacher education programs as this knowledge could help to develop similar knowledge for other teacher education programs, as well, in the search of raising the quality of the teachers and the teacher education.

5.2.2. Implications for further research

To guide the educational researchers for their further research on the essential qualities of elementary teachers and the effectiveness of the elementary teacher education program for developing the desired essential qualities, this section presents the implications of the current study for future research.

This study, first, explored the qualities that are essential for elementary teachers of the 21st century. To this end, the study investigated the perspectives of the teacher educators, the pre-service and in-service elementary teachers, and the authorities of the MoNE and the CHE in Turkey through interviews. As it might be also important to explore the perspectives of other stakeholders, the future studies might involve the elementary school students, parents, and school administrators, as well. Moreover, since it was not possible to reach out the teacher educators of certain courses in the study (e.g., Teaching Religious Culture and Moral Knowledge), further studies could involve the teacher educators of those courses, as well, since this would bring much variety to the qualities that are essential for elementary teachers.

Given that the results of the study regarding the essential qualities for elementary teachers of the 21st century have implications of providing a basis for the landscape of research on teacher education, the future studies might be conducted on the basis of those qualities and investigate the effectiveness of the elementary teacher education program, as well as the in-service training needs of the elementary teachers.

The present study, second, investigated the effectiveness of the elementary teacher education program for how well it equips the elementary teachers with the desired essential qualities. To this end, the study mainly investigated the perspectives of the in-service teachers based on the interviews. Besides, the curriculum of the elementary teacher education was also analyzed to support the results of the interviews. While the study employed both interviews and document analysis, observations of the class settings could also have been employed to support the results of the study in relation

to understanding the effectiveness of the elementary teacher education program for how well it equips the elementary teachers with the desired essential qualities. More specifically, the future studies might employ teacher observations in the elementary schools to show what plays out in the real settings regarding the competence of the graduates of the program. On the other hand, as the in-service teachers of the second step of this study have been appointed to the different cities and thereby, were not in Ankara, it was not possible to conduct teacher observations in the current study. Furthermore, as for the document analysis, further studies could also include the analysis of the syllabus of the courses offered in the program, which might be important in terms of understanding the goals and objectives of the courses as these are likely to reflect the teacher educators' beliefs and practices for the development of the qualities that are essential for the elementary teachers.

As the interviews of the second step of the study regarding the effectiveness of the elementary teacher education program were conducted only with the in-service elementary teachers, the future studies might also investigate the perspectives of other stakeholders including the pre-service elementary teachers and the teacher educators of the elementary teacher education program. To this end, those studies could also employ the observations of class and faculty settings to examine what takes place in the actual settings with respect to both the teacher candidates and also the teacher educators. Moreover, since the second step of the current study was conducted with the participants who graduated from three particular universities in Ankara, the future studies might be conducted with the pre-service teachers, in-service teachers, and teacher educators of other universities, as well, especially considering that there might be different practices across the different universities. Except these, to investigate the effectiveness of the elementary teacher education program from the perspectives of a larger number of participants, the future studies could also employ surveys. In this regard, those studies could be designed as mixed-methods research to support the results of the interviews, observations, or document analysis with the results of the surveys. Lastly, as the second step of this study only focused on some of the domains that were found to be essential for elementary teachers in the first step of the study,

further studies could investigate the effectiveness of the elementary teacher education program particularly in relation to developing the other domains of qualities, as well. Similarly, considering that the results of the study revealed certain sources influencing the effectiveness of the elementary teacher education program, which are related to the curriculum of the elementary teacher education and the courses, the extracurricular activities, the faculty members, the infrastructure of the faculty, and the stakeholders, the future studies might particularly concentrate on those sources and provide more information on each of them.



REFERENCES

- AACTE (American Association of Colleges of Teacher Education). (2017). About AACTE. Retrieved from <http://aacte.org/>
- AACTE (American Association of Colleges of Teacher Education) & P21 (Partnership for 21st Century Skills). (2010). *21st century knowledge and skills in educator preparation*. Retrieved from http://www.p21.org/storage/documents/aacte_p21_whitepaper2010.pdf
- Acedo, C., & Hughes, C. (2014). Principles for learning and competences in the 21st-century curriculum. *Prospects*, 44, 503-525.
- Akbaşı, S. (2010). The views of elementary supervisors on teachers' competencies [Öğretmen yeterlikleri hakkında ilköğretim denetçilerinin görüşleri]. *Eurasian Journal of Educational Research*, 39, 13-36.
- Akbaşı, S., & Üredi, L. (2014). Eğitim sistemindeki 4+4+4 yapılanmasına ilişkin öğretmen görüşleri [Views of teachers on the 4+4+4 structure in the Turkish education system]. *Journal of Teacher Education and Educators*, 3(1), 109-136.
- Akdoğan, M. (2007). *Birleştirilmiş sınıflı ilköğretim okullarında görev yapan müdür yetkili öğretmenlerin yönetim sürecinde karşılaştıkları sorunlar* (Unpublished master's thesis). Yeditepe University, İstanbul, Turkey.
- Akiba M., & LeTendre, G. (2009). *Improving teacher quality: The U.S. teaching force in global context*. New York, NY: Teachers College Press.
- Akiba, M., LeTendre, G. K., & Scribner, J. P. (2007). Teacher quality, opportunity gap, and national achievement in 46 countries. *Educational Researcher*, 36(7), 369-387.
- Akdemir, A. S. (2013). Türkiye'de öğretmen yetiştirme programlarının tarihçesi ve sorunları [A history of teacher training programmes and their problems in

Turkey]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 8(12), 15-28.

Akpınar, B., Turan, M., & Tekataş, H. (2004, July). *Öğretmen adaylarının gözüyle sınıf öğretmenlerinin yeterlilikleri [The competence of classroom teachers in the opinions of prospective-teachers]*. Paper presented at XIII. National Educational Sciences Congress, İnönü University, Malatya, Turkey.

Aksit, N. (2007). Educational reform in Turkey. *International Journal of Educational Development*, 27, 129-137.

Akyüz, Y. (2006). Türkiye’de öğretmen yetiştirme’nin 160. yılında Darülmüallimîn’in ilk yıllarına toplu ve yeni bir bakış. *Ankara Üniversitesi Osmanlı Tarihi Araştırma ve Uygulama Merkezi Dergisi*, 20, 17-58.

Ananiadou, K., & Claro, M. (2009). *21st century skills and competences for new millennium learners in OECD countries*. Retrieved from [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2009\)20&doclanguage=en](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2009)20&doclanguage=en)

Angrist, J. D., & Guryan, J. (2008). Does teacher testing raise teacher quality? Evidence from state certification requirements. *Economics of Education Review*, 27, 483-503.

Atanur-Baskan, G. (2001). Öğretmenlik mesleği ve öğretmen yetiştirmede yeniden yapılanma [Teaching profession and re-structuring in teacher education]. *Hacettepe University Journal of Education*, 20, 16-25.

Atanur-Baskan, G., Aydın, A., & Madden, T. (2006). Türkiye’deki öğretmen yetiştirme sistemine karşılaştırmalı bir bakış. *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi*, 15(1), 35-42.

Atik-Kara, D., & Sağlam, M. (2014). Öğretmenlik meslek bilgisi derslerinin öğrenme-öğretme sürecine yönelik yeterlikleri kazandırması yönünden değerlendirilmesi [Evaluation of professional teaching knowledge courses in terms of competencies regarding the learning and teaching process]. *Journal of Qualitative Research in Education*, 2(3), 28-86.

- Australian Institute for Teaching and School Leadership. (2014). Australian professional standards for teachers. Retrieved from <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>
- Ayan, M. (2011). *Eğitim fakültelerinin sınıf öğretmenliği programlarının öğretmenlik mesleği genel yeterliklerini kazandırma düzeyi [The degree of the generic teacher competencies gained by the department of primary school teachers in faculties of education]* (Unpublished doctoral dissertation). Gazi University, Ankara, Turkey.
- Aybek, B., & Aslan, S. (2015). İlkokul birinci sınıf öğretmenlerinin 4+4+4 kesintili zorunlu eğitim sisteminde yaşamış oldukları sorunlara ve çözüm önerilerine yönelik görüşlerinin incelenmesi [The examination of the views of the elementary school first grade teachers on the problems they experienced in the 4+4+4 education system and their solution proposals]. *Pegem Journal of Education and Instruction*, 5(3), 327-346.
- Aydın, R., Şahin, H., & Topal, T. (2008). Türkiye’de ilköğretime sınıf öğretmeni yetiştirmede nitelik arayışları [Searching for quality in the training of primary school teachers in Turkey]. *TSA*, 12(2), 119-142.
- Aykaç, N., Kabaran, H., Atar, E., & Bilgin, H. (2014). İlkokul 1. sınıf öğrencilerinin 4+4+4 uygulaması sonucunda yaşadıkları sorunların öğretmen görüşlerine dayalı olarak değerlendirilmesi (Muğla ili örneği) [An evaluation of the teachers’ opinions about the problems 1st grade students encountered as a result of 4+4+4 application (The province of Muğla sample)]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 9(2), 335-348.
- Aypay, A. (2009). Öğretmenlerin hizmet öncesi öğretmenlik eğitimlerini değerlendirmeleri [Teachers’ evaluation of their pre-service teacher training]. *Educational Sciences: Theory & Practice*, 9(3), 1085-1123.
- Azar, A. (2011). Türkiye’de öğretmen eğitimi üzerine bir söylem: Nitelik mi, nicelik mi? [Quality or quantity: A statement for teacher training in Turkey]. *Journal of Higher Education and Science*, 1(1), 36-38.

- Babaođlan, E., & Yılmaz, Ő. (2010). Sınıf öđretmenlerinin kaynařtırma eđitimindeki yeterlikleri [Competency of classroom teachers in the inclusive education]. *Kastamonu Eđitim Dergisi*, 18(2), 345-354.
- Bailey, K. D. (1982). *Methods of social research*. New York, NY: The Free Press.
- Başar, M., & Dođan, Z. G. (2015). Göreve yeni bařlayan öđretmenlerin yařadığı sosyal kültürel ve mesleki sorunlar [Social, cultural and vocational problems that the novice teachers face]. *Route Educational and Social Science Journal*, 2(4), 375-398.
- Bařtürk, S. (2015). Öđretmen adaylarının görüřleri bađlamında sınıf öđretmenliđi programı [Primary school education program in the context of student teachers' views]. *The Journal of International Education Science*, 2(2), 34-51.
- Bayındır, N. (2011a). Sınıf öđretmenliđi bölümü öđretmen adaylarının alana iliřkin derslerin iřleniřine yönelik görüřleri [Faculty lessons about opinions of teacher candidates]. *Trakya University Journal of Education*, 1(1), 97-105.
- Bayındır, N. (2011b). Uygulama öđretmenlerinin aday öđretmenlerin kiřisel ve mesleki nitelikleri hakkındaki görüřleri [Practice teachers' opinions about personel and professional qualifications of candidate teachers]. *Akademik Bakıř Dergisi*, 26, 1-7.
- Ben-Jacob, M. G., Levin, D. S., & Ben-Jacob, T. K. (2000). The learning environment of the 21st century. *Educational Technology Review*, 8-12.
- Berliner, D. C. (1975, November). *Impediments to the study of teacher effectiveness*. Paper presented at the Conference on Research on Teacher Effects: An Examination by Decision-Makers and Researchers, University of Texas, Austin, Texas, the USA.
- Berry, B., Hoke, M., & Hirsch, E. (2004). NCLB: Highly qualified teachers, the search for highly qualified teachers. *Phi Delta Kappan*, 85(9), 684-689.

- Berry, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). *Creating and sustaining urban teacher residencies: A new way to recruit, prepare, and retain effective teachers in high-needs districts*. Retrieved from <http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/FINAL.CREATINGANDSUSTAININGUTR.PDF>
- Betts, J. R., Zau, A. C., & Rice, L. A. (2003). *Determinants of student achievement: New evidence from San Diego*. San Francisco, CA: Public Policy Institute of California.
- Bilen, E. (2007). *Sınıf öğretmenlerinin kaynaştırma uygulamalarında karşılaştıkları sorunlarla ilgili görüşleri ve çözüm önerileri* (Unpublished master's thesis). Dokuz Eylül University, İzmir, Turkey.
- Bilir, A. (2011). Türkiye'de öğretmen yetiştirme tarihsel evrimi ve istihdam politikaları [The historical evolution of teacher training and employment policies in Turkey]. *Ankara University, Journal of Faculty of Educational Sciences*, 44(2), 223-246.
- Blanton, L. P., Sindelar, P. T., & Correa, V. I. (2006). Models and measures of beginning teacher quality. *The Journal of Special Education*, 40(2), 115-127.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods*. The USA: Pearson Education.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis*, 31(4), 416-440.
- Boz, T., & Yıldırım, A. (2014). 4+4+4 eğitim sisteminde birinci sınıf öğretmenlerinin karşılaştığı zorluklar [The challenges faced by the teachers of 1st grade in the 4+4+4 education system]. *Başkent University Journal of Education*, 1(2), 54-65.
- Bracey, G. W., & Molnar, A. (2003). *Recruiting, preparing and retaining high quality teachers: An empirical synthesis*. Retrieved from <http://nepc.colorado.edu/files/EPSTL-0302-102-EPRU.pdf>

- Brophy, J. (2010). Teacher effects research and teacher quality. *Journal of Classroom Interaction*, 45(1), 32-40.
- Braun, H. I. (2005). *Using student progress to evaluate teachers: A primer on value-added models*. Retrieved from <http://files.eric.ed.gov/fulltext/ED529977.pdf>
- Buchberger, F., Campos, B. P., Kallos, D., Stephenson, J. (2000). *Green paper on teacher education in Europe: High quality teacher education for high quality education and training*. Retrieved from <http://www.cep.edu.rs/sites/default/files/greenpaper.pdf>
- Buddin, R., & Zamarro, G. (2008). *Teacher quality, teacher licensure tests, and student achievement*. Retrieved from http://www.rand.org/content/dam/rand/pubs/working_papers/2008/RAND_WR555.pdf
- Caena, F. (2013). *Supporting teacher competence development for better learning outcomes*. Retrieved from http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf
- CAEP (Council for the Accreditation of Educator Preparation). (2015). Introduction: The CAEP standards. Retrieved from www.caepnet.org/standards/introduction
- Calp, Ş., & Calp, M. (2015). Branş ve sınıf öğretmenlerinin bakış açısıyla 4+4+4 eğitim sistemi [4+4+4 education system with perspective of branch and primary teachers]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 10(11), 383-406.
- CCSSO (The Council of Chief State School Officers). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing teacher development*. Retrieved from www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf
- Cerit, Y. (2008). Öğretmen kavramı ile ilgili metaforlara ilişkin öğrenci, öğretmen ve yöneticilerin görüşleri [Students, teachers and administrators' views on metaphors with respect to the concept of teacher]. *Türk Eğitim Bilimleri Dergisi*, 6(4), 693-712.

- Cerit, Y., Akgün, N., Yıldız, K., & Soysal, M. R. (2014). Yeni eğitim sisteminin (4+4+4) uygulanmasında yaşanan sorunlar ve çözüm önerileri (Bolu il örneği) [Problems and solutions for the processing of the application of the new schooling system (4+4+4) (City of Bolu sample)]. *Journal of Educational Sciences Research*, 4(Special Edition 1), 59-82.
- Ceylan, S., & Demirkaya, H. (2006). Sınıf öğretmeni adaylarının sınıf öğretmenliği programı ve program dahilinde sunulan hizmetler konusundaki memnuniyet düzeyleri [An investigation of prospective primary school teachers' satisfaction level on primary teacher education programme and the services provided]. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 7(12), 146-160.
- CHE (Council of Higher Education). (1998). *Eğitim fakültesi öğretmen yetiştirme lisans programları*. Retrieved from http://www.yok.gov.tr/documents/10279/30217/Egitim_fakultesi_ogretmen_yetistirme_lisans_programlari_mar_t_98.pdf/5e166018-b806-48d5-ae13-6afd5dac511c
- CHE (Council of Higher Education). (1999). *Türkiye'de öğretmen eğitiminde standartlar ve akreditasyon*. Retrieved from http://www.yok.gov.tr/documents/10279/12924/turkiyede_ogretmen_egitiminde_standartlarla_ve_akreditasyon.pdf/
- CHE (Council of Higher Education). (2006a). *Eğitim fakülteleri araştırması*. Ankara: Yüksek Öğretim Kurumu Yayını.
- CHE (Council of Higher Education). (2006b). *Eğitim fakültelerinde uygulanacak yeni programlar hakkında açıklama*. Retrieved from http://www.yok.gov.tr/documents/10279/49665/aciklama_programlar/aa7bd091-9328-4df7-aafa-2b99edb6872f
- CHE (Council of Higher Education). (2007). *Türkiye'nin yüksek öğretim stratejisi*. Ankara: Yüksek Öğretim Kurumu Yayını.
- CHE (Council of Higher Education). (2011). *Türkiye yükseköğretim yeterlilikler çerçevesi (TYYÇ) temel alan yeterlilikleri: Öğretmen yetiştirme ve eğitim bilimleri*. Retrieved from <http://www.yok.gov.tr/documents/10348274/11114827/14.pdf/8f975b8a-d0c9-4414-a67b-5ec7e4c75705>

Chetty, R., Friedman, J. N., Rockoff, J. E. (2011). *The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood*. Retrieved from <http://www.nber.org/papers/w17699.pdf>

Clark, C. M. (1979). Five faces of research on teaching. *Educational Leadership*, 37(1), 29-32.

Cochran-Smith, M. (2000). Teacher education at the turn of the century. *Journal of Teacher Education*, 51(3), 163-165.

Cochran-Smith, M. (2002). Reporting on teacher quality: The politics of politics. [Editorial]. (2002). *Journal of Teacher Education*, 53(5), 379-382.

Cochran-Smith, M. Teaching quality matters. [Editorial]. (2003). *Journal of Teacher Education*, 54(2), 95-98.

Cochran-Smith, M., & Lytle, S. L. (1990). Research on teaching and teacher research: The issues that divide. *Educational Researcher*, 19(2), 2-11.

Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.

Commission of the European Communities. (2007). *Communication from the commission to the council and the European Parliament: Improving the quality of teacher education*. Retrieved from http://www.atee1.org/uploads/EUpolicies/improving_the_quality_of_teacher_education_aug2007.pdf

Common Core State Standards Initiative. (2017). Read the standards. Retrieved from www.corestandards.org/read-the-standards/

Cooper, J. M., & Alvarado, A. (2006). *Preparation, recruitment, and retention of teachers*. Retrieved from <http://unesdoc.unesco.org/images/0015/001520/152023e.pdf>

- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage Publications, Inc.
- Corcoran, S. P. (2010). *Can teachers be evaluated by their students' test scores? should they be? The use of value-added measures of teacher effectiveness in policy and practice*. Retrieved from <http://files.eric.ed.gov/fulltext/ED522163.pdf>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Cruickshank, D. R., Jenkins, D. B., & Metcalf, K. K. (2009). *The act of teaching*. The New York, NY: McGraw-Hill Companies, Inc.
- Çakıroğlu, E., & Çakıroğlu, J. (2003). Reflections on teacher education in Turkey. *European Journal of Teacher Education*, 26(2), 253-264.
- Çakmak, E., & Civelek, F. (2013). Sınıf öğretmenliği lisans programının MEB özel alan öğretmen yeterlikleri açısından incelenmesi [The analysis of classroom teacher graduate programmes regarding MEB (Ministry of National Education) teacher proficiencies in special fields]. *Electronic Journal of Social Sciences*, 12(47), 349-367.
- Çakmak, M. (2009). Prospective teachers' thoughts on characteristics of an "effective teacher" [Öğretmen adaylarının "etkili öğretmen" nitelikleri konusunda düşünceleri]. *Education and Science*, 34(153), 74-82.
- Çalışkan, M., Işık, A. N., & Saygın, Y. (2013). Öğretmen adaylarının ideal öğretmen algıları [Prospective teachers' perception of ideal teacher]. *Elementary Education Online*, 12(2), 575-584.
- Çaycı, B. (2011). Sınıf öğretmenliği lisans programındaki alan eğitimi derslerinin öğretmen yeterliği üzerindeki etkisinin incelenmesi [Analysis of the impact of domain education courses in the elementary teacher undergraduate program on teacher efficacy]. *Mersin University Journal of the Faculty of Education*, 7(2), 1-12.

- Çermik, H. (2011). The ideal primary school teacher. *Social Behavior and Personality*, 39(8), 1113-1126.
- Çoban, A. (2011). Sınıf öğretmenliği lisans programının değerlendirilmesi [Evaluation of classroom teacher undergraduate program]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 16, 28-45.
- Çubukçu, Z., Eker-Özenbaş, D., Çetintaş, N., Satı, D., & Yazlık-Şeker, Ü. (2012). Yönetici, öğretmen, öğrenci ve veli gözünde öğretmenin sahip olması gereken değerler [Values that teachers should have from perspectives of principals, teachers, students, and parents]. *Pegem Eğitim ve Öğretim Dergisi*, 2(1), 25-37.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. Retrived from <http://files.eric.ed.gov/fulltext/ED415183.pdf>
- Darling-Hammond, L. (2000a). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Darling-Hammond, L. (2000b). *Solving the dilemma of teacher supply and quality*. New York, NY: National Commission on Teaching and America's Future.
- Darling-Hammond, L. (2006). Constructing 21st century teacher education. *Journal of Teacher Education*, 57(10), 1-15.
- Darling-Hammond, L. (2007). Building a system for powerful teaching and learning. In B. Wehling (Ed.), *Building a 21st century U.S. education system*. Washington, D.C.: The National Commission on Teaching and America's Future.
- Darling-Hammond, L. (2008). Teacher quality definition debates: What is an effective teacher? In T. L. Good (Ed.), *21st century education: A reference handbook* (pp. 3-30). Thousand Oaks, CA: Sage Publications, Inc.

Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Retrieved from https://edpolicy.stanford.edu/sites/default/files/publications/evaluating-teacher-effectiveness_0.pdf

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. *Phi Delta Kappan*, 93(6), 8-15.

Darling-Hammond, L., & Berry, B. (1999). Recruiting teachers for the 21st century: The foundation for educational equity. *The Journal of Negro Education*, 68(3), 254-279.

Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: John Wiley & Sons, Inc.

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53(4), 286-302.

Darling-Hammond, L., & Sykes, G. (2003). Wanted: A national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. *Education Policy Analysis Archives*, 11(33), 1-55.

Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us? *Educational Researcher*, 31(9), 13-25.

Day, C. (2000). Teachers in the twenty-first century: Time to renew the vision. *Teachers and Teaching: Theory and Practice*, 6(1), 101-115.

Day, C. (2013). Teacher quality in the twenty first century: New lives, old truths. In X. Zhu & K. Zeichner (Eds.), *Preparing teachers for the 21st century* (pp. 21-38). Berlin Heidelberg: Springer.

- Decker, L. E., & Rimm-Kaufman, S. E. (2008). Personality characteristics and teacher beliefs among pre-service teachers. *Teacher Education Quarterly*, 35(2), 45-64.
- Demirkaya, A. S., & Yağcı, E. (2014, May). *Sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçları ve hizmet içi eğitime yönelik görüş ve önerileri [Elementary school teachers' in-service training needs and their opinions on in-service teachers]*. Paper presented at the 4th International Symposium of Policies and Issues on Teacher Education, Hacettepe University, Ankara, Turkey
- Denzin, N. K., & Lincoln, Y. S. (2000). *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage Publications, Inc.
- Dervişoğlu-Kalkan, G. (2012). *Sınıf öğretmenliği adaylarının kendi sınıf öğretmenlerinin yeterliliklerini değerlendirmeleri [Prospective class teacher's assessment of their own class teachers' competencies]*. (Unpublished master's thesis). Cumhuriyet University, Sivas, Turkey.
- Doğan, C. (2005). Türkiye'de sınıf öğretmeni yetiştirme politikaları ve sorunları [The policies on training elementary school teachers and the problem of teachers in service]. *Journal of Social Sciences of the Turkic World*, 35, 133-149.
- Doyle, W. (1975, April). *Paradigms in teacher effectiveness research*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., the USA.
- Doyle, W. (1977). Paradigms for research on teacher effectiveness. *Review of Research in Education*, 5, 163-198.
- Doyle, W. (1979). Classroom effects. *Theory into Practice*, 18(3), 138-144.
- Döş, İ., & Sağır, M. (2013). Birleştirilmiş sınıflı ilkokulların yönetim sorunları [Management problems of elementary schools with multi-grade classes]. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 17(2), 237-250.

- Dudley-Marling, C., Abt-Perkins, D., Sato, K., & Selfe, R. (2006). Teacher quality: The perspectives of NCTE members. *English Education*, 38(3), 167-193.
- Durmuşçelebi, M., & Bilgili, A. (2014). Yeni (12 yıllık) eğitim sistemi, karşılaşılan sorunlar ve dünyadaki uygulamalardan bazılarının incelenmesi [The new (12 year) education system, encountered problems and its applications in the world]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 9(2), 603-621.
- Dursun, F. (2006). Birleştirilmiş sınıflarda eğitim sorunları ve çözüm önerileri. *Sosyal Bilimler Araştırmaları Dergisi*, 2, 33-57.
- EARGED (Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı). (2008). *Sınıf öğretmenlerinin hizmet içi eğitim ihtiyacının belirlenmesi*. Retrieved from http://www.meb.gov.tr/earged/earged/sinif_ogrt_ihtiyaci.pdf
- Ekiz, D. (2006). Improving primary teacher education departments through pre-service teachers' pedagogical voices [Öğretmen adaylarının pedagojik sesleri aracılığıyla ilköğretim bölümlerinin geliştirilmesi]. *Journal of Theory and Practice in Education*, 2(2), 68-80.
- Ekiz, D., & Koçyiğit, Z. (2012). Sınıf öğretmenlerinin "öğretmen" kavramına ilişkin metaforlarının tespit edilmesi [Exploring primary school teachers' metaphors concerning "teacher"]. *Kastamonu Education Journal*, 21(2), 439-458.
- Epçaçan, C. (2014). İlkokul ve ortaokul öğretmen ve yöneticilerinin 4+4+4 eğitim sistemine ilişkin görüşleri (Siirt ili örneği) [Opinions of primary and secondary school teachers and administrators on the 4 +4 +4 education system (Siirt sample)]. *Ekev Akademi Dergisi*, 18(58), 505-522.
- Erdem, A. R., Kamacı, S., Aydemir, T. (2005). Birleştirilmiş sınıfları okutan sınıf öğretmenlerinin karşılaştıkları sorunlar: Denizli örneği [The problems of the primary school teachers in charge of teaching and training united classrooms: Denizli case]. *Journal of Theory and Practice in Education*, 1(1-2), 3-13.
- Erden, M. (1996). Multigraded classes in Turkey: Improving the quality of instruction. *Hacettepe University Journal of Education*, 12, 85-88.

- Eret, E. (2013). *An assessment of pre-service teacher education in terms of preparing teacher candidates for teaching [Hizmet öncesi öğretmen eğitiminin öğretmen adaylarını mesleğe hazırlaması bakımından değerlendirilmesi]* (Unpublished doctoral dissertation). Middle East Technical University, Ankara, Turkey.
- Ergin, İ., Akseki, B., & Deniz, E. (2012). İlköğretim okullarında görev yapan sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçları [Inservice education needs of class teachers teaching at elementary schools]. *Electronic Journal of Social Sciences*, 11(42), 55-66.
- European Commission. (2005). *Common European principles for teacher competences and qualifications*. Retrieved from file:///C:/Users/User/Downloads/76215_formareinsegnanti.pdf
- European Communities. (2007). *Key competences for lifelong learning: European reference framework*. Retrieved from file:///C:/Users/Sibel/Downloads/YiA%20Key%20Competences%20for%20Lifelong%20Learning%20-%20European%20Reference%20Framework.pdf
- Evran-Acar, F. (2010). Sınıf öğretmenliği programından mezun olan öğretmenlerin Türkçe dersine ilişkin yeterliklerinin değerlendirilmesi [The evaluation of the efficacy of teachers graduated from classroom teaching program towards Turkish course]. *Türk Eğitim Bilimleri Dergisi*, 8(1), 89-115.
- Fairhurst, A. M., & Fairhurst, L. L. (1995). *Effective teaching effective learning: Making the personality connection in your classroom*. Mountain View, CA: Davies-Black Publishing.
- Fallon, D., & Fraser, J. (2008). Rethinking teacher education in the 21st century: Putting teaching front and center. In T. L. Good (Ed.), *21st century education: A reference handbook* (pp. 58-68). Thousand Oaks, CA: Sage Publications, Inc.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

- Feiman-Nemser, S. (2003). What new teachers need to learn? *Educational Leadership*, 60(8), 25-29.
- Fenstermacher, G. D. (1978). A philosophical consideration of recent research on teacher effectiveness. *Review of Research in Education*, 6, 157-185.
- Fırat-Durdukoca, Ş., & Ege, İ. (2016). Sınıf öğretmenliği lisans öğretim programının aday öğretmenlerin görüşlerine göre değerlendirilmesi [Evaluation of classroom teaching undergraduate programs in the light of the views of candidate classroom teachers]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 11(3), 1131-1148.
- Fisher, D. L., & Kent, H. B. (1998). Associations between teacher personality and classroom environment. *The Journal of Classroom Interaction*, 33(1), 5-13.
- Floden, R. E. (2001). Research on effects of teaching: A continuing model for research on teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (pp. 3-15). Washington, D.C.: American Educational Research Association.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. New York, NY: The McGraw-Hill Companies, Inc.
- Gitomer, D. H., & Zisk, R. C. (2015). Knowing what teachers know. *Review of Research in Education*, 39, 1-53.
- Goe, L., & Stickler, L. M. (2008). Teacher quality and student achievement: Making the most of recent research. Retrieved from <http://files.eric.ed.gov/fulltext/ED520769.pdf>
- Goldhaber, D. (2007). Everyone's doing it, but what does teacher testing tell us about teacher effectiveness? *The Journal of Human Resources*, 42(4), 765-794.
- Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed?: National board certification as a signal of effective teaching. *The Review of Economics and Statistics*, 89(1), 134-150.

Goldhaber, D., Gross, B., & Player, D. (2011). Teacher career paths, teacher quality, and persistence in the classroom: Are public schools keeping their best? *Journal of Policy Analysis and Management*, 30(1), 57-87.

Goldhaber, D., & Hansen, M. (2008). *Assessing the potential of using value-added estimates of teacher job performance for making tenure decisions*. Retrieved from <http://www.urban.org/sites/default/files/publication/33211/1001369-Assessing-the-Potential-of-Using-Value-Added-Estimates-of-Teacher-Job-Performance-for-Making-Tenure-Decisions.PDF>

Good, T. L., & Brophy, J. E. (1986). *Educational Psychology*. New York, NY: Longman.

Goodwin, A. L. (2010). Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching. *Teaching Education*, 21(1), 19-32.

Goodwin, A. L., & Kosnik, C. (2013). Quality teacher educators = quality teachers? Conceptualizing essential domains of knowledge for those who teach teachers. *Teacher Development*, 17(3), 334-346.

Gopinathan, S., Tan, S., Yanping, F., Devi, L., Ramos, C., Chao, E. (2008). *Transforming teacher education: Redefined professionals for 21st century schools*. Retrieved from <https://www.nnstoy.org/download/preparation/Transforming%20Teacher%20Education%20Report.pdf>

Gökçe, E. (2002). İlköğretim öğrencilerinin görüşlerine göre öğretmenlerin etkililiği [Views of elementary school students with regard to teachers' efficiency]. *Ankara University, Journal of Faculty of Educational Sciences*, 35(1-2), 111-119.

Gözler, A., & Çelik, V. (2013). Birleştirilmiş sınıflı okulların yönetim problemleri [The management problems experienced in schools with multigrade classes]. *OPUS Türkiye Sosyal Politika ve Çalışma Hayatı Araştırmaları Dergisi*, 3(4), 157-182.

- Griffin, P., Care, E., & McGaw, B. (2012). The changing role of education and schools. In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and teaching of 21st century skills* (pp. 1-15). Netherlands: Springer.
- Guba, E. G. (1978). *Toward a methodology of naturalistic inquiry in educational evaluation: CSE Monograph Series in Evaluation, 8*. Los Angeles, CA: Center for the Study of Evaluation.
- Gursimsek, I., Kaptan, F., & Erkan, S. (1997, February-March). *General view of teacher education policies of Turkey*. Paper presented at the 49th AACTE Annual Meeting, Phoenix, AZ, the USA.
- Güven, I. (2008). Teacher education reform and international globalization hegemony: Issues and Challenges in Turkish teacher education. *International Journal of Human and Social Sciences, 3*(1), 8-17.
- Gültekin, M. (2015). İlköğretim öğrencilerinin ideal öğretmen algısı [The perception of primary school students on ideal teacher]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic, 10*(11), 725-756.
- Gültekin, M., Çubukçu, Z., & Dal, S. (2010). İlköğretim öğretmenlerinin eğitim-öğretimle ilgili hizmetiçi eğitim gereksinimleri [In-service training needs of the primary school teachers regarding education-teaching]. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi, 29*, 131-152.
- Güven, İ. (2012). The 4+4+4 school reform bill and the Fatih project: Is it a reform? *Elementary Education Online, 11*(3), 556-577.
- Hammerness, K., Darling-Hammond, L., & Bransford, J. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 358-389). San Francisco, CA: John Wiley & Sons, Inc.
- Haycock, K. (1998). Good teaching matters a lot ... a lot. *OAH Magazine of History, 13*(1), 61-63.

- Haycock, K., & Hanushek, E. (2010). *An effective teacher in every classroom: A lofty goal, but how to do it?* Retrieved from <http://hanushek.stanford.edu/sites/default/files/publications/Haycock%20Hanushek%202010%20EdNext%2010%283%29.pdf>
- Hanushek, E. A. (2002). Teacher quality. In L. T. Izumi & W. M. Evers (Eds.), *Teacher quality* (pp. 1-12). Stanford, CA: Hoover Institution Press.
- Hanushek, E. A. (2010). The economic value of higher teacher quality. *Economics of Education Review*, 30(3), 466-479.
- Hanushek, E. A. (2012). Education quality and economic growth. In B. Minitier (Ed.), *The 4 percent solution: Unleashing the economic growth America needs* (pp. 227-239). New York, NY: Crown Business.
- Hanushek, E. A., & Rivkin, S. G. (2006). Teacher quality. In E. A. Hanushek & F. Welch (Eds.), *Handbook of the economics of education 2* (pp. 1052-1078). Amsterdam: North Holland.
- Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *The American Economic Review*, 100(2), 267-271.
- Hanushek, E. A., & Rivkin, S. G. (2012). The distribution of teacher quality and implications for policy. *Annual Review of Economics*, 4, 131-157.
- Harris, D. N. (2009). Would accountability based on teacher value added be smart policy? An examination of the statistical properties and policy alternatives. Harris, D. N. (2009). *Education*, 4(4), 319-350.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95, 798-812.
- Hazır-Bıkmaz, F., & Güler, D. S. (2002). Velilerin sınıf öğretmenlerinden beklentileri ve sınıf öğretmenlerinin bu beklentilere uygunluğu [What parents expect from classroom teachers and how classroom teachers measure up to those expectations]. *Educational Sciences: Theory & Practice*, 2(2), 445-472.

- Hill, H. C., Kapitula, L., & Umland, K. (2011). A validity argument approach to evaluating teacher value-added scores. *American Education Research Journal*, 48(3), 794-831.
- Hodgman, M. R. (2012). Boundaries and applications: The teacher quality debate in America. *Journal of College Teaching and Learning*, 9(3), 223-227.
- Ingersoll, R. M. (2003). *Is there really a teacher shortage?* Retrieved from <https://depts.washington.edu/ctpmail/PDFs/Shortage-RI-09-2003.pdf>
- Işıktaş, S. (2015). Öğretmen adaylarının iyi öğretmen olma ile ilgili görüşleri [Teacher candidates' views on being a good teacher]. *Hacettepe University Journal of Education*, 30(4), 119-131.
- Jackson, C. K., Rockoff, J. E., & Douglas, O. S. (2014). Teacher effects and teacher-related policies. *The Annual Review of Economics*, 6, 801-825.
- Kahramanoğlu, R., & Ay, Y. (2013). Sınıf öğretmeni adaylarının özel alan yeterlik algılarının çeşitli değişkenler açısından analizi [Examination of the primary teacher candidates' special field competence perceptions as to different variables]. *International Journal of Turkish Literature Culture Education Volume*, 2(2), 285-301.
- Kahyaoğlu, H., & Yavuzer, Y. (2004). Öğretmen adaylarının ilköğretim 5. sınıf fen bilgisi dersindeki ünitelere ilişkin bilgi düzeyleri [The level of knowledge of pre-service teachers related to units used in science lessons given to the 5th elementary school]. *Elementary Education Online*, 3(2), 26-34.
- Karadeniz, C. B. (2012). Öğretmenlerin 4+4+4 zorunlu eğitim sistemine ilişkin görüşleri [Opinions of teachers towards 4+4+4 compulsory education system]. *Education Science Society Journal*, 10(40), 34-53.
- Karakas, M. (2013). Prospective elementary teachers' views on their teachers and teacher effectiveness, *The Qualitative Report*, 18(43), 1-17.
- Karakelle, S. (2005). Öğretmenlerin etkili öğretmenlik tanımlarının etkili öğretmenlik boyutlarına göre incelenmesi [Analyzing teachers' definitions of

effective teachers according to effective teaching dimensions]. *Education and Science*, 30(135), 1-10.

Kaşkaya, A. (2012). Öğretmen yeterlikleri kapsamında yapılan araştırmaların konu amaç yöntem ve sonuçları açısından değerlendirilmesi [Evaluation of the research in the scope of the proficiency of teachers in terms of subject, aim, method, and results]. *Educational Sciences: Theory & Practice*, 12(2), 789-805.

Kavcar, C. (2002). Cumhuriyet döneminde dal öğretmeni yetiştirme. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 35(1-2), 1-14.

Kaya, V. H., Polat, D., & Karamüftüoğlu, İ. O. (2014). Öğretmen adaylarının öğretmen yetiştirme ile ilgili görüşlerinin belirlenmesi [Determining opinions of teacher candidates on teacher education]. *The Journal of Academic Social Science Studies*, 30, 569-584.

Kaykanacı, M. (1993). *Birleştirilmiş sınıflı köy ilkokullarında görevli müdür yetkili öğretmenlerin yönetimle ilgili problemleri* (Unpublished master's thesis). Gazi University, Ankara, Turkey.

Kılıç, A. (2007). Sınıf öğretmeni yetiştirme programında yer alan derslerin öğrenilme düzeyleri [The learning level of the courses in elementary teacher training programs]. *Electronic Journal of Social Sciences*, 6(19), 136-145.

Kılıç, A., & Acat, M. B. (2007). Öğretmen adaylarının algılarına göre öğretmen yetiştirme programlarındaki derslerin gereklilik ve işe vurukluk düzeyi [Essentiality and job-utility of the courses offered in elementary teacher education programs]. *Sosyal Bilimler Dergisi*, 17, 21-37.

Kılıç, D., & Abay, S. (2009). Birleştirilmiş sınıf uygulamasında öğretmenlerin öğrenme-öğretme sürecinde karşılaştığı problemlere ilişkin görüşleri [The analysis of the problems teachers face during integrated-classes practices in terms of different factors]. *Türk Eğitim Bilimleri Dergisi*, 7(3), 623-654.

Kızılcıoğlu, A. (2006). Eğitim fakültelerinde yeniden yapılandırma sürecine ilişkin eleştiriler ve öneriler. *Bahçeşehir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(14), 132-140.

Koç, E. S. (2014). Sınıf öğretmeni adaylarının öğretmen ve öğretmenlik mesleği kavramlarına ilişkin metaforik algıları. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 47-72.

Korkmaz, İ., Saban, A., & Akbaşı, S. (2004). Göreve yeni başlayan sınıf öğretmenlerinin karşılaştıkları güçlükler [Professional challenges encountered by beginning classroom teachers]. *Educational Administration in Theory and Practice*, 38, 266-277.

Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77-97.

Kösterelioğlu, İ., Demir, F., Özgürler, S., Ayra, M., Karaman, H., & Cansız, Y. (2014). Sınıf öğretmeni adaylarının lisans eğitimlerinin özel alan yeterliklerini kazandırmasına yönelik görüşleri [The opinions of prospective elementary school teachers regarding their undergraduate education effectiveness in terms of covering their own field]. *The Journal of International Social Research*, 7(31), 668-674.

Krieg, J. M. (2006). Teacher quality and attrition. *Economics of Education Review*, 25, 13-27.

Kumral, O. (2010). *Eğitsel eleştiri modeli ile eğitim fakültesi sınıf öğretmenliği öğretim programının değerlendirilmesi: Bir durum çalışması [Faculty of education elementary school teacher's programme evaluation with educational criticism: A case study]* (Unpublished doctoral dissertation). Adnan Menderes University, Aydın, Turkey.

Kumral, O., & Saracaloğlu, A. S. (2011). Eğitsel eleştiri modeli ile sınıf öğretmenliği meslek bilgisi dersleri programının değerlendirilmesi [An evaluation of elementary school teacher's teaching profession courses programme via Educational Criticism Model]. *E-Journal of New World Sciences Academy*, 6(1), 106-118.

Kupermintz, H. (2002). *Teacher effects as a measure of teacher effectiveness: Construct validity considerations in TVAAS (Tennessee value-added assessment system)*. Retrieved from <http://cresst.org/wp-content/uploads/TR563.pdf>

- Küçüktepe, C. (2013). Sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçlarının öğretmen görüşlerine göre belirlenmesi [Determining in-service training needs of elementary school teachers based on teachers' opinions]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 13(2), 26-43.
- Külekçi, E. (2013). 4+4+4 eğitim sistemi kapsamında birleştirilmiş sınıf uygulamasına ilişkin öğretmen görüşlerinin değerlendirilmesi [An assesment of teachers' views about multigrade classes applications within the context of 4+4+4 education system]. *Journal of Research in Education and Teaching*, 2(2), 369-377.
- Kvale, S. (2007). *Doing interviews*. London: Sage Publications, Inc.
- Kvale, S., & Brinkman, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage Publications, Inc.
- Laçın-Şimşek, C. (2010). Sınıf öğretmeni adaylarının fen ve teknoloji ders kitaplarındaki deneyleri bilimsel süreç becerileri açısından analiz edebilme yeterlilikleri [Classroom teacher candidates' sufficiency of analyzing the experiments in primary school science and technology textbooks' in terms of scientific process skills]. *Elementary Education Online*, 9(2), 433-445.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications, Inc.
- Liston, D., Borko, H., & Whitcomb, J. (2008). The teacher educator's role in enhancing teacher quality. *Journal of Teacher Education*, 59(2), 111-116.
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.
- Matyar, F., Denizoğlu, P., & Özcan, M. (2008). Sınıf öğretmenliği ABD'de okuyan 4. sınıf öğrencilerinin ilköğretim birinci kademe fen ve teknoloji dersine ilişkin alan bilgilerinin belirlenmesi. *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi*, 17(1), 303-312.

- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage Publications, Inc.
- McBer, H. (2000). *Research into teacher effectiveness a model of teacher effectiveness*. Retrieved from <http://dera.ioe.ac.uk/4566/1/RR216.pdf>
- Medley, D. M. (1979). The effectiveness of teachers. In P. Peterson & H. Walberg (Eds.), *Research on teaching: Concepts, findings and implications* (pp. 11-27). Berkeley, CA: McCutchan.
- Memişoğlu, S. P., & İsmetoğlu, M. (2013). Zorunlu eğitimde 4+4+4 uygulamasına ilişkin okul yöneticilerinin görüşleri [The school administrators' conceptions concerning the system of 4+4+4 in compulsory education]. *Journal of Research in Education and Teaching*, 2(2), 14-25.
- Mercan-Uzun, E., & Alat, K. (2014). İlkokul birinci sınıf öğretmenlerinin 4+4+4 eğitim sistemi ve bu sistem sonrasında ilkokula başlayan öğrencilerin hazırbulunuşlukları hakkındaki görüşleri [First grade teachers' opinions about the implementation of 4+4+4 education system and school readiness of students]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 14(2), 15-44.
- Meriç, G., & Ersoy, E. (2007). Sınıf öğretmenliği son sınıf öğrencilerinin fen öğretiminde yeterlilik düzeyi algıları [The perceptions of the fourth class students of classroom teachers education program at science instruction related to the proficiency levels]. *Mersin University Journal of the Faculty of Education*, 3(1), 51-62.
- Merriam, S. B. (2014). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons, Inc.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications, Inc.
- MoNE (Ministry of National Education). (2006). *SBEP – Support to basic education project “teacher training component” : Generic teacher competencies*. Retrieved from http://otmg.meb.gov.tr/belgeler/ogretmen_yeterlikleri_

kitabi/%C3%96%C4%9Fretmen_Yeterlikleri_Kitab%C4%B1_genel_yeterlikler_par%C3%A7a_2.pdf

MoNE (Ministry of National Education). (2008). *Sınıf öğretmeni alan yeterlikleri*. Retrieved from <http://otmg.meb.gov.tr/belgeler/alanyeterlikler/s%C4%B1n%C4%B1f%20%C3%B6%C4%9Fretmeni%20%C3%B6zel%20alan%20yeterlikleri.pdf>

MoNE (Ministry of National Education). (2012). *12 yıl zorunlu eğitim: Sorular cevaplar*. Retrieved from http://www.meb.gov.tr/duyurular/duyurular2012/12Yil_Soru_Cevaplar.pdf

Morgan, D. (1997). *Focus groups as qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.

Murray, H. G., Rushton, J. P., Paunonen, S. V. (1990). Teacher personality traits and student instructional ratings in six types of university courses. *Journal of Educational Psychology*, 82(2), 250-261.

Nazıf-Toy, S., & Duru, S. (2016). Sınıf öğretmenlerinin öğretmen öz yeterlikleri ile kaynaştırma eğitimine ilişkin yeterlik inançlarının karşılaştırılması [The comparison of self-efficacy and inclusive education beliefs of primary school teachers]. *Ege Eğitim Dergisi*, 17(1), 146-173.

NBPTS (The National Board for Professional Teaching Standards). (2016). National Board standards. Retrieved from www.nbpts.org/national-board-standards

NCATE (National Council for Accreditation of Teacher Education). (2006). *What makes a teacher effective*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=JFRrmWqa1jU%3d&tabid=361>

NCTQ (National Council on Teacher Quality). (2016). Standards & methods. Retrieved from www.nctq.org/teacherPrep/2016/standards/standards.do

Newton, X. A., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010). Value-added modeling of teacher effectiveness: An exploration of stability across models and contexts. *Education Policy Analysis Archives*, 18(23), 1-27.

Nye, B., Konstantopoulos, S., & Hedges, L. (2004) How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26, 237–257.

Ocak, G., & Gündüz, M. (2006). Eğitim fakültesini yeni kazanan öğretmen adaylarının öğretmenlik mesleğine giriş dersini almadan önce ve aldıktan sonra öğretmenlik mesleği hakkındaki metaforlarının karşılaştırılması [The comparison of pre-service teachers' metaphors about the teacher-profession before and after the "Introduction to Teacher-Profession" course]. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 8(2), 293-310.

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24, 117-126.

OECD (Organisation for Economic Co-Operation). (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. Retrieved from <https://www.oecd.org/edu/school/34990905.pdf>

OECD (Organisation for Economic Co-Operation). (2013). The skills needed for the 21st century. In *OECD skills outlook 2013: First results from the survey of adult skills*. Retrieved from <http://www.oecd-ilibrary.org/docserver/download/8713011ec005.pdf?expires=1490731002&id=id&accname=ocid43023559&checksum=CB7CEED6779B3BF4B77B0E2061CE5B9E>

OECD (Organisation for Economic Co-Operation). (2014). *PISA 2012 results in focus: What 15-year-olds know and what they can do with what they know*. Retrieved from <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>

Okçabol, R. (2004, July). *Öğrenci, öğretmen, öğretmen adayı ve öğretim elemanı gözüyle öğretmen yetiştirme*. Paper presented at XIII. National Educational Sciences Congress, İnönü University, Malatya, Turkey.

Ornstein, A. C. (1985). Research on teaching: Issues and trends. *Journal of Teacher Education*, 36(27), 27-31.

Örs, Ç., Erdoğan, H., & Kipici, K. (2013). Eğitim yöneticileri bakış açısıyla 12 yıllık kesintili zorunlu eğitim sistemi: İğdir örneği [The intermittent compulsory

education system for 12 years from the viewpoint of administrators: The case of Iğdır]. *Iğdır University Journal of Social Sciences*, 4, 131-154.

Özabacı, N., & Acat, M. B. (2005). Öğretmen adaylarının kendi özellikleri ile ideal öğretmen özelliklerine dönük algılarının karşılaştırılması [A comparative study of ideal and self characteristics of teacher candidates]. *Kuram ve Uygulamada Eğitim Yönetimi*, 42, 211-236.

Özdemir, S. M. (2008). Sınıf öğretmeni adaylarının öğretim sürecine ilişkin öz-yeterlik inançlarının çeşitli değişkenler açısından incelenmesi [An investigation of prospective primary teachers' self-efficacy beliefs regarding teaching process in terms of certain variables]. *Educational Administration: Theory and Practice*, 54, 277-306.

Özdemir, S. M., Ceylan, M., & Canoğlu, S. N. (2015). Öğretmen adayları öğrendikleri kuramsal bilgileri uygulamaya ne kadar dönüştürebiliyor? [To what extent can pre-service teachers turn theoretical knowledge they have acquired into practice]. *International Online Journal of Educational Sciences*, 7(2), 265-282.

Özden, B., Kılıç, R., & Aksu, D. (2014). Sınıf öğretmenlerinin 12 yıllık (4+4+4) zorunlu eğitime ilişkin görüşleri [The opinions of the classroom teachers towards the 12-year compulsory education (4+4+4) application]. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 7(4), 181-201.

Öztürk, M., & Yıldırım, A. (2014). Perceptions of beginning teachers on pre-service teacher preparation in Turkey [Göreve yeni başlamış öğretmenlerin Türkiye'deki hizmet-öncesi öğretmen yetiştirme hakkındaki görüşleri]. *Journal of Teacher Education and Educators*, 3(2), 149-166.

Paine, L. (2013). Exploring the interaction of global and local in teacher education: Circulating notions of what preparing a good teacher entails. In X. Zhu & K. Zeichner (Eds.), *Preparing teachers for the 21st century* (pp. 119-140). Berlin Heidelberg: Springer.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage Publications, Inc.

- Peker-Ünal, D. (2013). Sınıf öğretmenlerinin 4+4+4 uygulamasına yönelik görüşleri [First degree classroom teachers' opinions about 4+4+4 applications]. *Journal of Research in Education and Teaching*, 2(4), 324-337.
- Polk, J. A. (2006). Traits of effective teachers. *Arts Education Policy Review*, 107(4), 23-29.
- Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S. Valle & S. Hailing (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 41-60). New York, NY: Plenum.
- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Rivers, J. C., & Sanders, W. L. (2002). Teacher quality and equity in educational opportunity: Findings and policy implications. In L. T. Izumi & W. M. Evers (Eds.), *Teacher quality* (pp. 13-24). Stanford, CA: Hoover Institution Press.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *The American Economic Review*, 94(2), 247-252.
- Rosenshine, B. V. (1979). Content, time, and direct instruction. In P. Peterson & H. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications*. Berkeley, CA: McCutchan.
- Rosenshine, B. V., & Furst, N. F. (1973). The use of direct observation to study teaching. In R. M. W. Travers (Ed.), *Second handbook of research on teaching* (pp. 122-183). Chicago: Rand McNally.
- Rushton, S., Morgan, J., Richard, M. (2007). Teacher's Myers-Briggs personality profiles: Identifying effective teacher personality traits. *Teaching and Teacher Education*, 23, 432-441.

- Saban, A. (2003). A Turkish profile of prospective elementary school teachers and their views of teaching. *Teaching and Teacher Education*, 19, 829-846.
- Saban, A. (2004a). Giriş düzeyindeki sınıf öğretmeni adaylarının “öğretmen” kavramına ilişkin ileri sürdükleri metaforlar [Entry level prospective classroom teachers’ metaphors about the concept of “teacher”]. *Türk Eğitim Bilimleri Dergisi*, 2(2), 131-155.
- Saban, A. (2004b). Prospective classroom teachers’ metaphorical images of selves and comparing them to those they have of their elementary and cooperating teachers. *International Journal of Educational Development*, 24, 617-635.
- Saban, A., Koçbeker, B. N., & Saban, A. (2006). An investigation of the concept of teacher among prospective teachers through metaphor analysis. *Educational Sciences: Theory & Practice*, 6(2), 509-522.
- Saban, A., Koçbeker, B. N., & Saban, A. (2007). Prospective teachers’ conceptions of teaching and learning revealed through metaphor analysis. *Learning and Instruction*, 17, 123-139.
- Sabancı, A., & Şahin, A. (2006). Farklı branşlardan atanan ilköğretim okulu sınıf öğretmenlerinin yeterlik düzeyleri [Competencies of non-departmental primary school classroom teachers]. *Educational Administration: Theory and Practice*, 48, 531-556.
- Sadioğlu, Ö., Bilgin, A., Batu, S., & Oksal, A. (2013). Sınıf öğretmenlerinin kaynaştırmaya ilişkin sorunları, beklentileri ve önerileri [Problems, expectations, and suggestions of elementary teachers regarding inclusion]. *Educational Sciences: Theory & Practice*, 13(3), 1760-1765.
- Sağ, R., Savaş, B., & Sezer, R. (2009). Burdur’daki birleştirilmiş sınıf öğretmenlerinin özellikleri, sorunları ve ihtiyaçları [Characteristics, problems and needs of multigrade class teachers in Burdur]. *İnönü University Journal of the Faculty of Education*, 10(1), 37-56.
- Sağ, R., & Sezer, R. (2012). Birleştirilmiş sınıf öğretmenlerinin mesleki eğitim ihtiyaçları [Analysis of the professional needs of the teachers of multigrade classes]. *Elementary Education Online*, 11(2), 491-503.

Saraç, T., & Çolak, A. (2012). Kaynaştırma uygulamaları sürecinde ilköğretim sınıf öğretmenlerinin karşılaştıkları sorunlara ilişkin görüş ve önerileri [Elementary school teachers' views and suggestions regarding the problems encountered in the process of inclusive applications]. *Mersin University Journal of the Faculty of Education*, 8(1), 13-28.

Sarı, M. H., & Altun, Y. (2015). Göreve yeni başlayan sınıf öğretmenlerinin karşılaştıkları sorunlar [Problems faced by beginning primary education teachers]. *Hacettepe University Journal of Education*, 30(1), 213-226.

Sass, T. R. (2008). *The stability of value-added measures of teacher quality and implications for teacher compensation policy*. Retrieved from <http://files.eric.ed.gov/fulltext/ED508273.pdf>

Schleicher, A. (2012). *Preparing teachers and developing school leaders for the 21st century: Lessons from around the world*. Retrieved from <https://www.oecd.org/site/eduistp2012/49850576.pdf>

Seidman, I. E. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.

Seidel, T., & Shavelson, R. J. (2007). Teaching effectiveness research in the past decade: The role of theory and research design in disentangling meta-analysis results. *Review of Educational Research*, 77(4), 454-499.

Senemoğlu, N. (2011). How effective are initial primary teacher education curricula in Turkey?: Student teachers, faculty, and teachers let us know [Türkiye’de hizmet öncesi sınıf öğretmeni yetiştirme programları ne düzeyde etkilidir?: Öğretmen adayı öğrenciler, öğretim elemanları ve öğretmenler bizi bu konuda bilgilendiriyor]. *International Journal of Curriculum and Instructional Studies*, 1(1), 35-47.

Serin, M. K., & Korkmaz, İ. (2014). Sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçlarının analizi [Analysis of classroom teachers' in-service training needs]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 15(1), 155-169.

- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-21.
- Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, 36(2), 257-271.
- Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Strong, M. (2011). *The highly qualified teacher. What is teacher quality and how do we measure it?* New York, NY: Teacher College Press.
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good?: A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355.
- Summak, M. S., Gören-Summak, A. E., & Gelebek, M. S. (2011). Birleştirilmiş sınıflarda karşılaşılan sorunlar ve öğretmenlerin bakış açısından olası çözüm önerileri (Kilis ili örneği) [Problems encountered in multi-grade classes and teachers' suggestions for possible solutions (A case study in Kilis province)]. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 10(3), 1221-1238.
- Süral, S. (2015). Sınıf öğretmenliği öğretmen adaylarının öğretmen yetiştirme programındaki derslerin gerekliliği ve işe vurukluk düzeyleri hakkındaki görüşleri [The opinions of primary candidate teachers requirements and job-utility of the courses offered in elementary teacher education programs]. *Trakya University Journal of Education*, 5(1), 34-43.
- Şahin, A. (2011). Öğretmen algılarına göre etkili öğretmen davranışları [Effective teacher's attitudes according to teacher's perceptions]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 12(1), 239-259.

- Şahin, A. E. (2003). Birleştirilmiş sınıflar uygulamasına ilişkin öğretmen görüşleri [Teachers' views of combination classes]. *Hacettepe University Journal of Education*, 25, 166-175.
- Şahin, Ç., & Kartal, O. Y. (2013). Sınıf öğretmeni adaylarının sınıf öğretmeni yetiştirme programı hakkındaki görüşleri [The views of primary school education teacher candidates on primary school teacher education program]. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 6(1), 164-190.
- Şahin-Taşkın, Ç., & Hacıömeroğlu, G. (2010). Meslek bilgisi derslerinin öğretmen adaylarının profesyonel gelişimindeki önemi [Importance of pedagogy courses on preservice teachers' professional development]. *Pamukkale University Journal of Education*, 11(28), 165-174.
- Şahin, Ü. (2013). *Sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçlarının belirlenmesi ve bir model önerisi [Determining the inservice training needs of the classroom teachers and a suggestion of a model]* (Unpublished doctoral dissertation). Adnan Menderes University, Aydın, Turkey.
- Şimşek, H., & Yıldırım, A. (2001). The reform of pre-service teacher education in Turkey. In R. G. Sultana (Ed.), *Challenge and change in the Euro-Mediterranean region: Case studies in educational innovation* (pp. 411-430). New York, NY: Peter Lang.
- Şişman, M. (2009). Öğretmen yeterlilikleri: Modern bir söylem ve retorik [Teacher's competencies: A modern discourse and the rhetoric]. *Inonu University Journal of the Faculty of Education*, 10(3), 63-82.
- Taçman, M. (2009). *Sınıf öğretmenliği lisans programlarının öğretim becerilerini kazandırma yönünden değerlendirilmesi (Kuzey Kıbrıs Türk Cumhuriyeti örneği) [Evaluation of classroom teaching curriculum related to the attainment of teaching skills: Sample of Turkish Republic of Northern Cyprus]* (Unpublished doctoral dissertation). Ankara University, Ankara, Turkey.
- Taneri, P. O., & Ok, A. (2014). Alandan ve alan dışından öğretmenlik sertifikası ile atanan yeni sınıf öğretmenlerinin sorunları. *Eğitim ve Bilim*, 39(173), 418-429.

Taşkaya, S. M. (2012). Nitelikli bir öğretmende bulunması gereken özelliklerin öğretmen adaylarının görüşlerine göre incelenmesi [The analysis of the characteristics of a qualified teacher according to the opinions of prospective teachers]. *Sosyal Bilimler Enstitüsü Dergisi*, 33, 283-298.

TED (Türk Eğitim Derneği). (2009). *Öğretmen yeterlikleri*. Retrieved from http://portal.ted.org.tr/yayinlar/Ogretmen_Yeterlik_Kitap.pdf

Tekbıyık, A., & Pırasa, N. (2009). Sınıf öğretmeni adaylarının fen öğretimi yeterliklerinin belirlenmesi: Rize Üniversitesi örneği [Determination of pre-service primary teachers' efficacies toward science teaching course: A case of Rize University]. *Millî Eğitim*, 183, 202-218.

Toker-Gökçe, A. (2013). Sınıf öğretmenlerinin adaylık dönemlerinde yaşadıkları mesleki sorunlar [Classroom teachers' professional problems in their induction period]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 21, 137-156.

Topal, T., Aksu, H. H., & Karadeniz, M. (2011, October). *Sınıf öğretmenliği lisans programının içerik yönünden öğretmen adaylarının görüşlerine göre değerlendirilmesi*. Paper presented at the 1. International Congress on Curriculum and Instruction, Anadolu University, Eskişehir, Turkey.

Turan, S. (2000). John Dewey's report of 1924 and his recommendations on the Turkish educational system revisited. *History of education*, 29(6), 543-555.

Turgut, S. (2012). *İlköğretim sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçlarının saptanması [Determination of primary school teacher's in-service training needs]* (Unpublished master's thesis). Mehmet Akif Ersoy University, Burdur, Turkey.

Türkmen, L. (2007). The history of development of Turkish elementary teacher education and the place of science courses in the curriculum. *Euroasia Journal of Mathematics, Science & Technology Education*, 3(4), 327-341.

Türkoğlu, S. (2004). *Çukurova ve Mersin Üniversitesi sınıf öğretmenliği programlarının değerlendirilmesi [Çukurova University and Mersin*

University the evaluation of programme primary teaching] (Unpublished master's thesis). Çukurova University, Adana, Turkey.

Ubuz, B., & Sarı, S. (2009). Sınıf öğretmeni adaylarının iyi öğretmen olma ile ilgili görüşleri [Primary teacher candidates' views on good teacher]. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 28, 53-61.

U.S. DoE (U.S. Department of Education). (2010). Overview and mission statement. Retrieved from <https://www2.ed.gov/about/landing.jhtml>

Üstüner, M. (2004). Geçmişten günümüze Türk eğitim sisteminde öğretmen yetiştirme ve günümüz sorunları. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 5(7), 63-82.

Valcke, M. (2013). "Evidence-based teaching, evidence-based teacher education": (Quality of teachers and quality of teacher education). In X. Zhu & K. Zeichner (Eds.), *Preparing teachers for the 21st century* (pp. 21-38). Berlin Heidelberg: Springer.

Vocational Qualifications Authority. (2015). *Turkish qualifications framework*. Retrieved from <http://myk.gov.tr/TRR/File6.pdf>

Vural, L. (2006). Sınıf öğretmenliği programına kayıtlı öğrencilerin lisans programına ilişkin görüşlerinin incelenmesi [The study of the considerations of primary education department students about the bachelor's degree of the program]. *Trakya University Journal of Education*, 8(1), 123-132.

Vural, L. (2007). Trakya Üniversitesi eğitim fakültesi sınıf öğretmenliği mezunu öğretmenlerin program değerlendirmesi [The assessment of curriculum by the teachers graduated from the department of elementary education of Trakya University]. *Trakya University Journal of Education*, 9(1), 80-96.

Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89-122.

- Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into discussions of teacher quality*. Retrieved from <http://files.eric.ed.gov/fulltext/ED447128.pdf>
- Winters, M. A., & Cowen, J. M. (2013). Who would stay, who would be dismissed? An empirical consideration of value-added teacher retention policies. *Educational Researcher*, 42, 330-337.
- Yavuzer, Y., Dikici, A., Çalışkan, M., & Aytekin, H. (2006). Sınıf öğretmenliği mezunlarının öğretmen yetiştirme programından yararlanma düzeylerine ilişkin görüşleri (Niğde Üniversitesi örneği). *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 2(32), 35-41.
- Yıldırım, A. (2011). Öğretmen eğitiminde çatışma alanları ve yeniden yapılanma [Competing agendas and reform in teacher education]. *International Journal of Curriculum and Instructional Studies*, 1(1), 1-17.
- Yıldırım, A. (2013). Türkiye’de öğretmen eğitimi araştırmaları: Yönelimler, sorunlar ve öncelikli alanlar [Teacher education research in Turkey: Trends, issues and priority areas]. *Education and Science*, 38(169), 175-191.
- Yıldırım, A., & Ok, A. (2002). Alternative teacher certification in Turkey: Problems and issues. In R. G. Sultana (Ed.), *Challenge and change in the Euro-Mediterranean region: Case studies in educational innovation*. New York, NY: Peter Lang.
- Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yıldız, M., & Köksal, K. (2009). Birleştirilmiş sınıf uygulamasına ilişkin öğretmen görüşlerinin değerlendirilmesi [An assessment of teachers’ views about multigrade classes implementation]. *Kastamonu Eğitim Dergisi*, 17(1), 1-14.
- Yılmaz, N., Taşçı, G., Fidan, M., & Nurlu, Ö. (2014). 4+4+4 sistem değişikliğinin ilk yılında ilkökul birinci sınıflardaki durum: Sorunlar ve ihtiyaçlar (Erzincan örneği) [The situation of first grade students and teachers in the first year of 4+4+4 system changes: Problems and needs (Erzincan sampling)]. *Journal of Educational Sciences Research*, 4(Special Edition 1), 133-148.

Zeichner, K. (2013). Two visions of teaching and teacher education for the twenty-first century. In X. Zhu & K. Zeichner (Eds.), *Preparing teachers for the 21st century* (pp. 3-20). Berlin Heidelberg: Springer.

Zelyurt, H., & Özel, E. (2015). İlkokul birinci sınıfı okutan sınıf öğretmenlerinin eğitimde 4+4+4 düzenlemesine ilişkin görüşleri [The views of the first grade teachers on 4+4+4 educational regulation]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 16(3), 1-18.

Zhu, X., & Zeichner, K. (2013). *Preparing teachers for the 21st century*. Berlin Heidelberg: Springer.



APPENDICES

A. Approval of Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



DÜMLÜPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816/189 - 354

11.04.2014

Gönderilen : Doç. Dr. Ahmet Ok
Eğitim Programları ve Öğretim

Gönderen : Prof. Dr. Canan Özgen
IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Programları ve Öğretim Bölümü öğrencisi Sibel Akın'ın "21. Yüzyıl Sınıf Öğretmenleri İçin Temel Yeterliklerin Belirlenmesi ve Öğretmen Yetiştirme Programının Bu Yeterlikleri Geliştirme Açısından Etkilliliği" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

11/04/2014

Prof. Dr. Canan Özgen
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

C. Interview Schedule for Pre-Service Teachers (The First Step of the Study)

Aday Sınıf Öğretmeni Görüşme Formu

Görüşülen Kişi (takma isim):

Tarih:

Saat (Başlangıç ve Bitiş):

Değerli Öğretmen Adayı,

Ben Sibel Akın. ODTÜ Eğitim Bilimleri Bölümünde doktora öğrencisi ve araştırma görevlisiyim. Doktora tezimde 21. yüzyıl sınıf öğretmenleri için temel nitelikleri ve öğretmen yetiştirme programının bu nitelikleri geliştirme açısından etkililiğini araştırmaktayım. Bu kapsamda öncelikle 21. yüzyıl sınıf öğretmenleri için temel niteliklerin belirlenmesi amacı ile sınıf öğretmenleri, sınıf öğretmeni adayları, öğretmen eğitimcileri ve Millî Eğitim Bakanlığı yetkilileri ile görüşmeler yapmaktayım. Bu görüşmede, soracağım sorularla bu konuda sizin görüşlerinizi almak istiyorum. Sınıf öğretmenliği alanında dördüncü sınıf öğrencisi olan bir aday sınıf öğretmeni olarak sizin görüşleriniz bu çalışma için büyük bir önem taşımaktadır.

Bu görüşme sırasında paylaşacağımız tüm bilgiler yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır. Görüşme soruları kişisel rahatsızlık verecek soruları içermemektedir. Ancak görüşme sırasında sorulardan ya da başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Eğer kabul ederseniz herhangi bir noktayı kaçırmamak için görüşmeyi kaydetmek istiyorum. Görüşme yaklaşık 25 - 35 dakika sürecektir.

Görüşmeye başlamadan önce araştırma hakkında sormak istediğiniz bir soru veya sorular varsa memnuniyetle cevap verebilirim. Vakit ayırarak görüşlerinizi paylaştığınız ve katkılarınız için şimdiden çok teşekkür ederim.

Arş. Gör. Sibel Akın
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
İletişim: siakin@metu.edu.tr

Aday Sınıf Öğretmeni Görüşme Soruları

1. Cinsiyet:
2. Kaç yaşındasınız?
3. Hangi üniversitede sınıf öğretmenliği eğitimi alıyorsunuz?
 - 3.1. Eğitim aldığınız program türü nedir (birinci öğretim/ikinci öğretim)?
4. Üniversitede aldığınız sınıf öğretmenliği eğitiminiz süresince şimdiye kadar staj (okul deneyimi ve öğretmenlik uygulaması) yaptınız mı?
 - 4.1. Kısaca okul deneyimi stajınızdan bahseder misiniz?
 - 4.1.1. Okul deneyimi stajınızı nerede yaptınız?
 - 4.1.2. Şimdiye kadar kaç saat okul deneyimi stajı yaptınız?
 - 4.1.3. Okul deneyimi stajınızda hangi derslere girdiniz? Neler yaptınız?
 - 4.2. Kısaca öğretmenlik uygulaması I ve II stajınızdan bahseder misiniz?
 - 4.2.1. Öğretmenlik uygulaması I ve II stajlarınızı nerede yaptınız/yapıyorsunuz? (köy okulu veya merkez okul)
 - 4.2.2. Şimdiye kadar kaç saat öğretmenlik uygulaması I ve II stajı yaptınız?
 - 4.2.3. Öğretmenlik uygulaması I ve II stajlarınızda hangi derslere girdiniz? Neler yaptınız/yapıyorsunuz?
 - 4.2.4. Öğretmenlik uygulaması I ve/veya II stajlarınız süresince kendi başınıza veya sınıf öğretmeni rehberliğinde ders verdiniz mi?
 - 4.2.4.1. Evet ise; hangi derste, hangi sınıf düzeyinde ve kaç saat ders verdiniz?
 - 4.2.4.2. Evet ise; köy okullarında tek sınıflı veya birleştirilmiş sınıflarda ders verdiniz mi?
 - 4.2.4.3. Hayır ise; neden öğretmenlik deneyiminiz olmadı?
 - 4.3. Stajlarınız sırasında gözlemlediğiniz sınıf öğretmenleri ile ilgili deneyimleriniz nelerdir?
 - 4.3.1. Gözlemlediğiniz sınıf öğretmenlerinin model aldığınız güçlü yönleri nelerdir?
 - 4.3.2. Gözlemlediğiniz sınıf öğretmenlerinin zayıf yönleri nelerdir?

5. Aday bir sınıf öğretmeni olarak alanınızdaki güncel gelişmeleri nasıl takip ediyorsunuz?
 - 5.1. Katıldığınız eğitsel ve sosyal faaliyetler nelerdir? (seminer, tiyatro vb.)
 - 5.2. Takip ettiğiniz bilimsel dergiler, çocuk dergileri hangileridir?
 - 5.3. Üyesi olduğunuz eğitsel, sosyal veya bilimsel kuruluşlar hangileridir?
6. Genel anlamda sınıf öğretmenlerimizi yeterli buluyor musunuz?
7. Sizce nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 7.1. Sizce özellikle de bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 7.2. Sizce bu nitelik ve özelliklerden en önemlileri hangileridir? Neden?
 - 7.3. Sizce bunların dışında nitelikli bir sınıf öğretmeninde farklı sınıf düzeylerinden (1, 2, 3, 4. sınıf) herhangi biri için özellikle bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 7.4. Sizce farklı ortamlarda öğretmenlik yapabilmesi için nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden? (köy okulu, birleştirilmiş sınıf vb.)
8. Sizce nitelikli bir sınıf öğretmeninde özellikle de günümüzde / 21. yüzyılda bulunması gereken nitelikler ve özellikler nelerdir? Neden?
9. Eğitim fakültesinden mezun olup sınıf öğretmeni olarak mesleğinize ilk adımınızı attığınızda, en çok hangi nitelikler ve özellikler açısından başarılı olacağınızı düşünüyorsunuz? Neden?
10. Eğitim fakültesinden mezun olup sınıf öğretmeni olarak mesleğinize ilk adımınızı attığınızda en çok hangi nitelikler ve özellikler açısından kendinizi geliştirmeye ihtiyaç duyacağınızı düşünüyorsunuz? Neden?
11. Bunların dışında neler eklemek istersiniz?

D. Interview Schedule for In-Service Teachers (The First Step of the Study)

Sınıf Öğretmeni Görüşme Formu

Görüşülen Kişi (takma isim): Tarih: Saat (Başlangıç ve Bitiş):

Okul:

Değerli Öğretmenim,
Ben Sibel Akın. ODTÜ Eğitim Bilimleri Bölümünde doktora öğrencisi ve araştırma görevlisiyim. Doktora tezimde 21. yüzyıl sınıf öğretmenleri için temel nitelikleri ve öğretmen yetiştirme programının bu nitelikleri geliştirme açısından etkililiğini araştırmaktayım. Bu kapsamda öncelikle 21. yüzyıl sınıf öğretmenleri için temel niteliklerin belirlenmesi amacı ile sınıf öğretmenleri, sınıf öğretmeni adayları, öğretmen eğitimcileri ve Millî Eğitim Bakanlığı yetkilileri ile görüşmeler yapmaktayım. Bu görüşmede, soracağım sorularla bu konuda sizin görüşlerinizi almak istiyorum. Alanda çalışan bir sınıf öğretmeni olarak sizin görüşleriniz bu çalışma için büyük bir önem taşımaktadır.

Bu görüşme sırasında paylaşacağınız tüm bilgiler yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır. Görüşme soruları kişisel rahatsızlık verecek soruları içermemektedir. Ancak görüşme sırasında sorulardan ya da başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Eğer kabul ederseniz herhangi bir noktayı kaçırmamak için görüşmeyi kaydetmek istiyorum. Görüşme yaklaşık 25 - 35 dakika sürecektir.

Görüşmeye başlamadan önce araştırma hakkında sormak istediğiniz bir soru veya sorular varsa memnuniyetle cevap verebilirim. Vakit ayırarak görüşlerinizi paylaştığınız ve katkılarınız için şimdiden çok teşekkür ederim.

Arş. Gör. Sibel Akın
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
İletişim: siakin@metu.edu.tr

Sınıf Öğretmeni Görüşme Soruları

1. Cinsiyet:
2. Kaç yaşındasınız?
3. Kısaca eğitim geçmişinizden bahseder misiniz?
 - 3.1. Hangi üniversiteden kaç yılında mezun oldunuz?
 - 3.2. Lisans derecenizi hangi fakülteden ve hangi bölümden aldınız?
 - 3.3. En son aldığınız eğitim dereceniz nedir?
4. Kısaca sınıf öğretmenliği deneyiminizden bahseder misiniz?
 - 4.1. Kaç yıllık öğretmenlik deneyimine sahipsiniz?
 - 4.2. Daha önce özel okulda çalıştınız mı?
 - 4.2.1. Evet ise; kaç yıl çalıştınız?
 - 4.3. Kaç yıldır devlet okullarında öğretmen olarak çalışıyorsunuz?
 - 4.3.1. Daha önce ücretli öğretmen olarak çalıştınız mı?
 - 4.3.1.1. Evet ise; kaç yıl çalıştınız?
 - 4.3.2. Daha önce köyde öğretmen olarak çalıştınız mı?
 - 4.3.2.1. Evet ise; kaç yıl çalıştınız?
 - 4.3.3. Daha önce birleştirilmiş sınıflarda öğretmen olarak çalıştınız mı?
 - 4.3.3.1. Evet ise; kaç yıl çalıştınız?
 - 4.4. Görev yapmakta olduğunuz bu okulda kaç yıldır çalışıyorsunuz?
 - 4.4.1. Okulunuzun bulunduğu bölgenin konumu nedir? (merkez, ilçe, köy)
 - 4.5. Bu yıl kaçınıcı sınıf öğretmenisiniz?
 - 4.5.1. Okuttuğunuz bu sınıfın kaç yıldır öğretmenisiniz?
 - 4.5.2. Bu sınıf düzeyinde kaçınıcı kez eğitim veriyorsunuz?
 - 4.6. Daha önce hangi sınıf düzeylerini okuttunuz?
 - 4.7. Bir sınıf öğretmeni olarak alanınızdaki güncel gelişmeleri nasıl takip ediyorsunuz?
 - 4.7.1. Katıldığınız hizmet içi eğitimler ve/veya MEB'in eğitimleri dışındaki farklı eğitimler/kurslar nelerdir?
 - 4.7.2. Katıldığınız eğitsel ve sosyal faaliyetler nelerdir? (seminer, tiyatro vb.)
 - 4.7.3. Takip ettiğiniz bilimsel dergiler, çocuk dergileri hangileridir?
 - 4.7.4. Üyesi olduğunuz eğitsel, sosyal veya bilimsel kuruluşlar hangileridir?

5. Genel anlamda sınıf öğretmenlerimizi yeterli buluyor musunuz?
6. Sizce nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 6.1. Sizce özellikle de bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 6.2. Sizce bu nitelik ve özelliklerden en önemlileri hangileridir? Neden?
 - 6.3. Sizce bunların dışında nitelikli bir (1., 2., 3., 4.) sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 6.4. Sizce farklı ortamlarda öğretmenlik yapabilmesi için nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden? (köy okulu, birleştirilmiş sınıf vb.)
7. Sizce nitelikli bir sınıf öğretmeninde özellikle de günümüzde / 21. yüzyılda bulunması gereken nitelikler ve özellikler nelerdir? Neden?
8. Bir sınıf öğretmeni olarak günümüzde / 21. yüzyılda kendinizi başarılı bulduğunuz nitelikler ve özellikler nelerdir?
9. Bir sınıf öğretmeni olarak günümüzde / 21. yüzyılda kendinizde geliştirmeye ihtiyaç duyduğunuz nitelikler ve özellikler nelerdir? Neden?
10. Bunların dışında neler eklemek istersiniz?

E. Interview Schedule for Teacher Educators (The First Step of the Study)

Öğretmen Eğitimcisi Görüşme Formu

Görüşülen Kişi (takma isim): Tarih: Saat (Başlangıç ve Bitiş):

Değerli Hocam,

Ben Sibel Akın. ODTÜ Eğitim Bilimleri Bölümünde doktora öğrencisi ve araştırma görevlisiyim. Doktora tezimde 21. yüzyıl sınıf öğretmenleri için temel nitelikleri ve öğretmen yetiştirme programının bu nitelikleri geliştirme açısından etkililiğini araştırmaktayım. Bu kapsamda öncelikle 21. yüzyıl sınıf öğretmenleri için temel niteliklerin belirlenmesi amacı ile sınıf öğretmenleri, sınıf öğretmeni adayları, öğretmen eğitimcileri ve Millî Eğitim Bakanlığı yetkilileri ile görüşmeler yapmaktayım. Bu görüşmede, soracağım sorularla bu konuda sizin görüşlerinizi almak istiyorum. Sınıf öğretmenliği alanından mezun olacak öğretmen adaylarını yetiştiren bir öğretmen eğitimcisi olarak sizin görüşleriniz bu çalışma için büyük bir önem taşımaktadır.

Bu görüşme sırasında paylaşacağınız tüm bilgiler yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır. Görüşme soruları kişisel rahatsızlık verecek soruları içermemektedir. Ancak görüşme sırasında sorulardan ya da başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Eğer kabul ederseniz herhangi bir noktayı kaçırmamak için görüşmeyi kaydetmek istiyorum. Görüşme yaklaşık 25 - 35 dakika sürecektir.

Görüşmeye başlamadan önce araştırma hakkında sormak istediğiniz bir soru veya sorular varsa memnuniyetle cevap verebilirim. Vakit ayırarak görüşlerinizi paylaştığınız ve katkılarınız için şimdiden çok teşekkür ederim.

Arş. Gör. Sibel Akın
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
İletişim: siakin@metu.edu.tr

Öğretmen Eğitimcisi Görüşme Soruları

1. Cinsiyet:
2. Kaç yaşındasınız?
3. Kısaca öğretmen eğitimciliği geçmişinizden bahsedebilir misiniz?
 - 3.1. Lisans derecenizi hangi fakülteden ve hangi bölümden aldınız?
 - 3.2. Lisans eğitiminizi bitirdikten sonra öğretmenlik tecrübeniz oldu mu?
 - 3.2.1. Evet ise; kaç yıl ve hangi alanda öğretmen olarak çalıştınız?
 - 3.3. Yüksek lisans ve doktora derecelerinizi hangi enstitüden ve hangi bölümden aldınız?
 - 3.4. Akademik unvanınız nedir?
 - 3.5. Hangi üniversitede ve hangi bölümde görev yapıyorsunuz?
 - 3.6. Kaç yıldır bu üniversitede görev yapıyorsunuz?
 - 3.7. Kaç yıldır bu bölümde görev yapıyorsunuz (farklı üniversiteler dâhil)?
 - 3.8. Kaç yıldır bu üniversitede şu anki bölümünüzde görev yapıyorsunuz?
 - 3.9. Kaç yıldır sınıf öğretmenliği programına aktif olarak ders veriyorsunuz?
 - 3.10. Sınıf öğretmenliği programına aktif olarak şimdiye kadar hangi dersleri verdiniz?
 - 3.11. Sınıf öğretmenliği programına aktif olarak son yıllarda hangi dersleri veriyorsunuz?
4. Genel anlamda sınıf öğretmeni adaylarını ve sınıf öğretmenlerimizi yeterli buluyor musunuz?
5. Sizce nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 5.1. Sizce özellikle de bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 5.2. Sizce bu nitelik ve özelliklerden en önemlileri hangileridir? Neden?
 - 5.3. Sizce bunların dışında nitelikli bir sınıf öğretmeninde 1., 2., 3. veya 4. sınıf düzeylerinden özellikle herhangi biri için bulunması gereken nitelikler ve özellikler nelerdir? Neden?

- 5.4. Sizce farklı ortamlarda öğretmenlik yapabilmesi için nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden? (köy okulu, birleştirilmiş sınıf vb.)
- 5.5. Sizce bir sınıf öğretmeninde özellikle de sınıf öğretmeni adaylarına verdiğiniz derste/derslerde kazandırılması beklenen nitelikler ve özellikler nelerdir? Neden?
6. Sizce nitelikli bir sınıf öğretmeninde özellikle de günümüzde / 21. yüzyılda bulunması gereken nitelikler ve özellikler nelerdir? Neden?
7. Bunların dışında neler eklemek istersiniz?



F. Interview Schedule for Authorities from The MoNE and the CHE

(The First Step of the Study)

Millî Eğitim Bakanlığı ve Yükseköğretim Kurulu Yetkilileri Görüşme Formu

Görüşülen Kişi (takma isim): Tarih: Saat (Başlangıç ve Bitiş):

Değerli Katılımcı,

Ben Sibel Akın. ODTÜ Eğitim Bilimleri Bölümünde doktora öğrencisi ve araştırma görevlisiyim. Doktora tezimde 21. yüzyıl sınıf öğretmenleri için temel nitelikleri ve öğretmen yetiştirme programının bu nitelikleri geliştirme açısından etkililiğini araştırmaktayım. Bu kapsamda öncelikle 21. yüzyıl sınıf öğretmenleri için temel niteliklerin belirlenmesi amacı ile sınıf öğretmenleri, sınıf öğretmeni adayları, öğretmen eğitimcileri ve Millî Eğitim Bakanlığı / Yükseköğretim Kurulu yetkilileri ile görüşmeler yapmaktayım. Bu görüşmede, soracağım sorularla bu konuda sizin görüşlerinizi almak istiyorum. Millî Eğitim Bakanlığına bağlı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü / Yükseköğretim Kuruluna Bağlı AB ve Uluslararası İlişkiler Birimi bünyesindeki yetkililerden birisi olarak sizin görüşleriniz bu çalışma için büyük bir önem taşımaktadır.

Bu görüşme sırasında paylaşacağınız tüm bilgiler yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır. Görüşme soruları kişisel rahatsızlık verecek soruları içermemektedir. Ancak görüşme sırasında sorulardan ya da başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Eğer kabul ederseniz herhangi bir noktayı kaçırmamak için görüşmeyi kaydetmek istiyorum. Görüşme yaklaşık 25 - 35 dakika sürecektir.

Görüşmeye başlamadan önce araştırma hakkında sormak istediğiniz bir soru veya sorular varsa memnuniyetle cevap verebilirim. Vakit ayırarak görüşlerinizi paylaştığınız ve katkılarınız için şimdiden çok teşekkür ederim.

Arş. Gör. Sibel Akın
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
İletişim: siakin@metu.edu.tr

Millî Eğitim Bakanlığı ve Yükseköğretim Kurulu Yetkilileri Görüşme Soruları

1. Cinsiyet:
2. Kaç yaşındasınız?
3. Kısaca eğitim geçmişinizden bahsedebilir misiniz?
 - 3.1. Lisans derecenizi hangi fakülteden ve hangi bölümden aldınız?
 - 3.2. Lisans eğitiminizi bitirdikten sonra öğretmenlik tecrübeniz oldu mu?
 - 3.2.1. Evet ise; kaç yıl ve hangi alanda öğretmen olarak çalıştınız?
 - 3.3. En son aldığınız eğitim dereceniz nedir?
 - 3.3.1. Mevcut ise; yüksek lisans ve doktora derecelerinizi hangi fakülteden ve hangi bölümden aldınız?
 - 3.3.2. Mevcut ise; akademik unvanınız nedir?
4. Kısaca Millî Eğitim Bakanlığındaki / Yüksek Öğretim Kurulundaki meslekî geçmişinizden bahsedebilir misiniz?
 - 4.1. Kurumunuzda şimdiye kadar hangi birimlerde, kaç yıl süre ile ve hangi pozisyonlarda görev yaptınız?
 - 4.2. Kurumunuzda şu anda görev yaptığınız birimin temel amaçları ve gerçekleştirdiği çalışmalar nelerdir?
 - 4.3. Kurumunuzda şu anda görev yaptığınız birimde sizin göreviniz ne tür çalışmaları içermektedir?
 - 4.4. Kurumunuzda şimdiye kadar öğretmen nitelikleri ile ilgili ne tür çalışmalar yaptınız?
5. Genel anlamda öğretmenlerimizi yeterli buluyor musunuz?
6. Sizce nitelikli bir öğretmende bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 6.1. Sizce özellikle de bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden?
 - 6.2. Sizce bu nitelikler ve özelliklerden en önemlileri hangileridir? Neden?
 - 6.3. Sizce farklı ortamlarda öğretmenlik yapabilmesi için nitelikli bir sınıf öğretmeninde bulunması gereken nitelikler ve özellikler nelerdir? Neden? (köy okulu, birleştirilmiş sınıf vb.)

7. Sizce nitelikli bir sınıf öğretmeninde özellikle de günümüzde / 21. yüzyılda bulunması gereken nitelikler ve özellikler nelerdir? Neden?
8. Bunların dışında neler eklemek istersiniz?



G. Interview Schedule for In-Service Teachers (The Second Step of the Study)

Sınıf Öğretmeni Görüşme Formu

Görüşülen Kişi (takma isim): Tarih: Saat (Başlangıç ve Bitiş):

Okul:

Değerli Öğretmenim,

Ben Sibel Akın. ODTÜ Eğitim Bilimleri Bölümünde doktora öğrencisi ve araştırma görevlisiyim. Doktora tezimde 21. yüzyıl sınıf öğretmenleri için temel nitelikleri ve öğretmen yetiştirme programının bu nitelikleri geliştirme açısından etkililiğini araştırmaktayım. Bu kapsamda birinci aşamada 21. yüzyıl sınıf öğretmenleri için temel niteliklerin belirlenmesi amacı ile sizinle ve birçok farklı katılımcıyla görüşmeler yaptım. İkinci aşama olan bu görüşmede ise, soracağım sorularla mezun olduğunuz sınıf öğretmeni yetiştirme programının öne çıkan bu temel nitelikleri ne ölçüde geliştirdiği konusunda sizin görüşlerinizi almak istiyorum. Alanda çalışan bir sınıf öğretmeni olarak sizin görüşleriniz bu çalışma için büyük bir önem taşımaktadır.

Bu görüşme sırasında paylaşacağınız tüm bilgiler yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır. Görüşme soruları kişisel rahatsızlık verecek soruları içermemektedir. Ancak görüşme sırasında sorulardan ya da başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Eğer kabul ederseniz herhangi bir noktayı kaçırmamak için görüşmeyi kaydetmek istiyorum. Görüşme yaklaşık 45 dakika sürecektir.

Görüşmeye başlamadan önce araştırma hakkında sormak istediğiniz bir soru veya sorular varsa memnuniyetle cevap verebilirim. Vakit ayırarak görüşlerinizi paylaştığınız ve katkılarınız için şimdiden çok teşekkür ederim.

Arş. Gör. Sibel Akın
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim
İletişim: siakin@metu.edu.tr

Sınıf Öğretmeni Görüşme Soruları

1. Cinsiyet:
2. Kaç yaşındasınız?
3. Kısaca eğitim geçmişinizden bahsedebilir misiniz?
 - 3.1. Hangi üniversiteden kaç yılında mezun oldunuz?
 - 3.3.1. Mezun olduğunuz program türü nedir (birinci öğretim/ikinci öğretim)?
 - 3.2. Mezun olduğunuzda genel not ortalamanız kaçtı?
 - 3.3. Sınıf öğretmenliği programını isteyerek mi seçtiniz?
 - 3.3.1. Seçiminizde en çok hangi faktörler etkili oldu?
 - 3.3.2. Mezun olduğunuz lise türü nedir?
 - 3.4. En son aldığınız/devam etmekte olduğunuz eğitim dereceniz nedir?
 - 3.4.1. Lisansüstü ise; yüksek lisans/doktora eğitiminize hangi alanda devam ettiniz/ediyorsunuz?
4. Kısaca öğretmenlik deneyiminizden bahsedebilir misiniz?
 - 4.1. Kaç yıllık öğretmenlik deneyimine sahipsiniz?
 - 4.2. Mezuniyet sonrasında sınıf öğretmenliğine isteyerek mi başladınız?
 - 4.3. Şu ana kadar özel okulda çalıştınız mı?
 - 4.3.1. Evet ise; kaç yıl çalıştınız?
 - 4.4. Kaç yıldır devlet okullarında öğretmen olarak çalışıyorsunuz?
 - 4.4.1. Şu ana kadar ücretli öğretmen olarak çalıştınız mı?
 - 4.4.1.1. Evet ise; kaç yıl ve nerede çalıştınız?
 - 4.4.2. Şu ana kadar köyde öğretmen olarak çalıştınız mı?
 - 4.4.2.1. Evet ise; kaç yıl ve nerede çalıştınız?
 - 4.4.3. Şu ana kadar müdür yetkili öğretmen olarak çalıştınız mı?
 - 4.4.3.1. Evet ise; kaç yıl ve nerede çalıştınız?
 - 4.4.4. Şu ana kadar birleştirilmiş sınıflarda öğretmen olarak çalıştınız mı?
 - 4.4.4.1. Evet ise; kaç yıl ve nerede çalıştınız?
 - 4.5. Görev yapmakta olduğunuz okul hangi ilde yer alıyor?
 - 4.5.1. Bu okulda kaç yıldır çalışıyorsunuz?
 - 4.5.2. Okulunuzun bulunduğu bölgenin konumu nedir? (merkez, ilçe, köy)
 - 4.6. Bu yıl kaçınıcı sınıf öğretmenisiniz?

- 4.6.1. Okuttuđunuz bu sınıfın ka yıldır đretmenisiniz?
- 4.6.2. Bu sınıf dzeyinde kaıncı kez eđitim veriyorsunuz?
- 4.7. Daha nce hangi sınıf dzeylerini okuttunuz?
- 4.8. Bir sınıf đretmeni olarak alanınızdaki gncel geliřmeleri nasıl takip ediyorsunuz? (hizmet ii eđitimler/farklı kurslar; eđitsel-sosyal faaliyetler; takip ettiđiniz yayınlar; yesi olduđunuz eđitsel, sosyal veya bilimsel kuruluřlar vb.)
5. Mesleđe yeni bařlayan bir sınıf đretmeni olarak mezun olduđunuz sınıf đretmeni yetiřtirme programını kiřisel ve meslek geliřim ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl deđerlendirirsiniz? Neden?
- 5.1. Kiřisel ve meslek geliřim becerisinin geliřtirilmesi konusunda programdan kaynaklanan en byk problemler nelerdir?
- 5.2. Kiřisel ve meslek geliřim becerisinin daha iyi geliřtirilmesi iin programda ne tr dzenlemeler yapılmalıdır?
- 5.2.1. Programın ieriđi/dersler (semeli veya zorunlu dersler, ders sıralaması, sayı, ierik, sre, iřleniř, uygulamalar, lme-deđerlendirme vb.)
- 5.2.2. Ders dıřı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 5.2.3. đretim grevlileri (nitelik, sayı, meslek tutum, rehberlik, iletiřim vb.)
- 5.2.4. Fakltelerin fiziksel ortamı
6. Mesleđe yeni bařlayan bir sınıf đretmeni olarak mezun olduđunuz sınıf đretmeni yetiřtirme programını zerk ve/veya iř birliđi yaparak alıřabilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl deđerlendirirsiniz? Neden?
- 6.1. zerk ve/veya iř birliđi yaparak alıřabilme becerisinin geliřtirilmesi konusunda programdan kaynaklanan en byk problemler nelerdir?
- 6.2. zerk ve/veya iř birliđi yaparak alıřabilme becerisinin daha iyi geliřtirilmesi iin programda ne tr dzenlemeler yapılmalıdır?
- 6.2.1. Programın ieriđi/dersler (semeli veya zorunlu dersler, ders sıralaması, sayı, ierik, sre, iřleniř, uygulamalar, lme-deđerlendirme vb.)
- 6.2.2. Ders dıřı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 6.2.3. đretim grevlileri (nitelik, sayı, meslek tutum, rehberlik, iletiřim vb.)
- 6.2.4. Fakltelerin fiziksel ortamı

7. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını bireysel farklılıklara cevap verebilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
 - 7.1. Bireysel farklılıklara cevap verebilme becerisinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
 - 7.2. Bireysel farklılıklara cevap verebilme becerisinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
 - 7.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
 - 7.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
 - 7.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
 - 7.2.4. Fakültelerin fiziksel ortamı
8. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını okul yönetimi ve resmî işleri yürütebilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
 - 8.1. Okul yönetimi ve resmî işleri yürütebilme becerisinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
 - 8.2. Okul yönetimi ve resmî işleri yürütebilme becerisinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
 - 8.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
 - 8.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
 - 8.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
 - 8.2.4. Fakültelerin fiziksel ortamı
9. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını uygulamakta olduğunuz öğretim programları ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
 - 9.1. Uygulamakta olduğunuz öğretim programları ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?

- 9.2. Uygulamakta olduğunuz öğretim programları ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
- 9.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
- 9.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 9.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
- 9.2.4. Fakültelerin fiziksel ortamı
10. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını bilgi ve iletişim teknolojileri ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 10.1. Bilgi ve iletişim teknolojileri ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
- 10.2. Bilgi ve iletişim teknolojileri ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
- 10.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
- 10.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 10.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
- 10.2.4. Fakültelerin fiziksel ortamı
11. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını kırsal bölgelerde öğretmenlik yapabilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 11.1. Kırsal bölgelerde öğretmenlik yapabilme ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
- 11.2. Kırsal bölgelerde öğretmenlik yapabilme ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?

- 11.2.1. Programın içeriđi/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
 - 11.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
 - 11.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
 - 11.2.4. Fakültelerin fiziksel ortamı
12. Mesleđe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını özel gereksinimli öğrencilere cevap verebilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 12.1. Özel gereksinimli öğrencilere cevap verebilme becerisinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
 - 12.2. Özel gereksinimli öğrencilere cevap verebilme becerisinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
 - 12.2.1. Programın içeriđi/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
 - 12.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
 - 12.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
 - 12.2.4. Fakültelerin fiziksel ortamı
13. Mesleđe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını öğrencilerin eğitimsel ihtiyaçlarına göre öğretim programlarında çeşitlilik yapabilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 13.1. Öğrencilerin eğitimsel ihtiyaçlarına göre öğretim programlarında çeşitlilik yapabilme becerisinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
 - 13.2. Öğrencilerin eğitimsel ihtiyaçlarına göre öğretim programlarında çeşitlilik yapabilme becerisinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?

- 13.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
 - 13.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
 - 13.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
 - 13.2.4. Fakültelerin fiziksel ortamı
14. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını etkili iletişim kurabilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 14.1. Etkili iletişim kurabilme becerisinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
 - 14.2. Etkili iletişim kurabilme becerisinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
 - 14.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
 - 14.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
 - 14.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
 - 14.2.4. Fakültelerin fiziksel ortamı
15. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını yeni durumlara uyum sağlayabilme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 15.1. Yeni durumlara uyum sağlayabilme becerisinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
 - 15.2. Yeni durumlara uyum sağlayabilme becerisinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
 - 15.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)

- 15.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 15.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
- 15.2.4. Fakültelerin fiziksel ortamı
16. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını sanat ve estetik ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 16.1. Sanat ve estetik ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
- 16.2. Sanat ve estetik ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
- 16.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
- 16.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 16.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)
- 16.2.4. Fakültelerin fiziksel ortamı
17. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını ölçme ve değerlendirme ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?
- 17.1. Ölçme ve değerlendirme ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?
- 17.2. Ölçme ve değerlendirme ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?
- 17.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)
- 17.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)
- 17.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)

17.2.4. Fakültelerin fiziksel ortamı

18. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını üst düzey düşünme becerilerini size kazandırması bakımından nasıl değerlendirirsiniz? Neden?

18.1. Üst düze düşünme becerilerinin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?

18.2. Üst düzey düşünme becerilerinin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?

18.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)

18.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)

18.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)

18.2.4. Fakültelerin fiziksel ortamı

19. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını aile katılımı ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?

19.1. Aile katılımı ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?

19.2. Aile katılımı ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?

19.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)

19.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)

19.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)

19.2.4. Fakültelerin fiziksel ortamı

20. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını araştırma yapma ile ilgili bilgi ve becerileri size kazandırması bakımından nasıl değerlendirirsiniz? Neden?

20.1. Araştırma yapma ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?

20.2. Araştırma yapma ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?

20.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)

20.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)

20.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)

20.2.4. Fakültelerin fiziksel ortamı

21. Mesleğe yeni başlayan bir sınıf öğretmeni olarak mezun olduğunuz sınıf öğretmeni yetiştirme programını “aktaran” ve “değiştiren” öğretmen rollerini size kazandırması bakımından nasıl değerlendirirsiniz? Neden?

21.1. “Aktaran” ve “değiştiren” öğretmen rolleri ile ilgili bilgi ve becerilerin geliştirilmesi konusunda programdan kaynaklanan en büyük problemler nelerdir?

21.2. “Aktaran” ve “değiştiren” öğretmen rolleri ile ilgili bilgi ve becerilerin daha iyi geliştirilmesi için programda ne tür düzenlemeler yapılmalıdır?

21.2.1. Programın içeriği/dersler (seçmeli veya zorunlu dersler, ders sıralaması, sayı, içerik, süre, işleniş, uygulamalar, ölçme-değerlendirme vb.)

21.2.2. Ders dışı etkinlikler (sosyal ortamlar, etkinlikler vb.)

21.2.3. Öğretim görevlileri (nitelik, sayı, meslekî tutum, rehberlik, iletişim vb.)

21.2.4. Fakültelerin fiziksel ortamı

22. Bunların dışında neler eklemek istersiniz?

H. The Document Sent before the Interviews (The Second Step of the Study)

Bilgi ve Beceriler

Yapacağımız yüz yüze görüşme sırasında üniversitedeki öğretmen eğitiminizin aşağıdaki bilgi ve becerileri size bir öğretmen olarak ne kadar kazandırdığı ve her bir alan için üniversitedeki öğretmen eğitiminden kaynaklanan problemlerin / sizin bu problemlere önerilerinizin neler olduğu hakkında konuşacağız.

Size görüşme sırasında soracağım bu bilgi ve becerilerin ne anlam ifade ettikleri kısaca aşağıdaki gibidir:

1. Kişisel ve meslekî gelişim ile ilgili bilgi ve beceriler:

Kişisel: herhangi bir hobi geliştirme, en az bir dans türüyle uğraşma, en az bir spor dalıyla ilgilenme, çeşitli sosyal ve kültürel etkinliklere katılma

Meslekî: kuramsal altyapı, kavramları doğru kullanabilme, meslekî kaynakları bilme, yayınları takip edebilme, alandaki güncel gelişmeleri takip edebilme, meslekî üyeliklerde bulunma, eğitsel projeler tasarlama ve yürütebilme, meslekî etik ilkelerini gözetme, meslekî gelişim etkinliklerine katılma, öğretmenlik mesleğine bağlılık duyma

2. Özerk ve iş birliği yaparak çalışabilme ile ilgili bilgi ve beceriler:

Özerk: kendi kendine çalışabilme, bir işi bağımsız yürütebilme, öğrencilerde de bu özelliği geliştirebilme

İş birliği: diğer sınıf öğretmenleriyle, ailelerle, okul yöneticileriyle, rehber öğretmenlerle, okul öncesi öğretmenleriyle, müfettişlerle, özel eğitim öğretmenleriyle, gerekli kurum ve kuruluşlarla, yerel yetkililerle, sivil toplum örgütleriyle, çocuk gelişimi uzmanlarıyla, akademisyenlerle, eğitsel dergilerle iş birliği yaparak çalışabilme, iş birliği yapabilme becerisini öğrencilerde de geliştirebilme

3. Çok kültürlülük ve bireysel farklılıklara cevap verebilme ile ilgili bilgi ve beceriler: öğrencilerin bireysel farklılıklarını tanıma ve bunlara cevap verme, farklı kültürel çevrelerden (dil, gelenek-görenek, müzik vb.) gelen öğrencilerin tümüne cevap verebilme, sınıftaki bütün öğrencilere göre öğrenme ortamını ve öğretim programını uyarlayabilme, öğrencilerin farklılıklarını derslerde kullanabilme

4. Okul yönetimi ve resmî işleri yürütebilme ile ilgili bilgi ve beceriler: okul yönetimi, okulla ilgili yönetsel görevleri bilme (resmî yazışmalar, personel yönetimi, öğrenci kaydı, geçme-kalma düzenlemeleri, e-okul uygulamaları, bütçe yönetimi, öğrencilerin mezuniyeti, toplantı tutanak kaydı, çeşitli kaynaklar vb.), birleştirilmiş sınıfları oluşturabilme, yasal sorumlulukları ve özlük haklarını bilme, okul güvenliği, Türk eğitim sisteminin organizasyon yapısını bilme

5. Öğretim programları ile ilgili bilgi ve beceriler: program okuryazarlığı (felsefe, kazanım, içerik, beceriler, değerler, öğretim yöntemleri, ölçme ve değerlendirme vb. tanıma ve hâkim olma), programları eleştirel bir şekilde değerlendirebilme, 1-4. sınıflar arası bütün öğretim programlarını tanıma, programları önerildiği şekilde uygulayabilme, bütün öğrencilere cevap verebilmek için öğretim programlarında uyarlama yapabilme, programları öğrencilerin ilgi, ihtiyaç ve hazırbulunuşluk düzeylerine göre uyarlayabilme, programları mevcut okul koşullarına göre (kırsal bölgelere, farklı coğrafi bölgelerin özelliklerine, birleştirilmiş sınıflara vb. göre) uyarlayabilme, disiplinler arası ilişkilendirme yapabilme

6. Bilgi ve iletişim teknolojileri ile ilgili bilgi ve beceriler: teknoloji okuryazarlığı, dijital teknolojileri etkili kullanabilme, teknolojiyi derse entegre edebilme, teknolojiye karşı olumlu bir tutum geliştirme, öğrencileri dijital teknolojileri etkili kullanabilmeleri için teşvik etme, bilgi ve iletişim teknolojilerini etkili kullanabilme, sosyal medyayı eğitim-öğretim amaçlı kullanabilme ve derslere entegre edebilme, medya okuryazarlığı, dijital araç-gereçler geliştirebilme, dijital araç-gereçleri eleştirel bir şekilde değerlendirebilme, teknolojiyi bilgiye ulaşmak için kullanabilme, dijital çocuk oyunlarını tanıma

7. Kırsal bölgelerde öğretmenlik yapabilme ile ilgili bilgi ve beceriler: kırsal yaşamı tanıma, kırsal bölgelere uyum sağlayabilme ve öğretim programlarını uyarlayabilme, kırsal bölgelerde topluma hizmet çalışmaları düzenleme, ailelerle iş birliği yapabilme, birleştirilmiş sınıfları nasıl oluşturacağını bilme, birleştirilmiş sınıflara karşı olumlu bir tutum geliştirebilme, birleştirilmiş sınıflarda etkili ders planları oluşturma, materyal tasarlama ve öğretim yapabilme, birleştirilmiş sınıflara göre öğretim programlarını uyarlayabilme, birleştirilmiş sınıflardaki öğrencilerin bağımsız ve iş birliği yaparak çalışabilme becerilerini geliştirme, birleştirilmiş sınıflarda öğrencilerin gelişimlerini takip edebilme, birleştirilmiş sınıflarda sınıf yönetimi, birleştirilmiş sınıflar için 1-4. sınıflar arası bütün öğretim programlarını tanıma, disiplinlerarası ilişkilendirme yapabilme

8. Özel gereksinimli öğrencilere cevap verebilme ile ilgili bilgi ve beceriler: özel eğitim bilgisi, özel gereksinimli öğrencilere karşı olumlu tutum geliştirme, özel gereksinimli bir öğrencinin bu gereksinimden kaynaklanan özelliklerini ve nasıl davranması gerektiğini bilme, özel gereksinimli öğrencilere cevap verebilmek için öğretimde çeşitlilik yapabilme, özel gereksinimli öğrenciler için bireyselleştirilmiş öğretim programı hazırlayabilme, özel gereksinimli öğrenciler için RAM, rehber öğretmen, ilgili kurumlar vb. ile iş birliği yapabilme, özel gereksinimli öğrencilerle ve aileleriyle etkili iletişim kurabilme ve öğrencinin sınıfla kaynaşmasını sağlayabilme, özel gereksinimli öğrencilerin gelişimlerini takip edebilme, anne-babası ayrı öğrencilere nasıl davranması gerektiğini bilme, özel gereksinimli öğrencilerin olduğu sınıflarda sınıf yönetimi

9. Öğretim programlarında çeşitlilik yapabilme ile ilgili bilgi ve beceriler: Farklı öğretim yöntemleri arasından uygun olanı seçebilme ve etkili kullanabilme, öğretimde (ders etkinlikleri, yöntemler, araç-gereçler vb.) bireysel farklılıklara göre çeşitlilik yapabilme, ölçme değerlendirilmede ders türlerine, değerlendirme amacına, kazanım türlerine, öğrencilerin bireysel farklılıklarına göre çeşitlilik yapabilme, farklı ölçme-değerlendirme yöntemleri arasından uygun olanı seçebilme ve etkili kullanabilme,

özel gereksinimli öğrenciler ve birleştirilmiş sınıflar için eğitim-öğretimde ve ölçme-değerlendirmede çeşitlilik yapabilme

10. Etkili iletişim kurabilme ile ilgili bilgi ve beceriler: küçük yaş grubundaki öğrencilerle iletişim kurabilme, ben dili kullanımı, ses tonunu ayarlama, göz teması, fiziksel alan kullanımı, yüz yüze iletişim, diksiyon, etkili dinleme, öğrencilere ve ailelere karşı samimi ve ilgili olma, onlara değer verme, güvene dayalı ilişki kurma, onlarla iletişimde belirli bir mesafeyi koruma, yazılı ve sözlü olarak kendini etkili ve özgüvenli bir biçimde ifade etme ve bunları öğrencilerde de geliştirebilme, kırsal bölgelerdeki öğrencilerle iletişim kurabilme, özel gereksinimli öğrencilerle iletişim kurabilme, farklı coğrafi bölgeler için yerel dillerde iletişim kurabilme, en az bir yabancı dilde iletişim kurabilme, ailelerle, yerel yetkililerle, müfettişlerle, okul yöneticileriyle, meslektaşlarla ve diğer paydaşlarla etkili iletişim kurabilme

11. Yeni durumlara uyum sağlayabilme ile ilgili bilgi ve beceriler: daha önce deneyim sahibi olunmayan herhangi bir “yeni” duruma uyum sağlayabilme (öğretim programlarındaki yenilikler, eğitim-öğretimde yeni yaklaşımlar, kırsal yaşamdaki farklılıklar, farklı kültürler, nesiller arası farklılıklar, okulun içinde bulunduğu mevcut koşullar ve bölgenin özellikleri vb.)

12. Sanat ve estetik ile ilgili bilgi ve beceriler: sanat ve estetiğe dair bir bakış açısı kazanma ve öğrencilere de kazandırma, sanatı diğer disiplinlere entegre etme, sanat bilgisi ve kavramlar, sanata karşı ilgi, farkındalık ve bunları öğrencilerde de oluşturma, sanat eserlerini eleştirel bir biçimde değerlendirebilme, sanat türlerini bilme, çeşitli sanat etkinliklerine katılma, sanatı bütüncül olarak bilme (sanat tarihi, felsefesi, psikolojisi, yaklaşımlar vb.), bilinçli bir sanat tüketicisi olma, farklı müzik/resim türlerini tanıma, koro oluşturabilme, müzik enstrümanlarını tanıma ve en az bir tanesini çalabilme, sesini iyi kullanabilme, öğrencileri tanıma, onlarla iletişim kurma vb. konularda sanattan yararlanabilme

13. Ölçme ve değerlendirme ile ilgili bilgi ve beceriler: ölçme ve değerlendirmenin temel kavramlarını ve ilkelerini bilme, geleneksel ölçme ve değerlendirme yöntemlerini bilme ve etkili kullanabilme, alternatif ölçme ve değerlendirme yöntemlerini bilme ve etkili kullanabilme, uygun ölçme ve değerlendirme yöntemlerini seçebilme (amaca göre, derse göre, kazanımlara göre, öğrencilerin bireysel farklılıklarına göre), uygun ölçme ve değerlendirme araçları geliştirebilme, süreç değerlendirmesi yapabilme, sonuç değerlendirmesi yapabilme, ölçme ve değerlendirme yoluyla öğrencilerin gelişimlerini, zayıf ve güçlü yönlerini takip edebilme

14. Üst düzey düşünme becerileri: yaratıcılık (yaratıcı öğrenme ortamları düzenleyebilme, yaratıcı öğretim yöntem ve teknikleri, ders etkinlikleri geliştirebilme, öğrencilerin yaratıcılığını geliştirebilme), yansıtıcı düşünme, eleştirel düşünme (argümantasyon, verilen bilgilerin doğruluğunu sorgulama, eğitsel uygulamaları değerlendirebilme, öğrencilerin eleştirel düşünme becerilerini geliştirebilme), problem çözme, analitik düşünme, sorgulama

15. Aile katılımı ile ilgili bilgi ve beceriler: aileleri çeşitli özellikleri açısından (eğitim geçmişi, sosyo-ekonomik durum vb.) tanıma, ailelerle etkili iletişim kurma, ailelerin beklentilerini bilme ve bunlara cevap verme, aileleri motive etme, aileleri yönlendirebilme, ailelerle iş birliği geliştirme, aileler arasında iş birliğini teşvik etme, özellikle özel eğitim öğrencileri ve birleştirilmiş sınıflarda okuyan öğrencilerin aileleri ile iş birliği içerisinde olma, aile katılımı yöntemlerini bilme ve etkili kullanma, aile katılımını sağlamada teknoloji ve sosyal medyadan yararlanma, aileleri eğitsel süreçler ve öğrencilerin gelişimleri ile ilgili bilgilendirme, bütün ailelere eşit mesafede olma, aile-öğretmen-öğrenci iş birliğini kuvvetlendirme

16. Araştırma yapma ile ilgili bilgi ve beceriler: araştırma becerileri (problemi belirleyebilme, araştırma sorusuna uygun bir yöntem tasarlama, veri toplama, analiz etme ve sunma, bilimsel araştırmalardan yararlanarak eğitim-öğretimdeki uygulamaları zenginleştirme, sınıf, okul veya gerekli yerlerde eğitsel araştırmalar

yapabilme, bilimsel arařtırmaları eleřtirel bir biimde deęerlendirebilme, yabancı kaynaklardan yararlanabilme, eęitsel projeler tasarlama ve yrtebilme

17. “Aktaran” ve “deęiřtiren” ęretmen rolleri ile ilgili bilgi ve beceriler: kltrel deęerleri bilme, kltrel deęerleri ęrencilere aktarma ve ęrencilerin kltrlenmesini saęlama, evrensel bir bakıř aısı geliřtirme, evrensel deęerleri bilme, evrensel deęerleri ęrencilere kazandırabilme, eęitim alanına iliřkin evrensel bir bakıř aısı geliřtirme, meslektařlarla uluslararası iř birlięi geliřtirebilme, toplumda bir deęiřim aracı olma ve toplumsal geliřime katkı saęlama



I. Informed Consent Form

Gönüllü Katılım Formu

Bu çalışma, ODTÜ Eğitim Bilimleri Bölümü doktora öğrencisi Sibel Akın tarafından Doç. Dr. Ahmet Ok danışmanlığında yürütülen bir doktora tez çalışmasıdır. Çalışmanın amacı 21. yüzyıl sınıf öğretmenleri için temel niteliklerin belirlenmesi ve öğretmen yetiştirme programının bu nitelikleri geliştirme açısından etkililiğinin ortaya çıkarılmasıdır. Bu çalışmanın sonucunda elde edilecek verilerin hizmet öncesi ve hizmet içi sınıf öğretmeni eğitiminin iyileştirilmesi açısından önemli olacağı düşünülmektedir.

Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Çalışma kapsamında sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler yalnızca bilimsel yayınlarda kullanılacaktır. Görüşme genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşmeyi yapan kişiye görüşmeyi tamamladığınızı söylemek yeterli olacaktır. Görüşme sonunda bu çalışmayla ilgili sorularınız cevaplanacaktır. Katılımınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi edinmek ve sorularınız için araştırmayı yürüten doktora öğrencisi ve araştırma görevlisi Sibel Akın (ODTÜ Eğitim Fakültesi; Tel: 210 40 40; E-posta: siakin@metu.edu.tr) ya da tez danışmanı ve Eğitim Bilimleri Bölümü öğretim üyesi Doç. Dr. Ahmet OK (ODTÜ Eğitim Fakültesi; Tel: 210 40 43; E-posta: as@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz.)

Ad - Soyad

Tarih

İmza

.../.../...

**J. The CHE's Curriculum of Elementary Teacher Education and
the Descriptions of the Offered Courses**

SINIF ÖĞRETMENLİĞİ LİSANS PROGRAMI

I. YARIYIL

	DERSİN ADI	T	U	K
A	Temel Matematik I	2	0	2
A	Genel Biyoloji	2	0	2
A	Uygurlık Tarihi	2	0	2
GK	Türkçe I: Yazılı Anlatım	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	2
GK	Yabancı Dil I	3	0	3
GK	Bilgisayar I	2	2	3
MB	Eğitim Bilimine Giriş	3	0	3
	TOPLAM	18	2	19

II. YARIYIL

	DERSİN ADI	T	U	K
A	Temel Matematik II	2	0	2
A	Genel Kimya	2	0	2
A	Türk Tarihi ve Kültürü	2	0	2
A	Genel Coğrafya	2	0	2
GK	Bilgisayar II	2	2	3
GK	Türkçe II: Sözlü Anlatım	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
GK	Yabancı Dil II	3	0	3
MB	Eğitim Psikolojisi	3	0	3
	TOPLAM	20	2	21

III. YARIYIL

	DERSİN ADI	T	U	K
A	Türk Dili I: Ses ve Yapı Bilgisi	2	0	2
A	Genel Fizik	2	0	2
A	Müzik	1	2	2
A	Beden Eğitimi ve Spor Kültürü	1	2	2
A	Fen ve Teknoloji Lab. Uygulamaları I	0	2	1
A	Çevre Eğitimi*	2	0	2
GK	Felsefe*	2	0	2
GK	Sosyoloji*	2	0	2
MB	Öğretim İske ve Yöntemleri	3	0	3
	TOPLAM	15	6	18

IV. YARIYIL

	DERSİN ADI	T	U	K
A	Türk Dili II: Cümle ve Mevlânî Bilgisi	2	0	2
A	Çocuk Edebiyatı	2	0	2
A	Türkiye Coğrafyası ve Jeopolitiki	3	0	3
A	Sanat Eğitimi	1	2	2
A	Fen ve Teknoloji Lab. Uygulamaları II	0	2	1
A	Müzik Öğretimi	1	2	2
A	Beden Eğitimi ve Oyun Öğretimi	1	2	2
A	Güzel Yazı Teknikleri*	1	2	2
GK	Bilimsel Araştırma Yöntemleri	2	0	2
MB	Öğretim Teknolojileri ve Materyal Tasarımı	2	2	3
	TOPLAM	15	12	21

V. YARIYIL

	DERSİN ADI	T	U	K
A	Fen ve Teknoloji Öğretimi I	3	0	3
A	İlkokuma ve Yazma Öğretimi	3	0	3
A	Hayat Bilgisi Öğretimi	3	0	3
A	Matematik Öğretimi I	3	0	3
A	Drama	2	2	3
MB	Ölçme ve Değerlendirme	3	0	3
MB	Sınıf Yönetimi	2	0	2
	TOPLAM	19	2	20

VI. YARIYIL

	DERSİN ADI	T	U	K
A	Fen ve Teknoloji Öğretimi II	3	0	3
A	Türkçe Öğretimi	3	0	3
A	Sosyal Bilgiler Öğretimi	3	0	3
A	Matematik Öğretimi II	3	0	3
A	Erken Çocukluk Eğitimi	2	0	2
GK	Topluma Hizmet Uygulamaları	1	2	2
MB	Okul Deneyimi	1	4	3
	TOPLAM	16	6	19

VII. YARIYIL

	DERSİN ADI	T	U	K
A	Görsel Sanatlar Öğretimi	1	2	2
A	Din Kültürü ve Ahlak Bilgisi Öğretimi	2	0	2
A	Trafik ve İkyardım	2	0	2
A	Cumhuriyet Dönemi Türk Edebiyatı*	2	0	2
GK	Eski İletişim	3	0	3
MB	Öğretmenlik Uygulaması I	2	6	5
MB	Rehberlik	3	0	3
MB	Özel Eğitim*	2	0	2
	TOPLAM	17	8	21

VIII. YARIYIL

	DERSİN ADI	T	U	K
A	Birleştirilmiş Sınıflarda Öğretim	2	0	2
A	Seğme	2	0	2
GK	Türk Eğitim Tarihi*	2	0	2
GK	İlköğretimde Kaynaştırma	2	0	2
MB	Seğme	2	0	2
MB	Öğretmenlik Uygulaması II	2	6	5
MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2
	TOPLAM	14	6	17

GENEL TOPLAM	Teorik	Uygulama	Kredi	Saat
	134	44	156	178

A: Alan ve alan eğitimi dersleri, MB: Öğretmenlik meslek bilgisi dersleri, GK: Genel kültür dersleri

SINIF ÖĞRETMENLİĞİ LİSANS PROGRAMI DERS İÇERİKLERİ

I.YARIYIL

Temel Matematik I

(2-0-2)

Matematiğin tanımı, diğer bilimlerle ilişkisi, kümeler ve kümelerle işlemler, sayı sistemi kurma, doğal sayılar, değişik tabanlı sayılar, tam sayılar, bölünebilme kuralları, "EKOK" ve "EBOB" kavramları ve uygulamaları; oran, orantı, bileşik orantı kavramları ve uygulamaları, reel sayılar, üslü ve köklü çokluklar, kartezyen çarpım, bağıntı, fonksiyon, işlem kavramları ve bunların grafiklerle gösterimi, denklik ve sıralama bağıntıları, ayrık örtüler ve zincirler. Veri toplama, verilerin özetlenmesi, grafiklerle gösterme, merkezi eğilim ölçüleri (ortalama, tepe değer, ortanca), dağılım ölçüleri (ranj, mutlak sapma, standart sapma).

Genel Biyoloji

(2-0-2)

Canlı ve cansız farkı, canlıların çeşitliliği, hayvanlar, bitkiler, mikroorganizmalar, tek hücreliler, mantarlar, canlıların yapısı, hücreler, kalıtımla ilgili genel bilgiler, dokular, organlar ve organ sistemleri, insan vücudu.

Uygarlık Tarihi

(2-0-2)

Uygarlık kavramı ve bu kavramla ilgili olan temel kavramların tanıtımı, insanın tarih öncesi devirlerde ve tarihi devirlerde hem fiziksel hem de kültürel açıdan geçirdiği değişim ve bu değişim sürecinin günümüze etkileri. Geçmişten günümüze insanlığın ortaya koyduğu uygarlıkların incelenmesi, Akdeniz, Mezopotamya, Mısır, Uzakdoğu, Hint, Orta Amerika (Astek-İnka Medeniyetleri), Orta Asya Bozkır Uygarlıkları ve Batı Uygarlığı(Avrupa, Amerika).

Türkçe I: Yazılı Anlatım

(2-0-2)

Yazı dilinin ve yazılı iletişimin temel özellikleri, yazı dili ile sözlü dilin arasındaki temel farklar. Anlatım: yazılı ve sözlü anlatım; öznel anlatım, nesnel anlatım; paragraf; paragraf türleri (giriş-gelişme-sonuç paragrafları). Metnin tanımı ve metin türleri (bilgilendirici metinler, yazınsal metinler); metin olma koşulları (bağlıklık, tutarlılık, amaçlılık, kabul edilebilirlik, durumsallık, bilgisellik, metinler arası ilişkiler). Yazılı anlatım (yazılı kompozisyon: serbest yazma, planlı yazma); planlı yazma aşamaları (konu, konunun sınırlandırılması, amaç, bakış açısı, ana ve yan düşüncelerin belirlenmesi; yazma planı hazırlama, kâğıt düzeni); bilgilendirici metinler (dilekçe, mektup, haber, karar, ilan/reklam, tutanak, rapor, resmi yazılar, bilimsel yazılar) üzerinde kuramsal bilgiler; örnekler üzerinde çalışmalar ve yazma uygulamaları; bir metnin özetini ve planını çıkarma; yazılı uygulamalardaki dil ve anlatım yanlışlarını düzeltme.

Atatürk İlkeleri ve İnkılap Tarihi I

(2-0-2)

Kavramlar, tanımlar, ders yöntemleri ve kaynakların tanımı, Sanayi Devrimi ve Fransız Devrimi, Osmanlı Devleti'nin Dağılışı (XIX. Yüzyıl), Tanzimat ve Islahat Fermanı, I. ve II. Meşrutiyet, Trablusgarp ve Balkan Savaşları, I. Dünya Savaşı, Mondros Ateşkes Antlaşması, Wilson İlkeleri, Paris Konferansı, M. Kemal'in Samsun'a Çıkışı ve Anadolu'daki Durum, Amasya Genelgesi, Ulusal Kongreler, Mebusan Meclisinin Açılışı, TBMM'nin Kuruluşu ve İç İsyanlar, Teşkilat-ı Esasi Kanunu, Düzenli Ordunun Kuruluşu, I. İnönü, II. İnönü, Kütahya-Eskişehir, Sakarya Meydan Muharebesi ve Büyük Taarruz, Kurtuluş Savaşı sırasındaki antlaşmalar, Lozan Antlaşması, Saltanatın Kaldırılması.

Yabancı Dil I**(3-0-3)**

Bu ders, üniversite öğrencilerinin kendi alanlarında yürüttükleri her türlü akademik faaliyette okuma, konuşma, dinleme ve yazma becerilerini belirli bir etkinlikte kullanabilmelerini sağlayacak biçimde tasarlanmıştır. Bu derste ilgi çekici bağlamlar yaratılarak, dilin işlevliğini artırıcı alıştırmalar verilerek, dilin gerçek iletişim becerilerinde kullanımı gösterilerek öğrencilerin dilsel ve iletişimsel yetileri geliştirilecek ve yabancı dil yeterlikleri artırılabacaktır.

Bilgisayar I**(2-2-3)**

Bilişim teknolojileri, yazılım ve donanım ile ilgili temel kavramlar, genel olarak işletim sistemleri, kelime işlemci programları, elektronik tablolu programları, veri sunumu, eğitimde İnternet kullanımı, bilişim teknolojilerinin sosyal yapı üzerindeki etkileri ve eğitimdeki yeri, bilişim sistemleri güvenliği ve ilgili etik kavramları.

Eğitim Bilimine Giriş**(3-0-3)**

Eğitimin temel kavramları, eğitimin diğer bilimlerle ilişkisi ve işlevleri (eğitimin felsefi, sosyal, hukuki, psikolojik, ekonomik, politik temelleri), eğitim biliminin tarihsel gelişimi, 21.yüzyılda eğitim biliminde yönelimler, eğitim biliminde araştırma yöntemleri, Türk Milli Eğitim Sisteminin yapısı ve özellikleri, eğitim sisteminde öğretmenin rolü, öğretmenlik mesleğinin özellikleri, öğretmen yetiştirme alanındaki uygulamalar ve gelişmeler.

II. YARIYIL**Temel Matematik II****(2-0-2)**

Cebirsel ifadeler, denklem ve özdeşlik kavramları, cebirsel ifadelerin çarpanlarına ayrılması, cebirsel ifadelerde işlemler, denklem ve eşitsizlikler, denklem ve eşitsizlik sistemleri, iki değişkenli fonksiyonlar, sürekli ve kesikli fonksiyonların grafikleri. Geometrinin kuruluşu, düzlemsel şekiller, bunların alan ve çevreleri, cisimler, bunların alan ve hacimleri, eşlik ve benzerlik kavramları, dik üçgen, Pisagor Bağntısı, dik üçgende metrik bağntılar, temel geometrik çizimler, geometrik yer çizimleri, trigonometrinin temel kavramları, doğru ve çemberin analitik incelenmesi.

Genel Kimya**(2-0-2)**

Maddenin özellikleri; etkileşimler, elementler ve bileşikler, çözümler ve karışımlar; maddenin halleri, asitler ve bazlar, karbon bileşikleri, zehirli karbon bileşikleri, fiziksel ve kimyasal değişiklikler, çözünürlük ve çöktürme, oksitlenme ve redüklenme, yaşamın kimyası, kimyasal tepkimeler, kara maddeleri: kayalar, mineral biçimleri, yeryüzü değişimleri; kara şekilleri ve hareketleri, kimyasal kirlilikler ve insan etkisi.

Türk Tarihi ve Kültürü**(2-0-2)**

Türk Kültür Tarihinin gelişim evreleri, geçmişten günümüze Türk Devletleri ve toplumlarının siyasi ve toplumsal tarihleri; Türkler'in İslamiyeti kabulü, kültürde ve uygarlık alanındaki gelişim evreleri ile felsefe, bilim, edebiyat, güzel sanatlar ve imar faaliyetleri arasındaki ilişkiler.

Genel Coğrafya**(2-0-2)**

Coğrafyanın konusu ve ilkeleri, coğrafya biliminin temel kavramları, coğrafyanın diğer bilimlerle arasındaki yeri, tarihi gelişimi, coğrafya öğretiminin amaçları, doğal sistemler (iklim, yer şekilleri, bitki örtüsü, sular vb.) hakkında genel bilgi, bu sistemler ve gelişim özellikleri,

evren ve güneş sistemleri, dünyanın şekli, fiziksel özellikleri, hareketleri ve bu hareketlerin sonuçları, harita kullanma uygulamaları.

Bilgisayar II

(2-2-3)

Bilgisayar destekli eğitim ile ilgili temel kavramlar, öğeleri, kuramsal temelleri, yararları ve sınırlılıkları, uygulama yöntemleri, bilgisayar destekli öğretimde kullanılan yaygın formatlar, ders yazılımlarının değerlendirilmesi ve seçimi, uzaktan eğitim uygulamaları, veri tabanı uygulamaları, bilgisayar ve internetin çocuklar/gençler üzerindeki olumsuz etkileri ve önlenmesi.

Türkçe II:Sözlü Anlatım

(2-0-2)

Sözlü dilin ve sözlü iletişimin temel özellikleri. Sözlü anlatım; konuşma becerisinin temel özellikleri (doğal dili ve beden dilini kullanma); iyi bir konuşmanın temel ilkeleri; iyi bir konuşmacının temel özellikleri (vurgu, tonlama, duraklama; diksiyon vb.). Hazırlıksız ve hazırlıklı konuşma; hazırlıklı konuşmanın aşamaları(konunun seçimi ve sınırlandırılması; amaç, bakış açısı, ana ve yan düşüncelerin belirlenmesi, planlama, metni yazma; konuşmanın sunulması). Konuşma türleri:(karşılıklı konuşmalar, söyleşi, kendini tanıtmaya, soruları yanıtlama, yılbaşı, doğum, bayram v.b. önemli bir olayı kutlama, yol tarif etme, telefonla konuşma, iş isteme, biriyle görüşme/röportaj yapma, radyo ve televizyon konuşmaları, değişik kültür, sanat programlarına konuşmacı olarak katılma v.b.). Değişik konularda hazırlıksız konuşma yapma, konuşma örnekleri üzerinde çalışmalar ve sözlü anlatım uygulamaları, konuşmalardaki dil ve anlatım yanlışlarını düzeltme

Atatürk İlkeleri ve İnkılap Tarihi II

(2-0-2)

Siyasi alanda yapılan devrimler, siyasi partiler ve çok partili siyasi hayata geçiş denemeleri, hukuk alanında yapılan devrimler, toplumsal yaşayışın düzenlenmesi, ekonomik alanda yapılan yenilikler. 1923-1938 Döneminde Türk dış politikası, Atatürk sonrası Türk dış politikası, Türk Devriminin İlkeleri: (Cumhuriyetçilik, Halkçılık, Laiklik, Devrimcilik, Devletçilik, Milliyetçilik). Bütünleyici ilkeler.

Yabancı Dil II

(3-0-3)

Bu ders, üniversite öğrencilerinin kendi alanlarında yürüttükleri her türlü akademik faaliyette okuma, konuşma, dinleme ve yazma becerilerini belirli bir etkinlikte kullanabilmelerini sağlayacak biçimde tasarlanmıştır. Bu derste öğrencilerin "Yabancı Dil I" dersinde kazandıkları bilgi ve becerilerin bir üst seviyeye çıkartılması hedeflenmelidir. Bu yapılırken ilgi çekici bağlamlar yaratılmasına, dilin işlevliğini artırıcı alıştırmalar yapılmasına, dilin gerçek iletişim becerilerinde kullanılmasına ve bu yolla öğrencilerin dilsel ve iletişimsel yetileri ile yabancı dil yeterliklerinin artırılmasına özen gösterilmelidir.

Eğitim Psikolojisi

(3-0-3)

Eğitim-Psikoloji ilişkisi, eğitim psikolojisinin tanımı ve işlevleri, öğrenme ve gelişim ile ilgili temel kavramlar, gelişim özellikleri (bedensel, bilişsel, duygusal, sosyal ve ahlaki gelişim), öğrenmeyi etkileyen faktörler, öğrenme kuramları, öğrenme kuramlarının öğretim süreçlerine yansımaları, etkili öğrenme, öğrenmeyi etkileyen faktörler (motivasyon, bireysel faktörler, grup dinamiği ve bu faktörlerin sınıf içi öğretim sürecine etkisi).

III. YARIYIL

Türk Dili I: Ses ve Yapı Bilgisi

(2-0-2)

Dilin tanımı ve önemi; dil kültür ilişkisi; dilbilim; Türk dilinin gelişim evreleri; ses bilgisi, ünlüler, ünsüzler, ses olayları, Türkçenin ses özellikleri; yabancı sözcüklerin Türkçeleştirilmesi; yapı bilgisi, kök, morfem, basit, türemiş ve birleşik sözcükler; sözcük öbekleri, sözcük türleri, eylem, ad, belirtgeç, önad, adil, bağlaç, takı, ünlem. Türkçede kök sözcükler, addan ad ve eylem yapma ekleri, eylemden ad ve eylem yapma ekleri, çekim eklerinin türleri, kalıplaştırma.

Genel Fizik

(2-0-2)

Mekanik: Hareket, hız ve ivme, kütle ve kuvvet; denge; iş ve enerji korunumu; basit makineler; momentum; yer küre ve uzay sistemleri; yer kürenin hareketleri; gezegenler ve evren; kütle çekimi. Basınç ve sıvılar. Isı ve Sıcaklık: ısının kaynakları, yayılması, yalıtımı, etkileri, genleşme; hal değişimi ve çevreye etkisi. Dalgalar ve Yayılması: ışık kaynakları, maddelerden geçişi, yayılması, yansıma, aynalar, kırılma, mercekler, göz ve görme, göz kusurları, optik araçlar. Ses: meydana gelişi, yayılması, özellikleri, yalıtımı, kaydı. Elektrik: elektriksel kuvvetler, elektriksel alan, elektrik potansiyeli; elektrik akımı, direnç ve değişken direnç, ohm kanunu, elektrik santralleri, elektrik enerjisinin nakli ve kullanımı.

Müzik

(1-2-2)

Müziğin temel bileşenleri, temel müzik bilgileri; nota bilgisi, müzikte aralık kavramı, müzikte ritm kavramı, şarkı dağarcığı oluşturulması; Türkiye’de ve dünyada müzik tür ve biçimleri; geleneksel müzikten çağdaş müziğe geçiş, çalgı öğretimi, toplu çalma ve söyleme, eğitimde müziğin rolü, yaratıcılığı geliştirmede müziksel işitme.

Beden Eğitimi ve Spor Kültürü

(1-2-2)

İnsan gelişiminde beden eğitiminin rolü, ilköğretim birinci kademe çocuklarının motor gelişim özellikleri, sağlıklı yaşam için egzersizler hakkında genel bilgi, beden eğitimi derslerinde düzenler, yürüyüşler, dönüşler, sıralanmalar, beden eğitimi ders araç-gereç ve malzemeleri, özellikleri, serbest jimnastik alıştırmaları, bireysel ve eşli jimnastik egzersizleri, araçta ve araçla yapılan alıştırmalar, beden eğitimi derslerinde ve günlük yaşantıda egzersiz esnasında sakatlıklar, yaralanmalar, zorlamalar, ilk yardım, atletizm temel teknikleri ve kuralları, spor ve sağlık, spor ve sosyal hayat, spor ve yaşam, ülkemiz ve spor, olimpiyatlar hakkında genel bilgi.

Fen ve Teknoloji Laboratuvar Uygulamaları I

(0-2-1)

Fen ve Teknoloji öğretiminde Laboratuvarın önemi ve amacı, Yapılandırmacı yaklaşım ve laboratuvar çalışmaları, Laboratuvarda güvenlik. Bilimsel yöntem, bilimsel süreç becerileri ve nasıl kazandırıldıkları, deney çeşitleri. İlköğretim I. kademeye yönelik laboratuvar deneyleri (deneylerin planlanması, yürütülmesi ve deneylerin sonuçlarının değerlendirilmesi).

Çevre Eğitimi*

(2-0-2)

Temel ekolojik kavram ve ilkeler, ekosistemler, besin zincirleri, besin ağı, habitat, rekabet; ortak yaşam ve karşılıklı yaşama, yaşamın devamı, toprak "biome"ları, enerji akışı, maddenin dolaşımı, nüfus artışı, ekolojik etki, erozyon, ormanların yok olması, kentsel çevreler, davranış kirliliği, çevre kirlenmesi, bataklıklar ve atık su, duyarlı insanların tepkisi, çevreyle ilgili karar verme, toprak ve su kaynakları ve bunların yönetimi, koruma, kültür ve ilkel

yaşam, global bakış, ekolojik konu ve sorunlar, çevre duyarlılığı, dünyada çevre duyarlılığıyla ilgili yapılan çalışmalar, kurum ve kuruluşlar.

Felsefe* (2-0-2)

Felsefe ile ilgili temel kavramlar, felsefe ve bilim, felsefenin çalışma alanları ve sosyal bilimlerdeki rolü, başlıca felsefi akımlar; Türkiye’de ve dünyadaki düşünürlerin görüşlerinin incelenmesi, felsefi perspektifin geliştirilmesi, felsefe eğitim ilişkisi, eğitimin felsefi temelleri ve eğitim programlarına etkisi, çağdaş felsefe akımları.

Sosyoloji* (2-0-2)

Sosyolojinin tanımı, konusu, kapsamı, sosyolojide temel kavramlar, çalışma alanları, Dünyada ve Türkiye’de sosyolojinin tarihsel gelişimi, Türkiyede ve dünyada önemli sosyologlar, sosyolojinin diğer bilimlerle ilişkisi; sosyal gruplar ve özellikleri, sosyolojide yöntem, birey toplum ilişkisi ve toplumun bireye etkisi, sosyolojik açıdan eğitim, eğitim toplum birey ilişkisi, toplumsal bir kurum olarak okul, öğretmen ve öğrencinin sosyolojik açıdan rol ve sorumlulukları, eğitimde fırsat eşitliği, sosyal hareketlilik, statü, sınıf ve tabakalaşma, kültür toplum ve medeniyet ilişkisi, güncel sosyolojik çalışmalara örnekleri.

Öğretim İlke ve Yöntemleri (3-0-3)

Öğretimle ilgili temel kavramlar, öğrenme ve öğretim ilkeleri, öğretimde planlı çalışmanın önemi ve yararları, öğretimin planlanması (ünitelendirilmiş yıllık plan, günlük plan ve etkinlik örnekleri), öğrenme ve öğretim stratejileri, öğretim yöntem ve teknikleri, bunların uygulama ile ilişkisi, öğretim araç ve gereçleri, öğretim hizmetinin niteliğini artırmada öğretmenin görev ve sorumlulukları, öğretmen yeterlikleri.

IV. YARIYIL

Türk Dili II: Cümle ve Metin Bilgisi (2-0-2)

Türkçede eylem çatıları ve bunların anlam bakımından incelenmesi; sözcük öbekleri; Türkçe’de cümle türleri; basit cümle, birleşik cümle, koşullu birleşik cümle, içiçe birleşik cümle; değişik metinler üzerinde sözcük ve cümle incelemeleri, Türkçede belirlilik, ad ve eylem cümlelerinde belirlilik; ad tamlamalarının özellikleri; metin çalışmaları (metnin seçimi, metnin yaş grubuna göre güçlük derecesinin belirlenmesi, metnin iç ve dış yapısının incelenmesi).

Çocuk Edebiyatı (2-0-2)

Dünyada ve Türkiye’de çocuk edebiyatının gelişimi. Çocukluk evresinde, nitelikli çocuk kitaplarıyla tanışmanın önemi ve okuma kültürü edinmiş düşünen, duyarlı bireylerin yetiştirilmesinde çocuk edebiyatı yapıtlarının işlevi. Çocuk edebiyatı yapıtlarında bulunması gereken özelliklerin(tasarım, içerik ve eğitsel) örneklerle incelenmesi. Nitelsiz çocuk kitaplarının örneklerle gösterilmesi ve bunların çocukların gelişim özellikleri üzerindeki olumsuz etkilerinin tartışılması. Öğretmen adaylarının, okuduğu-incelediği kitapların yaş gruplarına göre çocuklara uygunluğunun ve bunların çocukların hangi gelişimlerine katkı sağlayacağını belirlemesine yönelik çalışmalar. Çocuklara seslenen çeşitli yazınsal türlerin(destan, masal, şiir, öykü, roman, v.b.) ve dilsel gereçlerin(sayısmaca, tekerleme, bilmece v.b.) çocukların gelişimlerine olan katkılarının belirlenmesi.

Türkiye Coğrafyası ve Jeopolitiği**(3-0-3)**

Türkiye'nin yeri ve konumu, Türkiye'nin jeopolitik ve jeostratejik durumu ve özellikleri, matematiksel konum özellikleri, özel konum özellikleri (komşular), ülke grupları özellikleri (siyasi, askeri, ekonomik, kültürel organizasyonlar). Türkiye'nin fiziki özellikleri(iklimi, hidrografik özellikler, toprak yapısı, bitki örtüsü), sosyo-ekonomik özellikleri (nüfus, yerleşimi, tarım, ormancılık, hayvancılık, enerji, sanayi, ulaşım, turizm).

Sanat Eğitimi**(1-2-2)**

Düşünce tarihi ve felsefede sanat kuramlarına bakış, sanat alanında bilgi ve deneyimlerin kuramsal ve uygulamalı yönünü kavrama, sanat tarihi ve felsefe konusunda eleştirel düşünme, değerlendirme, bilim ve teknoloji den yararlanarak sanat kuramlarını yorumlama, sanatın eğitsel işlevleri, sanat objesiyle sanayi objesini ayırabilme, sanatsal olay ve olgular üzerinden farklı disiplinlere ait yapıtları okuma becerisi kazandırma, sanat eserlerinin sergilendiği ortamlar hakkında bilgi ve yaşantılar edinme, yaratıcılık kavramı, yaratıcı birey ve özellikleri, yaratıcı düşünme, sanatsal yaratma süreçleri.

Fen ve Teknoloji Laboratuvarı Uygulamaları II**(0-2-1)**

İlköğretim I. kademeye yönelik laboratuvar deneyleri (deneylerin planlanması, yürütülmesi ve deney sonuçlarının değerlendirilmesi). Deney çalışma yapıları ve deney raporu hazırlama. Basit ve ucuz malzemelerle yapılabilecek deney örnekleri, grup çalışmaları.

Müzik Öğretimi**(1-2-2)**

Müzik öğretim yöntem ve teknikleri, nota öğretimi teknikleri, ritm ve melodiden yararlanarak orf çalgılarıyla çocuklar için şarkıların düzenlenmesi, çalgının şarkı öğretiminde etkili kullanımı, oyun, müzik, dans, drama ve konuşma ilişkisi, müzik-estetik ilişkisi ile müziksel beğenin geliştirilmesi, müzik dersi etkinliklerinin diğer disiplinlerle ilişkilendirilmesi, ilköğretim müzik programı ile ilgili etkinlik uygulamaları.

Beden Eğitimi ve Oyun Öğretimi**(1-2-2)**

İlköğretim Beden Eğitimi dersi (1-5. Sınıflar) öğretim programıyla ilgili kuramsal yapı (programın yapısı, temel beceriler, programın temel unsurları, sınıflara göre kazanımlar, öğretim yöntemleri, sınıf yönetimi, ölçme ve değerlendirme), ilköğretim birinci kademe Beden Eğitimi Dersi kazanımlarına ilişkin uygulamalar (ders planı, çalışma planları, ölçme araçları hazırlama ve uygulama), eğitsel ve müzikli oyunlar, modern halk dansları ile ilgili örnekler, oyunun tanımı ve genel özellikleri, oyun öğretimi.

Güzel Yazı Teknikleri***(1-2-2)**

Yazı kavramı, şeklen güzel yazma yöntem ve teknikleri, büyük temel harfler, küçük temel harfler; eğik büyük yazı harfleri ve yazılış yönleri, bitişik eğik yazı küçük harfleri ve yazılış yönleri, rakam ve işaretlerin yazılışı, büyük ve küçük temel harflerle bitişik, dik ve eğik el yazısı, dik ve eğik el yazısıyla metinler oluşturma, çeşitli dekoratif, antik vb. yazılar, uygulama çalışmaları, düzgün ve okunaklı yazı uygulamaları.

Bilimsel Araştırma Yöntemleri**(2-0-2)**

Bilim ve temel kavramlar (olgu, bilgi, mutlak, doğru, yanlış, evrensel bilgi v.b.), bilim tarihine ilişkin temel bilgiler, bilimsel araştırmanın yapısı, bilimsel yöntemler ve bu yöntemlere ilişkin farklı görüşler, problem, araştırma modeli, evren ve örneklem, verilerin toplanması ve veri toplama yöntemleri (nicel ve nitel veri toplama teknikleri), verilerin kaydedilmesi, analizi, yorumlanması ve raporlaştırılması.

Öğretim Teknolojileri ve Materyal Tasarımı

(2-2-3)

Öğretim Teknolojisi ile ilgili kavramlar, çeşitli öğretim teknolojilerinin özellikleri, öğretim teknolojilerinin öğretim sürecindeki yeri ve kullanımı, okulun ya da sınıfın teknoloji ihtiyaçlarının belirlenmesi, uygun teknoloji planlamasının yapılması ve yürütülmesi, öğretim teknolojileri yoluyla iki ve üç boyutlu materyaller geliştirilmesi öğretim gereçlerinin geliştirilmesi (çalışma yaprakları, etkinlik tasarlama, tepegöz saydamları, slaytlar, görsel medya (VCD, DVD) gereçleri, bilgisayar temelli gereçler), eğitim yazılımlarının incelenmesi, çeşitli nitelikteki öğretim gereçlerinin değerlendirilmesi, İnternet ve uzaktan eğitim, görsel tasarım ilkeleri, öğretim materyallerinin etkinlik durumuna ilişkin araştırmalar, Türkiye’de ve dünyada öğretim teknolojilerinin kullanım durumu.

V.YARIYIL

Fen ve Teknoloji Öğretimi I

(3-0-3)

Fen bilimleri ve fen eğitimine ilişkin temel kavramlar. Fen, teknoloji, bilimsel bilgi ve bilimsel yöntemin özellikleri, fen ve teknoloji okuryazarlığı, fen-teknoloji-toplum-çevre ilişkileri, fen alanına yönelik tutumlar, fen öğretiminin amaçları, Fen öğretiminin Türkiye ve Dünya’da tarihsel gelişimi, yapılandırmacı yaklaşım ve fen öğrenme, bilişsel gelişim ve fen eğitimi, İlköğretim Fen programının özellikleri ve diğer derslerle ilişkisi, bilimsel süreç becerilerini geliştirme ve örnek uygulamalar.

İlk Okuma ve Yazma Öğretimi

(3-0-3)

Dinleme, konuşma, görsel okuma ve görsel sunu; okuma-yazma öğrenme alanları tanım ve süreçleri ile öğrenme alanları arasındaki ilişki, Türkçenin özellikleri, bu özelliklerin ilkokuma ve yazma öğretimine etkisi; ilkokuma ve yazma öğretiminin amaç ve ilkeleri, birinci sınıf öğretiminin ve öğrencilerinin temel özellikleri; ilkokuma ve yazma öğretiminde verimsizlik-başarısızlık nedenleri, ilkokuma ve yazma öğretiminde kullanılan araç-gereçler(özellik ve etkileri, bu araçların seçimi, oluşturulması ve kullanımı); ilkokuma ve yazma öğretiminde uygulanan yöntemler (tanımları, özellikleri, sınıflandırılması, uygulamaları, yöntemlerin üstünlük ve sınırlılıkları); ses temelli cümle yöntemi(tanıma, ilkeleri, özellikleri, aşamaları ve uygulaması), ses temelli cümle yönteminin aşamaları doğrultusunda okuma ve yazma öğretimi uygulamaları.

Hayat Bilgisi Öğretimi

(3-0-3)

Hayat Bilgisi dersinin amaç, kavram ve içeriği, Türkiyede Hayat Bilgisi dersinin tarihsel gelişimi ve diğer ülkelerdeki Hayat Bilgisi dersi yaklaşımları. Hayat Bilgisi öğretim programının kazanım, beceri, kavram v.b. özellikler yönünden incelenmesi, programda yer alan temalar ve temaların içerdiği kazanımların sınıflara göre dağılımı. Hayat Bilgisi öğretiminde temel öğretim becerileri, öğretim stratejileri, öğretim yöntem ve tekniklerinin Hayat Bilgisi dersinde kullanımına ilişkin çalışmalar-örnekler, Hayat Bilgisi öğretiminde kaynak ve materyal kullanımı, Hayat Bilgisi dersinde değerler ve demokrasi eğitimi, Hayat Bilgisi Programı’na ilişkin örnek uygulamalar ve sınıf içi etkinliklerin değerlendirilmesi.

Matematik Öğretimi I

(3-0-3)

Matematik öğretiminin amacı ve temel ilkeleri; matematik öğretiminin tarihçesi (Dünya’da ve Türkiye’de); matematik öğretiminde yararlanılacak öğretim ve öğrenme stratejileri; ilköğretim matematik programının kapsamı, amacı ve özellikleri; belli başlı öğrenme kuramları ve matematik öğrenimi ile ilişkileri; Matematik eğitiminde önemli beceriler, ilişkilendirme, temsiller, iletişim, akıl yürütme, problem çözme (stratejiler, aşamalar, problem

türleri, vb.); bilgi teknolojilerini kullanma, çocukta sayı kavramının gelişimi (sayma öncesi gelişmeler, birebir eşleme, kardinal değer, birleştirme, ayırma, karşılaştırma, denklik, azlık, çokluk, vb.); basamak değeri, doğal sayıların oluşumu ve yapısal özellikleri; Aritmetik işlemler, İlköğretim matematik dersi 1. 2. ve 3. sınıf öğretim programındaki ilgili konular, kazanımlar ve bunlara uygun etkinlik örnekleri.

Drama (2-2-3)

Eğitsel drama teriminin tanımı ve anlamı, benzer terimlerden (Psiko drama, Yaratıcı drama, Drama-Oyun, Drama) farkı, çocuklarla drama uygulamalarının tarihçesi, eğitsel dramanın yapısı ve uygulanma aşamaları, eğitici dramanın yaş gruplarına ve uygulama alanlarına göre sınıflandırılması, eğitsel drama ortamı ve öğretmen nitelikleri, eğitsel drama da özel teknikler, eğitsel dramanın değerlendirilmesi, uygulandığı alanın eğitim amaçlarına uygun eğitici drama örnekleri ve yeni örneklerin geliştirilmesi.

Ölçme ve Değerlendirme (3-0-3)

Eğitimde ölçme ve değerlendirmenin yeri ve önemi, ölçme ve değerlendirme ile ilgili temel kavramlar, ölçme araçlarında bulunması istenen nitelikler (güvenirlilik, geçerlik, kullanılabilirlik), eğitimde kullanılan ölçme araçları ve özellikleri, geleneksel yaklaşımlara dayalı olan araçlar (yazılı sınavlar, kısa yanıtı sınavlar, doğru-yanlış tipi testler, çoktan seçmeli testler, eşleştirmeli testler, sözlü yoklamalar, ödevler), öğrenciyi çok yönlü tanımaya dönük araçlar (gözlem, görüşme, performans değerlendirme, öğrenci ürün dosyası, araştırma kağıtları, araştırma projeleri, akran değerlendirme, özdeğerlendirme, tutum ölçekleri), ölçme sonuçları üzerinde yapılan temel istatistiksel işlemler, öğrenme çıktıları değerlendirme, not verme, alanı ile ilgili ölçme aracı geliştirme.

Sınıf Yönetimi (2-0-2)

Sınıf yönetimi ile ilgili temel kavramlar, sınıf içi iletişim ve etkileşim, sınıf yönetiminin tanımı, sınıf yönetimi kavramının sınıfta disiplini sağlamadan farklı yanları ve özellikleri, sınıf ortamını etkileyen sınıf içi ve sınıf dışı etkenler, sınıf yönetimi modelleri, sınıfta kurallar geliştirme ve uygulama, sınıfı fiziksel olarak düzenleme, sınıfta istenmeyen davranışların yönetimi, sınıfta zamanın yönetimi, sınıf organizasyonu, öğrenmeye uygun olumlu bir sınıf ortamı oluşturma (örnekler ve öneriler).

VI. YARIYIL

Fen ve Teknoloji Öğretimi II (3-0-3)

Kavram geliştirme süreçleri ve teknikleri, kavram yanlışları ve kavramsal değişim, öğretim modelleri (probleme dayalı öğrenme, proje tabanlı öğrenme, işbirliğine dayalı öğrenme, öğrenme döngüsü yaklaşımı, çoklu zeka kuramının fen öğretiminde kullanımı vb.), fen öğretiminde ölçme ve değerlendirme: geleneksel ve alternatif ölçme değerlendirme yaklaşımları (gözlem, görüşme, proje, performans değerlendirme, öğrenci ürün dosyası vb.), Fen ve teknoloji öğretim programına ilişkin örnek etkinlik geliştirme ve sunma.

Türkçe Öğretimi (3-0-3)

Türkçe öğretiminde kullanılacak çağdaş yöntem ve teknikler; okuma, yazma, dinleme, konuşma, görsel okuma ve sunu, anlama becerilerinin geliştirilmesi; okuma güçlüklerinin tanımlanması ve giderilmesi; okuma metinlerinin yapısı; bilgilendirici ve hikaye edici metinlerin öğretimi, metinler arası okuma ve yazma; metinlerden anlam kurma, metinlerle ilgili sorular ve türleri; okuma ve yazma yoluyla eleştirel düşüncenin geliştirilmesi; hızlı

okuma ve teknikleri; ana fikir öğretimi ve yöntemleri; okumanın amaçları, türleri ve kuralları; okuma, yazma, dinleme, konuşma ve anlamamanın değerlendirilmesi; İlköğretim Türkçe programının incelenmesi, diğer derslerle ilişkisi, programa ilişkin örnek etkinlik uygulamaları.

Sosyal Bilgiler Öğretimi

(3-0-3)

Sosyal bilgiler alanı ve özellikleri, Sosyal Bilgiler alanının temel amaçları ve temel beceriler, Sosyal Bilgilerde okuryazarlık, Sosyal Bilgiler alanında temel temalar ve alanlar, Sosyal Bilgiler alanının ilköğretimdeki yeri ve tarihçesi, Sosyal Bilgiler Öğretim programının incelenmesi (kazanım, beceri, tema, v.b.), Sosyal Bilgiler öğretiminde kullanılan strateji, yöntem, teknik ve materyaller, bunlarla ilgili örnek uygulamalar, Sosyal Bilgiler dersinde demokrasi, insan hakları ve değerler eğitimi, Türkiye ve diğer ülkelerdeki Sosyal Bilgiler ders kitaplarından örnekler ve kıyaslamalar.

Matematik Öğretimi II

(3-0-3)

Kesirler, kesirleri öğrenmede öğrenci güçlükleri, kesirlerin farklı anlamları, kesir modelleri, denklik, karşılaştırma, sıralama, kesirlerle işlemler, ondalık kesirler, ondalık kesirlerle işlemler, program kazanımlarına uygun örnek etkinlikler, Geometri, çocukta geometrik düşüncenin gelişimi, 2 ve 3 boyutlu geometri konuları ve bunların öğretimi, programda bulunan geometri kazanımlarına uygun örnek etkinlikler, Ölçme ve ölçüler, çocukta ölçme fikrinin gelişimi, boyut, alan, hacim, zaman ölçümleri, tartma, paralarımız, programda bulunan ölçme kazanımlarına uygun örnek etkinlikler veri yönetimi, tablo ve grafikler, programda bulunan veri kazanımlarına uygun örnek etkinlikler, Matematik eğitiminde ölçme ve değerlendirme, çoklu ölçme-değerlendirme yöntem ve teknikleri.

Erken Çocukluk Eğitimi

(2-0-2)

Erken çocukluk kavramı, Türkiye’de ve dünyada erken çocukluk ve okul öncesi eğitim, okul öncesi eğitimin tanımı, ilkeleri, önemi ve yararları, okul öncesi eğitime temel olan görüşler ve okul öncesi eğitimin tarihsel gelişimi, dünyada ve Türkiye’de okul öncesi eğitimin bugünkü durumu, okul öncesi çocuğunun temel özellikleri ve gereksinimleri, okul öncesi öğretmenin özellikleri, okul öncesi eğitim kurumlarının çeşitleri (anaokulu, kreş vb.), okul öncesi eğitim kurumunun fiziksel, sosyal ve eğitsel ortam özellikleri, okul öncesi eğitim döneminde ailenin rolü ve önemi.

Topluma Hizmet Uygulamaları

(1-2-2)

Topluma hizmet uygulamalarının önemi, toplumun güncel sorunlarını belirleme ve çözüm üretmeye yönelik projeler hazırlama, panel, konferans, kongre, sempozyum gibi bilimsel etkinliklere izleyici, konuşmacı yada düzenleyici olarak katılma, sosyal sorumluluk çerçevesinde çeşitli projelerde gönüllü olarak yer alma, topluma hizmet çalışmalarının okullarda uygulanmasına yönelik temel bilgi ve becerilerin kazanılması.

Okul Deneyimi

(1-4-3)

Öğretmenin ve bir öğrencinin okuldaki bir gününü gözlemleme, öğretmenin bir dersi işlerken dersi nasıl düzenlediğini, dersi hangi aşamalara böldüğünü, öğretim yöntem ve tekniklerini nasıl uyguladığını, derste ne tür etkinliklerden yararlandığını, dersin yönetimi için ve sınıfın kontrolü için öğretmenin neler yaptığını, öğretmenin dersi nasıl bitirdiğini ve öğrenci çalışmalarını nasıl değerlendirdiğini gözlemleme, okulun örgüt yapısını, okul müdürünün görevini nasıl yaptığını ve okulun içinde yer aldığı toplumla ilişkilerini inceleme, okul deneyimi çalışmalarını yansıtan portfolyo hazırlama.

VII. YARIYIL

Görsel Sanatlar Öğretimi

(1-2-2)

Zihinsel ve duygusal açılardan görsel sanatlar eğitiminin işlevlerini tanıma, grafiksel gelişim basamaklarına göre öğrencilerin gelişim düzeyini saptama, çocuk resmini okuma, programa uygun resim, grafik tasarımı, tekstil tasarımı, mimari tasarım ve geleneksel tasarımları uygulama, resim çizme ve çizim yoluyla görsel, işitsel ve dokunsal algıda farklılaşma, sanat alanıyla öğrenme ve yaratıcılığın gelişimi.

Din Kültürü ve Ahlak Bilgisi Öğretimi

(2-0-2)

Temel kavramlar (din-kültür-ahlak), müslümanlığın temel ilkeleri, islamiyet ve diğer dinler, ahlak-birey ve toplum ilişkisi, ilköğretim I. kademe 4-5. sınıf Din Kültürü ve Ahlak Bilgisi Öğretim programının incelenmesi(kazanım, içerik yöntem, v.b.).

Trafik ve İlk Yardım

(2-0-2)

Ulaştırma politikaları ve Türkiye gerçeği, uzun mesafeli kent içi ulaştırmada çağdaş ulaşım yaklaşımları, trafik sorunu ve çözümleri, trafikle ilgili temel kurallar ve kavramlar, trafik eğitimi, ilköğretimde trafik eğitimi ve etkinlikler, kazalar ve ilkyardım, ilkyardımın temel uygulamaları, hasta ve yaralı taşıma teknikleri, pansuman ve sargılar, doku ve organ bağıışı, kanamalar, yaralanmalar, yanık ve donma, zehirlenmeler, hayvan ısırma ve sokmaları, şok, boğulmalarda ilkyardım.

Cumhuriyet Dönemi Türk Edebiyatı*

(2-0-2)

Cumhuriyet Dönemi Türk Edebiyatı'nın gelişimi, Cumhuriyet dönemine ait Türk Edebiyatı eserlerinin incelenmesi, başlıca yazınsal türler; bu türlere ilişkin öğretici örnekler üzerinde incelemeler; Türkiye ve diğer Türk Cumhuriyetlerinden yazınsal türlere ait örnekler, metin çözümlemesi.

Etkili İletişim

(3-0-3)

Kişilerarası iletişimin tanımı; iletişim modeli, iletişim unsurları ve özellikleri, etkili dinleme ve geri bildirim, kişilerarası iletişimi engelleyen etkenler (kaynak, kanal, alıcı, vb.), iletişimi kolaylaştıran etkenler, duyguların iletişimde rolü ve kullanılması, iletişimde çatışma ve önlenmesi, öğrenci, öğretmen, veli iletişiminde dikkat edilmesi gereken önemli hususlar, iletişim uygulamaları.

Öğretmenlik Uygulaması I

(2-6-5)

Uygulama okulunda bir gün içinde yapılacak işleri belirleme, bir günlük plan hazırlama(planın gerektirdiği ortam, materyal ve ölçme araçlarını hazırlama), hazırladığı planı ya da plandaki bazı etkinlikleri uygulama, bir öğrenci için istenmeyen davranışları yönetme planı hazırlama, uygulama ve değerlendirme, bu dersteki uygulamalar ile ilgili özdeğerlendirme raporu doldurma, portfolyo hazırlama.

Rehberlik

(3-0-3)

Temel kavramlar, öğrenci kişilik hizmetleri, psikolojik danışma ve rehberliğin bu hizmetler içerisindeki yeri, rehberliğin ilkeleri, gelişimi, psikolojik danışma ve rehberliğin çeşitleri, servisler (hizmetler), teknikler, örgüt ve personel, alandaki yeni gelişmeler, öğrenciyi tanıma teknikleri, rehber-öğretmen işbirliği, öğretmenin yapacağı rehberlik görevleri.

Özel Eğitim***(2-0-2)**

Özel eğitimin tanımı, özel eğitimle ilgili temel ilkeler, engelliliği oluşturan nedenler, erken tanı ve tedavinin önemi, engele bakışla ilgili tarihsel yaklaşım, zihinsel engelli, işitme engelli, görme engelli, bedensel engelli, dil ve iletişim bozukluğu olan, süregelen hastalığı olan, özel öğrenme güçlüğü gösteren, dikkat eksikliği ve hiperaktivite bozukluğu olan, otistik ve üstün yetenekli çocukların özellikleri ve eğitimleri, farklı gelişen çocukların oyun yoluyla eğitimi, özel eğitime muhtaç çocukların ailelerinde gözlenen tepkiler, ülkemizde özel eğitimin durumu, bu amaçla kurulmuş kurum ve kuruluşlar.

VIII. YARIYIL**Birleştirilmiş Sınıflarda Öğretim****(2-0-2)**

Birleştirilmiş sınıf kavramı, birleştirilmiş sınıflarda eğitimin önemi; birleştirilmiş sınıfları ortaya çıkaran nedenler, birleştirilmiş sınıflarda öğretim programının yapısı, birleştirilmiş sınıflarda sınıf yönetimi, birleştirilmiş sınıflarda öğrenme-öğretme sürecinin planlanması ve değerlendirilmesi.

Türk Eğitim Tarihi***(2-0-2)**

Türk eğitim tarihinin, eğitim olgusu açısından önemi. Cumhuriyetten önceki eğitim durumu ve öğretmen yetiştiren kurumlar. Türk Eğitim Devrimi 1: Devrimin tarihsel arka planı, felsefi, düşünsel ve politik temelleri. Türk Eğitim Devrimi 2: Tevhid-i Tedrisat Kanunu: tarihsel temelleri, kapsamı, uygulanışı ve önemi; Türk eğitim sisteminde laikleşme. Türk Eğitim Devrimi 3: Karma eğitim ve kızların eğitimi, Yazı Devrimi, millet mektepleri, halk evleri. Türkiye Cumhuriyeti eğitim sisteminin dayandığı temel ilkeler. Köy Enstitüleri, Eğitim Enstitüleri ve Yüksek Öğretmen Okulları. Üniversiteler ve öğretmen yetiştirme. Yakın dönem Türk eğitim alanındaki gelişmeler.

İlköğretimde Kaynaştırma**(2-0-2)**

Kaynaştırmanın tanımı ve temel ilkeleri; kaynaştırma öğrencilerinin özellikleri; kaynaştırma öğrencilerinin sınıftaki durumları, diğer öğrencilerle olan sosyal ilişkileri ve öğretim durumları; kaynaştırma uygulamalarında öğretim programları, programın amaçları ve uygulanması; kaynaştırma programının bireyselleştirilmiş eğitim programları ile desteklenmesi; kaynaştırma eğitimine ilişkin yöntem ve teknikler; yarı zamanlı ve tam zamanlı kaynaştırma uygulamaları ve değerlendirme.

Öğretmenlik Uygulaması II**(2-6-5)**

Her hafta bir günlük plan hazırlama, hazırlanan planı uygulama, uygulamanın okuldaki öğretmen, öğretim elemanı ve uygulama öğrencisi tarafından değerlendirilmesi, değerlendirmeler doğrultusunda düzeltmelerin yapılması ve tekrar uygulama yapılması, portfolyo hazırlama.

Türk Eğitim Sistemi ve Okul Yönetimi**(2-0-2)**

Türk eğitim sisteminin amaçları ve temel ilkeleri, eğitimle ilgili yasal düzenlemeler, Türk eğitim sisteminin yapısı, yönetim kuramları ve süreçleri, okul örgütü ve yönetimi, okul yönetiminde personel, öğrenci, öğretim ve işletmecilikle ilgili işler, okula toplumsal katılım.

K. Turkish Summary

Türkçe Özet

21. Yüzyıl Sınıf Öğretmenleri için Temel Niteliklerin Belirlenmesi ve Sınıf Öğretmenliği Lisans Programının Bu Nitelikleri Geliştirmesi Açısından Etkililiği

1. GİRİŞ

Küreselleşme ve teknolojik gelişmelerin hız kazanması (Griffin, Care ve McGaw), TIMSS, PISA ve PIRLS gibi uluslararası sınavlara verilen önemin artması (Akiba ve LeTendre, 2009), ekonomik ve endüstriyel gelişmeler, özelleşme, şehirleşme, kitlesel eğitim, toplumsal hayattaki değişiklikler ve dünya genelindeki güç dengelerinin değişimi (AACTE ve P21, 2010; Ananiadou ve Claro, 2009; Day, 2013; OECD, 2013; Paine, 2013) gibi dinamikler sonucunda günümüzde bireylerden sahip olmaları beklenen nitelikler çağın getirdiği ihtiyaçlarla paralellik gösterecek şekilde değişmeye başlamıştır (Griffin vd., 2012). Bireylere daha iyi bir eğitim sunularak sahip oldukları niteliklerin geliştirilmesi amacıyla birçok ülkede çeşitli eğitim reformları yapılmakta olsa da (Schleicher, 2012) iyi bir eğitim sisteminin varlığı öncelikle yüksek nitelikli öğretmenlere bağlıdır (Darling-Hammond, 2010; Feiman-Nemser, 2001; Gopinathan vd., 2008; OECD, 2005). Yapılan birçok araştırma öğretmen niteliğinin bireylerin eğitim çıktılarını etkileyen önemli bir değişken olduğunu (Darling-Hammond ve Sykes, 2003; Darling-Hammond ve Youngs, 2002; Day, 2013; Hanushek ve Rivkin, 2010; Rice, 2003; Wayne ve Youngs, 2003) ve diğer birçok değişken arasında bireylerin öğrenmelerine etki eden en güçlü değişkenin öğretmen niteliği olduğunu göstermektedir (Goldhaber, 2007; Nye, Konstantopoulos ve Hedges, 2004; OECD, 2005).

Nitelikli öğretmen yetiştirmeye ilişkin birçok eğitim politikası geliştirilmeye çalışılsa da (Akiba, LeTendre ve Scribner, 2007; Goldhaber, 2007) eğitim sistemlerindeki sorunların hâlâ öncelikli olarak nitelikli öğretmen eksiği sorunundan kaynaklandığı (OECD, 2005) belirtilmektedir. OECD raporları birçok katılımcı ülke için öğretmenlerin sahip oldukları niteliklerin yüksek olmadığını ve bu durumun iyileştirilebilmesi için önemli adımlar atılması gerektiğini göstermektedir (Commission of the European Communities, 2007). Türkiye’de de durumun benzer olduğu ve öğretmenlerin günümüzdeki eğitim hedeflerini karşılayabilmek için yeterli meslekî bilgi ve becerilere sahip olmadıkları belirtilmektedir (Çakıroğlu ve Çakıroğlu, 2003). Öğretmen nitelikleri ile ilgili bu tartışmalar alanyazında çoğunlukla hizmet öncesi öğretmen eğitimi ile ilişkilendirilmekte olup (Boyd, Grossman, Lankford, Loeb ve Wyckoff, 2009; Liston, Borko ve Whitcomb, 2008) öğretmen adaylarına meslek hayatlarında ihtiyaç duyabilecekleri temel bilgi, beceri ve tutum özelliklerini geliştirebilecekleri nitelikte bir hizmet öncesi öğretmen eğitiminin sağlanmadığı ileri sürülmektedir (Hodgman, 2012).

Öğretmen yetiştirme sisteminin iyileştirilmesi, öğretmen yetiştirme tarihi boyunca Türkiye’deki eğitim politikalarının merkezinde yer almış olmakla beraber bu yönde atılan adımlar özellikle son 30 yıl içerisinde hız kazanmıştır (Çakıroğlu ve Çakıroğlu, 2003; Yıldırım, 2011). Ancak geliştirilen politikalara yöneltilen temel eleştiri ön uygulamaların yapılmaması, tutarlı bir öğretmen yetiştirme yaklaşımının geliştirilmemesi ve bilimsel araştırma sonuçlarının temel alınmaması gibi sebeplerle alınan kararların çoğunlukla tepeden aşağı bir yaklaşımla ve sürekliliği olmayan bir biçimde belirlenmiş olması yönündedir (Aydın, Şahin ve Topal, 2008; Azar, 2011; Çakıroğlu ve Çakıroğlu, 2003; Yıldırım, 2011; Yıldırım 2013). Bunun sonucunda ise birbirleriyle çelişkili ve arka arkaya geliştirilmiş birçok politikanın var olduğu gözlenmektedir (Yıldırım, 2011). Geliştirilen politikaların altında yatan temel amacın öğretmen niteliklerinin iyileştirilmesinden çok öğretmenlerin nicelik olarak sayılarının artırılması olduğu da bu konudaki en önemli eleştirilerden biridir (Atanur-Baskan, Aydın ve Madden, 2006; Azar, 2011; Bilir, 2001; Çakıroğlu ve Çakıroğlu, 2003; Sabancı ve Şahin, 2006; Şişman, 2009; Üstüner, 2004; Yıldırım, 2011). Bütün

bu sebeplerle özellikle 1990'lı yıllardan itibaren nitelikli öğretmen yetiştirme konusunun Türkiye'deki öğretmen yetiştirme sistemi ile ilgili tartışmaların odak noktasında yer aldığı görülmektedir (Azar, 2011; Okçabol, 2004; Sabancı ve Şahin, 2006; Yıldırım, 2011; Yıldırım, 2013). Öğretmenlerin niteliğinin yükseltilmesinin öncelikle sahip olmaları gereken özelliklerin belirlenmesi ve bu özellikleri geliştirecek hizmet öncesi ve hizmet içi programların geliştirilmesiyle mümkün olacağı açıktır. Bu kapsamda ise nitelikli bir öğretmenin sahip olması gereken özellikler konusundaki araştırmalar devam etmektedir (Bracey ve Molnar, 2003; Dudley-Marling, Abt-Perkins, Sato ve Selfe, 2006; Goe ve Stickler, 2008; Hanushek ve Rivkin, 2006).

Türkiye'de Millî Eğitim Bakanlığı (MEB) tarafından önerilmiş öğretmenlik mesleği genel yeterlikleri ve çeşitli disiplinler için geliştirilmiş özel alan yeterlikleri farklı paydaş grupların bakış açıları dikkate alınmadan belirlenmiş olmaları gerekçesiyle geniş ölçüde eleştirilmekte ve önerilen yeterlikler konusunda bir uzlaşmaya varılmamış olduğu düşünülmektedir (Bayındır, 2011b; TED, 2009; Yıldırım, 2013). Bu durum ise hizmet öncesi öğretmen adayı seçimi, öğretmen yetiştirme, öğretmen ataması ve öğretmenlerin değerlendirilmesi gibi politikaları olumsuz etkilemektedir (Akpınar, Turan ve Tekataş, 2004; Aypay, 2009). Benzer şekilde, bu durum öğretmen yetiştirme programlarının etkililiğinin değerlendirilmesi yönündeki araştırmalara da engel oluşturmaktadır. Tüm bu sebeplerle öğretmenlerin sahip olması gereken niteliklerin çeşitli paydaşların bakış açılarına dayalı olarak belirlenmesi yönünde yapılacak araştırmalara önemli ölçüde ihtiyaç vardır (Yıldırım, 2013). MEB tarafından önerilen öğretmen yeterliklerinin uzun bir süre önce belirlenmiş olması bakımından da yeni araştırmalar yapılarak çağın gerekliliklerinin incelenmesi ve öğretmen niteliklerinin güncellenmesi önemlidir. Ayrıca yapılandırmacı eğitim yaklaşımı doğrultusunda geliştirilen ve 2005 yılından itibaren uygulanmaya başlanan öğretim programları çerçevesinde öğretmenlerden beklenen niteliklerin değişmesi ile mevcut öğretmen yeterliklerinin güncellenmesi gerektiği düşünülmektedir. Türkiye'de öğretmen yeterlikleri ile ilgili yapılan araştırmalar çoğunlukla MEB tarafından önerilen öğretmenlik mesleği genel yeterlikleri ve özel alan yeterlikleri temel alınarak gerçekleştirilmiştir (Kaşkaya, 2012). Bu araştırmaların çoğunda belirli

niteliklere sahip olma açısından sınıf öğretmen adayları ya da sınıf öğretmenlerinden kendilerini değerlendirmeleri istendiği görülmekte, bu durum ise katılımcıların objektif değerlendirmelerde bulunamayabilecekleri gerekçesiyle eleştirilmektedir (Kaşkaya, 2012). Alanyazında öğretmen adaylarının ya da öğretmenlerin diğer paydaşların bakış açılarına dayalı olarak değerlendirildiği başka araştırmalar da olmakla beraber yalnızca bir ya da birkaç öğretmen niteliğine odaklanmaları bakımından bu araştırmalar da sınırlılıklara sahiptir. Ayrıca Türkiye’de öğretmen yetiştirme alanında yapılan araştırmaların çoğunda olduğu gibi (Yıldırım, 2013) öğretmen yeterlikleri ile ilgili yapılan bu araştırmaların birçoğu da nicel araştırma yaklaşımlarıyla ve tarama deseninde gerçekleştirilmiştir. Katılımcıların sahip oldukları yeterliklerin değerlendirilmesi dışında öğretmen nitelikleri konusunda yapılan diğer çalışmalarda ise öğretmenlerin sahip olması gereken özellikler araştırılmış, ancak bu çalışmalar genellikle belirli bir paydaş grubun bakış açısıyla sınırlı kalmıştır. Belirtilen sebeplerden dolayı öğretmenlerin sahip olması gereken nitelikler konusunda daha çok ve kapsamlı bir şekilde yapılacak araştırmalara ihtiyaç vardır (Akbaşlı, 2010). Gerçekleştirilecek çalışmalarda farklı paydaş grupların bakış açılarının incelenmesi oldukça önemlidir. Nitelikli öğretmen yetiştirmenin hizmet içi öğretmen yetiştirme programlarının niteliğine bağlı olduğu düşünüldüğünde (Berry, Hoke ve Hirsch, 2004; Boyd vd., 2009; Cooper ve Alvarado, 2006; Darling-Hammond, Chung ve Frelow, 2002) belirlenecek öğretmen niteliklerinin öncelikle öğretmen yetiştirme programlarına entegre edilmesi gerektiği açıktır. Buna ek olarak programların hedeflenen öğretmen niteliklerini ne düzeyde geliştirdiğinin araştırılması da programların zayıf yanlarının güçlendirilmesi için son derece önemlidir. Türkiye’de bu konuda yapılan araştırmalar sayıca yetersiz olduğundan programların etkililiğini inceleyecek daha çok araştırmaya ihtiyaç vardır. Ayrıca mevcut araştırmaların genellikle öğretmen adayları ile gerçekleştirildiği dikkate alındığında yapılacak araştırmaların öğretmenlerin görüşlerine dayalı gerçekleştirilmesi oldukça önemlidir (Yıldırım, 2013).

1.1. Amaç ve Araştırma Soruları

Yukarıda özetlenen görüşler ışığında bu araştırmanın birinci amacı öğretmen eğitimcilerinin, sınıf öğretmen adaylarının, sınıf öğretmenlerinin, Millî Eğitim Bakanlığı (MEB) ve Yüksek Öğretim Kurulu (YÖK) yetkililerinin bakış açılarına dayalı olarak 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel nitelikleri belirlemektir. Araştırmanın ikinci amacı ise sınıf öğretmenliği lisans programının ilk aşamada belirlenen temel nitelikleri ne düzeyde geliştirdiğini sınıf öğretmenlerinin görüşlerine dayalı olarak ortaya çıkarmaktır. Bu amaçlar doğrultusunda araştırmaya yön vermesi açısından iki araştırma sorusu oluşturulmuştur:

1. Öğretmen eğitimcilerinin, sınıf öğretmen adaylarının, sınıf öğretmenlerinin, MEB ve YÖK yetkililerinin bakış açılarına dayalı olarak 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel nitelikler nelerdir?
2. Sınıf öğretmenlerinin bakış açısıyla sınıf öğretmenliği lisans programı hedeflenen temel nitelikleri ne düzeyde geliştirmektedir?

1.2. Çalışmanın Önemi

Araştırmadan elde edilen sonuçların genel olarak nitelikli öğretmen yetiştirme ve özel olarak ise nitelikli sınıf öğretmeni yetiştirme politikalarına öğretmenlerin “ne tür” bilgi, beceri ve tutumlar ile ve “nasıl” yetiştirilmesi gerektiğini ortaya koyması açısından katkıda bulunabileceği beklenmektedir. Bu çerçevede araştırmanın birinci aşamasında belirlenen öğretmen niteliklerinin sınıf öğretmeni seçme, yetiştirme, değerlendirme, atama ve hizmet içi eğitim politikalarına bir temel sağlayabileceği, ayrıca bu niteliklerin sınıf öğretmenlerinin hizmet içi eğitim ihtiyaçlarının belirlenmesi ve öğretmen yetiştirme programının etkililiğinin incelenmesi açısından gelecekteki araştırmalara da yön verebileceği düşünülmektedir.

Belirlenen temel nitelikler çerçevesinde MEB tarafından önerilen öğretmenlik mesleği genel yeterlikleri ve sınıf öğretmenliği alan yeterliklerinin genişletilebileceği beklenmektedir. Bu amaç doğrultusunda, alanyazındaki diğer araştırmalardan farklı olarak bu araştırma çeşitli paydaş grupların bakış açılarına dayalı olarak gerçekleştirilmiş ve kilit gruplardan katılımcılar seçilirken uygun amaçlı örnekleme stratejileri kullanılarak özellikle zengin bilgi kaynağı olabilecek bireylere ulaşılmaya çalışılmıştır. Bunlara ek olarak ilgili alanyazın taraması sonucunda araştırmada sınıf öğretmenlerinin sahip olması beklenen temel nitelikler ile ilgili hem ulusal hem de uluslararası tartışmalar dikkate alınmıştır. Bu açılardan, belirlenen niteliklerin ilgili alanyazına ve ayrıca MEB tarafından uzun bir süre önce önerilen öğretmen yeterliklerinin güncellenmesi ve geliştirilmesine katkıda bulunabileceği düşünülmektedir. Türkiye’de öğretmen yeterlikleri ile ilgili araştırmaların çoğunun MEB tarafından önerilen öğretmen yeterliklerinin temel alınmasıyla gerçekleştirildiği düşünüldüğünde belirlenen niteliklerin öğretmen yetiştirme ile ilgili gelecekteki bilimsel araştırmalar için de daha güncel ve kapsamlı bir temel oluşturabileceği söylenebilir. Ayrıca bu nitelikler, toplumların 21. yüzyılda değişmekte olan ihtiyaçları doğrultusunda sınıf öğretmenlerinin muhtemel ihtiyaçlarını yansıtmaları açısından oldukça önemlidir.

Araştırmanın ikinci aşamasında, sınıf öğretmenliği lisans programının ilk aşamada belirlenen temel nitelikleri ne düzeyde geliştirdiğine ilişkin sonuçların öncelikle YÖK’teki politika belirleyicilere ve öğretmen eğitimcilerine programın etkililiği ile ilgili geribildirim sağlaması ve programın sınıf öğretmenlerini içinde bulunduğumuz çağın gerekliliklerine yönelik ne düzeyde hazırladığını göstermesi bakımından önemli olduğu düşünülmektedir. Ayrıca elde edilen sonuçlar, ele alınan nitelik alanlarının program tarafından ne düzeyde geliştirildiğini ortaya koymak ve her bir alanın geliştirilmesi için çeşitli öneriler sunmanın yanısıra programın genel anlamdaki güçlü ve zayıf yönlerine de işaret ederek güçlendirilmesi için çeşitli önerilerde bulunabilir. Bu bağlamda, sonuçların program geliştirme uzmanlarına ışık tutabileceği söylenebilir.

Sınıf öğretmenliği lisans programının etkililiği ile ilgili alanyazındaki diğer arařtırmalar çoğunlukla sınıf öğretmen adayları ile gerçekleştirilmiştir. Bu açıdan, sınıf öğretmenlerinin görüşlerine dayalı olarak gerçekleştirilen bu araştırma alanyazına katkıda bulunabilir. Sınıf öğretmenlerinin bakış açılarının araştırılması programdaki tüm dersleri almış, öğretmenlik uygulamalarını tamamlamış, mezun olmuş ve meslekî yaşantılarından örnekler verebilecek olmaları bakımından önemlidir. Ayrıca arařtırmada yer alan sınıf öğretmenlerinin programdan yakın zamanda mezun olmuş kişiler olmalarının da elde edilen sonuçların zenginliği ve geçerliği açısından önemli olduğu düşünülmektedir. Araştırmanın ikinci aşamasında seçilen sınıf öğretmenlerinin, araştırmanın birinci aşamasında yer alan son sınıf öğretmen adayları ile aynı kişiler olması ise araştırmanın yöntem bakımından güçlü yanlarından biridir. Programın belirli nitelikleri ne düzeyde geliřtirdiğine ilişkin sonuçların öğretmenlerin hizmet içi eğitim ihtiyacı hissettikleri alanlara da ışık tutabileceği düşünülmektedir. Bu açıdan, sonuçların politika belirleyiciler ve program geliştirme uzmanlarına hizmet içi eğitim programlarının geliştirilmesinde temel oluşturabileceği söylenebilir. Alanyazındaki arařtırmaların çoğunun belirli niteliklere sahip olma açısından sınıf öğretmen adaylarını ya da sınıf öğretmenlerini değerlendirdiği, öte yandan programın etkililiğini değerlendiren arařtırmalara önemli ölçüde ihtiyaç olduğu dikkate alındığında araştırmanın alanyazına katkıda bulunabileceği düşünülmektedir. Programın etkililiğini değerlendirmeyi amaçlayan arařtırmaların çoğunun MEB tarafından önerilen yeterlikler temel alınarak gerçekleştirildiği görülmektedir. Diğer taraftan bu arařtırmada sınıf öğretmenliği lisans programının etkililiğinin ilk aşamadan elde edilen ve çeşitli paydaşların bakış açılarına dayalı olarak belirlenen nitelikler ışığında değerlendirilmesinin önemli olduğu düşünülmektedir. Araştırmanın ilk aşaması sonucunda belirlenen nitelikler arasından ikinci aşama için seçilenlerin sınıf öğretmenleri için nispeten daha temel ve daha özel olan alanlar; özellikle 21. yüzyılda öne çıkan nitelik alanları; sınıf öğretmenlerinin karşılaştığı güçlükler üzerine ilgili alanyazın; Tez İzleme Komitesinin önerileri ve sınıf öğretmenlerinin görüşlerinin dikkate alınmasıyla belirlenmiş olması araştırmanın önemini artırmaktadır. Türkiye’deki öğretmen eğitimi arařtırmalarının çoğunun nicel araştırma geleneği ile gerçekleştirilmiş olduğu

düşünüldüğünde araştırmanın her iki aşamasının nitel araştırma yaklaşımı ile tasarlanmasının da alanyazına katkıda bulunabileceği söylenebilir.

Türkiye’de öğretmen yetiştirme merkezi bir yapıya sahip olması sebebiyle sınıf öğretmenliği lisans programının niteliğinin iyileştirilmesi konusunda sunulacak önerilerin diğer öğretmen yetiştirme programlarına da ışık tutabileceği ve genel olarak hizmet öncesi öğretmen adaylarının seçimi, öğretmen adaylarının değerlendirilmesi ve atanmasına ilişkin tartışmalara katkıda bulunarak Türkiye’deki öğretmen yetiştirme sistemine yön verebileceği düşünülmektedir.

2. YÖNTEM

2.1. Araştırma Deseni

Bu araştırma, nitel araştırma desenlerinden biri olan olgubilim deseninde tasarlanmıştır. Bireylerin, sahip oldukları bilgileri geçirdikleri yaşantılara dayalı olarak yapılandırdıkları varsayımına dayanan (Patton, 1990) olgubilim araştırmalarının temel amacı farklı katılımcıların dünyasına girerek ele alınan olgu ile ilgili onların bakış açılarını incelemek ve kendi deneyimlerine dayanarak yapılandırdıkları derin anlamları ortaya çıkarmaktır (Bogdan ve Biklen, 2007; Fraenkel ve Wallen, 2006). Tek bir olay ya da olgunun farklı bireyler tarafından öne sürülebilecek birden fazla yorum ile açıklanabileceğini öneren olgubilim araştırmalarında (Merriam, 2014) birden fazla katılımcının yaşantılarına odaklanmak (Marshall ve Rossman, 2011; Patton, 1990) ve bu yaşantılardaki ortak unsurlara veya öze ulaşmak esastır (Creswell, 2013; Fraenkel ve Wallen, 2006).

2.2. Katılımcılar

Bu araştırmanın birinci aşamasının katılımcılarını 58 öğretmen eğitimcisi, 29 sınıf öğretmen adayı, 28 sınıf öğretmeni, 4 MEB yetkilisi ve 1 YÖK yetkilisi oluşturmaktadır. Katılımcıların seçiminde zengin bilgi kaynağı olabilecek bireylerin

saptanması için nitel araştırmanın özelliğine uygun olarak amaçlı örnekleme stratejilerinden ölçüt örnekleme, maksimum çeşitlilik örnekleme ve kartopu örnekleme (Patton, 1990) kullanılmıştır. Araştırmanın birinci aşamasındaki 58 öğretmen eğitimcisi, ölçüt örnekleme ve maksimum çeşitlilik örnekleme stratejileri kullanılarak Ankara’da yer alan ve sınıf öğretmenliği lisans programında en az 10 yıllık deneyime sahip olan üç devlet üniversitesinin sınıf öğretmenliği bölümünden veya sınıf öğretmen adaylarına ders veren diğer bölümlerinden seçilmiştir. Öğretmen eğitimcilerinin seçiminde sınıf öğretmen adaylarının herhangi bir lisans dersine giriyor olmak ölçütü aranmış olup katılımcıların farklı uzmanlık alanları dolayısıyla girdikleri dersler açısından bir çeşitlilik göstermeleri sağlanmıştır. Benzer şekilde, 29 sınıf öğretmen adayı da ölçüt örnekleme ve maksimum çeşitlilik örnekleme stratejileri kullanılarak öğretmen eğitimcileri ile aynı üç üniversiteden seçilmiş ve katılımcıların seçiminde son sınıf öğretmen adayı olma ölçütü aranmıştır. Katılımcılar aynı zamanda öğretmen eğitimcilerinin başarılı bir öğretmen adayı olarak önerdiği kişilerden biri olma ölçütünü sağlamış, birinci öğretim veya ikinci öğretim programında okuyor olma açısından çeşitlilik göstermişlerdir. Araştırma kapsamındaki 28 sınıf öğretmeni ölçüt örnekleme ve maksimum çeşitlilik örnekleme stratejileri kullanılarak Ankara’da yer alan devlet okullarından seçilmiş ve seçilen öğretmenlerin merkez veya kırsal bölgelerde görev yapıyor olma, sınıf öğretmenliği lisans programı mezunu veya alan dışı atanmış olma, farklı sınıf düzeylerini okutuyor olma, lisans eğitiminin tamamlandığı üniversite ve öğretmenlik deneyimi açısından çeşitlilik göstermeleri sağlanmıştır. Son olarak, ölçüt örnekleme stratejisi kullanılarak araştırmanın birinci aşamasındaki 4 MEB yetkilisi Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğünden, 1 YÖK yetkilisi ise Uluslararası İlişkiler Biriminden seçilmiştir. MEB yetkililerine ulaşma sürecinde ayrıca kartopu örnekleme stratejisinden yararlanılmıştır.

Araştırmanın ikinci aşamasının katılımcılarını ise ölçüt örnekleme ve maksimum çeşitlilik örnekleme stratejileri ile seçilmiş olan 22 sınıf öğretmeni oluşturmaktadır. Araştırmanın birinci aşamasında yer alan sınıf öğretmen adayları araştırmanın ikinci aşamasında sınıf öğretmenleri olarak yer almışlardır. Buna bağlı olarak, ikinci

aşamanın katılımcılarını sınıf öğretmenliği lisans programında en az 10 yıllık deneyime sahip olan Ankara'daki üç devlet üniversitesinin, 2006 sınıf öğretmenliği lisans programını tamamlayan ve araştırmanın ilk aşamasında sınıf öğretmen adayı olarak yer alan mezunları oluşturmuştur. Katılımcıların seçiminde ayrıca sınıf öğretmenliği kariyerine aktif olarak başlamış olma ölçütü aranmıştır. Araştırmanın ilk aşamasına dayalı olarak katılımcıların mezun oldukları üniversite ve tamamladıkları birinci öğretim veya ikinci öğretim programı açısından çeşitlilik göstermeleri sağlanmıştır.

2.3. Veri Toplama Araçları

Olgubilim araştırmalarında temel veri toplama yöntemi katılımcılarla yapılan derinlik odaklı görüşmelerdir (Marshall ve Rossman, 2011). Görüşmenin amacı bireylerin yaşantı, görüş, tutum ve değerlerini (Fraenkel ve Wallen, 2006) kendi bakış açlarına dayanarak ortaya koymak (Bogdan ve Biklen, 2007) ve ele alınan olgu ile ilgili sahip oldukları derin anlam yapılarını açığa çıkarmaktır (Marshall ve Rossman, 2011). Araştırmanın her iki aşamasında da veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış olup ikinci aşamada ayrıca sınıf öğretmenliği lisans programı doküman incelemesi ile analiz edilmiştir. Doküman incelemesi, nitel araştırmalarda veri çeşitlemesinin sağlanması için önemli bir yöntem olarak önerilmektedir (Bogdan ve Biklen, 2007; Marshall ve Rossman, 2011; Yıldırım ve Şimşek, 2011).

Araştırmanın birinci aşamasında her paydaş grup için ilgili alanyazın incelenerek yarı yapılandırılmış ve paralel görüşme formları geliştirilmiştir. Görüşme formları demografik ve açık uçlu sorular ile bu soruların sondalarından oluşmuştur. 3 son sınıf öğretmen adayı ile odak grup görüşmesi ve 2 sınıf öğretmeni ile görüşmeler yapıldıktan sonra yeniden düzenlenen görüşme formları için daha sonra 10 uzman görüşü alınmıştır. Uzman görüşlerini takiben görüşme formlarının geçerlik ve güvenilirliğini sağlamak amacıyla 6 öğretmen eğitimcisi, 2 sınıf öğretmen adayı ve 3 sınıf öğretmeni ile pilot çalışmalar yapılmış, görüşmelerin ne kadar sürdüğü, soruların

akışı, anlaşılabilirliği, uygunluğu ve görüşme sırasında ne gibi durumların yaşanabileceği test edilmiştir (Kvale, 2007; Marshall ve Rossman, 2011; Maxwell, 2013).

Araştırmanın ikinci aşamasında sınıf öğretmenleri için geliştirilen yarı yapılandırılmış görüşme formları ilgili alanyazın incelenerek ve araştırmanın birinci aşaması sonucunda belirlenen nitelik alanlarından bazıları seçilerek geliştirilmiştir. Seçilen nitelik alanlarının saptanmasında (1) sınıf öğretmenleri için nispeten daha temel ve daha özel olan alanlar, (2) özellikle 21. yüzyılda öne çıkan nitelik alanları, (3) sınıf öğretmenlerinin karşılaştığı güçlükler üzerine ilgili alanyazın, (4) Tez İzleme Komitesinin önerileri ve (5) 5 sınıf öğretmenin görüşleri dikkate alınmıştır. Geliştirilen yarı yapılandırılmış görüşme formu demografik ve açık uçlu sorulardan oluşmuş olup 5 uzman görüşü alındıktan sonra görüşme formunun geçerlik ve güvenilirliğini sağlamak amacıyla 3 sınıf öğretmeni ile pilot çalışmalar gerçekleştirilmiştir.

2.4. Veri Toplama Süreci

Araştırmanın birinci aşamasında kullanılan görüşme formları 2013-2014 yılının bahar döneminde hazırlandıktan sonra ODTÜ Uygulamalı Etik Araştırma Merkezinden araştırmanın ve veri toplama araçlarının uygunluğuna ilişkin onay alınmıştır. Seçilen üç devlet üniversitesinden ve MEB'den de gerekli izinler alındıktan sonra görüşmeler 2013-2014 yılının Nisan-Haziran ayları arasında araştırmacı tarafından gerçekleştirilmiştir. Öğretmen eğitimcileri için görüşmelerin günü ve saati katılımcılara gönderilen e-postalar aracılığıyla kararlaştırılmış, öğretmen adayları ile yapılan görüşmeler ise öğretmen eğitimcilerinin yardımıyla katılımcılara telefon edilerek belirlenmiştir. Öğretmen eğitimcileri ile görüşmeler katılımcıların ofislerinde, öğretmen adayları ile ise fakülte binası içerisindeki boş dersliklerde gerçekleştirilmiştir. Okullardaki sınıf öğretmenleriyle yapılan görüşmelerin bazıları aynı gün içerisinde gerçekleştirilebilmiş, bazıları için ise başka bir görüşme günü ve saati belirlenmiştir. Bu görüşmelerin çoğu öğretmenler odasında ya da ders saati süresince öğretmenlerin bulunduğu dersliklerde gürültüden uzak bir şekilde

gerçekleştirilmeye çalışılmıştır. MEB ve YÖK yetkilileri için ilgili birimler ziyaret edilerek görüşmelerin bazıları aynı gün içerisinde gerçekleştirilebilmiş, bazıları için ise ilgili kişiye e-posta ya da telefon yoluyla ulaşılarak görüşme günü ve saati belirlenmiştir. Görüşmeler, katılımcıların ofislerinde gerçekleştirilmiştir.

Birinci aşamadan elde edilen verilerin analizi sonucunda elde edilen bulgulara bağlı olarak araştırmanın ikinci aşamasında kullanılan görüşme formları 2015-2016 yılının güz döneminde geliştirilmiştir. Uzman görüşleri ve pilot çalışmalar sonucunda görüşme formunda gerekli değişiklikler yapıldıktan sonra görüşmeler araştırmacı tarafından 2015 yılı Aralık içerisinde tamamlanmıştır. Ankara dışındaki illerde görev yaptıkları için araştırmanın ikinci aşamasında sınıf öğretmenleriyle yapılan görüşmeler görüntülü Skype görüşmeleri şeklinde gerçekleştirilmiştir. Görüşmeler sırasında kolaylık sağlamak için sorulacak nitelik alanları ile ilgili katılımcılara önceden açıklayıcı bir not gönderilmiş, kendilerinden bu nitelik alanlarının ne tür bilgi, beceri, tutum ifadeleri içerdiği konusunda görüşme öncesinde bu belgeyi incelemiş olmaları istenmiştir.

Her iki aşamada da araştırmaya katılım gönüllülük ilkesi esas alınarak sağlanmış, yapılan tüm görüşmeler katılımcılardan alınan izinler doğrultusunda ses kayıt cihazı ile kaydedilmiştir. Birinci aşamada yüz yüze gerçekleştirilen görüşmeler yaklaşık 30 ila 60 dakika arasında, ikinci aşamada gerçekleştirilen görüntülü Skype görüşmeleri ise 60 ila 90 dakika arasında sürmüştür.

2.5. Verilerin Analizi

Veri analizi için araştırmanın her iki aşamasında da ilk olarak görüşmelerin çözümlenmesi sağlanmıştır. Elde edilen görüşme verilerinin analizi NVivo 10 nitel veri analizi programı ile gerçekleştirilmiş olup doküman incelemesi için ise herhangi bir program kullanılmamıştır. Hem görüşme verilerinin hem de sınıf öğretmenliği lisans programının analizi içerik analizi yöntemi (Patton, 1990) ile gerçekleştirilmiştir. Bu bağlamda, veriler öncelikle belirli sözcük, sözcük öbeği veya paragraflara uygun

kodlar verilerek daha küçük birimlere ayrılmış (Creswell, 2013; Miles ve Huberman, 1994), sonra ise bu kodlar arasında çeşitli ilişkiler, bağlantılar ve yapılar oluşturularak verileri temsil eden daha geniş temalar veya kategoriler elde edilmiştir (Bogdan ve Biklen, 2007). Görüşme verilerinin kodlanmasında hem tümdengelim (Creswell, 2013) hem de tümevarım (Maxwell, 2013; Patton, 1990) yöntemleri kullanılmış olup doküman incelemesi için yalnızca tümdengelim yöntemi kullanılmıştır. Görüşme verilerinin analizinde öncelikle belirli sayıda görüşme metni araştırmacı tarafından kodlanarak taslak bir kod ve kategori listesi oluşturulmuştur. Daha sonra kodlayıcılar arası uyumun sağlanması için araştırmanın ilk aşamasında 4 uzmandan, ikinci aşamasında ise 3 uzmandan aynı görüşme metinlerini kodlamaları istenmiş, böylece ortaya çıkan kod ve kategoriler karşılaştırılarak kodlayıcılar arasında uyum sağlanmıştır (Marshall ve Rossman, 2011; Miles ve Huberman, 1994; Patton, 1990). Bu aşamadan sonra, elde edilen taslak kod ve kategoriler ışığında tüm verilerin analizi araştırmacı tarafından tamamlanmıştır. Veri analizi süresince elde edilen kod ve kategorilerin iyileştirilmesi ve organize edilmesi bir arada sürdürülmüştür. Son olarak bulguların raporlanması katılımcılardan uygun alıntılar yapılarak gerçekleştirilmiş ve katılımcılar uygun kısaltmalar ile simgelenmiştir. Araştırmanın birinci aşamasından elde edilen görüşme verilerinin analizi Mayıs 2014 – Ekim 2015 süresince, ikinci aşamasından elde edilen görüşme verileri ve sınıf öğretmenliği lisans programı analizi ise Aralık 2015 – Nisan 2016 süresince tamamlanmıştır.

Araştırmanın geçerlik ve güvenilirliğinin inandırıcılık, aktarılabilirlik, tutarlık ve teyit edilebilirlik açısından sağlanması için çeşitli yöntemler kullanılmıştır. İnandırıcılığın sağlanması için uzman incelemesi, pilot çalışmalar yapma, derinlik odaklı veri toplama, katılımcı ve veri toplama yöntemi çeşitlemesi, uzun süreli etkileşim, görüşmeler sırasında ve sonrasında ayrıntılı notlar alma, farklı kodlayıcılar arası uyumun sağlanması gibi yöntemlere başvurulmuştur. Araştırmanın aktarılabilirliğinin sağlanması için ise uygun amaçlı örnekleme stratejileri ve araştırmanın gerçekleştirildiği bağlam, katılımcıların özellikleri, veri toplama, veri analizi ve bulguların raporlanması gibi süreçler için ayrıntılı betimleme yöntemi kullanılmıştır.

Son olarak araştırmanın tutarlığı için tutarlık incelemesi, teyit edilebilirliği için ise teyit incelemesi yöntemlerinden yararlanılmıştır.

3. BULGULAR

Araştırmadan elde edilen bulgular araştırma soruları ile uyumlu olacak şekilde (1) 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel nitelikler ve (2) sınıf öğretmenliği lisans programının ilk aşamada belirlenen temel nitelikleri ne düzeyde geliştirdiği dikkate alınarak sunulmuştur. Araştırmanın ilk aşamasında çeşitli paydaşların bakış açılarına dayalı olarak gerçekleştirilen görüşmelerin analizinden elde edilen bulgular sınıf öğretmenlerinin (1) kişilik özellikleri, (2) nitelik alanları ve (3) özellikle 21. yüzyılda vurgulanan nitelik alanları açısından belirli özelliklere sahip olmaları gerektiğini göstermiştir. Kişilik özellikleri açısından sınıf öğretmenlerinin özellikle çocukları seven, sabırlı, empati kurabilen, öz güveni gelişmiş, hoşgörülü, meraklı, öğrencilere bir anne ya da baba gibi yaklaşabilen, dinamik, hevesli, derslerin öğretimi konusunda öz yeterliği yüksek, olaylara çocuk bakış açısıyla yaklaşabilen ve demokratik tutumlar sergileyen bireyler olması beklendiği anlaşılmıştır. Benzer şekilde, görüşmelerin analizinden elde edilen bulgular sınıf öğretmenlerinin vicdanlı, pozitif, tarafsız, fedakâr, güvenilir, ılımlı, düzenli, üretken, öz disiplini yüksek, şefkatli, girişimci, ikna edici, esprili, insancıl, adil, esnek, yaratıcı, öz saygısı ve öz farkındalığı yüksek bireyler olması gerektiğini ortaya koymuştur. Görüşmelerden elde edilen bulgulara göre sınıf öğretmenlerinin bilgi, beceri ve tutum açısından belirli özelliklere sahip olmalarının beklendiği nitelik alanları ise şunlardır: eğitimin temelleri, eğitim sistemleri, pedagojik alan bilgisi (öğrenci bilgisi, öğretim programları, öğretim yöntem ve teknikleri, materyal, planlama, güdüleme, öğretim süreci, sınıf yönetimi, ölçme ve değerlendirme, rehberlik), konu alanı bilgisi, kırsal bölgelerde öğretmenlik yapma, okul yönetimi ve resmî işleri yürütme, aile katılımı, yetişkin eğitimi, sanat ve estetik, karakter eğitimi, ilk yardım. Son olarak sınıf öğretmenlerinin özellikle 21. yüzyılda bilgi, beceri ve tutum açısından belirli özelliklere sahip olmalarının beklendiği nitelik alanları ise şunlardır: bilgi ve iletişim teknolojileri, üst düzey düşünme becerileri, özerk ve iş birliği yaparak çalışma,

esneklik, yeni durumlara uyum sağlama, çok kültürlülük ve bireysel farklılıklara cevap verme, yerel ve evrensel sorunlar, kişisel ve meslekî gelişim, özel gereksinimli öğrencilere cevap verme, öğretim programlarında çeşitlilik yapma, etkili iletişim kurma, farklı öğretmen modellerini temsil eden çeşitli rolleri yerine getirme.

Araştırmanın ikinci aşamasında sınıf öğretmenlerinin görüşlerine dayalı olarak gerçekleştirilen görüşmelerin analizinden elde edilen bulgular ise (1) katılımcıların program ile ilişkili özellikleri ve (2) programın ilk aşamada belirlenen temel nitelikleri ne düzeyde geliştirdiği açısından sunulmuştur. Bu bağlamda, ilk olarak katılımcıların sınıf öğretmenliği programı ile ilişkili özelliklerini kısaca özetlemek bulguları anlamak için önemlidir. Araştırmanın ikinci aşamasında yer alan sınıf öğretmenlerinin 13'ünün (%59.09) sınıf öğretmenliği bölümünü isteyerek seçtiği, 9'unun ise (%40.91) bu bölümü isteyerek seçmemiş olduğu görülmüştür. Katılımcıların sınıf öğretmenliği bölümünü seçmeleri konusunda en belirleyici etkenlerin üniversiteye giriş sınavından alınan puan, mezun olunan lise türü, özellikle öğretmen liseleri mezunlarına verilen ek puanlar, lisede seçilen alan türü, lisede sunulan rehberlik hizmetleri, sınıf öğretmenliği bölümüne ayrılan öğrenci kontenjanının diğer bölümlere göre daha fazla olması, gelecekte iş bulma kaygısı ve sınıf öğretmenliği bölümü mezunlarına ayrılan atama kontenjanının diğer bölümlere göre nispeten fazla olması, aileler tarafından yapılan yönlendirmeler, küçük çocuklara duyulan sevgi, sınıf öğretmenlerinin küçük yaş grubundaki çocuklar üzerinde oluşturduğu güçlü etki, seçilecek üniversitenin başarı sıralaması ve üniversitenin bulunduğu şehir ile toplum tarafından öğretmenlik mesleğine atfedilen değer ve bunun yanısıra özellikle kadınların sınıf öğretmeni olması yönündeki toplumsal beklentiler olduğu ortaya çıkmıştır. Katılımcıların çoğu, lisans eğitimleri sırasında aldıkları Okul Deneyimi ve Öğretmenlik Uygulaması I ve II derslerindeki staj uygulamaları için orta ve yüksek sosyoekonomik düzeye sahip ilçelerdeki okullara gönderildiklerini, birkaçı ise staj deneyimi için düşük sosyoekonomik düzeye sahip ilçelerde yer alan okullara gittiklerini belirtmişlerdir. Ayrıca katılımcıların köy okullarında ve birleştirilmiş sınıflarda staj deneyimine gönderilmedikleri anlaşılmıştır. Katılımcılar, Okul Deneyimi ve Öğretmenlik Uygulaması I ve II derslerinde staj uygulamaları için seçilen okullara 14 hafta boyunca

haftada bir gün (4-6 saat) gidecek şekilde gönderildiklerini ifade etmişlerdir. Okul Deneyimi dersi kapsamında temel olarak gözlem yapma etkinliklerinde bulduklarını, ders anlatma deneyimi kazanmadıklarını, 14 hafta boyunca çoğunlukla aynı sınıfı ve o sınıfta yalnızca okula gittikleri gün işlenen dersleri gözlemleyebildiklerini söylemişlerdir. Öğretmenlik Uygulaması I ve II derslerinde ise çoğunlukla aynı sınıf için olmak üzere okula gittikleri gün işlenen derslere yönelik ders planları geliştirdiklerini ve ders anlatma deneyimi kazandıklarını belirtmişlerdir. Meslekî gelişim etkinlikleri açısından katılımcıların çoğu öğretmen eğitimleri süresince farklı seminer, sempozyum ve konferanslara katılma, eğitsel filmler izleme, sivil toplum örgütlerinde gönüllü etkinliklere katılma, öğrenci topluluklarına üye olma ve çeşitli profesyonel web sitelerine abone olma gibi yöntemler aracılığıyla kendilerini geliştirmeye çalıştıklarını dile getirmişlerdir. Sosyal etkinlikler açısından katılımcıların tiyatro, sinema, opera, bale, sergi, müze, okul gezileri gibi etkinliklere katılma olanağı bulabildikleri, sportif etkinlikler açısından ise öğretmen eğitimleri süresince yeterli imkânlarla sahip olmadıkları anlaşılmıştır. Benzer şekilde, bazı katılımcılar eğitsel dergi, makale, çocuk kitapları gibi yayınlardan yararlandıklarını diğerleri ise herhangi bir yayını takip etmediklerini belirtmişlerdir. Son olarak büyük çoğunluğun herhangi bir profesyonel üyeliğinin (sendika, meslekî dernek vb.) olmadığı anlaşılmış, sınıf öğretmenliği kariyerine ise büyük bir istekle başladıkları görülmüştür.

İkinci olarak, sınıf öğretmenliği lisans programının ilk aşamada belirlenen ve araştırmanın ikinci aşaması için seçilen belirli temel nitelikleri ne düzeyde geliştirdiğine yönelik sınıf öğretmenleri ile yapılan görüşmeler analiz edilmiştir. Elde edilen bulgulara göre programın okul yönetimi ve resmî işleri yürütme, bilgi ve iletişim teknolojileri, kırsal bölgelerde öğretmenlik yapma, özel gereksinimli öğrencilere cevap verme, yeni durumlara uyum sağlama, iş birliği yaparak çalışma, araştırma yapma, kişisel gelişim, “değiştiren” öğretmen rolünü yerine getirme ve aile katılımı alanlarındaki nitelikleri az yeterli düzeyde geliştirdiği anlaşılmıştır. Katılımcıların etkili iletişim kurma, öğretim programlarında çeşitlilik yapma, çok kültürlülük ve bireysel farklılıklara cevap verme, ölçme ve değerlendirme

alanlarındaki nitelikleri geliřtirmesi aısından ise mezun oldukları sınıf ğretmenlięi lisans programını kısmen yeterli buldukları grlmřtr. Son olarak ğretim programları, zerk alıřma, sanat ve estetik, meslek geliřim, “aktaran” ğretmen roln yerine getirme ve st dzey dřnme becerileri alanlarındaki nitelikleri programın olduka yeterli dzeyde geliřtirdięi ortaya ıkmıřtır.

Grřmelerin analizinden elde edilen bulgular programın ele alınan nitelikleri geliřtirmesine eřitli kaynakların etkide bulunduęunu gstermiřtir. Genel olarak bu kaynakların (1) program ve dersler, (2) ders dıřı etkinlikler, (3) ğretim elemanları, (4) fakltelerin fiziksel altyapısı ve (5) paydařlar ile iliřkili olduęu grlmřtr. (1) Program ve dersler konusunda ne ıkan kaynaklar derslerin kazanım ve ierięi, drt yıllık lisans programı ierisindeki sıralaması, kullanılan ğretim yntem ve teknikleri, dersin gereklilikleri ve gerekleřtirilen etkinlikler, dev trleri, derslerin sayısı ve sreleri, yabancı dil hazırlık sınıfının olmaması, yeterli ve etkili ğretmenlik deneyimi olanaęının saęlanmaması, faklte-okul iř birlięinin yetersiz olması, staj uygulamaları iin seilen okulların eřitlilik gstermemesi, ky okullarında ve birleřtirilmiř sınıflarda ğretmenlik deneyimi olanaęının saęlanmaması ve bazı derslerin uzaktan eęitim yoluyla verilmesi olmuřtur. (2) Ders dıřı etkinlikler ile ilgili olarak eřitli paydařların faklteye misafir konuřmacı olarak davet edilmesinin, fakltede bilgilendirici seminerler dzenlenmesinin, panoların ve faklte web sitesinin etkin bir şekilde kullanılmasının, alan gezileri yapılmasının, ęrenci topluluklarına ve ęrenci deęiřim programlarına katılmanın, niversitede yer alan sosyal, kltrel ve meslek geliřim etkinliklerinin nemi vurgulanmıřtır. Ayrıca faklte-okul iř birlięinin ve fakltedeki farklı blmler arasındaki iř birlięinin yetersiz olmasının altı izilmiřtir. (3) ğretim elemanları konusunda katılımcıların, ğretim elemanlarının yetkinlięi, ğretmen olarak gemiřte sahip oldukları deneyim, mesleęe baęlılık dzeyleri, verdikleri derse ynelik tutumları, deęiřen uygulamalara ynelik tutumları ve uyum saęlama yeterlikleri, hizmet ii eęitim ihtiyaları, ęrencilere saęladıkları rehberlik ve danıřmanlık, sayıca yetersiz olmaları, iř yklerinin ok olması ve ulařılabilir olmamaları, sınıf ğretmen adaylarına ynelik tutumları ve dřk beklentileri, ğretim elemanları tarafından belirlenen ders gereklilikleri, ğretmen adayları ve ğretim

elemanları arasındaki iş birliğinin yetersiz olması, derslerin öğretmen adaylarının hazır bulunuşluk düzeyine göre adapte edilmesi, öğretim elemanları arasında farklı uygulamaların olması, ders ve öğretim elemanı seçimi konusunda öğrencilere esneklik tanınmaması, öğretim elemanlarının okul yöneticileri ve uygulama öğretmenleri ile iş birliği yapma konusundaki tutumu ve öğretmen adaylarına etkili bir geri bildirim sağlamaları gibi unsurların önemini vurguladıkları görülmüştür. (4) Fakültelerin fiziksel altyapısına ilişkin belirlenen kaynakların fakültede sağlanan derslik, kütüphane, sanat odası, drama odası, seminer odası, laboratuvarlar, kantin, internet erişimi gibi olanaklar, bu olanakların yeterliği, kullanılabilirliği ve fiziksel büyüklük, oturma düzeni, araç gereç donanımı, ulaşılabilirlik ve bina içerisindeki konum açısından sahip olduğu koşullar, öğretim elemanlarının ofislerinin fakülte içerisinde olması ve üniversitede sağlanan spor merkezi, kütüphane, internet erişimi ile ilişkili olduğu anlaşılmıştır. (5) Son olarak paydaşlar konusunda ise okul yöneticileri, rehber öğretmenler ve uygulama öğretmenlerinin öğretmenlik uygulamaları süresince öğretmen adaylarına yönelik tutumu, fakülte-okul iş birliğinin yetersiz olması, uygulama öğretmenlerinin yetkinliği ve okul yöneticilerinin ulaşılabilir olmaması gibi kaynakların programın ele alınan nitelikleri geliştirmesine katkıde bulunduğu ortaya çıkmıştır.

4. TARTIŞMA VE ÖNERİLER

Bu araştırma 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel özelliklerin çeşitli paydaşların bakış açılarına dayalı olarak belirlenmesi ve sınıf öğretmenliği lisans programının belirlenen temel nitelikleri ne düzeyde geliştirdiğinin sınıf öğretmenlerinin görüşlerine dayalı olarak ortaya çıkarılması amacıyla gerçekleştirilmiştir. Araştırmanın birinci aşamasında öğretmen eğitimcileri, sınıf öğretmen adayları, sınıf öğretmenleri, MEB ve YÖK yetkilileri ile yapılan görüşmeler sonucunda nitelikli bir sınıf öğretmenin öncelikle belirli kişilik özelliklerine sahip olması gerektiği ortaya çıkmıştır. Etkili öğretmenlik yalnızca pedagoji bilgi ve becerilerine sahip olmayı değil, aynı zamanda belirli kişilik özelliklerine sahip olmayı gerektirmektedir (Decker ve Rimm-Kaufman, 2008; Fisher ve Kent, 1998). Bu

bağlamda sınıf öğretmenlerinin özellikle çocukları seven, sabırlı, empati kurabilen, öz güveni gelişmiş, hoşgörülü, meraklı, öğrencilere bir anne ya da baba gibi yaklaşabilen, dinamik, hevesli, derslerin öğretimi konusunda öz yeterliği yüksek, olaylara çocuk bakış açısıyla yaklaşabilen, demokratik tutumlar sergileyen, vicdanlı, pozitif, tarafsız, fedakâr, güvenilir, ılımlı, düzenli, üretken, öz disiplini yüksek, şefkatli, girişimci, ikna edici, esprili, insancıl, adil, esnek, yaratıcı, öz saygısı ve öz farkındalığı yüksek bireyler olması beklendiği görülmüştür. Alanyazındaki diğer araştırmaların sonuçları da bu çalışmanın sonuçlarına paralel olarak sınıf öğretmenlerinin çocukları seven, anlayışlı, şefkatli, hoşgörülü, sabırlı, ılımlı, ilgili, öğrencilere bir anne ya da baba gibi yaklaşabilen, dürüst, adil, öz güveni gelişmiş, yaratıcı, kararlı, vicdanlı, fedakâr, esprili, pozitif, güvenilir, dinamik, demokratik tutumlar sergileyen ve düzenli bireyler olması gerektiğini ortaya koymuştur (örn., Çermik, 2011; Ekiz, 2006; Gökçe, 2002; Gültekin, 2015; Hazır-Bıkmaz ve Güler, 2002; Karakas, 2013; Ubuz ve Sarı, 2009). Yapılan birçok araştırma sonucunda kişilik özellikleri ile etkili öğretmenlik arasında önemli bir ilişki olduğu ortaya konulmuştur (Murray, Rushton ve Paunonen, 1990; Polk, 2006). Öğretmenliğin sosyal ve kişiler arası etkileşim gerektiren bir meslek olduğu, kişiliğin ise bireylere diğer insanlarla etkileşimde bulunabilmek için bir kanal sağladığı düşünüldüğünde kişilik özelliklerinin etkili öğretmenlik açısından önemli bir role sahip olması şaşırtıcı değildir (Murray vd., 1990; Polk, 2006). Kişilik özelliklerinin bireylerin etkili öğretmenlik ile ilgili inançlarının (Decker ve Rimm-Kaufman, 2008) ve dolayısıyla etkili öğretmen davranışlarının (Fairhurst ve Fairhurst, 1995) önemli yordayıcılarından biri olduğu düşünülmektedir. Bu açıdan öğrencilerin alacağı eğitimin niteliği için öğretmenlerin sahip olduğu kişilik özelliklerinin son derece önemli bir role sahip olduğuna inanılmaktadır (Murray vd., 1990; Polk, 2006; Rushton, Morgan ve Richard, 2007). Tüm bu sebeplerle etkili öğretmenlerin sahip olması gereken kişilik özelliklerinin anlaşılması bireylerin eğitim çıktılarının niteliği açısından son derece önemlidir (Rushton vd., 2007). Yukarıda belirtilen kişilik özellikleri nitelikli bir sınıf öğretmeninden beklenen özelliklere işaret etmektedir. Bu bağlamda, sınıf öğretmenlerinin kendi kişilik özelliklerini, sahip olmaları beklenen kişilik özelliklerine uygun olarak adapte etmeleri meslek hayatlarında daha başarılı olabilmeleri için kaçınılmazdır (Cruickshank, Jenkins ve Metcalf, 2009). Adayların

öğretmen yetiştirme programlarına kabul edilirken kişilik testleri ve görüşmeler yoluyla kişilik özelliklerinin de değerlendirilmesi öncelikle nitelikli öğretmen adayı seçiminin yapılması açısından nitelikli öğretmen yetiştirme politikalarına katkıda bulunacaktır. Türkiye’de yükseköğretim sistemine ilişkin politikalar YÖK tarafından belirlenmekte ve adaylar öğretmen yetiştirme programlarına merkezî bir hizmet öncesi öğretmen seçme sistemi ile üniversiteye giriş sınavından aldıkları puan ve ağırlıklı lise başarı puanları ile değerlendirilerek kabul edilmektedirler. Alınan bu puanlara ek olarak adayların eğitim fakültelerindeki öğretmen eğitimcileri tarafından kişilik testleri ve görüşmeler yoluyla da değerlendirilmelerinin nitelikli öğretmen adayı seçimi ve yetiştirilmesi politikaları için önemli bir adım olacağı düşünülmektedir.

Araştırmanın ilk aşamasından elde edilen sonuçlara göre nitelikli bir sınıf öğretmenin eğitim temelleri, eğitim sistemleri, pedagojik alan bilgisi (öğrenci bilgisi, öğretim programları, öğretim yöntem ve teknikleri, materyal, planlama, güdüleme, öğretim süreci, sınıf yönetimi, ölçme ve değerlendirme, rehberlik), konu alanı bilgisi, kırsal bölgelerde öğretmenlik yapma, okul yönetimi ve resmî işleri yürütme, aile katılımı, yetişkin eğitimi, sanat ve estetik, karakter eğitimi ve ilk yardım alanlarında bilgi, beceri ve tutum açısından belirli özelliklere sahip olması beklenmektedir. Bu nitelik alanlarının yanısıra, sınıf öğretmenlerinin özellikle 21. yüzyılda sahip olmaları gereken bilgi, beceri ve tutum özelliklerinin ise bilgi ve iletişim teknolojileri, üst düzey düşünme becerileri, özerk ve iş birliği yaparak çalışma, esneklik, yeni durumlara uyum sağlama, çok kültürlülük ve bireysel farklılıklara cevap verme, yerel ve evrensel sorunlar, kişisel ve meslekî gelişim, özel gereksinimli öğrencilere cevap verme, öğretim programlarında çeşitlilik yapma, etkili iletişim kurma ve farklı öğretmen modellerini temsil eden çeşitli rolleri yerine getirme nitelik alanlarına yönelik olduğu görülmektedir. Görüşme verilerinden elde edilen sonuçlara göre bu nitelik alanlarında belirtilen özellikler alanyazındaki diğer araştırmaların sonuçları ile oldukça uyumludur (örn., Cerit, 2008; Çermik, 2011; Ekiz ve Koçyiğit, 2012; Gökçe, 2002; Gültekin, 2015; Hazır-Bıkmaz ve Güler, 2002; Karakas, 2013; Koç, 2014; Ocak ve Gündüz, 2006; Saban, 2003; Ubuz ve Sarı, 2009). Benzer şekilde, bu özelliklerin YÖK (1999) tarafından önerilen öğretmen yeterlikleri, MEB (2006,

2008) tarafından önerilen öğretmenlik mesleği genel yeterlikleri ve sınıf öğretmenliği alan yeterlikleri ve Ulusal Yeterlikler Çerçevesi ile benzerlikler taşıdığını söylemek de mümkündür. Diğer taraftan, araştırma sonucunda belirlenen nitelik alanlarının sınıf öğretmenlerinden özellikle 21. yüzyılda beklenen bilgi, beceri ve tutum özelliklerine işaret etmesi bakımından (örn., bilgi ve iletişim teknolojileri, yerel ve evrensel sorunlar, üst düzey düşünme becerileri, özerk ve iş birliği yaparak çalışma, etkili iletişim kurma, esneklik, yeni durumlara uyum sağlama, “aktaran” ve “değiştiren” öğretmen rollerini yerine getirme, araştırma yapma, özel gereksinimli öğrencilere cevap verme ve öğretim programlarında çeşitlilik yapma) (AACTE ve P21, 2010; Acedo ve Hughes, 2014; Ananiadou ve Claro, 2009; Darling-Hammond, 2006; Day, 2013; European Communities, 2007; Gopinathan vd., 2008; OECD, 2005; Paine, 2013) mevcut öğretmen yeterliklerini genişletme özelliğine sahip olduğu da ifade edilebilir. Bu nitelik alanlarından özel gereksinimli öğrencilere cevap verme konusunda yapılan çeşitli araştırmalar sınıf öğretmenlerinin birçok güçlkle karşılaştığını ortaya koymakta (örn., Babaoğlu ve Yılmaz, 2010; Bilen, 2007; Sadioglu, Bilgin, Batu ve Oksal, 2013; Saraç ve Çolak, 2012), bu durum ise bu nitelik alanına ilişkin bilgi, beceri ve tutum özelliklerinin sınıf öğretmenleri için son derece önemli olduğu gerçeğini kuvvetlendirmektedir. Belirlenen birçok nitelik alanının sınıf öğretmenlerinin yanısıra diğer branş öğretmenleri için de temel nitelikler arasında olduğunu söylemek mümkündür. Ancak Türkiye’de sınıf öğretmenlerinin kariyerlerine çoğunlukla kırsal alanlarda başladıkları ve buldukları okullarda tek öğretmen olarak görev yapma ihtimallerinin yüksek olduğu göz önünde bulundurulduğunda (Erdem, Kamacı ve Aydemir, 2005; Erden, 1996) araştırma sonucunda belirlenen okul yönetimi ve resmî işleri yürütme, kırsal bölgelerde öğretmenlik yapma (birleştirilmiş sınıflarda öğretmenlik yapma), yeni durumlara uyum sağlama ve etkili iletişim kurma gibi nitelik alanlarının sınıf öğretmenleri için ayrı bir öneme sahip olduğu söylenebilir. Alanyazındaki birçok araştırma sınıf öğretmenlerinin özellikle bu alanlarda bazı güçlükler yaşadıklarını ortaya koymaktadır (örn., Akdoğan, 2007; Döş ve Sağır, 2013; Dursun, 2006; Erdem v.d., 2005; Erden, 1996; Gözler ve Çelik, 2013; Kaykanacı, 1993; Kılıç ve Abay, 2009; Sağ, Savaş ve Sezer, 2009; Sağ ve Sezer, 2012; Summak, Gören-Summak ve Gelebek, 2011; Şahin,

2003; Yıldız ve Köksal, 2009). Dolayısıyla bu alanların, özellikle sınıf öğretmenlerinin meslek hayatlarında karşılaşılabilecekleri güçlükler karşısında işe koşmaları gereken bilgi, beceri ve tutum özelliklerini içermeleri bakımından oldukça önemli olduklarını söylemek mümkündür.

Araştırmadan elde edilen sonuçlara göre 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel niteliklerin sınıf öğretmenliği lisans programına entegre edilmesi oldukça önemlidir. Öğretmen adaylarının hizmet öncesi öğretmen eğitimi süresince nitelikli bir şekilde yetiştirilmeleri ve aynı zamanda etkili bir şekilde değerlendirilmeleri için bu niteliklerin öğretmen yetiştirme ve değerlendirme uygulamalarında bir temel olarak göz önünde bulundurulması gerektiği söylenebilir. Farklı nitelik alanlarındaki bilgi, beceri ve tutum özelliklerinin değerlendirilebilmesi için adayların yazılı sınavlar, sözlü sınavlar, gözlem, proje değerlendirmesi gibi çeşitli değerlendirme yöntemleri ile değerlendirilmeleri gerekmektedir. Bu açıdan, farklı değerlendirme yöntemlerinin geliştirilmesinde 21. yüzyıl sınıf öğretmenlerinin sahip olması beklenen temel niteliklerin göz önünde bulundurulması son derece önemlidir. Araştırmada belirlenen niteliklerin bu anlamda bir temel oluşturduğu ve öğretmen eğitimcilerine önemli bir kaynak sağlayacağı düşünülmektedir. Benzer şekilde, belirlenen niteliklerin öğretmen atama politikalarına da entegre edilmesi gerektiği söylenebilir. Türkiye’de öğretmen ataması politikaları MEB tarafından belirlenmekte ve mezun öğretmenler YÖK tarafından belirlenen öğretmen yetiştirme politikaları doğrultusunda KPSS (Kamu Personeli Seçme Sınavı) ve ÖABT (Öğretmenlik Alan Bilgisi Testi) sınavları ile değerlendirilmektedir. Bu açıdan yapılan sınavların içeriğinin 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel nitelikler esas alınarak düzenlenmesinin nitelikli öğretmen yetiştirme politikalarına katkıda bulunacağı söylenebilir. Bu sınavlara ek olarak objektif yapılmak koşuluyla son zamanlarda başlayan mülakat uygulamaları da öğretmenlerde bulunması beklenen temel nitelikleri ölçecek biçimde düzenlenebilir.

Araştırmanın ikinci aşamasında sınıf öğretmenleri ile yapılan görüşmelerden elde edilen sonuçlar, sınıf öğretmenliği lisans programının birinci aşamada belirlenen bazı

öğretmen niteliklerini az yeterli, kısmen yeterli veya oldukça yeterli düzeyde geliştirdiğini ortaya çıkarmıştır. Bu açıdan elde edilen sonuçların özellikle öğretmen eğitimcilerine ve YÖK'teki politika belirleyicilere programın belirlenen öğretmen niteliklerini ne düzeyde geliştirdiği açısından geribildirim sağlama niteliği taşıdığı söylenebilir. Sınıf öğretmenliği lisans programının etkililiğine yönelik ilgili alanyazında gerçekleştirilmiş olan araştırmaların da benzer sonuçlara ulaştıkları ve çeşitli kaynakların programın ele alınan nitelikleri geliştirmesine katkıde bulunabileceği sonucuna vardıkları görülmektedir (Ayan, 2011; Baştürk, 2015; Çaycı, 2011; Çakmak ve Civelek, 2013; Bayındır, 2011a; Eret, 2013; Fırat-Durdukoca ve Ege, 2016; Kösterelioğlu vd., 2014; Kumral, 2010; Kumral ve Saracaloğlu, 2011; Özdemir, Ceylan ve Canoğlu, 2015; Süral, 2015; Şahin ve Kartal, 2013; Topal, Aksu ve Karadeniz, 2011). Araştırmadan elde edilen sonuçlara göre okullarda yapılan staj ve öğretmenlik uygulamalarının derslerle iç içe ve ilk yıllardan başlayacak şekilde devam etmesi sınıf öğretmenliği lisans programının etkililiğinin artırılması için son derece önemlidir. Ayrıca bu uygulamaların köy okulları ve birleştirilmiş sınıflar başta olmak üzere üniversitenin yer aldığı ildeki farklı sosyoekonomik düzeye sahip ilçelerdeki okullar, özel eğitim kurumları, sivil toplum kuruluşları, rehberlik ve araştırma merkezleri gibi ilgili diğer kurumlarda da gerçekleştirilmesi sınıf öğretmenliği lisans programının etkililiğinin iyileştirilmesi için oldukça önemlidir. Bu anlamda üniversite-okul iş birliğinin ve üniversiteler ile diğer kurumlar arasındaki iş birliğinin geliştirilmesi ve iyileştirilmesi gerekmektedir.

Sınıf öğretmenleri ile yapılan görüşmelerden elde edilen sonuçlara göre Okul Deneyimi, Öğretmenlik Uygulaması I ve II gibi derslerin programın ilk yıllarından itibaren verilmesinin yanısıra Türk Eğitim Sistemi ve Okul Yönetimi, farklı alanlardaki öğretim dersleri ve Etkili İletişim gibi çeşitli derslerin de dört yıllık program içerisinde diğer dersleri destekleyecek bir sıra ile verilmesi gerekmektedir. Ayrıca programda yer alan teorik derslere ayrılan haftalık ders saatleri azaltılarak özellikle Okul Deneyimi, Öğretmenlik Uygulaması I ve II, Birleştirilmiş Sınıflarda Öğretim, Özel Eğitim, İlköğretimde Kaynaştırma, Topluma Hizmet Uygulamaları, Türk Eğitim Sistemi ve Okul Yönetimi, Bilgisayar I ve II, Yabancı Dil I ve II, Ölçme

ve Değerlendirme, Bilimsel Araştırma Yöntemleri gibi derslere ayrılan haftalık süre artırılmalı, öğretmen eğitimi boyunca alınan derslerde teorik bilgilerle beraber uygulamalara da yer verilmelidir. Benzer şekilde, programda yer alan derslerdeki kazanımlar gözden geçirilmeli ve ders kapsamı beklenen nitelikleri kazandıracak şekilde düzenlenmelidir. Bu açıdan farklı seçmeli derslerin ve yabancı dil hazırlık sınıfının da açılması programın özellikle kısmen yeterli veya az yeterli düzeyde geliştirdiği alanlar için iyileştirilmesine ve güçlendirilmesine katkıda bulunabilir. Derslerde öğrenci merkezli öğretim yöntem ve tekniklerinin kullanılması, ders etkinliklerinin buna uygun geliştirilmesi ve derslerin gereklilikleri ile verilen ödevlerin de benzer bir niteliğe sahip olması bir başka öneri olarak sunulabilir.

Katılımcılarla yapılan görüşmelerden elde edilen veriler ışığında ders dışı etkinlikler açısından eski mezunlar, deneyimli sınıf öğretmenleri, okul müdürleri, müfettişler, veliler, sivil toplum örgütlerinin ve öğretmen sendikalarının temsilcileri gibi çeşitli paydaşların fakülteye ya da derslere sık sık misafir konuşmacı olarak davet edilmesi önerilebilir. Ayrıca fakültede farklı konularda bilgilendirici seminerler düzenlenmesi, panoların, fakülte web sitesinin ya da sosyal medya platformlarının etkin bir şekilde kullanılması, çeşitli kuruluşlara ve köy okulları ile birleştirilmiş sınıflara alan gezileri yapılması, öğrenci toplulukları ile öğrenci değişim programlarına katılmanın teşvik edilmesi ve sınıf öğretmenliği bölümüne öğrenci değişim programları için ayrılan öğrenci kontenjanının artırılması, üniversitede yer alan sosyal, kültürel ve meslekî gelişim etkinliklerinin yaygınlaştırılması da sınıf öğretmenliği lisans programının etkililiğinin iyileştirilmesi açısından oldukça önemlidir. Bunlara ek olarak hem fakülte-okul iş birliğinin geliştirilmesi hem de fakültedeki farklı bölümler arasındaki iş birliğinin desteklenmesinin programın iyileştirilmesine katkıda bulunacağı düşünülmektedir.

Öğretmen adaylarına kazandırılması beklenen nitelikler konusunda öğretmen eğitimcilerinin yetkinliğinin önemli bir unsur olduğu düşünüldüğünde öğretim elemanlarının düzenli olarak meslekî gelişim etkinliklerini sürdürmesi önemlidir. Benzer şekilde, öğretmen olarak geçmişte sahip olunan deneyimin programın

belirlenen nitelikleri geliřtirmesinde önemli bir etkisinin olduđu göz önünde bulundurulduğunda, öğretim elemanı seçim süreçlerinde öğretmenlik deneyiminin de önemli bir ölçüt olarak dikkate alınması gerektiđi söylenebilir. Bu önerilerin yanısıra, bölümdeki öğretim elemanı sayısının artırılması da hem öğretim elemanlarının iş yüklerinin azaltılması hem de öğrencilere sağlanan rehberlik ve geribildirim hizmetlerinin niteliğinin iyileştirilmesi açısından sınıf öğretmenliđi lisans programının etkililiğinin geliştirilmesine katkıda bulunabilir. Katılımcıların öğretim üyelerinin ulaşılabilir olmamalarını ve bölüm dışından gelen öğretim elemanlarının öğretmen adaylarına karşı düşük pozitif tutum sergileme eğiliminde olduklarını söyledikleri düşünüldüğünde öğretim elemanlarının sayısının artırılmasının programın etkililiğini destekleyici bir adım olacağı önerilebilir. Öğretim elemanları ile ilgili bir başka öneri ise derslerin öğretmen adaylarının hazır bulunuşluk düzeylerine göre uyarlanmasıdır. Ayrıca öğretim elemanları arasında farklı uygulamaların olması sonucundan hareketle öğrencilere bir dersin farklı grupları arasından seçim yapma olanağı tanınması, öğretim elemanları açısından ise aralarındaki iletişim ve iş birliğinin güçlendirilmesi gerektiđi ifade edilebilir. Bunların dışında, öğretim üyelerinin uygulama okullarına daha sık gitmeleri ve öğretmen adaylarını daha sık gözlemlemeleri de onlara yeterli ve etkili geribildirim sağlamak açısından programın etkililiğinin artırılmasına katkıda bulunacaktır.

Derslik, kütüphane, sanat odası, drama odası, seminer odası, kantin, internet erişimi gibi imkânların yeterli sayıda ve uygun altyapıda olması açısından fakültelerin fiziksel ortamının iyileştirilmesi de arařtırmadan elde edilen sonuçlar ışığında sunulabilecek önerilerden birisidir. Benzer şekilde, üniversitelerdeki spor merkezi, kütüphane, internet erişimi gibi olanakların geliştirilmesi ve iyileştirilmesi de öğretmen adaylarının gelişimlerini desteklemek açısından önemli olacaktır. Katılımcıların sınıfların kalabalık oluşunun altını çizdikleri göz önünde bulundurulduğunda derslerdeki grup sayılarının artırılarak gruplar içerisindeki öğrenci sayılarının azaltılması gerektiđi söylenebilir. Bu konuda sınıf öğretmenliđi bölümüne ayrılan öğrenci kontenjanının azaltılması ise YÖK'teki politika belirleyiciler için sunulacak önerilerden biridir.

Paydaşlarla ilgili olarak okul yöneticileri, rehber öğretmenler ve uygulama öğretmenlerinin öğretmenlik uygulamaları süresince öğretmen adaylarına karşı tutumunun iyileştirilmesi için fakülte-okul iş birliğinin güçlendirilmesi ve bunun için de öncelikle öğretmen eğitimcilerinin uygulama okullarını daha sık ziyaret ederek okul yöneticileri ve uygulama öğretmenleri ile iletişim hâlinde bulunmaları önerilebilir.

Sınıf öğretmenliği lisans programının iyileştirilmesine yönelik belirtilen önerilere ek olarak araştırmanın ikinci aşamasında sınıf öğretmenleri ile yapılan görüşmelerden elde edilen sonuçlar ışığında, programın kısmen yeterli ve az yeterli düzeyde geliştirdiği nitelik alanlarının öğretmenlerin muhtemel hizmet içi eğitim ihtiyaçlarını yansıttığı düşünülebilir. Bu açıdan, araştırmadan elde edilen sonuçların hizmet içi eğitim programlarının geliştirilmesine ve öğretmenlerin hizmet içi eğitim ihtiyaçlarının desteklenmesine ışık tutacağı düşünülmektedir.

Araştırmanın birinci aşamasında 21. yüzyıl sınıf öğretmenlerinde bulunması beklenen temel nitelikler öğretmen eğitimcileri, sınıf öğretmen adayları, sınıf öğretmenleri, MEB ve YÖK yetkililerinin bakış açılarına dayalı olarak belirlenmiştir. Gelecekteki araştırmalar için ilkökul öğrencileri, veliler ve okul yöneticileri gibi diğer paydaşların görüşlerinin de alınması önerilebilir. Ayrıca, araştırmada temsil edilemeyen bazı derslere giren öğretmen eğitimcilerinin bakış açılarının incelenmesi de yararlı olacaktır. Bunlara ek olarak, araştırmanın ilk aşamasında belirlenen nitelik alanlarının temel alınmasıyla, gelecekteki araştırmalarda öğretmenlerin hizmet içi eğitim ihtiyaçlarının araştırılması ve ayrıca sınıf öğretmenliği lisans programının etkililiğinin incelenmesi önemlidir. Araştırmanın ikinci aşamasında, sınıf öğretmenliği lisans programının etkililiğinin incelenmesi için gerçekleştirilen görüşmelere ek olarak öğretmenlerin sınıf içi performanslarının incelenmesi açısından gelecekteki araştırmalarda gözlem çalışmalarına da yer verilebilir. Bu aşamada programın etkililiğine yönelik sınıf öğretmenlerinin görüşleri incelendiğinden gelecekteki araştırmalarda öğretmen adayları ve öğretmen eğitimcilerinin bakış açıları da incelenebilir. Bu bağlamda, görüşmelere ek olarak fakülte ve sınıf ortamlarının incelenmesi açısından gözlem çalışmaları da gerçekleştirilebilir. Programa ilişkin

uygulamaların üniversiteler arasında farklılık gösterebileceği düşünülerek katılımcıların bu araştırma kapsamında seçilen üç üniversite dışındaki üniversitelere genişletilmesi önerilebilir. Daha fazla katılımcıya ulaşılması ve sonuçların nicel verilerle de desteklenmesi açısından yapılacak arařtırmaların karma arařtırma desenlerinde tasarlanması mümkündür. Son olarak, programın etkililięi ile ilgili gelecekteki arařtırmalar için bu arařtırmanın ilk ařamasında belirlenen fakat ikinci ařamasında seçilmeyen nitelik alanlarına odaklanmaları ve ayrıca sınıf öğretmenlięi lisans programının belirlenen nitelikleri geliřtirmesine etkide bulunduęu anlařılan çeřitli kaynakları daha detaylı olarak incelemeleri önerilebilir.



L. Tez Fotokopisi İzin Formu

ENSTİTÜ

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Akın
Adı : Sibel
Bölümü : Eğitim Bilimleri Bölümü (Eğitim Programları ve Öğretim)

TEZİN ADI (İngilizce):

Identifying Essential Qualities for Elementary Teachers of the 21st Century
and Effectiveness of Elementary Teacher Education Program for Developing
these Qualities

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

M. Curriculum Vitae

Sibel Akın

E-mail: siakin@metu.edu.tr / lebisnika@gmail.com

EDUCATION

- September, 2010 – May, 2017** Middle East Technical University (METU)
Ph.D. Faculty of Education
(Integrated Ph.D: Post- Department of Educational Sciences
Bachelor's Doctoral) Major: Curriculum and Instruction
GPA: 4.00 / 4.00
- August, 2014 – August, 2015** Columbia University, Teachers College
(TÜBİTAK - International Ph.D. Department of Curriculum and Teaching, New
Research Scholarship) York, the USA.
- July, 2013** Utrecht University – Phenomenology of
Summer School Practice - Utrecht, Holland.
- June, 2013** Norwegian University of Science and
Summer School Technology – European Educational Research
Summer School: Educational Methodology,
Trondheim, Norway.
- March, 2007** Hacettepe University – Greenwich University
Comenius Student Exchange (CARIPSIE 2.1 Project: Children as
Program Researchers in Primary Schools in Europe,
London, England.
- September, 2005 – June, 2009** Hacettepe University
B.A. Department of Elementary Education
Major: Classroom Teaching
GPA: 3.88 / 4.00 (Ranked 1st in the
department)

RESEARCH INTERESTS

Teacher education, elementary teacher education, teacher quality, curriculum development, curriculum evaluation

PROFESSIONAL EXPERIENCE

- September, 2009 – Present** **Research Assistant**
Middle East Technical University (METU),
Faculty of Education
Department of Educational Sciences
- August, 2014 – August, 2015** **Visiting Scholar**
Columbia University, Teachers College
Department of Curriculum and Teaching, New
York, the USA.

AWARDS AND HONORS

- September, 2016** Middle East Technical University
Development Foundation Publication Award
- April, 2016** AERA (American Educational Research
Association – Division K: Teaching & Teacher
Education) Travel Award
- April, 2015** AERA (American Educational Research
Association) Travel Award
- August, 2014 – August, 2015** TÜBİTAK (The Scientific and Technological
Research Council of Turkey) – 2214-A
International Ph.D. Research Scholarship
- July, 2014** TÜBİTAK (The Scientific and Technological
Research Council of Turkey) – 2224-A
Scientific Meetings Grant Programme
- December, 2009 – August, 2014** TÜBİTAK (The Scientific and Technological
Research Council of Turkey) – 2211 National
Ph.D. Scholarship
- September, 2009** Hacettepe University İhsan Doğramacı High
Achievement Award (Ranked 1st in the dept.)
- June, 2009** Hacettepe University Student Achievement –
Championship Award (Ranked 1st in the dept.)

RESEARCH PROJECTS

- August, 2014 – August, 2015** **Researcher**, Teaching Residents at Teachers College (TR@TC2), Teachers College - Columbia University Project
- August, 2014 – August, 2015** **Researcher**, Teaching Residents at Teachers College (TR@TC), Teachers College - Columbia University Project
- August, 2014 – August, 2015** **Researcher**, TÜBİTAK (The Scientific and Technological Research Council of Turkey) Project: Identification of the Essential Qualities for Elementary Teachers of the 21st Century and Effectiveness of the Elementary Teacher Education Program for Developing These Qualities
- October, 2014 – May, 2015** **Researcher**, Teachers College - Columbia University Self-Study Project (For the Regional Accreditation by the Middle States Commission on Higher Education), Accreditation and Assessment Office
- June, 2013 – August, 2014** **Researcher**, Democratic Citizenship and Human Rights Education – European Union Project: From School to Community (FS2C): Children and Students as Change Agents in the Community
- January, 2012 – December, 2012** **Researcher**, Expectations about Democracy, Support for Democracy, and Evaluation about Democracy in University Settings – Middle East Technical University – Scientific Research Projects (BAP05-02-2012-006)

PUBLICATIONS

Articles in SSCI-Indexed Journals

- Akin, S.**, Yildirim, A., & Goodwin, L. (2016). Classroom management through the eyes of elementary teachers in Turkey: A phenomenological study. *Educational Sciences: Theory & Practice*, 16(3), 771-797.

Articles in Other International Journals

Akin, S., Caliskan, O., & Engin-Demir C. (2016). Civic engagement among university students: Case of a Turkish public university, *Çukurova University Faculty of Education Journal*, 45(2), 301-330.

Akin, S. (2014). Review of research on drama in Turkish schools and pre-service teacher education. *Elementary Education Online*, 13(2), 468-480.

Selected Presentations (International)

Caliskan, O., **Akin, S.,** & Engin-Demir, C. (2016, August). *Democratic climate in higher education: The case of a Turkish public university*. Paper presented at the European Conference on Educational Research (ECER), University College Dublin, Dublin, Ireland.

Akin, S., & Ok, A. (2016, August). *Does teacher preparation matter: A phenomenological investigation of the effectiveness of elementary teacher preparation program*. Paper presented at the European Conference on Educational Research (ECER), University College Dublin, Dublin, Ireland.

Chen, C., **Akin, S.,** & Goodwin, A. L. (2016, August). *Prospective teachers' articulations of their intentions to teach: Implications for recruiting quality candidates and retaining them in the profession*. Paper presented at the European Conference on Educational Research (ECER), University College Dublin, Dublin, Ireland.

Vernikoff, L., Goodwin, A. L., Horn, C., & **Akin, S.** (2016, August). *"This city is like hitting the jackpot": Funds of knowledge in place based teacher education*. Paper presented at the European Conference on Educational Research (ECER), University College Dublin, Dublin, Ireland.

Akin, S., Horn, C., & Goodwin, A. L. (2016, April). *Preparing highly qualified teachers: An evaluation of a teacher residency program*. Paper presented at the New England Educational Research Organization (NEERO), Portsmouth, New Hampshire, the USA.

Vernikoff, L., Goodwin, A. L., Horn, C., & **Akin, S.** (2016, April). *"A natural connection": A case study of urban inhabitants who become urban teachers*.

Paper presented at the New England Educational Research Organization (NEERO), Portsmouth, New Hampshire, the USA.

Pratt, S., Roegman, R., **Akin, S.**, & Goodwin, A. L. (2016, April). *Invisible praxis: New teachers' enacted approaches to critical teaching in the classroom*. Paper presented at the American Educational Research Association Annual Meeting (AERA), Washington, DC, the USA.

Goodwin, A. L., Vernikoff, L., Horn, C., & **Akin, S.** (2016, April). "*Our city as a resource*": *Decolonizing urban teacher education*. Poster presented at the American Educational Research Association Annual Meeting (AERA), Washington, DC, the USA.

Akin, S., Ok, A., & Goodwin, A. L. (2015, April). *Essential competences for the classroom teachers of the 21st century: The voice of key actors*. Paper presented at the New England Educational Research Organization (NEERO), Portsmouth, New Hampshire, the USA.

Akin, S., Yildirim, A., & Goodwin, A. L. (2015, April). *Classroom management from the eyes of classroom teachers in turkey: A phenomenological study*. Paper presented at the American Educational Research Association Annual Meeting (AERA), Illinois, Chicago, the USA.

Engin-Demir, C., **Akin, S.**, & Calik, B. (2015, April). *From school to community: Empowering students as active citizens in turkish context*. Paper presented at the American Educational Research Association Annual Meeting (AERA), Illinois, Chicago, the USA.

Akin, S., Ok, A., & Goodwin, A. L. (2015, April). *Elementary teachers of the 21st century: Intersections - differences in stakeholders' perspectives*. Paper presented at Harvard Graduate School of Education Conference, Harvard University, Boston, Massachusetts, the USA.

Engin-Demir, C., **Akin, S.**, & Caliskan, O. (2014, September). *The factors influencing university students' support for democracy in Turkish context*. Paper presented at the European Conference on Educational Research (ECER), University of Porto, Portugal.

Engin-Demir, C., Cobanoglu, R., & **Akin, S.** (2014, June). *Democratic citizenship and human rights education in middle schools in Turkey: The voice of students*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) – Special Interest Group 13 Conference: Moral Education for A Democratic Citizenship, University of Verona, Verona, Italy.

Akin, S. (2013, April-May). *Predictors of parent involvement in elementary schools: The case in Turkey*. Paper presented at the American Educational Research Association Annual Meeting (AERA) – Graduate Student Council Round-Table Session, San Francisco, California, the USA.

Akin, S., Cobanoglu, R., Donmez-Gunal, O., Tekir, S., & Engin-Demir, C. (2013, September). *Perception of students about parent involvement in Turkey: The case in the 4th grade classes*. Paper presented at the European Conference on Educational Research (ECER), Bahcesehir University, Istanbul, Turkey.

Akin, S. (2013, June). *Developing a constructivist elementary mathematics curriculum (4th grade)*. Paper presented at the V. International Congress of Educational Research, Canakkale Onsekiz Mart University, Canakkale, Turkey.

Selected Presentations (National)

Akin, S., & Ok, A. (2012, September). *An evaluation of elementary 4th grade mathematics curriculum according to CIPP program evaluation model*. Paper presented at the Second National Curriculum and Instruction Congress, Abant İzzet Baysal University, Bolu, Turkey.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)

American Educational Research Association (AERA) – Division K: Teaching & Teacher Education

Turkish Curriculum and Instruction Association (EPODER)