

Teacher Competencies: Building Bridges between Theory and Practice in Teacher Education



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About Hacettepe University

- 14 Faculties
- 14 Graduate Schools and Institutes
- 2 Applied Schools
- 1 Conservatory
- 5 Vocational Schools
- 104 Research and Application Centers.

- Total Number of the Students: 49582
- Total Number of the Academic Personnel: 3638



Outline

- Introduction: Progress and Education
- Definition: Competencies & Teacher Competencies
- Standards for Teaching Competencies
- Teacher Competencies in Turkey
- Changes in Society and Requirement for New Skills
- Curriculum, Objectives, Teaching Materials
- New Literacies / New Concepts / New Problems
- The Challenges
- What Can be Done?
- Last Word...

Introduction: Progress and Education

- Relationship between progress and schools/education
- Teachers and the **quality** of their teaching have always been considered important issues in education
- Studies highlight that
 - student performance will not improve if **the quality of teaching** is not improved.
 - the quality of teaching in schools cannot be significantly improved without **improving the quality of teachers**

Improving Quality of Teaching

- The **continual deepening of knowledge and skills** is an integral part of any profession. Teaching is no exception.
- Research on improving the quality of teaching suggests
 - ▣ professional development of teachers is necessary
 - ▣ to have better qualified teachers which means
 - ▣ better teaching in the schools.

The Quality and Standards

- The quality of the instruction
- The qualified teachers

- The quality and standards
- Expecting teachers to have certain qualities requires developing/adopting some sort of standards.

Definitions

- **Competency:** Having knowledge, skills and attitudes required to perform duties of a specific profession.
- **Teacher Competencies:** Knowledge, skills and attitudes required to perform the teaching profession effectively and efficiently.

Standards for Teacher Competence (AFT, 1990)

- American Federation of Teachers (1990)
 - National Council on Measurement in Education
 - National Education Association

- Standards for Teacher Competence in Educational Assessment of Students

Standards for Teacher Competence (AFT, 1990)

- The standards are intended for use as:
 - a guide for teacher educators as they **design** and approve **programs for teacher preparation**
 - a self assessment guide for **teachers** in **identifying their needs** for professional development in student assessment
 - a guide for workshop instructors as they **design** professional development **experiences for inservice teachers**
 - an impetus for educational measurement specialists and teacher trainers to conceptualize **student assessment and teacher training in student assessment** more broadly than has been the case in the past.

Standards for Teacher Competence (AFT, 1990)

1. Teachers should be skilled in **choosing** assessment **methods appropriate** for instructional decisions.
2. Teachers should be skilled in **developing** assessment **methods appropriate** for instructional decisions.
3. The teacher should be skilled in **administering, scoring and interpreting the results** of both externally produced and teacher produced assessment methods.
4. Teachers should be skilled in **using assessment results** when **making decisions** about individual students, planning teaching, developing curriculum, and school improvement.
5. Teachers should be skilled in **developing** valid **pupil grading procedures** which use pupil assessments.
6. Teachers should be skilled in **communicating** assessment **results to students**, parents, other lay audiences, and other educators.
7. Teachers should be skilled in recognizing **unethical, illegal, and otherwise inappropriate assessment methods** and uses of assessment information.

Professional Teaching Competencies (NTC, 2012)

Competency Areas

1. Engaging and Supporting All **Students** in Learning
2. Creating and Maintaining an Effective Environment for **Student** Learning
3. Understanding and Organizing Subject Matter for **Student** Learning
4. Planning Instruction and Designing Learning Experiences for all **Students**
5. Assessing **Student** Learning
6. Developing as a Professional Educator

(New Teacher Center-NTC, California, 2012)

Aspects of Teacher Competence (European Commission, 2013)

- Knowledge and understanding
- Skills
- Dispositions: Beliefs, attitudes, values, commitment

Aspects of Teacher Competence (European Commission, 2013)

□ Knowledge and Understanding

- Subject matter knowledge
- Pedagogical Content Knowledge (PCK)
- Pedagogical knowledge (knowledge of teaching and learning processes)
- Curricular knowledge
- Educational sciences foundations
- Contextual, institutional, organizational aspects of educational policies
- Issues of inclusion and diversity
- Effective use of technologies in learning
- Developmental psychology
- Group processes and dynamics, learning theories, motivational issues
- Evaluation and assessment processes and methods

Aspects of Teacher Competence (European Commission, 2013)

□ Skills

- Planning, managing and coordinating teaching
- Using teaching materials and technologies
- Managing students and groups
- Monitoring, adapting and assessing teaching/learning objectives and processes
- Collecting, analyzing, interpreting evidence and data for professional decisions and teaching/learning improvement
- Using, developing and creating research knowledge to inform practices
- Collaborating with colleagues, parents and social services
- Negotiation skills
- Reflective, metacognitive, interpersonal skills for learning individually and in professional communities
- Adapting to educational contexts characterized by multi-level dynamics with cross-influences

Aspects of Teacher Competence (European Commission, 2013)

□ Dispositions: Beliefs, Attitudes, Values, Commitment

- Epistemological awareness (issues concerning features and historical development of subject area and its status, as related to other subject areas)
- Teaching skills through content
- Transferable skills
- Dispositions to change, flexibility, ongoing learning and professional improvement, including study and research
- Commitment to promoting the learning of all students
- Dispositions to promote students' democratic attitudes and practices, as European citizens (including appreciation of diversity and multiculturalism)
- Critical attitudes to one's own teaching (examining, discussing, questioning practices)
- Dispositions to team-working, collaboration and networking
- Sense of self-efficacy

Competencies by CAEP (2013)

- Council for the Accreditation of Educator Preparation (CAEP)
- The National Council for Accreditation of Teacher Education (NCATE)

- Creating standards to ensure educator preparation providers impart future teachers with the knowledge and skills to support the **development of all students**.

Competencies by CAEP (2013)

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice
3. Candidate Quality, Recruitment, and Selectivity
4. Program Impact
5. Provider Quality, Continuous Improvement, and Capacity

Competencies by CAEP (2013)

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 *Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

Provider Responsibilities:

1.2 *Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.*

1.3 *Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).*

1.4 *Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).*

1.5 *Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.*

Competencies by CAEP (2013)

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation:

2.1 *Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.*

Clinical Educators:

2.2 *Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.*

Clinical Experiences:

2.3 *The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

Competencies by CAEP (2013)

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

3.1 *The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.*

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability:

3.2 *The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.*

Additional Selectivity Factors:

3.3 *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.*

Selectivity During Preparation:

3.4 *The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.*

Selection At Completion:

3.5 *Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.*

3.6 *Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.*

Competencies by CAEP (2013)

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 *The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

Indicators of Teaching Effectiveness:

4.2 *The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

Satisfaction of Employers:

4.3 *The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.*

Satisfaction of Completers:

4.4 *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

Competencies by CAEP (2013)

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

- 5.1 *The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.*
- 5.2 *The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.*

Continuous Improvement:

- 5.3 *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*
- 5.4 *Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.*
- 5.5 *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

Teaching Competencies in Turkey



Teacher Education in Turkey

- Beginning of the Turkish Republic (Early 1920s)
- Normal schools
- Village Institutes movement (1940s)
- 2-3-4 Year Colleges (1970s)
- 4 Year Colleges (1980s)
- Teacher Certification Programs
- Restructuring by Higher Education Council

The Role of MoNE

- Teaching Competencies Commission
 - ▣ Faculty members from universities
 - ▣ Consultants (National-international)
 - ▣ Working groups
 - ▣ MoNE Staff
 - ▣ Provincial teams

MoNE on Teachers Competencies

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

The Purpose of Developing Teacher Competencies

- The purpose of teaching competencies:
 - ▣ Identifying/Determining **teacher** training policies
 - ▣ Preparation of pre-service **teacher** training programs (Pre-service training of teachers at higher education institutions)
 - ▣ Selection of newly assigned **teachers** (appointing teachers)
 - ▣ In-service training of **teachers**
 - ▣ Supervising and evaluating **teachers** (Evaluation of teacher performances and achievements)
 - ▣ Personal and professional developments of **teachers**.

Standards for Teachers in Turkey

- **General Competencies** for the Teaching Profession
 - These competences determine the knowledge, skills and attitudes for teachers that they should be equipped with to respond to the evolving challenges of our times.
- **Subject Matter Competencies**
 - These competencies for teachers of 16 disciplines that are being thought in the K-8 Levels including special education.

Content of Teaching Competencies (MoNE, 2006)

- Instructional competencies,
 - General social knowledge and skills competencies, and
 - Field-specific knowledge and skills competencies.
-
- Instructional competencies category has 14 sub-categories with 206 competency items.

Teaching Competencies: Instructional Competencies

1. Knowing the Students
2. Planning Instruction
3. Material Development
4. Instruction
5. Managing the Instruction
6. Measurement and Evaluation
7. Guidance
8. Developing Basic Skills
9. Helping Students with Special Needs
10. Teaching Adults
11. After School Activities
12. Personal Development
13. School Improvement
14. Developing School-Environment Relations

MoNE on New Teachers Competencies

- New sets of teacher competencies (2015).

Research Conducted on Teacher Competencies

- Investigating the extent to which teacher candidates believe they possess the teacher competencies specified by the Ministry of Education.
 - The participants see themselves unqualified in some competency items such as “helping students with special needs”, and “teaching adults”.
 - The reason: their departments’ academic program simply does not include courses about those competencies.
 - Therefore, either MoNE needs to revise those competency items, or academic programs of teacher education programs need to be revised.

Competencies in the Literature

- Literature in General:
 - Technological competencies of teachers are important
 - Those competencies are part of teaching competencies
- Turkish Literature:
 - Educators, teachers, teacher candidates:
 - Technological competencies of teachers are important
 - Those competencies are part of teaching competencies
- Because:
 - Teachers' technological competencies will directly affect their teaching
 - What/How they will do in their classroom

NETS (2008)

- The National Educational Teaching Standards for Teachers (NETS-T)

NETS for Teachers (2008)

1- Facilitate and Inspire Student Learning and Creativity

- Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
 - a. promote, support, and model creative and innovative thinking and inventiveness.
 - b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 - c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
 - d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

NETS for Teachers (2)

2. Design and Develop Digital-Age Learning Experiences and Assessments

- Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
 - a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 - c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
 - d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

NETS for Teachers (3)

3. Model Digital-Age Work and Learning

- Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
 - a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
 - c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
 - d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

NETS for Teachers (4)

4. Promote and Model Digital Citizenship and Responsibility

- Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
 - a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
 - b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
 - c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

NETS for Teachers (5)

5. Engage in Professional Growth and Leadership

- Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
 - a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
 - b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
 - c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
 - d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

ISTE Standards



<http://www.iste.org/standards/standards/standards-for-teachers>

What is the Biggest Challenge?



Changes in the Curriculum

- Learning objectives
- Content
- Teaching strategies & Methods
- Learning-Teaching materials
- Measurement and evaluation
- Feedback

New Literacies

- ❑ Computer Literacy
- ❑ Information Literacy
- ❑ Technology Literacy
- ❑ Internet Literacy
- ❑ Media Literacy
- ❑ Visual Literacy
- ❑ e-Literacy
- ❑ Digital Literacy
- ❑ Digital Competence
- ❑ Social Media Literacy
- ❑ Web 2.0 Tools Literacy
- ❑ Science Literacy
- ❑ Financial literacy
- ❑ Environmental Literacy
- ❑ ...

Changes in the Students

- ▶ **Internet Addiction**

Changes in the Students

- ▶ **Smartphone Addiction**

Changes in the Students

- **Bullying**

Changes in the Students

- ▶ Cyber Bullying



Changes in the Students

▶ Cyber Bullying



Changes in the Students

□ Child Abuse



Changes in the Students

- ▶ **Child Pornography and Pedophilia**

Tools Used in

- e-Mail
- Smart phone apps.
- Chat rooms
- Blogs
- Forums
- Social media platforms
- ...



What Can be Done?



What Can be Done

Parents' responsibilities

What Can be Done

Parents' responsibilities

What Can be Done

Teachers' responsibilities



Communicator



Facilitator of Learning



an Evaluator



Classroom Manager



a Counselor



a Disciplinarian



a Mentor



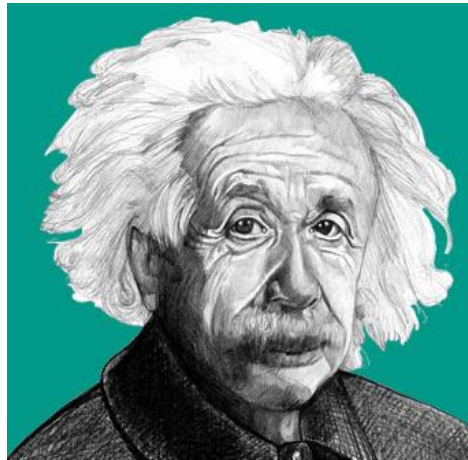
A Guidance Councilor



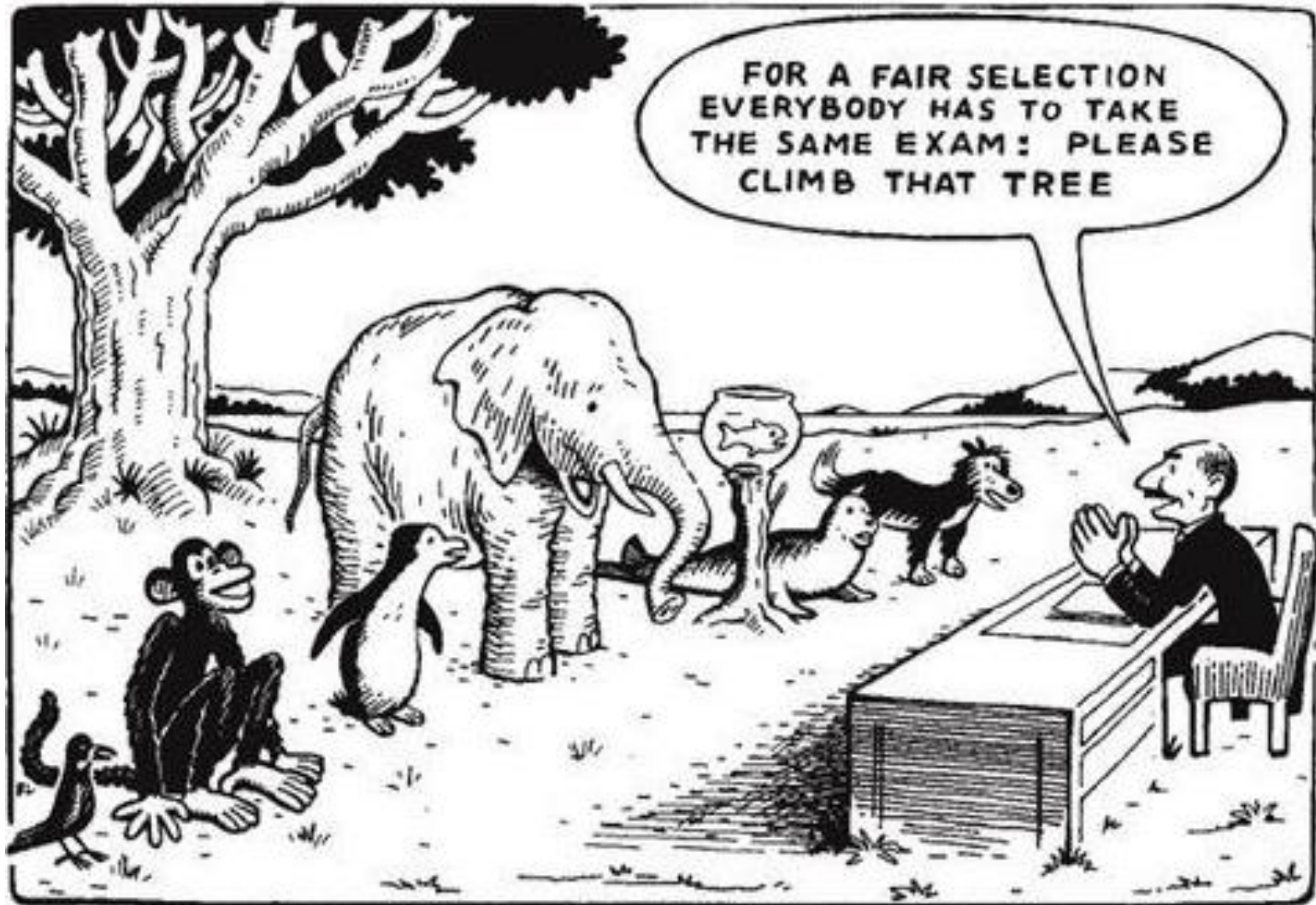
Surrogate Parent

What is Education?

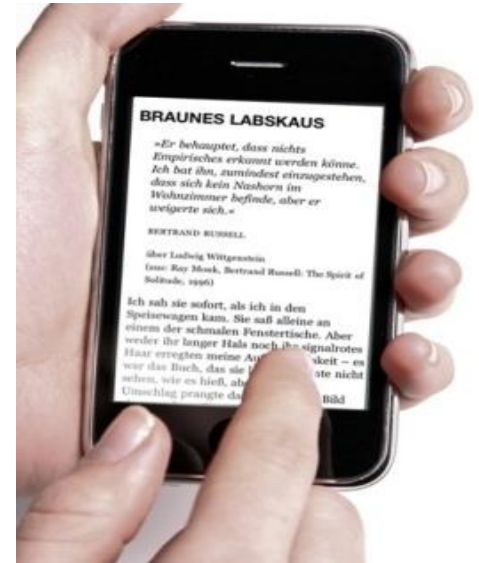
Education is what remains
after one has forgotten what
one has learned in school.



Problems in Teacher Education



Using Different Platforms / Tools ...



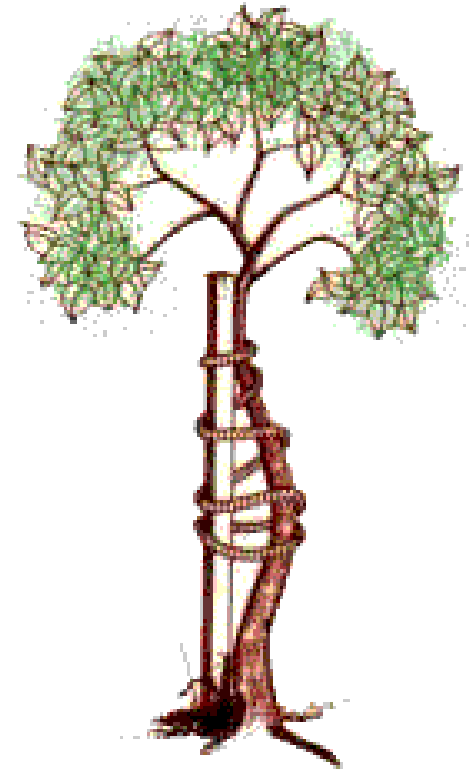
Requires its users to acquire new skills.

Teachers' Needs

- Everything changes so fast in today's world.
- Teachers
 - Need to be supported
 - Provided with opportunities to develop themselves
- The support provided should be consistent with the needs and problems they face, not for the sake of formality

Because

“Dripping water hollows out stone, not through force but through persistence.”



Supporting Continuing Education for...

- Children
- Teachers (and other staff at schools)
- Parents

Last Word...

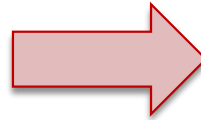


Competencies ...

- Designing competencies is a never ending process.

Today's Dilemma: Yesterday-Today-Tomorrow

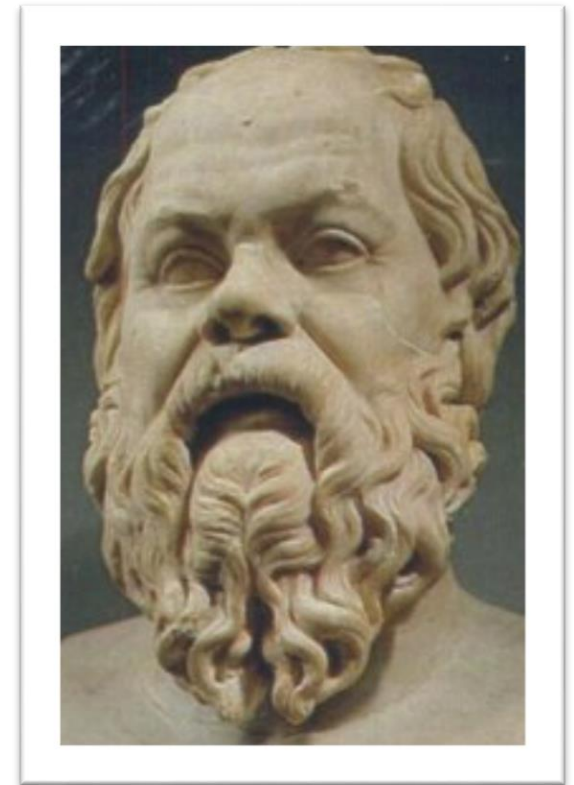
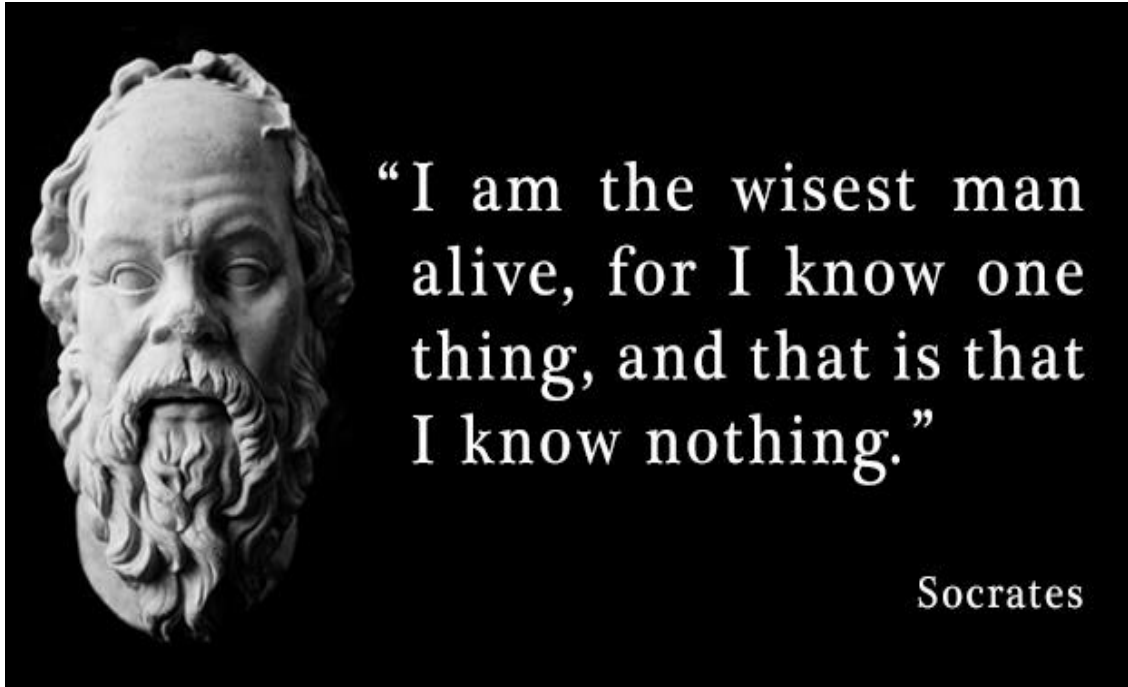
Today's Youth



**Successful Citizens
of Tomorrow**

**Yesterday's Schools /
Teachers / System**

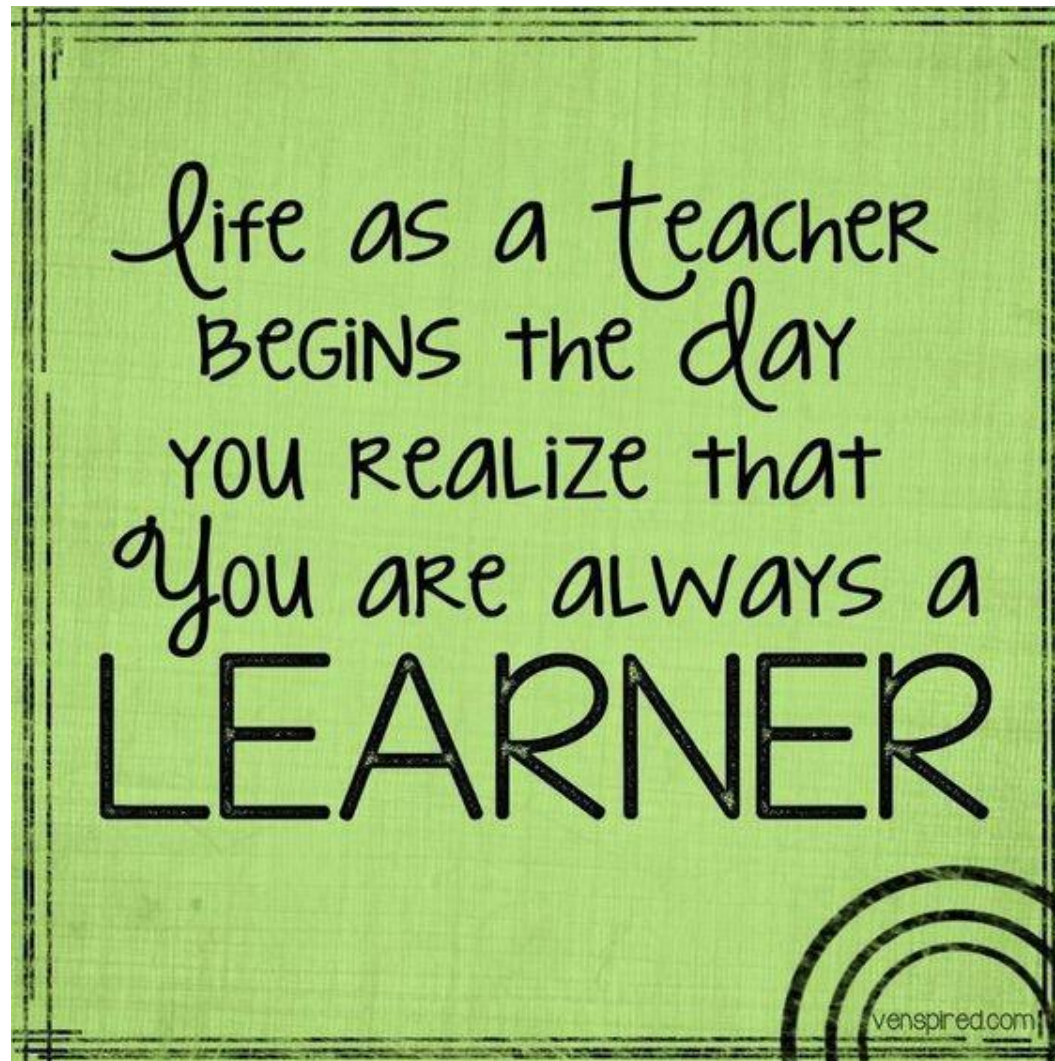
What We Know and What We Don't



Socrates (BC: 469-399)

If you want to change something, start with yourself.

Teachers as Learners





Kiitos! Teşekkür Ederim! Thank You!

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