



Determination of Quality Indicators for a Teacher Training System

A. Khalkhali¹*, F. Taghizadeh²

^{1,2}Department of Postgraduate, Tonekabon Branch, Islamic Azad University, IRAN,

ABSTRACT

With respect to the increasing local and global demands for qualified teachers throughout the world, there are expected from teacher training centers to establish quality indicators and standards, to ensure the quality of future teachers. Essentially the effective teachers are developed in institutions where professional programs are consistent with state/national/global standards and there are connections across curriculum, instruction, and field/clinical experiences; inquiry, reflection, research, and assessment result in continuing professional growth and development; commitment to professional and school/community engagement is modeled and supported by everyone participating in the program; individual differences and diversity are valued; and emphasis is placed upon lifelong learning and growth in professional development.

The purpose of this article was factoring and modeling of quality indicators for a teacher training system in Iran. The research type was Mixed method. The populations units were the elite's teacher training system of Iran. The sample was selected by purposive sampling. Finally the result factored 18 quality indicators, definition to Teacher Training System.

KEY WORDS: Quality Index, Teacher Training System.

1. INTRODUCTION

The improvements of educational quality and having qualified teachers have been stressed in the recent years throughout the world [30]. In the most educational systems and especially in industrial countries there is a suitable mechanism for monitoring and evaluation of the educational quality [11]. According the international educational program institution's report, many of the world's countries for improving their educational quality, have made, the setting up the educational complexes, their most important duty [same source]. Proficiency production, specialty creation, increasing the quality of teacher and using them in education affairs, observation and maintenance and optimum productivity of professional and worthy teachers are common issues in all educational systems.

Teachers' quality and training procedures has been stressed by researchers and policy makers and designers of educational systems, and is emphasized as one of the key factors of educational quality [32]. Also in new educational theories emphasis on changes in supporting programs and in the nature of teachers' learning has been stressed [8], [29].

This paper aims to identify quality indicators of a teacher training system in the new millennium and modeling them for a teacher training system.

1 Theoretical background of research

In the recent decades different educational systems in the world have been grappling with a kind of quality and quality assurance issues.

So the quality assurance policy in different countries has been emphasized. For example, the issue of quality assessment, quality assurance and the quality improvement of educational systems have attracted the attention of many universities in Australia and around the world to itself. Also in many scientific and management journals and conferences, reports and public meetings, have made the importance of quality in education, their major activities. the most effective of them has been the report of "Achieving Quality" in Higher Education Council in 1992, which basically formed a committee for quality assurance in higher education between 1994 and 1996 [19].

In report of the International Institute for Educational Planning (1989) the important project of "education and upbringing's quality indicators" was studied. this issue caused that a group of researchers and educational planners participated in these workshops in order to help in the planning and evaluating the educational systems [11]. National Accreditation and Assessment Council of Commonwealth countries in Learning (2007), Kentucky's Standards Board of Education (2008-2006), teacher quality study and solutions to improve the quality of primary

*Correspondence Author: Dr. A. Khalkhali. Assistant Professor, Department of postgraduate, Tonekabon Branch, Islamic Azad University, Tonekabon, IRAN. E-mail: khalkhali_ali@yahoo.com

schools (2008) are the examples of done measures that are associated with the models and quality indicators of teacher training.

Although discussion about the indicators in education (especially quality indicators), seems to be relatively new, but it has a long history in the social, economical and political issues. Mainly there is no clear definition of indicators. But they are used as a source of information in the measurements. The purpose of the indicators in the education debate is the system's description of how the system components are related and how they change over time.

Educational Researches Encyclopedia (1992) has defined the indicator as follows: "statistics which are related to learning policy that is designed in order to provide information about the rank, quality and performance of the education system [9].

Jaegar (1978) was one of the first experts whom propound the using of educational indicators, but did not present an operational definition from this notion. After him, Shavelson et al (1991) presented a more specific definition of the indicators, in his opinion emphasizing on the usefulness of indicators is the main component of definition. Extensive literature is presented focusing on the quality indicators of teacher training. For example a research that was done with the name of (quality indicators for teacher training) by National Accreditation and Assessment Council and with the participation of Commonwealth countries in which the researchers of Nigeria, Sri Lanka, Singapore and England, Australia, Bangladesh, India, Mauritania also had participated, led to provide a document on the quality of teacher training in the six key areas including curriculum design, and organization management, which form the basis of the work, and on the basis of these six areas 25 dimensions and finally from these 25 dimensions, 75 indicators are extracted. These indicators cover all the 6 mentioned areas [17].

Another sample of done research in this context, is a integrated model that is presented for Muslims, this research is somehow different from other researches, in a way that in this model, Muslim teacher beside his teaching should also be decorated with spiritual and moral growth, this model has been combined with ISO standards to provide an integrated model, In which its entrance requirements, course offerings, human and material resources, teaching methods, evaluation system and finally the desired output of this model, that is a motivated and empowered teacher, are presented [23].

In Iran also scholars of this field have pointed out some of the dimensions of a teacher training system. However, since teacher quality indicators, it is not comprehensive. so the current research's main goal is the recognition of quality indicators of teacher training by analyzing following research question :

- What are the suitable qualitative indicators for a teacher training System?

2 METHODOLOGY

2.1 Research type:

This research was performed with the approach of Mixed methods (Bazargan, 2008). This kind of studies attempts to bring together different qualitative and quantitative patterns in a single model [9].

2.2 Research population:

All elite teachers and masters of training and upbringing area in Iran's universities who are engaged in teaching and researching in teacher training area are current study's "Research population".

2.3 Sample and sampling:

Selecting the participants in this study was done in a improbable purposeful sampling way.

The bulk of Samples was assessed 15 participants. The criterion for being in sample group was having practical experience along with research and essay in teacher training field.

2.4 Research tools:

Used tool in this study, was one type of questionnaires. Data Questionnaire extracting quality indicators for teacher training system based on semi-structured interviews and the Delphi model.

2.5 Data Analysis:

Research's data Consistent with the Delphi technique to identify indicators of quality was addressed.

2 RESEARCH FINDINGS

The question analysis: What are the suitable qualitative indicators for a teacher training System?

For the analysis of this question at first with surveying the available research literature and semi-structured interview with experienced masters and experts of teacher training centers, 176 indicators were identified. then these indicators for the means of evaluation, within the shape of one enclosed questionnaire were handled to 15 experts of teacher training centers, who were selected on basis of purposeful sampling method and were invited to participate in this study. also they were asked to add any new indicators which they think they were not included in the questionnaire. in the next step the overall Median of all answers were estimated as 42.50, And the indicators that

were lesser than this median number were omitted and 88 indicators were left at end of this stage. These left indicators once again delivered to the experts and they were asked to distinguish the indicators that can be sit in same axis and have the capability of being transformed into a synthetic indicator ,by using of a deductive interpretive dialogue process. Finally, 18 indicators were extracted that are shown in Table 1.

Table 1. Proposed Quality Indicators for a Teacher Training System

Indicators
1. Establish the standards for admission adequate students for teaching profession
2. Establish disciplined and partnership management system committed to the professional and scientific growth of student-teachers
3. Establish Flexible Physical structure and compatible with environmental transition
4. formulation of syllabus schedule compatible with national and global teacher training centers' standards
5. Establish an efficient system for recruitment , improvement, promotion and maintenance of scientific staff
6. Establish an efficient system for recognition ,attraction and accommodation with the latest educational technology
7. Establish an advanced learning resources management system in Cyber and real environment
8. Establish an effective externship and internship systems for student and teachers
9. Establish a global and national responsiveness and accountability system
10. Providing a real context for the development of faculty and students - teachers' global competences
11. Procurement for empowerment programs and entrepreneurship and employment of Alumnus
12. Establish the national and international standards for Continuous assessment and Validation of individuals and programs
13. Design, develop and dissemination of professional ethics codes for teachers and teaching
14. Providing fields of development for teachers and teaching -students boundaries of science
15. Develop a integrated information management system
16. Providing flexible educational research and administrative environment coordinated them with superior technology
17. Establish the System of support services for updating the knowledge and skills of Alumnus
18. Develop, promote and continuously review the standards for teachers and teaching

3 CONCLUSION

Undoubtedly the quality of education and preparing teachers is considered a basic indicator of quality processes and educational system products. So for design, managing, implementation, and evaluation of teacher training systems, having comprehensive and appropriate indicators that are compatible with the world's change seems inevitable. This current study with this aim identified and modeled 18 quality indicators for a teacher training system. Although the research literature in this field shows that in other countries (see: Yakulik and Noonan, 2001, the National Accreditation and Assessment Council and the Commonwealth of Learning, 2007, the Kentucky's Standard Board of Education, 2008, UNESCO 2005, Rizzo et al, 2010, Evor and colleagues) and in Iran (see, Bazargan , 2007, Ayati and colleagues , 2007, Yazdan Abadi et al, 2006, Shirzad and Sepehr, 2008, Riahi, 1995, Amir Tash , 2008 and Etemadfar, 2007, Taghipour Zahiri and Amin Far, 2009, Abdollahi and Heydari, 2009, Bakhtiar veraki , 2002, Badri Gargar and colleagues, 2009, Khoshghadam, and Ebadi, 2001, Jalalabad and Taheri, 2004, Rafiyan and Mobin 1995, Nave ebrahim and colleagues 2006, Rostamiyan 2010) also have done some action for the evolution of teacher training system's indicators ,but each of them has only paid attention to one aspect of teacher training . In fact this issue distinguishes the represented this study with available studies related to the quality and universality of suggested indicators for a teacher training system along with, the driving power of them.

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