

A Study on Possible Assessment Methods for Admission Standards for Teacher Education Institutions*

Öğretmen Yetiştiren Kurumlara Öğrenci Seçiminde Kullanılacak Giriş Standartlarının Nasıl Ölçülebileceği Üzerine Bir Araştırma

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Öz

Araştırmanın amacı, Kahramanoğlu (2014) tarafından belirlenen giriş standart alanlarında yer alan performans göstergelerinin nasıl ölçülebileceğini belirlemektir. Bu performans göstergelerin çalışma için kullanılmasındaki amaç, öğretmen yetiştiren kurumlara öğrenci seçiminde kullanılacak düzeyde kabul edildiği içindir. Belirli kriterleri taşıyan 34 uzman araştırmanın örneklemini oluşturmaktadır. Veri toplama aracı olarak "Performans Göstergelerinin Nasıl Ölçülebileceğinin Belirlenmesi Formu" kullanılmıştır. Verilerin çözümlenmesinde yüzde ve sıklıktan yararlanılmıştır. Araştırma sonucunda, araştırmaya katılan öğretim elamanlarının büyük çoğunluğu kişisel özellik standart alanında yer alan performans göstergelerinin kişilik testleri, mülakat sınavı ve öğretmen gözlem raporları ile ölçülebileceğini ifade etmişlerdir. İlgili standart alanında yer alan performans göstergelerinin ölçülmesinde mülakat sınavı ve ilgi envanteri ön plana çıkarken, sağlık standart alanında psikolojik testler ön plana çıkmıştır. Alan bilgisi standart alanında yer alan performans göstergelerinin ölçülmesinde ise ön plana çıkan uygulama başarı testleridir. Entelektüel düzey standart alanında mülakat sınavı; tutumda, beceride ve teknoloji standart alanında ise öğretmen gözlem raporları ön plana çıkan alternatif uygulamadır.

Anahtar sözcükler: Öğretmen Yetiştirme, Standart, Giriş Standartları, Bilişsel ve Duyuşsal Alan, Ölçme ve Değerlendirme.

Abstract

The purpose of the study was to determine how to measure the performance indicators in admission standards developed by Kahramanoğlu (2014). These performance indicators were utilized in the study, since they were accepted as fit for use in student selection for teacher education institutions.. Sample of the research consisted of 34 specialists who have some certain criteria. A survey form to determine how Performance Indicators could be measured was used as data collection tool. Percentage and frequencies were used in data analysis. As a result of research, a majority of teaching professionals participating in the study has stated that the performance indicators designated for personality traits standard area could be measured via personality tests, interviews and teacher observation reports. While interviews and interest inventory were considered as significant in measuring the performance indicators designated for the interest standard area, psychological tests came into prominence in the health standard area. The most prominent implementation in measuring the performance indicators for the field knowledge standard area, however, was that of achievement tests. Other prominent alternative implementations were interviews in the intellectual level standard area, and teacher observation reports in the attitude, skills and technology standard areas, respectively.

Key words: Teacher education, standard, admission standards, cognitive domain and auditory space, measurement and evaluation.

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Introduction

Basic dimensions of teacher education are the selection of teacher candidates, education and in-service training. There is a dynamic relationship between these dimensions and selection of pre-service teachers is the most significant dimension affecting the other dimensions (Özder, 2012: 156-157). In this respect, the qualification of the pre-service teachers to be trained might affect the other dimensions directly. Selection of candidates, who are with high levels of interest, attitude and motivation for the occupation, for teacher education institutions is the first and the most significant step in training qualified teachers.

Candidates should be evaluated in several dimensions during the selection process for teacher education institutions. Candidates should be evaluated for their affective and psychomotor traits in addition to their cognitive traits. Thus, there are countries where the candidates are evaluated in a multidimensional manner during their selection process for teacher education institutions. For example, in countries such as the USA, UK and Sweden, related institutions determine the acceptance standards to be utilized during the acceptance process in teacher education institutions based on the region or the state, and the teacher education institutions use these standards for student acceptance purposes (George and Kathyryne, 1996; Jacobowitz, Delorenzo and Adirim, 2000; Günay and Gür, 2009: 6). In Finland, for acceptance in teacher education programs, students have to succeed in a matriculation exam upon graduation from high school, followed by a special written exam, skill test and an interview (Çobanoğlu and Kasapoğlu, 2010). In Japan, teacher candidates should take a central written examination. Only the students that achieved passing grades in this exam are accepted in the interviews. In the interview, candidates' character traits, their general perspectives on education and students and their politeness and sophistication – two required traits to be a teacher – are evaluated (Demirel, 2000; Başkan, Aydın and Madden, 2006). It was observed that these countries comprised the applications that would assess various candidate traits during the evaluation process. Table 1 displays the relationship between the teacher education institutions' acceptance criteria and the minimum requirements as determined in a study by Casey and Childs (2007):

Table 1

Possible Relationships Between Acceptance Criteria And Minimum Requirements

Acceptance Criteria	Minimum Requirements		
	Content Info	Readiness to learn Pedagogical Knowledge and Skills	Attitudes
GPA	+	+	*
Coursework in subject area	++	+	*
CV Preparation (Answering questions on interests and experiences about	*	++	++
Interview		++	++
Letters of Reference	+	++	++
Standard Test Results	++	*	*
Performance in Certification Programs related to Education	*	++	+

(Casey and Childs, 2007, p. 24). **Note:** (+) weak relationship; (++) strong relationship; (*) no relationship

Table 1 demonstrates that when teacher education institutions select candidates based on grade point average and standardized tests, the process becomes inadequate in assessing candidates' attitudes towards the occupation. These criteria assesses only the cognitive behavior of the candidates, and are insufficient in assessing their affective traits. Various other criteria aim to assess the affective traits of teacher candidates.

In Turkey, students are accepted in teacher education institutions based on centralized exam results, which is implemented by Student Selection and Placement Center (OSYM), and secondary education GPA. In Turkey, like in some countries (e.g. People's Republic of China, Russia), teacher education institutions accept students based solely on points in exams that only assess cognitive behavior (Haberman and Post, 1998; YÖK, 2007). Studies show that this is a relatively undesirable and academic knowledge of teacher candidates could not solely effectively predict their achievements as teachers (Baskin, Ross and Smith, 1996; Mikitovics and Crehan, 2002; Olstad, Beal and Marrett, 1987; Özsoy and Ünal, 2010; Riggs and Riggs, 1990; Salzman, 1991; Vaughn et al., 2000; Guyton and Farokhi, 1987; Haberman, 1987; Shechtman and Godfried, 1993). Furthermore, the ignorance of the interests and skills of the students in related fields were stressed as another problem (Kaya, 1984; Godlad, 1990; Haberman, 1987; Russel, Persing, Dunn and Rankin, 1990). As a result, it could be concluded that acceptance criteria established by teacher education institutions in Turkey for teacher candidates are inadequate. Thus, it is necessary for the teacher education institutions to consider affective traits when selecting their prospective students and to diversify their acceptance criteria to include affective traits. With these requirements in mind, the cognitive and affective traits that teacher candidates should possess were stated in the dissertation by Kahramanoğlu (2014) as standard fields and performance indicators. Standard fields and performance indicators were determined by 3-round Delphi technique with the participation of 34 specialists. That study established 8 standard fields and 56 performance indicators. These standard fields and the number of performance indicators in each field were as follows:

1. Personal traits standard field – 10 indicators
2. Interests standard field – 7 indicators
3. Health standard field – 1 indicator
4. Field knowledge standard field – 3 indicators
5. Intellectual level standard field – 8 indicators
6. Attitude standard field – 8 indicators
7. Skills standard field – 9 indicators
8. Technology standard field – 10 indicators.

Performance indicators related to standard fields were given individually in the findings section of the present study. Acceptance criteria for teacher education institutions were only scrutinized in the studies by Ok (1991) and Kahramanoğlu (2014) in the literature. Ok (1991) identified acceptance criteria as traits that the candidates should have, but not as performance indicators. On the other hand, Kahramanoğlu (2014) defined the characteristics that would be used in acceptance criteria for teacher education institutions as performance indicators. Thus, it was decided to use performance indicators in the present study for they were observable and measurable. Thus, the objective of the present study is to determine the assessment of the performance indicators of acceptance standard fields to be used in acceptance of the students in teacher education institutions. Research question was determined as "How could the performance indicators that teacher candidates should possess be assessed?" Considering the related purpose, the levels of these indicators that the teacher candidates have could be measured with performance indicators. Thus, strengths and weaknesses of candidates could be determined and programs to improve/complete these weaknesses of the candidates could be developed in teacher education institutions.

Methodology

Research Method

The study is a descriptive research where group of experts stated their opinion on the method of assessment for the performance indicators.

Study Group

Criterion sampling, one of purposive sampling methods, was utilized in the study. The criteria for the selection of the participant academicians were as follows:

- Volunteer participation
- PhD degree
- Member of a Faculty of Education
- At least one publication on teacher education.

34 experts were selected based on the above mentioned criteria. However, only 23 experts provided feedback at the end of the process. Table 2 displays the personal information on the expert group.

Table 2

Personal Information on Study Expert Group

PhD Program Graduate	CI	EMIEP	Turkish Education	Special Education	CT		
	13	4	3	1	2		
Scientific Department	CI	EMIEP	Turkish Education	Special Education	CT	PCG	CITE
	9	4	3	1	2	1	3
Academic Title	Assoc. Prof.		Assist. Prof.				
	6		17				
Tenure (years)	4-10 years	12-19 years	22-26 years				
	7	14	2				
MOE Assignment as a teacher	Yes	No					
	14	9					

Abbreviations: CI: Curriculum and instruction"; EMIEP: Education Management, Inspection, Economy and Planning; CT: Classroom teaching; PCG: Psychological Counseling and Guidance; CITE: Computer and Instructional Technologies Education)

Design of the Data Collection Tool

“Form to determine how to assess performance indicators” was utilized as data collection tool in the study. The form consisted of two sections and an appendix list. Questions aimed to collect personal information for the academicians were included in the first section. Second section contained 54 performance indicators determined by Kahramanoğlu (2014). Alternative applications were provided as an appendix list for the participating expert group to determine how to assess the established performance indicators. For ease of use of the form during the process, each alternative application was assigned a separate number. To enable the experts to state their own choices apart from the predetermined applications, a fourth option named “other” was provided. The expert, then, was able to note an alternative application of his or her choice and state his or her comments in the related field. The experts were able to make their choices and state their opinion by filling any number of choices up to 4 provided fields. For example in the sample below, the expert could enter the number of the corresponding application in the fields provided for A1 and A2 performance indicators to express his or her opinion. Table 3 displays a sample section of a randomly filled out form.

Table 3

Example of a Randomly Filled Form Section

PI NO		1st Choice	2nd Choice	3rd Choice	Other (Use the space provided.)
A.1.	Stays clear of prejudices.	[_8_]	[_11_]	[_12_]
A.2.	Uses a respectful language in-class and out-of-class discussions.	[_4_]	[__]	[__]	Standard Acceptance Tests

Form draft was presented to four academicians for review; two from Educational Sciences Department, one from Sciences and one from Turkish Education Departments. The expert opinion confirmed that the form was suitable for the application. A preliminary application was conducted with 6 academicians from Faculties of Education in Gaziantep and Mustafa Kemal Universities. These experts were asked to evaluate the level of understanding the purpose, instructions and the implementation of the application provided. The form was established as clear and intelligible as a result of the preliminary implementation.

Data Collection Tool Implementation

It was the aim of the study to implement the form with 34 experts. It was implemented with 15 experts in face-to-face interviews and with the remaining 19 experts via e-mail. 8 experts responded to e-mailed surveys. A total of 23 experts provided their opinion and feedback.

Data Analysis

Percentages and frequencies were used in the analysis of the data collected via the forms. In other words, the frequencies of the alternative applications for the performance indicators as denoted by the experts were determined. All three applications proposed by the experts were considered and the top three most prevalent applications were established in order. Since the expert responses were reflected in the study directly, a reliability study was not conducted.

Findings

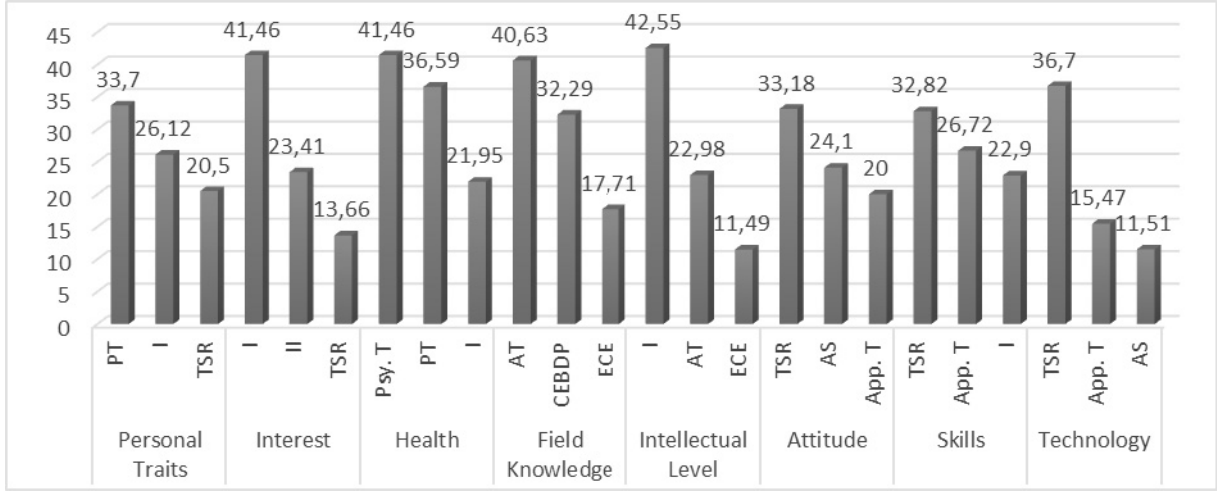
The data of this study was presented based on the standard fields and performance indicators within these standard fields in this section.

Data on Standard Fields

The most prevalent three alternative applications for each standard field are displayed in Graph 1.

Graph 1

The Most Stressed Applications As Methods Of Assessments For Performance Indicators Based On Standard Fields



Abbreviations: PT (Personality Test); I (Interview); TSR (Teacher Survey Reports); II (Interest Inventory); Psy. T (Psychological Tests); AT (Achievement Tests); CEBDP (Central Exam Based on Department Preference); ECE (Existing Central Exam); AS (Attitude Scales); App. T (Applied Tests)

The percentages displayed in Graph 1 reflect the proportion of the replies preferring one specific application to the total replies related to that particular standard field. For example, total frequency of the replies on the assessment of the performance indicators for interest standard field was 205. Total number of replies that preferred the Interview application was 85. Thus, the percentage of the data was reflected as 41.46%.

The applications of preference of the experts on the assessment of performance indicators in the standard fields were as follows as displayed in Graph 1:

- The most frequently emphasized applications for the standard indicators for personal traits standard field were PT, I and TSR;
- The most frequently emphasized applications were Interview, Interest Inventory and TSR in interest standard field; Psy. T, PT and Interview in health standard field;
- The most frequently emphasized applications were AT, cebdp and ECE in field knowledge standard field;
- The most frequently emphasized applications were interview, AT and ECE in intellectual level standard field;
- The most frequently emphasized applications were TSR, AS and App. T in attitude standard field;
- The most frequently emphasized applications were TSR, App. T and Interview in skills standard field; and finally TSR, App. T and AS in technology standard field.

An overview of the responses provided by the experts would demonstrate that different alternative applications were prevalent in different standard fields. If these recommendations were strictly followed a multi-dimensional assessment and evaluation would be necessary for the selection of students in teacher education institutions.

Findings on performance indicators in standard fields

This section presents the data based on the responses for the performance indicators in standard fields. Thus, the findings for the performance indicators in the standard fields of personal traits, interest, health, field knowledge, intellectual level, attitude, skills and technology are presented in the tables below. Findings for the personal traits standard field are indicated in Table 3:

Table 3

Expert Opinion on the Assessment of Performance Indicators in Personal Traits Standard Field

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
A.1.	Stays clear of prejudices.	Personality Test	19	82,6
		Interview	17	73,9
		Teacher Survey Reports	15	65,2
A.2.	Uses a respectful language in-class and out-of-class discussions.	Personality Test	13	56,5
		Teacher Survey Reports	11	47,8
		Interview	10	43,5
A.3.	Accepts that each individual has unique traits.	Personality Test	19	82,6
		Psychological Tests	10	43,5
		Attitude Scales	9	39,1
A.4.	Suggests innovative ideas and designs innovative products.	Teacher Survey Reports	11	47,8
		Skill Tests	8	34,8
		Achievement Tests	7	30,4
A.5.	Is aware of his (her) own strengths and weaknesses.	Personality Test	17	73,9
		Interview	10	43,5
		Teacher Survey Reports	9	39,1
A.6.	Speaks comfortable in the presence of others.	Interview	18	78,3
		Teacher Survey Reports	9	39,1
		Applied Exam	8	34,8
A.7.	Adopts a culture based on consensus not on conflict.	Personality Test	16	69,6
		Interview	14	60,9
		Attitude Scales	10	43,5
A.8.	Enjoys teaching things to others.	Personality Test	10	43,5
		Applied Exam	9	39,1
		Attitude Scales	9	39,1
A.9.	His (her) behavior correspond to universal values.	Interview	12	52,2
		Personality Test	12	52,2
		Teacher Survey Reports	10	43,5
A.10.	Perceives individual and social differences as wealth.	Personality Test	14	60,9
		Interview	12	52,2
		Teacher Survey Reports	8	34,8

Table 3 demonstrates that participating experts expressed that “stays clear of prejudices” performance indicator could be assessed using personality tests, interview and teacher survey reports. Experts primarily assigned personality tests as the assessment method (f=19). 17 experts stated that the mentioned performance indicator could be assessed using interviews, while 15 experts stated that teacher survey reports could be used. Second performance indicator for the related standard field was “uses a respectful language in-class and out-of-class discussions” indicator. Experts mentioned personality tests as the primary assessment method for this performance indicator (f=13). This application was followed by teacher survey reports (f=11) and interviews (f=10). Experts stated that the third performance indicator, “accepts that each individual has unique traits,” could be assessed using personality tests, psychological tests and attitude scales. The most prevalent application was personality tests (f=19). 10 experts stated that the mentioned performance indicator could be assessed using psychological tests, while 9 experts stated that attitude scales could be used. Experts stated that “Suggests innovative ideas and designs innovative products” performance indicator could be assessed using teacher survey reports, skill tests and achievement tests. The most prevalent application was teacher survey reports (f=11). It was followed by skill tests (f=8) and achievement tests (f=7).

On the assessment of the fifth performance indicator, “is aware of his (her) own strengths and weaknesses,” 17 experts suggested using personality tests, 10 suggested interviews and 9 suggested using teacher survey reports. Experts stated that to assess “speaks comfortable in the presence of others” performance indicator, interviews, teacher survey reports and applied exams as part of a 3-6 month pre-undergraduate program involving a teaching experience could be used. According to expert opinion, the most relevant application was interviews (f=18). It was followed by teacher survey reports (f=9) and applied exams (f=8). On the assessment of “adopts a culture based on consensus not on conflict” performance indicator, 16 experts suggested using personality tests, 14 suggested interviews and 10 suggested using attitude scales. Eighth performance indicator for the related standard field is “enjoys teaching things to other people.” The application most referred by the experts for this indicator was again personality tests (f=10). It was followed by applied exams (f=9) and attitude scales (f=9). The experts stated that “his (her) behavior correspond to universal values” performance indicator could be best assessed by interviews, personality tests and teacher survey reports. 12 experts indicated assessment via interviews and personality tests, while 10 experts preferred teacher survey reports. The last performance indicator in personal traits standard field, “perceives individual and social differences as wealth” should be assessed using personality tests according to 14 experts, using interviews according to 12 experts, and using teacher survey reports according to 8 experts.

Table 4*Expert Opinion on the Assessment of Performance Indicators in Interest Standard Field*

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
B.1.	Makes an educated vocational choice for teaching.	Interview	14	60,9
		Personality Test	7	30,4
		Applied exam	7	30,4
B.2.	Has the habit of reading books.	Interview	13	56,5
		Teacher Survey Reports	10	43,5
		Interest Inventory	6	26,1
B.3.	Follows developments on education and the occupation of teaching.	Interview	11	47,8
		Interest Inventory	11	47,8
		Central Exam about the Field of Choice	6	26,1
B.4.	Reads different types of books (literature, scientific journals, sociology, etc.).	Interview	12	52,2
		Interest Inventory	11	47,8
		Attitude Scales	8	34,8
B.5.	Is sensitive towards social issues.	Interview	12	52,2
		Interest Inventory	12	52,2
		Personality Test	7	30,4
B.6.	Participates in social activities (arts, sports, etc.).	Interview	11	47,8
		Teacher Survey Reports	11	47,8
		Skill Tests	9	39,1
B.7.	Is interested in learning.	Interview	12	52,2
		Interest Inventory	8	34,8
		Teacher Survey Reports	7	30,4

First performance indicator in interest standard field is “makes an educated vocational choice for teaching.” Experts participating in the study determined that this performance indicator could be assessed using interviews, personality tests and applied exams. The most frequently selected application by the experts was interviews (f=14). This was followed by personality tests (f=7) and applied exams (f=7) respectively. For the second performance indicator in the interest standard field, “has the habit of reading books,” the experts proposed interviews (f=13), teacher survey reports (f=10), and interest inventory (f=6) as assessment methods. For the next performance indicator, “follows developments on education and the occupation of teaching,” it was determined that interviews, interest inventory, and central exam on the desired field of education could be used for assessment. 11 participating experts stated that this performance indicator could be assessed by interviews and interest inventory, while 6 stated that it could be assessed using a central exam on the field of choice. On “reads different types of books (literature, scientific journals, sociology, etc.)” performance indicator, 12 experts stated that it could be assessed using interviews, 11 stated that interest inventory could be used and 8 stated that it could be assessed by attitude scales. Experts preferred interviews, interest inventory and personality tests in assessment of “is sensitive towards social issues” indicator. While 12 participating experts determined that this indicator could be assessed using interviews and interest inventory, 7 said it could be assessed using personality tests. Sixth performance indicator in interest standard field is “Participates in social activities (arts, sports,

etc.)” The most frequently selected applications by the experts participating in the study were application interviews, and teacher survey reports (f=11). This was followed by skill tests (f=9). The last performance indicator in interest standard field, “is interested in learning,” could be assessed by interviews according to 12 experts, by interest inventory according to 8 experts and by teacher survey reports according to 7 experts.

Table 5

Expert Opinion on the Assessment of Performance Indicators in Health Standard Field

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
C.1.	Has no psychological problem that deeply affects daily life.	Psychological Tests	17	73,9
		Personality Tests	15	65,2
		Interview	9	39,1

Table 5 demonstrates that the experts preferred psychological tests, personality tests and interviews as assessment applications for the sole performance indicator, “has no psychological problem that deeply affects daily life,” of the health standard field. 17 experts indicated psychological tests, 15 indicated personality tests and 9 interviews.

Table 6

Expert Opinion on the Assessment of Performance Indicators in Field Knowledge Standard Field

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
D.1.	Has basic knowledge in the field of study.	Achievement Tests	14	60,9
		Centralized exam in the desired field of study	11	47,8
		Existing central exam	9	39,1
D.2.	Has basic level knowledge in learning and developmental psychology.	Achievement Tests	15	65,2
		Centralized exam in the desired field of study	10	43,5
		Existing central exam	8	34,8
D.3.	Could relate own field with others within interdisciplinary context.	Achievement Tests	10	43,5
		Centralized exam in the desired field of study	10	43,5
		Interview	9	39,1

First performance indicator in field knowledge standard field is “has basic knowledge in the field of study.” Experts participating in the study determined that this performance indicator could be assessed using achievement tests, centralized exam in the desired field of study and existing central exam. The most frequently selected application by the experts was achievement tests (f=14). This was followed by centralized exam in the desired field of study (f=11) and existing central exam (f=9) respectively. On the second “has basic level knowledge in learning and developmental psychology” performance indicator, 15 experts stated that it could be assessed using achievement tests, 10 stated that centralized exam in the desired field of study could be used and 8 stated that it could be assessed by the existing central exam. The last performance indicator for the field knowledge standard field was “could relate own field with others within interdisciplinary context.” Participating experts indicated that it could be assessed by achievement tests (f=10), by a centralized exam in the desired field of study (f= 10), and by interviews (f=9).

Table 7*Expert Opinion on the Assessment of Performance Indicators in Intellectual Level Standard Field*

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
E.1.	Is fluent in Turkish grammar.	Achievement Tests	12	52,2
		Existing Central Exam	10	43,5
		Interview	7	30,4
E.2.	Has adequate general knowledge.	Interview	15	65,2
		Achievement Tests	9	39,1
		Existing Central Exam	8	34,8
E.3.	Has knowledge on the features of own culture.	Interview	13	56,5
		Achievement Tests	7	30,4
		Attitude Scales	6	26,1
E.4.	Apprehends the effects of cultural differences on education and utilizes this apprehension on daily life.	Interview	12	52,2
		Teacher Survey Reports	10	43,5
		Applied Exams	8	34,8
E.5.	Has knowledge on daily events (social, political, economic, educational, technological, etc.).	Interest Inventory	12	52,2
		Interview	11	47,8
		Achievement Tests	8	34,8
E.6.	Has knowledge on the basic concepts of related disciplines in social sciences (philosophy, sociology, psychology, etc.).	Interview	12	52,2
		Achievement Tests	10	43,5
		Existing Central Exam	9	39,1
E.7.	Explains the concepts such as the present and future status, role and responsibilities of the teaching profession.	Interview	16	69,6
		Achievement Tests	8	34,8
		Applied Exams	6	26,1
E.8.	Explains the importance of life-long learning.	Interview	14	60,9
		Interest Inventory	6	26,1
		Applied Exams	6	26,1

Table 7 demonstrates that the experts preferred achievement tests, existing central exam and interviews as assessment applications for the performance indicator, “is fluent in Turkish grammar,” of the intellectual level standard field. The most frequently selected application by the experts was achievement tests (f=12). This was followed by the existing central exam (f=10) and interviews (f=7) respectively. On the second “has adequate general knowledge” performance indicator, 15 experts stated that it could be assessed using interviews, 9 stated that achievement tests could be used and 8 stated that it could be assessed by the existing central exam. Experts participating in the study determined that “has knowledge on the features of own culture” performance indicator could be assessed using interviews, achievement tests, and attitude scales. While 13 participating experts indicated that the related indicator could be assessed by interviews, 2 proposed achievements tests and 6 proposed attitude scales. For the “apprehends the effects of cultural differences on education and utilizes this apprehension on daily life” performance indicator in the intellectual level field, the experts proposed interviews (f=12), teacher survey reports (f=10), and applied exams (f=8) as assessment methods. Furthermore, the participating experts indicated that “has knowledge on daily events (social, political, economic, educational, technological, etc.)” performance indicator could be assessed using interest inventory (f=12), interviews (f=11) and achievement tests (f=8).

The sixth performance indicator in intellectual level standard view was “has knowledge on the basic concepts of related disciplines in social sciences (philosophy, sociology, psychology, etc.)” The most frequently selected application by the experts for this performance indicator was interviews (f=12). This was followed by achievement tests (f=11) and existing central exam (f=9). For the “explains the concepts such as the present and future status, role and responsibilities of the teaching profession” performance indicator, the experts indicated the applications of interviews, achievement tests and applied exams. The most frequently selected application by the experts for this performance indicator was interviews (f=16). This was followed by achievement tests (f=8) and applied exams (f=6). The last performance indicator for the intellectual level standard field was “explains the importance of life-long learning.” While 14 participating experts indicated that the related indicator could be assessed by interviews, 6 proposed interest inventories and applied exams.

Table 8

Expert Opinion on the Assessment of Performance Indicators in Attitude Standard Field

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
F.1.	Makes sacrifices to perform better in the occupation.	Teacher Survey Reports	11	47,8
		Applied Exam	9	39,1
		Attitude Scales	7	30,4
F.2.	Does not discriminate students based on any issue (religion, language, race, belief, socioeconomic level, gender, etc.).	Attitude Scales	11	47,8
		Applied Exam	9	39,1
		Teacher Survey Reports	9	39,1
F.3.	Enjoys talking about education and learning.	Interview	12	52,2
		Teacher Survey Reports	9	39,1
		Applied Exam	7	30,4
F.4.	Prevents ideological attitudes to be reflected in the classroom.	Interview	9	39,1
		Teacher Survey Reports	8	34,8
		Attitude Scales	8	34,8
F.5.	Makes decisions based on scientific rules, not based on religion or nationality.	Attitude Scales	9	39,1
		Interview	8	34,8
		Teacher Survey Reports	6	26,1
F.6.	Is sensitive towards the individuals with special education needs.	Teacher Survey Reports	11	47,8
		Attitude Scales	10	43,5
		Applied Exam	10	43,5
F.7.	Establishes positive relationships with people around.	Interview	9	39,1
		Teacher Survey Reports	8	34,8
		Attitude Scales	8	34,8
F.8.	Pays attention to what people say.	Interview	12	52,2
		Teacher Survey Reports	11	47,8
		Applied Exam	9	39,1

Table 8 demonstrates that participating experts expressed that “makes sacrifices to perform better in the occupation” performance indicator could be assessed using teacher survey reports, applied exams and attitude scales. The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=11). There were 9 experts who stated that this performance indicator could be assessed using applied exams and there were 7 experts who stated that it could be assessed by attitude scales. The second performance indicator for the related standard field is “does not discriminate students based on any issue (religion, language, race, belief, socioeconomic level, gender, etc.).” The indicator mostly indicated by the experts was attitude scales (f=11). This was followed by applied exams (f=9) and teacher survey reports (f=9). Experts suggested interviews, teacher survey reports and applied exams for the third performance indicator of “enjoys talking about education and learning.” The application mostly indicated by the experts was interviews (f=12). There were 9 experts who stated that this performance indicator could be assessed using teacher survey reports and there were 7 experts who stated that it could be assessed by applied exams. Experts suggested interviews, teacher survey reports and attitude scales for the performance indicator of “prevents ideological attitudes to be reflected in the classroom.” The indicator mostly indicated by the experts was interviews (f=9). 8 experts indicated teacher survey reports and attitude scales.

On how to assess the fifth performance indicator of attitude standard field, “makes decisions based on scientific rules, not based on religion or nationality,” 9 experts preferred attitude scales, 8 preferred interviews and 6 said teacher survey reports could be utilized. Experts participating in the study suggested teacher survey reports, attitude scales, and applied exams for the performance indicator of “is sensitive towards the individuals with special education needs.” The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=11). It was followed by attitude scales (f=19) and applied exams (f=10). On “establishes positive relationships with people around” performance indicator, 9 experts stated that it could be assessed using interviews, 8 stated that teacher survey reports and attitude scales could be used. The last performance indicator for the attitude standard field was “pays attention to what people say.” While 12 participating experts indicated that the related indicator could be assessed by interviews, 11 proposed teacher survey reports and 9 suggested applied exams.

Table 9*Expert Opinion on the Assessment of Performance Indicators in Skills Standard Field*

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
G.1.	Has a fluent, clear and comprehensible diction.	Applied exams	14	60,9
		Interview	11	47,8
		Teacher Survey Reports	8	34,8
G.2.	Uses body language effectively.	Interview	12	52,2
		Applied exams	12	52,2
G.3.	Expresses feelings and thoughts effectively using written and oral expressions.	Teacher Survey Reports	9	39,1
		Interview	15	65,2
		Applied Exams	11	47,8
G.4.	Plans and writes employable knowledge.	Teacher Survey Reports	8	34,8
		Applied exams	11	47,8
		Achievement Tests	8	34,8
G.5.	Has teamwork skills.	Teacher Survey Reports	8	34,8
		Applied exams	8	34,8
		Personality Tests	7	30,4
G.6.	Questions stereotypical solutions on issues.	Teacher Survey Reports	13	56,5
		Interview	8	34,8
		Personality Tests	7	30,4
G.7.	Focuses on the real reasons for communication issues and finds solutions.	Teacher Survey Reports	11	47,8
		Applied exams	8	34,8
		Skill Tests	7	30,4
G.8.	Updates knowledge as a result of scientific developments.	Teacher Survey Reports	12	52,2
		Applied exams	7	30,4
		Skill Tests	6	26,1
G.9.	Utilizes inquiry process in actions.	Teacher Survey Reports	9	39,1
		Centralized exam on the preferred field of study	7	30,4
		Applied exams	7	30,4
G.9.	Utilizes inquiry process in actions.	Interview	14	60,9
		Skill Tests	11	47,8
		Teacher Survey Reports	8	34,8

Table 9 demonstrates that according to the participating experts “has a fluent, clear and comprehensible diction” performance indicator could be assessed using applied exams, interviews and teacher survey reports. The most frequently selected application by the experts for this performance indicator was applied exams (f=14). There were 11 experts who stated that this performance indicator could be assessed using interviews and there were 8 experts who stated that it could be assessed by teacher survey reports. On the second “uses body language effectively” performance indicator, the experts stated that it could be assessed using interviews (f=12), applied exams (f=12), and teacher survey reports (f=8). Experts preferred interviews, applied exams and teacher survey reports in assessment of “expresses feelings and thoughts effectively using written and oral expressions” indicator. While 15 participating experts determined that this indicator could be assessed using interviews, 11 said it could be assessed using applied exams and 7 said it could be assessed using teacher survey reports. The participating experts indicated that “plans and writes employable knowledge” performance indicator within the skills standard field could be assessed using applied exams (f=11), achievement tests (f=8) and teacher survey reports (f=8). Furthermore, participating experts preferred teacher survey reports, applied exams and personality tests in assessment of “has teamwork skills” indicator. The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=13). It was followed by applied exams (f=8) and personality tests (f=7).

The sixth performance indicator for the related standard field is “questions stereotypical solutions on issues.” The indicator mostly indicated by the experts was teacher survey reports (f=11). This was followed by interviews (f=8) and personality tests (f=7). On the assessment of “focuses on the real reasons for communication issues and finds solutions” performance indicator, experts indicated teacher survey reports, applied exams and skill tests. The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=12). It was followed by applied exams (f=7) and skill tests (f=6). Experts indicated teacher survey reports, centralized exams on the desired field of study and applied exams in assessment of “updates knowledge as a result of scientific developments” indicator. While 9 participating experts determined that this indicator could be assessed using teacher survey reports, 7 said it could be assessed using centralized exams on the desired field of study and applied. The last performance indicator for the skills standard field is “Utilizes inquiry process in actions.” 14 participating experts determined that this indicator could be assessed using interviews, 11 said it could be assessed using skill tests and 8 said it could be assessed using teacher survey reports.

Table 10

Expert Opinion on the Assessment of Performance Indicators in Technology Standard Field

No	Performance Indicators	Alternative Applications	Frequency (f)	Percentage (%)
H.1.	Follows innovations in main communication technologies.	Interest Inventory	14	60,9
		Attitude Scales	10	43,5
		Teacher Survey Reports	7	30,4
H.2.	Uses main communications technologies.	Teacher Survey Reports	11	47,8
		Applied Exams	8	34,8
		Skill Tests	6	26,1
H.3.	Follows innovations in educational technologies.	Teacher Survey Reports	13	56,5
		Interest Inventory	9	39,1
		Attitude Scales	7	30,4
H.4.	Uses educational technologies.	Teacher Survey Reports	10	43,5
		Applied Exams	7	30,4
		Skill Tests	7	30,4
H.5.	Supports career development by using information and communication technologies.	Teacher Survey Reports	11	47,8
		Attitude Scales	8	34,8
		Centralized Exam Related to the desired Field of Study	8	34,8
H.6.	Selects and utilizes the appropriate technology.	Teacher Survey Reports	14	60,9
		Applied Exams	11	47,8
		Skill Tests	8	34,8
H.7.	Follows daily events (especially educational) using technological tools and selects the valuable content for himself (herself).	Applied Exams	9	39,1
		Teacher Survey Reports	8	34,8
		Centralized Exam Related to the desired Field of Study	6	26,1
H.8.	Questions the reliability of information resources accessible via technological tools.	Teacher Survey Reports	13	56,5
		Interviews	10	43,5
		Attitude scales	7	30,4
H.9.	Is willing to learn how to use technological tools.	Teacher Survey Reports	15	65,2
		Applied Exams	8	34,8
		Interest Inventory	8	34,8
H.10.	Could make technological contact and uses the related tools (such as e-mail).	Teacher Survey Reports	11	47,8
		Skill Tests	8	34,8
		Achievement Tests	6	26,1

Table 10 demonstrates that according to the participating experts “follows innovations in main communication technologies” performance indicator could be assessed using interest inventory, attitude scales and teacher survey reports. The most frequently selected application by the experts for this performance indicator was interest inventory (f=14). There were 10 experts who stated that this performance indicator could be assessed using attitude scales and there were 7 experts who stated that it could be assessed by teacher survey reports. The second performance indicator for the related standard field is “uses main communications technologies.” The indicator mostly indicated by the experts was teacher survey reports (f=11). This was followed by applied exams (f=8) and skill tests (f=6). According to the participating experts, the third indicator, “follows innovations in educational technologies” could be assessed using teacher survey reports, interest inventory and attitude scales. The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=13). There were 9 experts who stated that this performance indicator could be assessed using interest inventory and there were 7 experts who stated that it could be assessed by attitude scales. Experts stated that “uses educational technologies” performance indicator could be assessed by teacher survey reports, applied exams and skill tests. The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=10). 7 experts mentioned applied exams and skill tests.

“Supports career development by using information and communication technologies,” the fifth performance indicator for technology standard field, 11 experts indicated that it could be assessed using teacher survey reports, 8 experts indicated attitude scales and centralized exam on the desired field of study applications. Participating experts preferred teacher survey reports, applied exams and skill tests in assessment of “selects and utilizes the appropriate technology” indicator. The most frequently selected application by the experts for this performance indicator was teacher survey reports (f=14). It was followed by applied exams (f=11) and skill tests (f=8). For “follows daily events (especially educational) using technological tools and selects the valuable content for himself (herself)” performance indicator, 9 participating experts determined that this indicator could be assessed using applied exams, 8 said it could be assessed using teacher survey reports and 6 said it could be assessed using centralized exam on the desired field of study. The eighth performance indicator for the related standard field is “questions the reliability of information resources accessible via technological tools.” The application mostly indicated by the experts was teacher survey reports (f=13). This was followed by interviews (f=10) and attitude scales (f=7). For “is willing to learn how to use technological tools” performance indicator for technology standard field, 15 experts indicated that it could be assessed using teacher survey reports, 8 experts indicated applied exams and interest inventory. For the final performance indicator for technology standard field, “could make technological contact and uses the related tools (such as e-mail),” 11 experts indicated that it could be assessed by teacher survey reports, 8 indicated skill tests and according to 6 experts, it could be assessed using achievement tests.

Discussion and Result

Vast majority of the experts participating in the study indicated that the performance indicators in the personal traits standard field should be assessed by personality tests, interviews and teacher survey reports. Among these alternative applications, personality tests were stressed the most. The objectives of personality tests were determined as to obtain systematic information about students, to determine the problems of individuals, to determine the developments and changes in behavior, to predict behavior, selection and placement of an individual that suits the requirements of an occupation (Kuzgun, 2009: 77-78). The objectives of the personality tests show that they could be appropriate in assessing whether the teacher candidates possess the predetermined performance indicators. Thus, personality tests could be used to determine if any candidate has the determined

qualifications for the profession of teaching. Another application stressed for the assessment of performance indicators in the personality traits standard field was interviews. Interview process is a technique used in certain countries (such as the US and the UK) in teacher education systems (Jacobowitz, Delorenzo and Adirim, 2000; Eurydice, 2006). One of the main objectives of the interview technique is to obtain sufficient information about the candidate (Altun and Kovancı, 2004: 56). Hence, it is required to determine the areas of interest prior to the interview. Thus it could be argued that interview could be a suitable technique to determine the personal traits of teacher candidates or the personal traits of the candidate are suitable for the profession of teaching. Another application stressed for the assessment of performance indicators in the related standard field was teacher survey reports. Teacher survey reports could be an effective application for the determination of personal traits of teacher candidates. Furthermore, appraisal and reporting of candidates' behavior in their previous educational life by a teacher could be a valuable source of information. Especially evaluation and reporting of these behavior within the framework of the teaching vocation could enable their use as an efficient source of information.

Majority of the experts stated that performance indicators in interest standard field could be assessed by interviews and interest inventory. The most stressed application by the experts for the assessment of seven performance indicators in interest standard field was interviews. It was indicated that traits such as educated choice of teaching, having the habit of reading, participating in social activities, following developments in education and teaching, reading different types of publications, being sensitive to social issues could be assessed by interviews. Whether the teacher candidates possess the mentioned traits could only be determined via face-to-face interviews. According to the participating experts, another application that could be used to assess performance indicators in interest standard field was interest inventory. Interest does not reflect in the quality of the performance that an individual undertakes in a field of study, but in the preference of that field of interest (Kuzgun, 2009: 76-77). In other words, the interest of a teacher candidate towards the established performance indicators do not predict achievement in the occupation of teaching, but it could contribute in selecting the profession.

On "has no psychological problem that deeply affects daily life" performance indicator in health standard field, 74% of the participating experts indicated psychological tests, 65% indicated personality test and 39% indicated interviews should be used for assessment. Thus, majority of the experts stressed that the related standard field could be assessed using psychological tests and personality test. Psychological tests assess conditions in a wide area of traits such as intelligence, abilities, skills, language development, personality, character, interest, habits, psychological health, values and priorities (Flin and Slaven, 1996). Thus, they could be used as powerful assessment tools to assess whether a teacher candidate is in good mental health. In the standard field of field of study knowledge, it was stated that the performance indicators could be assessed by achievement tests, centralized exam on the desired field of study and the existing central exam being implemented in Turkey. In this standard field achievement tests could be a significant assessment tool. Furthermore, the related indicators express academic knowledge and achievement tests were designed to assess the academic knowledge that students gain in learning activities. Another application that could be used to assess the performance indicators in this standard field could be a centralized exam in the desired field of study. Assessment of the related performance indicators by a centralized exam within the program that the candidate wishes to attend could bring about better results. Certain participating experts stated that the existing centralized exam could be used to assess the performance indicators.

Interviews and achievement tests were the most preferred applications by the experts in the assessment of the performance indicators in intellectual level standard field. Interviews were stated as the application that could be used in the assessment of all performance indicators in this field. This is due to the fact that in interviews these performance indicators could be assessed with face-to-face question and answer sessions. It was also stated that these performance indicators could be assessed by achievement tests. Especially, being fluent in Turkish grammar, having knowledge on basic concepts in social sciences and having sufficient level of general knowledge performance indicators could successfully be assessed by achievement tests. Participating experts indicated that the performance indicators in the standard field of attitude could be assessed using teacher survey reports, attitude scales and applied examinations. In determination of the attitude of a teacher candidate towards the occupation of teaching, knowledge about his or her educational background is significant. In this application, the reports by teachers on the candidate's attitudes towards the profession of teaching should be considered. Another application that could be used in the assessment of the related performance indicators is applied exams. Applied exams are the participation of the teacher candidate in an educational program for 3 or 6 months in any school, prior to admittance in a teacher education institution. The assessment could be realized via the evaluation of the report written by the teacher in that school about the candidate. Eventually it would not be fair to expect a good teaching performance from the candidate in this application. Nonetheless, it could provide insights into the behavior and attitudes of the candidate towards the profession of teaching.

Participating experts most frequently stressed teacher survey reports, applied exams and interviews in the assessment of the performance indicators in skills standard field. Similar applications were proposed for the performance indicators in technology standard field. Thus, it was considered significant that the performance indicators in skills and technology standard field should be assessed using teacher survey reports. This is because the skills and technology use of the candidate could be assessed by their behavior in their educational past. Teacher reports on these issues could provide a foresight about the skills and technology use of the candidates.

Suggestions

Assessment of only cognitive traits via the existing university placement exam is not efficient in the acceptance of teacher candidates in teacher education institutions, since it fails to assess affective level traits. Teacher education institutions should consider alternative applications that take into account certain traits (personality traits, interest, health, field knowledge, intellectual level, attitude, skills and technology) that the centralized examination fails to assess.

Teacher education institutions could use personality tests, interviews, teacher survey reports as alternative applications when accepting teacher candidates. Interviews and interest inventory to assess students' interests; psychological tests and personality tests to assess students' traits in the issues of health; achievement tests and field-specific exams to assess their field knowledge; interviews and achievement tests to assess their intellectual traits; teacher survey reports, attitude scales and applied exams to assess teacher candidates' attitudes; teacher survey reports, applied exams and interviews to assess their skills; and finally teacher survey reports, applied exams, attitude scales and skill tests to assess their traits related to technology could be utilized as alternative applications.

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Geniş Özet

Öğretmen Yetiştiren Kurumlara Öğrenci Seçiminde Kullanılacak Giriş Standartlarının Nasıl Ölçülebileceği Üzerine Bir Araştırma

Öğretmen yetiştiren kurumlara adayların seçimi yapılırken adaylar çok boyutlu değerlendirilmelidir. Adayların sadece bilişsel özellikleri değil, duyuşsal ve psikomotor özellikleri de seçme sürecine dâhil edilmelidir. Bu açıdan bakıldığında adayların çok boyutlu değerlendirilerek öğretmen yetiştiren kurumlara seçiminin yapıldığı ülkeler görebiliriz. Örneğin, ABD, İngiltere, İsveç, Finlandiya, Japonya gibi ülkeler öğretmen yetiştiren kurumlara öğrenci alımı yaparken adayların farklı özelliklerini ölçebilecek uygulamaları sürece dâhil ettikleri görülmektedir.

Türkiye’de öğretmen yetiştiren kurumlara öğrenciler merkezi sınav sonuçlarına ve ortaöğretim başarı puanına göre alınmaktadır. Türkiye’de ve bazı ülkelerde (Çin Halk Cumhuriyeti, Rusya gibi) öğretmen yetiştirme programına sadece bilişsel davranışları ölçen sınavlardan elde edilen puanlara göre öğrenci alınmaktadır. Ancak yapılan araştırmalar bu durumun oldukça sakıncalı olduğunu ifade etmekte ve öğretmen adaylarının sadece akademik bilgilerinin öğretmenlikte başarıyı kestirmede düşük bir etkiye sahip olduğunu ortaya koymaktadır. Dolayısıyla Türkiye’de öğretmen yetiştiren kurumların öğretmen olmak isteyen adaylar için belirledikleri kabul kriterleri yetersiz olduğu sonucuna ulaşılabilir. Bu nedenle, öğretmen yetiştiren kurumların öğrencilerini seçerken duyuşsal özellikleri dikkate almasına ve uyguladıkları kabul kriterlerini duyuşsal özellikleri de ölçebilecek şekilde çeşitlendirmesine gereksinim vardır. Bu gereksinimler dikkate alınarak öğretmen olmak isteyen adayların sahip olması gereken bilişsel ve duyuşsal özellikler giriş standart alanı ve performans göstergesi olarak Kahramanoğlu (2014) tarafından yapılan doktora tezinde ortaya konmuştur. Bu çalışma sonucunda 8 standart alanı ve 56 performans göstergesi belirlenmiştir. Bu bağlamda yapılan çalışmanın amacı, öğretmen yetiştiren kurumlara öğrenci seçiminde kullanılacak giriş standart alanlarında yer alan performans göstergelerinin nasıl ölçülebileceğinin belirlenmesidir. Belirtilen amaç çerçevesinde araştırma sorusu “Öğretmen olmak isteyen adaylarda bulunması gereken performans göstergeleri nasıl ölçülebilir?” şeklinde ifade edilmiştir.

Araştırma, nitel araştırma desenlerinden eylem araştırmasıdır. Araştırmada amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Bu araştırma için araştırmacılara yönelik belirlenen ölçütler ise; gönüllü olarak araştırmaya katılma, doktora eğitimini herhangi bir eğitim alanında tamamlama, eğitim fakültelerinde görev yapma, öğretmen eğitimi alanında en az bir makale yayınlama. Belirlenen ölçütlere uygun 34 uzmanla çalışmaya başlanmıştır. Araştırmada veri toplama aracı olarak “Performans Göstergelerinin Nasıl Ölçülebileceğinin Belirlenmesi Formu” kullanılmıştır. Form iki bölüm ve bir ek listeden oluşmaktadır. Birinci bölümde araştırmaya katılan öğretim elemanlarını tanımaya yönelik sorular yer almaktadır. İkinci bölümde ise, öğretmen olmak isteyen adaylarda bulunması gereken standart alanlarına yönelik performans göstergeleri bulunmaktadır. Araştırmaya katılan uzman grubun, belirlenen performans göstergelerinin nasıl ölçülebilmesi gerektiği konusundaki görüşlerini belirlemek için alternatif uygulamalar ek liste şeklinde verilmiştir. Hazırlanan formun 34 uzmana uygulanması hedeflenmiştir. Uzmanlardan 15’i ile yüz yüze, geriye kalan 19 uzmana ise e-posta yoluyla gönderilerek uygulanmıştır. E-posta yoluyla uygulamaya 8 uzman dönüt vermiştir. Toplamda 23 uzman forma görüşlerini belirterek dönüt vermişlerdir. Form aracılığıyla toplanan verilerin çözümlenmesinde yüzde ve sıklıktan yararlanılmıştır.

Araştırmaya katılan uzmanların büyük çoğunluğu, kişisel özellik standart alanında yer alan performans göstergelerinin kişilik testleri, mülakat sınavı ve öğretmen gözlem raporları ile ölçülebileceğini ifade etmişlerdir. İlgili standart alanında yer alan performans göstergelerinin ise mülakat sınavı ve ilgili envanteri ile ölçülebileceğini vurgulamışlardır. Sağlık standart alanında yer alan performans göstergesinin psikolojik testler, kişilik testleri ve mülakat sınavı ile ölçülebileceği belirtilmiştir. Ayrıca alan bilgisi standart alanında yer alan performans göstergelerinin ise araştırmaya katılan uzmanların büyük çoğunluğu tarafından başarı testleri, seçmek istediği alana özgü merkezi sınav ve mevcut merkezi sınav ile ölçülebileceği ifade edilmiştir. Entelektüel düzey standart alanında yer alan performans göstergelerinin mülakat sınavı ve başarı testleri ile; tutum standart alanında yer alan göstergelerin ise öğretmen gözlem raporlarıyla, tutum ölçekleri ile ve uygulamalı sınavla ölçülebileceği uzmanların büyük çoğunluğu tarafından vurgulanmıştır. Araştırmaya katılan uzmanların büyük çoğunluğu, beceri standart alanında yer alan performans göstergelerinin öğretmen gözlem raporları, uygulamalı sınav ve mülakat sınavı ile ölçülebileceğini ifade etmişlerdir. Son standart alanı olan teknoloji alanında ise performans göstergelerinin öğretmen gözlem raporları, uygulamalı sınav, tutum ölçekleri ve yetenek testleri ile ölçülebileceğini belirtilmiştir.