TEACHERS' AND SCHOOL ADMINISTRATORS' OPINIONS AND EXPERIENCES ON 2017 GENERAL COMPETENCIES FOR TEACHING PROFESSION*

Kerem NAYMAN

Öğr. Gör. İstanbul Aydın Üniversitesi, Yabancı Diller Yüksekokulu İngilizce Hazırlık keremnymn@gmail.com, ORCID: 0000-0003-0430-1161

Sertel ALTUN

Doç. Dr. Yıldız Teknik Üniversitesi, Eğitim Fakültesi Eğitim Programları ve Öğretim sertelaltun@gmail.com, ORCID: 0000-0002-1951-5181

ABSTRACT

The aim of this study is to examine the opinions and experiences of teachers and school administrators regarding the General Competencies for Teaching Profession published in 2017. In addition to that, in this study, it is aimed to determine teachers' practices through their opinions on the indicators of "B) Professional Skills" competence. The research is designed according to the phenomenological pattern from the qualitative research approach. Participants consisted of 25 teachers who work in different institutions and of different branches and 10 school administrators working in different institutions. In the study, the data were obtained through semi-structured interview questions prepared in accordance with the document and by expert opinion. The data were analyzed according to the content analysis approach. According to the results of the research, most of the teachers and school administrators have negative thoughts about the document, and although most of the teachers don't know about the document, their answers are compatible with the indicators in "B-Professional Skill" competency domain.

Keywords: teachers, school administrators, competencies, general competencies for teaching profession

Introduction

The knowledge, skills and values that people should have in order to be successful change everyday under the influence of modern advances. Since this change has no limits and standards, many countries attempt to standardize the knowledge, skills and values expected from people (Şişman, 2009). One of the functions of education is to prepare people for the needs of real life (Yabaş, 2008). Since expectations and professions get more complex every day, selecting students only with multiple choice questions has been questioned lately. Therefore, international educational studies such as Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA) have emerged. The results of these studies have led to the questioning of the educational quality and educational policies of many countries by their authorities and experts (Glaser, Fuß, 2008). So, in many countries, education ministries have decided to declare some standards for the teachers working in their countries.

Turkey, like many other countries, has aimed to determine teacher competencies and standards in order to enhance teacher qualifications (Adıgüzel, Sağlam, 2009; Directorate General for Teacher Training and Improvement, 2017). In this context, Turkey has so far published three documents on general teacher competencies. Studies to determine teacher competencies first started in 1999 within the scope of European Union support (Turkish Education Association, 2009). The "Teacher Competencies Commission" was established that year. The first document was published in 2002 and the general titles were announced as "general culture, content knowledge, education-teaching competencies". Under these titles, there were a total of 216 competence indicators (DGTTI, 2002). After 4 years, this document was updated and changed. The new document, published in 2006, included 6 general titles. These titles were "professional development, student recognition, teaching and learning process, monitoring and evaluation of learning development, school family and community relations, program and content knowledge" (DGTTI, 2006). 11 years later, in 2017, latest general competencies document was published which only had three general titles, which are: "professional knowledge, professional skills, attitudes and values". While there were 233 competence indicators in the teacher general competencies document in 2006, this number was reduced to 65 in latest document in 2017. The standards in the current document suit many experts' opinions and are expected from teachers in many countries (Green, 2004; Şişman, 2009; Hattie & Clinton, 2004; Department for Education, 2011; Australian Institute for Teaching and School Leadership, 2018; Interstate Teacher Assessment and Support Consortium, 2013). According to DGTTI (2017) while determining these competencies, many stakeholders and experts were consulted, teachers' standards of many countries such as USA, Australia, France, England were examined and wide-ranging meetings were also held with the attendance of many institutions and organizations such as Council of Higher Education, Student Selection and Placement Center and Professional Competency Board. Considering that this document has been prepared after this long period, it can be said that the current version of this document is in compliance with the world conditions.
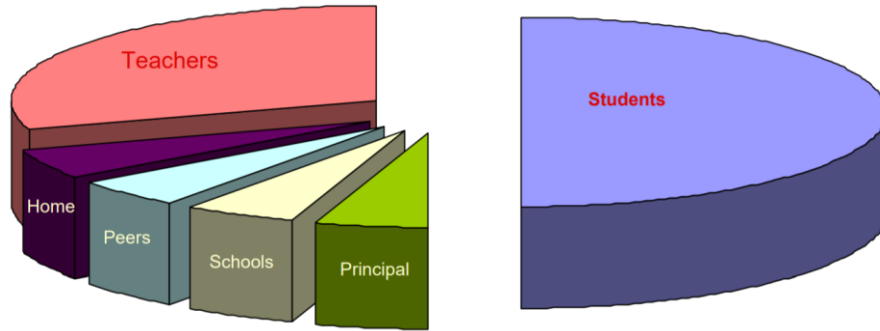
The general competencies of the Ministry of National Education teaching profession, published in 2017, are divided into three sections;
A. Pedagogical Knowledge
B. Pedagogical Skill
C. Attitudes and Values
Success in education is closely related to the competencies of the teacher (Slavin, 2006). The latest "General Competencies for Teaching Profession" in Turkey took its final form after a long study in 2017 (DGTTI, 2017). Therefore, it's important to have the opinions of teachers and school administrators about this document since they are addressed in this document. In this context, the problem of the study was determined as to find out the opinions of teachers and administrators about this document and teachers' practices through their opinions in "B-Professional Skill" section in this document.

Teachers' attitudes and values, their expertise and competencies affect the success of the school in which they work and the quality of the education students receive (Jussim & Harber, 2005). A devoted attitude is expected from the teachers in teaching process. Qualified teachers should specialize in content knowledge, that is, programs and resources given to students. Qualified teachers also have a significant impact on students' success (Copriady et al., 2018). Teachers' readiness levels and competencies directly affect academic success (Darling-Hammond, 2010; Rockoff, 2004; Goe & Leslie, 2008). Hattie (2003,1-3) conducted a research that revealed to what extent teachers affect the achievement variable in education. In the study carried out by John Hattie, it was determined that the role of teachers in students' achievement in education is greater than other factors. While students' role for their own achievement in education is %50, teachers are responsible for 30% of this variable.

Hattie prepared a graphic (Figure 1) about this and emphasized the fact that "the need to concentrate on the qualifications of the teacher, which is the biggest resource that makes the difference in success variable".

Figure 1. Roles of different factors in achievement variance according to Hattie (2003).

In Hattie's study, it was concluded that students are responsible for 50% of their own achievements. The impact of homes and schools on this variable ranges from 5-10%. In addition, the principal factor was counted among the schools factor and it was found that there was an indirect effect on the achievement variable such as preparing a more comfortable or safe learning environment. Peer effect also ranges between 5-10% and Hattie observed that peer influence did not increase even when students were taken from their current schools and transferred to another school. The last factor, teachers, on the other hand, has the greatest effect on the achievement variable after the students and the rate of this was found out as 30%.

The standards expected for teachers in many countries began to emerge at the beginning of the present century (Adoniou & Gallagher, 2017; Terhart, 2019). But there are no universal rules for teacher competencies. While some studies (Ingvarson, 2012; Swabey et al., 2010) report that teacher competencies improve teachers' practices, as a result, they improve students' learning outcomes, some other researchers (Ryan & Bourke, 2013; Connell, 2009) claim that teacher competencies limit teachers' practices and independence. Thus, not every educator agrees with the idea of specifying competencies for teachers.

According to the result of the study conducted by Copriady et al. (2018), teachers should make changes to increase the quality of education. Teachers need to adopt educational innovations in order to implement advanced teaching principles (Fullan, 2001). Many parents are looking for "good" teachers rather than "good" schools for the first five years of primary education, and students classify teachers as "good" or "bad" (TEA, 2009). It is a known fact that a good teacher training program has a direct connection with the educational outcomes (Küçükahmet, 2007). It can be said that these outcomes have a direct effect on education and even affect the educational quality of that period. Therefore, it is crucial to determine if teachers in Turkey meet the general competencies for teaching profession which was declared by MEB or not.

In this context, the purpose of the research is to determine the opinions and experiences of teachers and school administrators about the document and teachers' practices through their opinions in "B-Professional Skills" section in the document. In the context of this aim, the answers were sought for the questions below:

1. What are the opinions of teachers about 2017 General Competencies of Teaching Profession?

1.1 Do teachers see themselves efficient regarding 2017 General Competencies of Teaching Profession?

2. What are the opinions of school administrators about 2017 General Competencies of Teaching Profession?

2.1 How did the announcement, implementation and inspection process of the document take place according to the school administrators?

3. What are the opinions of the teachers regarding the practicality of the "B-Professional Skills" competence field and sub-indicators in the document?

3.1 What are the opinions of the teachers about the competence of " Planning of Education and Teaching" which is the first item of "B-Professional Skill"?

3.2 What are the opinions of the teachers about the competence of "Creating Learning Environments" which is the second item of "B-Professional Skill"?

3.3 What are the opinions of the teachers about the competence of "Managing the Teaching and Learning Process" which is the third item of "B-Professional Skill"?

3.3 What are the opinions of the teachers about the competence of "Assessment and Evaluation" which is the fourth item of "B-Professional Skill"?

In the light of these notions and studies, it can be concluded that the professional competence and knowledge of teachers affect the individual academic success of the students and the success of the school in its entirety. According to the announcement published by the Ministry of National Education (DGTTI, 2017), the general competencies for teaching profession in Turkey was determined by the Ministry of National Education in cooperation with Council of Higher Education, the Measurement, Selection and Placement Center, Professional Competency Board, the Board of Education and Discipline, many academicians and other units of the ministry. While determining the mentioned standards, educational policies of Council of Europe, World Bank, International Labor Organization (ILO), The Organization for Economic Co-operation and Development (OECD), The United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Children's Fund (UNICEF) and qualification documents of many different countries such as USA, Australia, Finland, France, Hong Kong, England, Canada and Singapore were examined. All these show that MoNE put a hard work while determining the general competencies for teaching profession. Therefore, it is important to find out the opinions of teachers and school administrators about this document and whether teachers apply them or not. This study is expected to inform educators, policy makers and teachers about the importance of teacher competencies and practicality of these competencies in real life. Especially, opinions of teachers and school administrators will provide realistic feedbacks for policy makers about implementation of general competencies for teaching profession.

Method

The research was designed according to one of the qualitative approaches, the phenomenology pattern. Phenomenology pattern is an in-depth examination of cases which are known to everyone but some details are overlooked or not fully known (Yıldırım & Şimşek, 2013; Büyüköztürk et al., 2017). Qualitative approaches are successful in handling the reasons beneath events and facts in a social perspective (Stake, 2010). The perception and perspective of each individual is different: therefore, the purpose in the phenomenology pattern is to make sense and reveal these differences (Merriam, 2009). In the current study, the phenomenology pattern was found appropriate to examine and reveal the opinions of teachers and school administrators on 2017 General Competencies for Teaching Profession.

Participants of the Study

Participants of the study consisted of 25 teachers from different branches in Turkey and 10 school administrators in İstanbul. The study group was selected according to the maximum variation from purposive sampling method. Purposive sampling is suitable for having in-depth knowledge in a studied subject (Yıldırım & Şimşek, 2013). The important thing is to choose the variations in order to meet the needs of the study (Büyüköztürk et al., 2017). Participants are examined under two different titles.

Teachers

Teacher part of participants consisted of 25 teachers from different branches and different institutions around Turkey. The document of General Competencies for Teaching Profession specifies the competencies that teachers should have without discriminating the branches (DGTTI, 2017). Accordingly, maximum variation sampling has been provided with different branches, different years of experience and different institutions.

As it can be seen in Table 1, participants are from different branches and different years of experience; variation is provided dramatically.

Table 1. Teacher's Information

The institution they work	
Private school	14
Public School	11
The province they work	
İstanbul	19
Hakkâri	1
Erzincan	1
Erzurum	1
Kars	1
Sivas	1
Çanakkale	1
Years of experience	
0-2 years	7
3-8 years	10
9-14 years	3
15+ years	5
Course Branch	
English	6
Mathematics	3
Turkish	5
Primary school	4
Science	2
Kindergarten	1
Social studies	3
Education of religion and ethics	1

School Administrators

School administrators play an important role in announcing the document of General Competencies for Teaching Profession, that's why the other part of participants consisted of 10 school administrators from different institutions in Istanbul.

Table 2. School Administrators' Information

The institution they work	
Private school	5
Public School	5
Gender	
Female	3
Male	7
Experience of Administration	
1-5 years	6
5 + years	4

As can be seen in Table 2, the number of school administrators working in private and public schools has been achieved equally. Also, year of experience variation is provided dramatically.

Data Collection Tool

One of the aims of the study is to find out the opinions of teachers and school administrators about the document of General Competencies for Teaching Profession. Therefore, interview was used as a data collection tool. In addition, another aim of the research is to determine teachers' applying indicators in the field of "B-Professional Skill" competence. In cases where the participants cannot be observed directly, interview technique can be a proper way to obtain the data (Creswell, 2009). Therefore, it was decided that interview technique would

be effective. Semi-structured interview questions were used for the interviews. The interview provides participants the opportunity to express their opinions (Karasar, 2018). The data collection process can be achieved in a conversation between the researcher and the participants (Berg & Lune, 2015). The interview questions were prepared with an expert in educational sciences area. In this study, the interview has two stages. The first is the interview with the teachers and the other is the interview with the school administrators. The interviews lasted approximately 8 months in total. The interview questions for teachers and school administrators are given below.

Table 3. Teacher Interview Questions

Question	
1	Do you know the document called 2017 General Competencies for Teaching Profession published by Ministry of National Education? 1.1 Have you read the document? 1.2 What do you think about the document? 1.3 Do you think you have the competencies in the document?
2	Have you ever done educational plan? 2.1 If yes, what criteria did you take into consideration? Alternate: If you did, what criteria would you take into consideration? 2.2 Which values are important in planning education? Why?
3	If you created an ideal learning environment how would that be? 3.1 What kind of materials would you prepare? 3.2 How would students feel? 3.3 Which values would students gain?
4	How do you think an efficient lesson should be? 4.1 How do you think an efficient lesson should be in terms of students? 4.2 What criteria should teacher consider? 4.3 To have an efficient lesson, from whom and by what can we get help? 4.4 How do you think teacher should cope with undesirable behaviours?
5	What do you think is important in assessment and evaluation? 5.1 How do the results of assessment and evaluation affect the teaching process? 5.2 How do you provide assessment and evaluation? Alternate: If you would manage the assessment and evaluation process, how would that be?

Table 4. School Administrators Interview Questions

Question	
1	What do you think about the document 2017 General Competencies for Teaching Profession published by Ministry of National Education?
2	What kind of action has taken place to announce and implement the document?
3	How are these competencies inspected?

Data Collection Process

The data collection process took approximately 8 months in total. During the data collection process, the researcher informed the participants about himself and the purpose of the research before the interview. The participants were given information such as no personal information takes place to reveal their identity, and that they could end the interview whenever they want. Appointments were made for the interview. Interview questions were not given before the interview in order not to affect the reliability of the research. Just before the interview, the protocol was given to the participants stating that the interview was held on a voluntary basis. During the interview, the participants were informed their voice would be recorded by their consent. The interviews lasted for 20-30 minutes. In terms of the reliability and validity of the research, the participants were not directed by the researcher during the interview. Notes were taken during the interview. At the end of the meeting, the notes taken by the researcher were shown to the participants and their confirmations were taken.

Data Analysis

In qualitative researches, there may be very different motives, therefore different data analysis approaches are adopted accordingly (Yıldırım & Şimşek, 2013). The aim of the analysis should be not only to gather a large data stack but also to organize the ideas that arise from the analysis of the data (Strauss, 1987). In the study content

analysis was used. Content analysis aims to search for deep messages that cannot be detected at first glance in the data (Merriam, 2009). As Saldaña (2009) suggested, analytical were taken after the interviews. The data were analyzed by coding method. The data analysis process can be shown as follows:

1. Listening to the voice recordings
2. Turning voice recording into scripts
3. Reading the data many times
4. Combining interview notes and recordings
5. Coding the data

6. Listening to the recordings again and reading the scripts
7. Organizing coded data
8. Reaching the categories and themes by codes
9. Organizing the codes, categories and themes
10. Defining and interpreting the findings

Table 5. Content Analysis Example

Theme	Code	Quotation
Positive Opinions	The importance of content knowledge	Teacher 19: "It's something it should be of course, I think content knowledge is very important, actually the most important thing to me."
	Supporting development	Teacher 14 "In terms of students, modern education has already taken place, teachers should have the requirements of modern education in terms of self-development and content knowledge, the indicators meet those."

Validity and Reliability of the Study

In scientific studies, it is important to reach the same results in similar conditions. Therefore, the concepts of "validity" and "reliability" are considered one of the main criteria of scientific studies. In qualitative studies, validity and reliability are explained with different concepts (Yıldırım & Şimşek, 2013; Lincoln & Guba, 1985):

- Internal validity - credibility
- External validity - transferability
- Internal Reliability - dependability
- External reliability - confirmability

Table 6. Validity and Reliability

Credibility	Prolonged engagement: The data collection and analysis process took about nine months in interaction with the participants and between researchers. During the steps such as writing data, coding and editing the data, the data were examined many times and expert opinions were taken. Depth-oriented data collection: The data obtained were read many times and the answers of different participants were compared with each other and with the studies conducted in the field.
Transferability	Member checking: The data obtained from the participants were summarized and their confirmations were taken during interview process. Detailed description: Findings depend directly on the participants' quotations. Themes, categories and codes were described in detail. Purposive sampling: Maximum variety sampling was provided by branches and years of experiences of teachers; and private and public school administrators.
Dependability	Consistency Review: A cyclical process was followed. Every step back in the study was re-examined in the next step.
Confirmability	Confirmation review: Interview questions and findings were checked by both researchers.

Role of the Researchers

Two researchers are involved in the study. The first researcher completed his bachelor's degree in English Language Teaching and he is continuing his master's degree in Curriculum and Instruction. The researcher has taken on the role of conducting interviews with the study group, collecting data, analyzing and interpreting the data. The second researcher has PhD in Curriculum and Instruction. She has been involved in many national and

international projects in teacher education, curriculum and instruction, instructional design, teaching principles and methods. She has taken on the role in analysis process and interpretation of the findings.

Findings

Findings Related to the First Sub-question: Teachers' Opinions Regarding 2017 General Competencies for Teaching Profession

The first sub-question of the study was determined as: "What are the opinions of teachers regarding the General Competencies for Teaching Profession announced by the Ministry of National Education in 2017?" In order to answer the question, teachers were first asked if they knew the document. If the teacher was not aware of the document, the document was given to the teacher during the interview and their thoughts were asked after the document was examined.

The number of teachers who stated they didn't know or never hear the document is higher than the teachers who stated they knew the document or heard it before. It's shown in the table 7 below.

Table 7. Have Teachers Heard about the Document?

	(f)	%
Teachers who have heard about the document	11	44
Teachers who haven't heard about the document	14	56

Among 25 teachers, 11 stated that they knew the document and 14 said that they did not. However, according to the data collected from the administrators, in-service trainings were given to the teachers to announce this document.

In the next step, teachers' opinions were asked regarding the document. According to teachers' answers, themes and codes were reached.

Table 8. Teachers' Opinions Regarding 2017 General Competencies for Teaching Profession

Theme	Codes
Positive Opinions	The importance of content knowledge
	Supports development
	comprehensive
Negative Opinions	Not practicable
	Too detailed
	Not generalizable
	Not comprehensible
	Too long

Teachers' Opinions on Considering Themselves Efficient According to 2017 General Competencies for Teaching Profession

Another perspective of the first sub-question was determined as: "Do teachers consider themselves efficient according to the competencies in the document?" After having asked teachers' opinions regarding the document, teachers were asked if they saw themselves efficient according to the document.

As it can be seen in Table 9, teachers who consider themselves efficient according to the document are not even the half of the participants. Quotation from teachers who consider themselves efficient is given below:

"I consider myself efficient actually; it's my 15th year in teaching. (Teacher 21)"

Quotation from teachers who consider themselves partly efficient is given below:

"Not totally of course. I'm so eager maybe because it's the beginning of my teaching career. It's my 5th year, when I look back my first year that eagerness is decreasing unfortunately. (Teacher 3)"

Quotation from teachers who consider themselves inefficient is given below:

"No, I'm not; I'm trying to gain many of these competencies still. (Teacher 13)"

Some teachers left the question unanswered, but one teacher explained why one cannot answer the question:

"I think about this, do I do my job with love? Yes. Or do I get bored even if I work hard? No. But apart from that, I question this all the time that if I'm efficient or not so I cannot answer that question because I just don't I can answer. (Teacher 9)"

It can be seen at the quotations that some of the teachers associate being efficient with year of experience and self-development.

Table 9. Teachers' Opinions on Considering Themselves Efficient According to 2017 General Competencies for Teaching Profession

	(f)	%
Efficient	11	44
Partly efficient	4	16
Inefficient	6	24
Unanswered	4	16

Findings Related to the Second Sub-question: School Administrators' Opinions Regarding 2017 General Competencies for Teaching Profession

The second sub-question of the study was determined as: "What are the opinions of the school administrators regarding the General Competencies of Teaching Profession announced by the Ministry of National Education in 2017?" After the part of the study with the teachers was completed, it was revealed that the number of teachers who do not know the document is higher than the teachers who know the document. Therefore, 10 administrators were interviewed to understand the bureaucratic leg of announcement of this document to teachers. The views of school administrators about the document are given in Table 10.

Table 10. School Administrators' Opinions Regarding 2017 General Competencies for Teaching Profession

Theme	Codes
Positive Opinions	Comprehensive
Negative Opinions	Lack of inspection
	Problems about implementation
	Teachers don't meet the standards
	Not realistic

As it can be seen in table 10, school administrators mostly have negative opinions regarding the document. They especially think that the document is not realistic.

School Administrators' Opinions Regarding the Announcement, Implementation and Inspection Process

Another perspective of the second sub question was determined as: "How did the announcement, implementation and inspection process of the document take place according to the school administrators?" According to the school administrators, the document was announced to the teachers through in-service training once a year. Quotations of school administrators about the process are given below:

"Informative educational seminars take place, in-service training as well. Group meetings are done. Teachers are asked to prepare academic calendar and annual plans in order to improve their professional skills. (School Administrator 4)"

"Except for the content, especially in terms of implementation system, the document is idle depending on the

planning. (School Administrator 1)"

"This document was announced to the teachers through in-service training and also they wrote a report with their groups. (School Administrator 8)"

However, 14 teachers stated that they did not know or hear the document before. It can be concluded from this that in some schools this document is not adequately announced or inspected.

Findings Related to the Third Sub-question: Teachers' Practices in Teaching Context Regarding the Competencies

The third sub-question of the study was determined as: "What are the opinions of the teachers regarding the practicality of the "B-Professional Skills" competence field and sub-indicators in the document?" Apart from teachers' opinions regarding 2017 General Competencies for Teaching Profession, their practice on B-Professional Skills section were asked. The questions were prepared in a way that refers to the indicators in that document. There are four sub-headings in this competency part. Each one of them is examined under different themes.

Planning of Education and Teaching

The sub question was determined as: "What are the opinions of the teachers about the competence of Planning of Education and Teaching which is the first item of B-Professional Skill?" The first sub- competency in section "B- Professional Skill" has four indicators. First teachers were asked whether they had ever done teaching plan or not. 16 of 25 teachers stated that they had done teaching plans before whereas 8 of 25 teachers stated that they had never done one.

After that, teachers were asked some questions related to planning of education and teaching sub-competency part. Teachers' opinions and practices are shown in Table 11.

Table 11. Planning of Education and Teaching Theme

Category	Code	Presence in the Document
Teaching Insight	Moral values	Yes
	National values	Yes
	Universal values	No
	Principles of ministry of national education	Yes
Students' Individual Differences	Academic differences	Yes
	Social differences	Yes
	Discovery-based	No
Enriching Teaching Environment	Creating active learning environment	Yes
Components of Teaching	Learning outcomes	Yes
	Time	Yes
	Selection Examinations	No

As it can be seen in Table 11, in planning of education and teaching theme, teachers mostly emphasized values, students' differences and teaching context. Teachers referred to all indicators in "Planning of Education and Teaching" section without any exception. Apart from that, they mentioned other elements that cannot be found in the document such as discovery-based, universal values and selection examinations.

Creating Learning Environments

The sub question was determined as: "What are the opinions of the teachers about the competence of Creating Learning Environments which is the second item of B-Professional Skill?" In Creating Learning Environment section there are 7 indicators. Teachers' opinions and practices are shown in Table 12.

Table 12. Creating Learning Environments Theme

Category	Code	Presence in the Document
Learning Environment Insight	Democratic	Yes
	Students' happiness	Yes
	Environments that motivates students	Yes
	Entertaining materials	No
Physical Structure of Learning Environment	Functional environments	Yes
	Real lifelike environments	No
	Classes without desks	No
	Laboratory	No
Student Factor in Learning Environment	Considering individual differences	Yes
	Transferable to real life	No
	Providing student interaction	Yes
	Encouraging students to prepare materials	No
Moral Values	Manners and morals	Yes
	Empathy	Yes
	Being helpful	Yes
	Respect	Yes
	Responsibility	Yes
	Honesty	Yes
	Clemency	Yes
National Values	National consciousness	Yes
	Patriotism	Yes

As it can be seen in table 12, elements of learning environments, students' difference, student interaction and values are mostly referred by teachers. In Creating Learning Environments section, teachers referred to 5 of 7 indicators. Apart from that, as it can be seen in Table 12, teachers referred to many other elements that are not in the document.

Managing the Teaching and Learning Process

The sub question was determined as: "What are the opinions of the teachers about the competence of Managing the Teaching and Learning Process which is the third item of B-Professional Skill?" In Managing the Teaching and Learning Process section, there are 12 indicators. One of the 12 indicators (B3.1. Performs skills needed for education and teaching of his/her subject area) is not included in the analysis process because of the fact that it cannot be understood without observation. Teachers' opinions and practices are shown in Table 13.

As it can be seen in Table 13; teachers mostly referred to using the resources, teaching methods and materials appropriately. In order to cope with undesirable behaviors, teachers use many ways but especially behaviorist ways. In Managing the Teaching and Learning Process section, teachers referred to 10 of the 11 indicators. They didn't refer to the indicator that emphasize on the importance of analytical thinking. Teachers also referred to some other elements that cannot be found in the document as it can be seen in Table 13.

Table 13. Managing the Teaching and Learning Process Theme

Category	Code	Presence in the Document
Managing the Resources	Managing the classroom environment	Yes

	Using appropriate materials	Yes
	Using information and communication technologies	Yes
	Managing the time effectively	Yes
	Associating with real life	Yes
	Providing students active participation	Yes
	Using different methods and techniques	Yes
Teaching Principles and Methods	Inviting experts into classroom	Yes
	Student-centered lessons	No
	Individual differences	Yes
	Environmental factors	Yes
Component of Curriculum	Outcomes	No
	All these codes are present in the document	
	Informing students of the consequences of their undesirable behaviors	
	Eye contact	
	Directing students to counseling	
	Individual differences	
	Verbal warning	
	One to one conversation	
	Directing to the psychologist	
Methods for Coping with Undesirable Behaviors	Reward and punishment	
	Going deep into the reasons	
	Going near	
	Setting rules	
	Observing	
	Patience	
	Getting help from authority	
	Ignoring	

Assessment and Evaluation

The sub question was determined as: "What are the opinions of the teachers about the competence of Assessment and Evaluation which is the fourth item of B-Professional Skill?" In Assessment and Evaluation Section, there are 5 indicators. Teachers' opinions and practices are shown in Table 14.

Table 14. Assessment and Evaluation Theme

Category	Code	Presence in the Document
Student Factor in Assessment and Evaluation	Mastery Learning	No
	Considering individual differences	Yes
	Assessing meta-cognitive thinking skills	No
	Assessing and evaluating abilities	No
Function of Assessment and Evaluation	Taking measures according to the results	Yes
	Assessment and evaluation according to objectives and outcomes	Yes
	Reforming education according to the results	Yes
Types of Assessment and Evaluation	Verbal assessment	No
	Formative assessment	Yes
	Project	No
Features of Assessment and Evaluation Tools	Construct validity	No
	Content validity	Yes
	Objectivity	Yes

As it can be seen in Table 14; teachers mostly referred to elements of assessment and evaluation. Teachers referred to all indicators in Assessment and Evaluation section. Teachers also referred to some other elements that cannot be found in the document as it can be seen in Table 14.

Conclusion, Discussion and Recommendations

In this study, it was aimed to find out the opinions and experiences of teachers and administrators about "2017 General Competencies for Teaching Profession" document and teachers' practices through their opinions in "B-Professional Skill" section in this document.

In this study, it was found that teachers' opinion about the document are generally negative. And only less than half of the interviewed teachers considered themselves efficient regarding the standards in the document, one fourth considered themselves inefficient, and a few considered partially efficient. It was found that teachers' personal experience was the reason for them to see themselves efficient or inefficient. In general, those with more professional experience found themselves efficient, while those with inadequate professional experience found themselves inefficient. Some teachers linked their efficiency to about the standards in the document with the opportunity to improve themselves. Therefore, teachers who have the opportunity improve themselves professionally, see themselves more adequate. It is known that teachers should constantly renew themselves according to changing conditions (Selvi, 2010). In Yenen and Kılınç's (2018) study, which was conducted with questionnaire, it was found that teachers see themselves highly efficient according to the same document. Although this study and Yenen and Kılınç's (2018) study are about the same document, there is a contradiction in the results. Schleicher (2015) argued that teachers' confidence in the 21st century is a very essential competence. Altun and Yurtseven (2019) stated that teachers have evolved from a traditional understanding that is perceived as a "knowledge transfer figure" to a figure that effectively organizes the teaching process, enriches teaching experiences, strives to provide permanent learning, and organizes education programs effectively. In this context; given the requirements of the century we are in, it is crucial for teachers to be efficient regarding "2017 General Competencies for Teaching Profession" document published by MoNE.

As a result of interviews with the school administrators, it was found that their opinions about the document are negative in general. Also, the in-service trainings were held about the document in order to introduce it to teachers. But majority of teachers participated in this study stated that they didn't remember or see the document beforehand. Therefore, it indicates a problem in the process of announcing the standards to teachers. According to the school administrators, the in-service trainings about the document remained "shallow" and the document was not emphasized again. It was stated by the administrators that this might have caused teachers not to take these standards seriously. Güven (2010) also argued that the in-service trainings provided by MoNE are inefficient. Likewise, Kaya (2020) emphasized the need to develop in-service trainings given to teachers by MoNE and to conduct a needs analysis before these trainings. Similar to the results of the current research, Özdemir (2016) stated that the in-service trainings given to teachers are symbolic and not helpful in practice. Many school administrators addressed the problems in the stage of auditing and implementing the standards in the document. School administrators stated that after the announcement of the document, it was not checked whether the teachers adopted the standards in the document, and trainings about the document were limited to the trainings at the beginning of the year. These results are indicative of the problems related to the reflection of the document in education life.

In the study, besides the results related to the opinions of teachers and school administrators, practicality of the competencies in the section of "B-Professional Skill" through teachers' opinions were examined. There are 4 competencies in "B-Professional Skill" section. First one of them is "Planning and Education of Teaching" under which there are 4 competence indicators. It was found that most of the teachers have experience in planning. As a result of the analysis, it was concluded that teachers referred to all of the indicators under this title. Teachers mostly referred to moral and national values about teaching plans. Teachers emphasized the importance of national and moral values and adhering to the basic principles of MoNE about this competency. One of the teachers stated that especially today's children are not sufficient in terms of values and therefore more importance should be given to values. In addition, many teachers stated that instead of preparing their teaching plans by themselves, they often use ready-made plans they find online.

Apart from the indicators in this competency, teachers stated that they also take expectations of parents and selection examinations into consideration while planning teaching. Planning teaching is not only about writing the lecture notes, but also determining the methods, activities and materials to be applied in the lesson in a systematic way and applying them correctly during the course (Demirel, 2004). Senemoğlu (2018) stated that the success of

the teaching process depends on the teaching plans made by the teacher. Thus, it was announced as an essential competency in "B-Professional Skill" section by MoNE. However, some teachers in the study stated that it was unnecessary to prepare a teaching plan and that the plans never work as planned before. Some teachers stated that, apart from the competency indicators in this document, non-official criteria such as expectations from parents or selection examinations are expected from them. Such results indicate to the fact that, in real situations, there are a number of expectations from teachers from external factors, apart from the competencies in this document.

Another competence is "Creating Learning Environments" in the document. This is defined as "preparing appropriate teaching materials and builds a healthy and safe learning environment, where effective learning can be achieved for all students". There are seven competence indicators under this title. In this title, teachers referred to most competence indicators. It was found that teachers are more inclined to create functional, motivating and realistic learning environments. According to Schleicher (2015), teachers must create learning environments where students actively participate, are motivated, are able to express their feelings. In addition, teachers mentioned the importance of values such as respect, empathy and responsibility in learning environments and stated that they did not always find enough opportunity and time in this regard. Teachers stated intense educational program as a reason for not being able to find enough opportunity and time. However, the MoNE (2019) stated in its 2023 vision that "teachers should shape their lesson activities according to the needs of students, rather than being completely dependent on the education programs".

In the document, teachers did not refer to the indicators, "B2.2 prepares teaching materials suitable to learning outcomes of the curriculum" and "B2.6 creates learning environments that supports developing high level cognitive skills of students". However, teachers stated that they emphasized the importance of preparing fun materials. Despite not being found in the document, the teachers talked about laboratories, real lifelike classes, and classes without desks. From these statements, it can be inferred that improvements to the physical structure of the schools will be welcomed by the teachers or that such improvements are a necessity. As a matter of fact, Şensoy and Sağsöz (2015) stated that improving the physical conditions of the classroom environment have a positive effect on student success. Demirel (2004) emphasized the importance of selecting and preparing the materials in accordance with the objectives of the lesson. Teachers did not refer to the indicator of "preparing materials suitable to learning outcomes", but referred to preparing "fun" materials many times.

Another competence in the document is "Managing the Teaching and Learning Process". There are 12 competence indicators under this competence. Except for the indicator "B3.7 Prepares activities for students to think analytically in lessons", all answers from teachers match with the indicators in this competence. The most referred indicators in this competence were the importance of students' active participation in the lesson, the use of appropriate materials, individual differences, information and communication technologies, inviting specialists to the class, and using different methods and techniques. In other words, the most important or desired behavior for teachers is that students show interest in the lesson and participate actively. According to Turner and Patrick (2004), teachers associate successful lessons with students' active participation in the lesson. Similarly, many participants described the lessons that students actively attend as productive. Also, many participants mentioned differentiating the lesson by considering the differences of the students. According to Koeze (2007), differentiating teaching has a positive effect on students' success.

The most important of the various roles that the teacher assumes in the class is that he is a successful class manager (Marzano, Marzano, Pickering, 2003). Success in education is directly proportional to the success of classroom management (Demirel, 2004). It can be said that classroom management is very important for the healthy execution of teaching activities in the classroom. Thus, classroom management is also mentioned under the same competence as an indicator "B3.12 copes with misbehavior and undesired situations in the classroom effectively and constructively". In the answers given to the question related to this indicator, the methods of coping with the unwanted behaviors that are mostly referred by teachers are; verbal warning, one-to-one conversation, eye contact, directing to the psychologist and ignoring. The most referred method is "verbal warning". The number of teachers who talk about methods such as making eye contact, looking for causes of the behavior, observing and ignoring are few. According to Erden (2014), it is healthier to do non-verbal interventions to cope effectively with negative behaviors encountered in the classroom environment. This ensures that the student himself and other students in the classroom are less affected by the behavior in question.

The last competence in this section is "Assessment and Evaluation". There are 5 competence indicators under this competence. And teachers referred to all of them. The most referred notions are; objectivity, content validity, formative assessment, taking measures according to the results and individual differences of students. Teachers emphasized the importance of reorganizing the teaching process according to the students' success. About this competence, a teacher mentioned the evaluation of students' talents, but such an indicator could not be found in the document in question. Considering the opinions of the researchers who emphasized the importance of the discovery of students' skills by teachers, (Çelikten et al., 2005; Feldhusen, 1996; Can, 1998; Gardner, 1983) this can be described as a deficiency in the document.

In the light of all these explanations, the opinions of teachers and school administrators about the document are generally negative because they think that the document is not suitable for real education situations. As a result of the research, it has been found that the teachers participating in the research are mostly unaware of the "General Competencies for Teaching Profession 2017" document. School administrators also stated that there are some problems about practicality of the document. Nevertheless, teachers referred to most of the competence indicators in "B-Professional Skill" section which is a good sign.

According to the results obtained from the research, suggestions for policy makers and researchers are given in order:

The process of announcing the document to teachers should be followed better and it should be ensured that it is announced to all teachers in every school. The in-service trainings provided should be application and discussion based, and then their effectiveness can be traced according to the needs of the teacher. Teachers found the document too long and incomprehensible. Therefore, the document can be arranged in a shorter and more understandable way. For instance, it can be prepared as an infographic. Teachers do not find many competencies in the document realistic. For this reason, the document can be prepared taking into account the existing conditions in schools, and if necessary, a wide need analysis can be made beforehand. The document was announced to teachers only once. It may be more effective to carry out trainings and studies about the document throughout the year. To ensure that the competence indicators in the document are applied, how schools conduct this process can be audited. Education faculties and MoNE may be in coordination so that teachers can be trained in accordance with the indicators in the document. Programs of education faculties can be rearranged according to the competencies expected from teachers. About the competence "Assessment and Evaluation", some teachers talked about the importance of discovery of students' abilities, but such an indicator is not included in the document. Announcing this as a competence indicator can be taken into consider.

A wider research covering the competence areas of "A-Professional Knowledge" and "C-Attitudes and Values" about the document can be conducted. In order for the study to be generalizable, researches can be conducted with more participation, also quantitative and qualitative data collection tools can be used together. Observing and document analysis techniques can be used in researches to better understand whether teachers adopt the competence indicators. Meetings can be held with the competent authorities and bureaucrats, who determine the competence indicators. Turkey-wide studies can be done in different regions and cities and the results can be compared. Examples of the competence documents in other countries can be compared in depth by conducting document analysis. The document is about "general" competencies for teaching profession, also there are competence documents for special branches. A study can be conducted for each branch in which competencies for teacher special fields can be evaluated. A comprehensive in-service training program for teachers related to these competencies can be prepared and an operational study can be conducted on how effective this program is.

References

Adıgüzel, A. ve Sağlam, M . (2009). Program Standards and Accreditation in the Teacher Education. *İnönü University Journal of the Faculty of Education*, 10 (3), 83-104

Adoniou M. ve Gallagher M. (2017) Professional standards for teachers—what are they good for?, *Oxford Review of Education*, *43*(1), 109-126

Altun, S. ve Yurtseven, N. (2019). *Tasarımcı Öğretmen*. Ankara: Asos Publishing.

Australian Institute for Teaching and School Leadership. (2018). *Australian Professional Standards for Teachers*. Retrieved from https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf?sfvrsn=5800f33c_64

Berg, B. L. ve Lune, H. (2012). *Qualitative Research Methods for the Social Sciences.* (8th ed.) Boston: Pearson.

Büyüköztürk, Ş, Çakmak, E. K., Akgün, Ö., Karadeniz, Ş. ve Demirel, F. (2017). *Bilimsel araştırma yöntemleri.* Ankara: Pegem Publishing.

Connell, R. (2009). Good teachers on dangerous ground: Towards a new view of teacher quality and professionalism. *Critical Studies in Education, 50*, 213-229.

Copriady, J .C., Zulnaidi, H., Alimin, M. ve Rustaman, R. (2018). In-service Training for Chemistry Teachers' Proficiency: The Intermediary Effect of Collaboration Based on Teaching Experience. *International Journal of Instruction, 11*, 749-760.

Council of Higher Education. (2007). *Higher education strategy of Turkey*. Ankara: Council of Higher Education Publishing.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches.* California: SEGA Publications.

Çelikten, M., Şanal, M. ve Yeni, Y. (2005). Features of being a teacher. *Erciyes University Journal of Social Sciences Institute, 19*(2), 202-237.

Darling-Hammond, L. (2010). Teacher Education and the American Future. *Journal of Teacher Education, 61*(1–2), 35–47.

Demirel, Ö. (2004). *Öğretim ilke ve yöntemleri: Öğretme sanatı*. Ankara: Pegem Publishing.

Directorate General for Teacher Training and Improvement. (2002). *General competencies for teaching profession.* Ankara: Ministry of National Education Publishing

Directorate General for Teacher Training and Improvement. (2006). *General competencies for teaching profession*. Ankara: Ministry of National Education

Directorate General for Teacher Training and Improvement. (2017). *General competencies for teaching profession.* Ankara: Ministry of National Education

Department for Education. (2011). *Teachers' Standards: Guidance for School Leaders, School Staff And Governing Bodies.* Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

Erden, M. (2014). *Sınıf yönetimi.* Ankara: Arkadaş Publishing.

Fullan, M. (2001). *The New Meaning of Educational Change*. New York: Teachers College Press

Green, H. (2004). *Professional Standards for Teacher & School Leaders*. New York: Rutledge Falmer.

Hattie, J. (2003). Teachers Make a Difference, What is the research evidence?. *Australian Council for Educational Research*. Retrieved from https://www.researchgate.net/publication/252090858_Teachers_Make_a_Difference_What_is_the_research_evidence

Hattie, J, Clinton J. (2004). Identifying Accomplished Teachers: A Validation Study. In Lawrence Ingvarson, John Hattie (eds). *Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards*. (pp. 313-344). UK: Emeral Group Publishing Limited.

Gläser-Zikuda, M. ve Fuß, S. (2008). Impact of teacher competencies on student emotions: A multi-method approach. *International Journal of Educational Research. 47*. 136-147.

Goe, L. ve Leslie S. (2008). Teacher Quality and Student Achievement: Making the Most of Recent Research. Retrieved from https://files.eric.ed.gov/fulltext/ED520769.pdf

Güven, D. (2010). Teaching as a Professional Job in Turkey. *Boğaziçi University Journal of Education, 27*(2), 13-21.

Jussim, L. ve Harber, K. D. (2005). Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies. *Personality and Social Psychology Review*, *9*(2), 131–155.

Karasar, N. (2018). *Scientific research methods.* Ankara: Nobel Publishing.

Kaya, M. (2020). In-service Training Activities of MoNE General Directorate of Teacher Training: Participants, Educational Status, Training Subjects. *Trakya Journal of Education, 10*(1), 183-193.

Koeze, P. A. (2007). *Differentiated instruction: The effect on student achievement in an elementary school.* (*Master's Theses and Doctoral Dissertations, Eastern Michigan University, Michigan, USA*).

Küçükahmet, L. (2007). Evaluation of the undergraduate programs of teacher education introduced in 2006-2007 educational year. *The Journal of Turkish Educational Sciences, 5*(2), 203-218.

Lincoln, Y. ve Guba, E. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage Publications.

Marzano, R., Marzano, J. ve Pickering, D. (2003). *Classroom management that works: Research based strategies for every teacher.* Virginia: Association for Supervision and Curriculum Development.

Merriam, S. (2009). *Qualitative Research A Guide to Design and Implementation.* San Francisco: Jossey-Bass A Wiley Print.

Ingvarson, L. (2012). *Standards for Graduation and Initial Teacher Certification: The International Experience.* Melbourne: ACER.

Interstate Teacher Assessment and Support Consortium. (2020). *Model Core Teaching Standards and Learning Progression for Teachers 1.0.* Retrieved from https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Özdemir, S. M. (2016). Continuous professional development as an indicator of teacher quality. *Gazi Journal of Educational Science, 2*(3), 233-244.

Özdemir, T. Y. ve Orhan, M. (2019). Teachers' views on the occupatinonal image of teaching: a scale development and implementation research. *Trakya Eğitim Dergisi. 9*(4), 824-846.

Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers.* Londra: SAGE Publications

Slavin, R. E. (2006). *Educational Psychology: Theory and Practice.* Boston: Pearson.

Strauss, A. L. (1987). *Qualitative analysis for social scientists.* Cambridge: Cambridge University Press

Swabey, K, Geraldine C. & Dawn, P. (2010). Meeting the Standards? Exploring Preparedness for Teaching. *Australian Journal of Teacher Education. 35*(8), 29-46.

Rockoff, J. (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *The American Economic Review, 94*(2), 247-252. Retrieved from www.jstor.org/stable/3592891

Ryan, M., ve Bourke, T. (2013). The teacher as reflexive professional: Making visible the excluded discourse in teacher standards. *Discourse*, *34*(3), 411-423

Schleicher, A. (2015). Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches, *International Summit on the Teaching Profession*, Paris: OECD Publishing,

Selvi, K. (2010). Teacher's Competencies. *Cultura. International Journal of Philosophy of Culture and Axiology*, *7*(1), 167-175.

Şişman, M . (2009). Teachers Competencies: A Modern Discourse and the Rhetorick. *İnönü University Journal of the Faculty of Education, 10*(3), 63-82.

Terhart, E. 2019. *Oxford Research Encyclopedia of Education*. Oxford University Press: Oxford

Turkish Education Association. (2009). Öğretmen yeterlilikleri. Ankara: Turkish Education Association Publishing.

Yabaş, D. (2008). T*he effects of differentiated instructional design on students' self-efficacy beliefs, metacognitive skills and academic achievement.* (Master's Dissertation, İstanbul, Yıldız Technical University).

Yenen, E. T. ve Kılınç. H. (2018). Investigating teachers' general competency levels of teaching profession. *International Journal of Turkish Literature Culture Education, 7*(4), 2767-2787.

Yıldırım, A. ve Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri.* Ankara: Seçkin Publishing.

2017 ÖĞRETMENLİK MESLEĞİ GENEL YETERLİKLERİ KAPSAMINDA ÖĞRETMEN VE OKUL YÖNETİCİLERİNİN GÖRÜŞ VE DENEYİMLERİ

Kerem NAYMAN

Sertel ALTUN

Özet

Araştırmanın amacı 2017'de yayınlanan Öğretmenlik Mesleği Genel Yeterlikleri belgesine yönelik öğretmen ve okul yöneticilerinin görüş ve deneyimlerini incelemektir. Bunun yanı sıra, araştırmada öğretmenlerin belgede yer alan "B) Mesleki Beceri" yeterlik alanındaki göstergeler ile ilgili düşüncelerinden yola çıkarak uygulama durumlarını tespit etmek hedeflenmiştir. Araştırma, nitel araştırma yaklaşımından olgubilim desenine göre tasarlanmıştır. Çalışma grubunu farklı kurumlarda görev yapan farklı dallardan 25 öğretmen ve farklı kurumlarda görev yapan 10 okul yöneticisi oluşturmuştur. Araştırmada, veriler söz konusu belgeye uygun olarak ve uzman görüşü alınarak hazırlanmış yarı yapılandırılmış görüşme soruları ile elde edilmiştir. Veriler, içerik analizi yaklaşımına göre analiz edilmiştir. Araştırmanın sonucuna göre öğretmenlerin ve okul yöneticilerinin çoğu bahsi geçen belge hakkında olumsuz düşüncelere sahiptir ve çoğu öğretmenin belgeyi bilmemesine rağmen verdikleri cevaplar "B-Meslekî Beceri" yeterlik alanındaki göstergeler ile örtüşmektedir.

Anahtar kelimeler: Öğretmen, okul Yöneticisi, yeterlik, öğretmenlik mesleği genel yeterlikleri