

EVALUATION OF TEACHER PERFORMANCE: A FUNDAMENTAL PIECE IN THE SEARCH FOR EDUCATIONAL QUALITY

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Introduction


One of the most important elements of an education system is the teacher. Because quality teachers provide a good and qualified education. For this reason, it is said that a school is only as good as the teachers in it. In order to provide a good education in schools, that is, for students to succeed, it is necessary to increase the quality of education in school, which cannot increase significantly without qualified teachers. The performance of the teacher is also very important in terms of ensuring effectiveness and efficiency in teaching. To improve the quality of education systems and increase the effectiveness of teaching, there is a need to focus on teacher evaluation. In the teaching process, it is extremely important to closely monitor the teacher's performance in order to reach goals quickly, to help and guide. It is now natural that all components of the teacher education system are analysed in an evaluation process.

As in all other professions, there is a need for continuous improvement to train teachers in the quantity and quality demanded by the present and the future. In order to evaluate a qualified teacher, standards must be determined and defined. When you look at teacher evaluation systems around the world, you see that the importance of standards is increasing. International experience reflects teacher evaluation systems to include continuous improvement or renewal, continuous adaptation to changing demands, and best practice trends as they emerge. In order to improve education in Colombia and to increase the number of qualified teachers, it has to set and set its own standards.

This paper aims to analyze the evaluation of teacher performance in Colombia, based on teacher training systems, addressing the current state of teacher appointment systems and the evaluation of teacher performance. Within the scope of the paper, teacher performance evaluation systems are examined in the context of a detailed theoretical discussion and, as a result, a model that can be applied for the evaluation of teacher performance is proposed. It is hoped that this paper, which deals with the teacher performance evaluation system, which is among the priority points on the agenda of the Ministry of National Education of Colombia, with a broad perspective, will be an up-to-date resource for the ministry's administrators, university faculty administrators, higher education policy makers, institutions, organizations and researchers related to the topic.

The main purpose of this paper is to present a model of a teacher performance system applicable to Colombia. In this context, during the study, firstly, a literature review was carried out and seven leading and continuously developing countries (Finland, Canada, Malaysia, England, and South Korea) were discussed in terms of education systems according to data from the Organisation for Economic Co-operation and Development (OECD). Teacher Appointment and Teacher Performance Assessment in these countries. In light of the findings obtained, considering the possible problems that may arise with respect to the evaluation of teacher performance, which is expected to be implemented in Colombia, the country's teacher training and appointment system is more constructive than the system of evaluation of teacher performance.

The process of evaluating teacher performance in terms of the system of evaluation of teacher performance, which is intended to be implemented, is not aimed at the self-development of the teacher, but because of the opinion that there may be negative feedback to the teacher and sanctions may occur as a result of the evaluation, or due to professional anxiety, teachers will refrain from expressing their open aspects for their own development. and therefore, the results of the self-



assessment will be elevated at a rate that does not reflect the expected truth. It is in this direction that some indicators that may be special, especially about teachers, can be seen as objectionable. Whereas, if the teacher understands production as a process of continuous learning, then the teaching capital of a nation can be built, which requires employing teachers with good teaching qualities in a useful way and providing incentives for quality teaching. In addition, it should foster a collaborative, safe learning environment that fosters judgment, allows and corrects errors, provides teachers with time, space, and professional autonomy, and generally provides social and financial satisfaction in evaluating them professionally. In Colombia, the teacher leads the effort to use performance appraisal, which is emphasized in some countries' systems, for development purposes rather than accountability in performance appraisal. At this point, the development performance of the teachers designated in the system to be proposed should be addressed and teacher evaluation should be used for development purposes. In addition, in order not to create a negative perception, the process and the name of the process should be changed and a structure called "teacher performance improvement process" should be created instead of "teacher performance evaluation".

As a first step to improve teacher performance, one can start with the analysis of the data available from the Ministry of National Education (MEN). From this available data, models based on education data mining can be developed to predict and predict teacher performance and success. The teacher candidacy model can be made more functional through education. A structure with portfolio-based development tracking can be formed by creating courses in education as the beginning of the candidate's teaching practice. In addition, a mentoring relationship should be established between candidates and expert teachers. Future teachers should be supported for development purposes by making use of their experiences, and an open and transparent career progression process based on skills and competencies, such as being an expert teacher or a mentor teacher, should be created for teachers. In this process, teachers should be encouraged and guided, especially when pursuing a master's degree, and should be given the opportunity to update and renew themselves for the competencies of the 21st century in line with their training. In this way, they may be more equipped to be more helpful to the teacher candidates they will be mentoring. They should be allowed to upgrade and renew their skills.

Tutoring can be provided to teachers who are experts in the field in educational cloisters. In addition, exchange meetings with the participation of experts, managers, principals and teachers should be organised to increase the level of competence and skill, joint studies should be ensured, and school-based professional development studies should be organised. Taking into account the conditions of the country and the high number of teachers, some educational faculties of the Ministry of National Education should be distributed among provincial, district and school administrators. In Colombia, taking into account the conditions of each province or department, schools and the educational, institutional, environmental and organizational structures of schools, taking into account the internal dynamics of teachers, taking into account the seniority of teachers in the structure, their fields and educational and professional competencies, and through cooperation with teacher training institutions in the region. As a result, the value on the basis of national education can be revealed through the awarding of diplomas and certificates that encourage the teacher's career progression. During the development process, teacher self-assessment, peer assessment, and expert assessment reports can be created. In this report, experts and competent people and teachers should cooperate with the perspective of willingness to learn and openness to learning, especially in the framework of lifelong learning. Evaluation outcome reports should be used to model studies for continuous learning rather than teacher accountability. With this performance evaluation model, teachers' learning can be improved.

One of the most important components of the proposed teacher performance assessment and development model is the in-service training module that will be created in the professional development and exchange of teachers. In these training modules, online learning can be used to make it suitable for education and training processes. For this, an online platform may be preferred, which includes courses developed by professors from many universities according to the global model

of massive open online courses. This platform should include courses in various subjects and fields created by professors from different universities in our country.

There is a need for external observation, evaluation and guidance in terms of teacher evaluation and development. This should be offered in the form of professional development support. Quality and national and international accreditations can be highlighted in the observations and assessments to be made. To this end, the transparency and objectivity of the observation and evaluation processes can be ensured through the establishment of quality and accreditation standards. In addition to the external evaluation highlighted above, the SRM must also carry out the internal evaluation process. An administrative support system based on new information technologies can be developed to monitor teacher success. In this process, especially in the organizational structure of the Ministry of National Education, school administrators and principals can also undergo master's and doctoral programs to acquire some competencies. In terms of development, the competency levels of school administrators and principals must be increased. The participation of people in these positions should also be done according to their levels of competence and ability, and their diplomas and certificates.


How is teacher performance evaluated?

In order for a country to develop and increase the level of well-being of the nation, teachers, who are the architects of the construction of society, must be trained at a level that meets the needs of the country and the time (Yetim and Göktas, 2004). Qualified teachers are needed for the realization of qualified education (Kavcar, 2002). Many studies over the past two decades have emphasized the critical importance of effective teachers in determining student success. For this reason, the problem of quality in the teaching profession arises frequently in Colombia and in many countries around the world (Seferoglu, 2004). To improve the quality of education systems and increase the effectiveness of teaching, it is necessary to focus on teacher evaluation (Dippenaar et al., 2015). Ministries of education and international organizations are increasingly emphasizing the role of effective teachers in student success (Williams & Engel, 2012-2013). A report published by the OECD in 2005 states that the quality of teachers is one of the most important factors affecting student outcomes. The report underlines the need to promote teacher development and calls for a transparent and fair process for teacher evaluation (OECD, 2005, p. 163).

As stated above, teachers need to focus on their own activities and studies so that teacher evaluation and feedback contribute to a better quality of service for teachers. Teacher evaluation focuses specifically on individual teacher performance. Education will not only improve teachers quickly and effectively, but will also affect the quality of institutional education (OECD Report-2009). In this sense, teacher evaluation plays an important role in both teacher and school development (OECD, 2005). The evaluation of teachers will make it possible to determine the strengths and weaknesses of the teacher and the school. This will help achieve the following policy objectives:

- Provide data-driven resources to schools in terms of central government.
- Motivate teachers to improve their performance.
- Improve school conditions in terms of school management.
- School choice in terms of students and parents (OECD, 2005).

Evaluation has two main teacher-based purposes: First, it is to identify the strengths and weaknesses of the teacher as an individual for professional development and to develop their weaknesses, and the second is to identify and improve the strengths and weaknesses of the teacher's educational activities and practices (OECD, Teacher Evaluation, 2009). Teacher evaluation refers to the processes of assessing a teacher's performance and competence and includes both "formative" and "summative" components. Formative assessment is geared towards the teacher's personal development and is designed to identify professional development needs and provide information that they can use to improve their practice. Summative appraisal is usually conducted as part of performance appraisal and focuses on teacher accountability (Dippenaar et al., 2015). The accountability function of teacher evaluation focuses on holding teachers accountable for their performance, which correlates with a variety of outcomes for their careers. Try to identify the incentives teachers need to do their best. It often requires performance-based career advancement and the possibility of poor salaries, bonuses, or performance improvements. In order to evaluate a qualified teacher, standards must be



determined and defined. These standards will help teachers more concretely understand how competent they are as a result of assessment and reach standards more quickly and effectively. The standards established should allow for evidence-based assessment and should be mutually supportive from different sources (Dippenaar et al., 2015). School assessments, teacher evaluation and feedback should focus on the standards set, the extent to which they are met and the methods used to achieve, meet or exceed them (OECD, 2009).

When you look at teacher evaluation systems around the world, you see that the importance of standards is increasing. In this sense, teacher evaluation is used in most school systems for both accountability and instructional improvement. However, teacher evaluation systems are organized differently according to the accountability model. There is a growing trend to use student test scores and metrics to increase accountability of schools, principals, and teachers, to identify instruction in classrooms and schools, and to implement system-level reforms (Williams & Engel, 2012-2013).

The use of student achievement tests has increased internationally. Education policymakers refer to test results to assess student learning and school performance. Many schools around the world use different internal and/or external assessment data, including student performance data, to report on their performance. It is currently assumed that student data is readily available, accurate and objective, unbiased and comparable. (Of course, its validity depends on the test, population, and goals.) According to this logic, the tests inform all stakeholders about the performance of teachers in the teaching process (Williams & Engel, 2012-2013). The OECD report has been instrumental in reshaping countries' perspectives on teacher evaluation. South Korea, for example, recently announced a new annual teacher evaluation system, which was influenced by the results of the OECD report. However, despite these trends, most countries do not use achievement test scores as the primary means of evaluating teachers. In some systems, teacher evaluation takes place between the teacher and the administrator, with little formal data or rubrics and advanced tools. With student learning in mind, a broader understanding of learning is often highlighted rather than relying on student scores on standardized tests. For example, teacher observations by formal and informal administrators are often seen as important evidence of good teaching practice and student learning. Some systems don't do the assessment. Accountability functions as a tool to ensure teacher recognition (OECD, Teacher Evaluation, 2009). Combining the functions of improvement and accountability with a single teacher evaluation process presents challenges.

It has more open and reflective teacher evaluation models that include peer evaluations that are used to improve practice rather than practice. In Finland, testing has no role in teacher evaluation. The only standardized tests are sample-based assessments given in grades 6 and 9 to inform policy and curriculum decisions and reviews of college admissions tests. Finnish students, of course, are assessed early and often, however, in the form of formative classroom assessments that help teachers improve education and identify children who need extra support. On the contrary, college entrance exams, non-standardized tests for students given in school, play an important role in Japan and especially in South Korea. Although heavily influenced by preparing for secondary and primary school entrance exams, teachers are not at risk of losing their jobs or being suspended. In Singapore, student test scores in Ontario and Mexico are just one of several items in the teacher evaluation package, which are used to hold teachers accountable for student learning. However, systems are shaped by trends that link student achievement to accountability, and both accountability and data use increase.

Japan is an interesting example. For years, Japan has used standardized student testing to evaluate students, teachers, and schools on the grounds that it will lead to competition. National tests were sample-based and used to make system-level decisions. Japan, which recently experienced a relative decline in international testing, especially in the Program for International Student Assessment (PISA), has resumed standardized testing. It is considering ways to include student performance as part of larger teacher evaluation packages. Despite resistance from the Ministry of Education, the demand for information on the comparative performance of schools is increasing.

Considering teacher performance assessment, it may be useful to examine what other countries are actually doing in conjunction with the OECD report. Because international experiences reflect

teacher evaluation systems in a way that includes continuous improvement or renewal, constant adaptation to changing demands, and best practice trends as they emerge (Dippenaar et al., 2015). To this end, applications were examined in Canada, Finland, Malaysia, England, South Korea, Australia and the USA. The countries that were sampled, compared and evaluated in terms of teacher responsibility, from which a model for the teacher performance evaluation system in Colombia will be proposed by interpreting Colombia's results in the PISA report.

The teacher in the world evaluates the processes within the classroom.

When measuring teacher effectiveness, the quality of teaching should be distinguished from the quality of teaching (Darling-Hammond, 2019). Teacher quality is a collection of personal characteristics, knowledge, skills, and dispositions, while teaching quality is sound teaching that allows students to learn from a wide range. The quality of teaching is strongly influenced not only by the quality of the teacher but also by the teaching context; The curriculum is the correspondence between teachers' qualifications and what they actually teach, and the conditions of teaching. For teaching to be effective, policymakers need to take into account the capacities of teachers, as well as teachers and teaching environments (Dippenaar et al., 2015). For example, in New Zealand, Canada, and England, regulations suggest that teacher evaluation includes mock evaluations to determine whether new teachers are ready to enter the system. Employment status is granted to teachers who meet the minimum competency requirements. Those who do not meet the minimum requirements are not appointed. Consequently, the probationary period is used as a mechanism to prevent people with weak teaching potential from entering the profession. If it is believed that teachers are the most important element of schooling (OECD, 2005), then, including teacher evaluation policy, it would seem logical to adopt policies within the reason for producing and not consuming the country's educational capital. Which policies depend heavily on understanding the development of good teaching? Although the American discourse broadly embraces the idea that all children can learn, it views teaching as an individual trait rather than a professional norm that can be attained by almost anyone (Elmore, 1996). The same emphasis is also seen in the OECD report, which emphasizes that "it is not possible for everyone to be effective professionals and maintain it in the long term" (2005, p. 12). If good teaching is understood as a matter of will (the teacher can teach well if he or she wants to), then building teacher capital requires encouraging good teacher behavior. This pattern has been partially exemplified in Singapore and Mexico.

Specifically, teacher evaluation is most effective when it is supported by other parts of the production process, has a high level of consumption, provides preparation and induction, continuing education and support, and serves to increase teacher engagement, morale, knowledge, and skill. Finland, Japan, South Korea, Canada, and Singapore meet most of these requirements in different ways. The creation of teacher evaluation schemes depends largely on what their designers know about good teaching and how good teachers are developed. If good teaching is something that any intelligent, academically prepared, and ambitious individual can do without much training, teacher evaluation can function primarily as a selection mechanism. Evaluating teachers, whether for accountability or improving education, for example, plays a different role compared to a system in which only 20% of top applicants are admitted to teacher education versus a place where the majority of applicants are admitted. In the latter, teacher evaluation certainly fulfills a broader quality control function that leads to poor teacher education. Teacher evaluation is most effective when teacher quality is improved in the teacher education process and quality evaluation and improvement is carried out at all stages, rather than being based solely on evaluation.

Based on these statements, it can be suggested to design a teacher performance evaluation system compatible with the teacher training policy of each country. From this point of view, there is a need for a performance appraisal model that is more effective in practice for Colombia. This model should be created by evaluating all departments, regions or districts in the country and examining the criteria for teacher training and appointment in Colombia.

Teacher evaluations on an international basis.

Examining and evaluating teacher education systems around the world contributes to the determination of the roadmap. To continuously improve the quality of teachers, the healthiest

approach is to develop a model suitable for Colombia's conditions by making use of global experiences and to constantly refine the system by observing the process.

Canada: There are two basic structures in the Canadian teacher education system: the first is to graduate from the undergraduate programs of the four- or five-year colleges of education, and the second is to complete the graduate programs, which include one to two years after undergraduate education. There is a need for teachers who have graduated from graduate education to be employed in primary and secondary education institutions. During teacher training, lessons containing special and general theories, teaching-learning skills, and practical experiences are taught (Taşdan, 2014).

Finland: Becoming a teacher in Finland In addition to being successful in the university entrance exam, it is necessary to pass stages such as the written entrance exam, the aptitude test, the individual interview and the group discussion, the contents of which differ from university to university or from school to school (Aras & Sözen, 2012). Teaching in Finland is a high-status profession that requires high-level qualifications (Ekinci & Öter, 2010). Integrity of theory and practice is important in Finland, where a master's degree is compulsory in all types of education. In this sense, practical courses are as intense as theoretical courses throughout teacher training (Delibaş, 2007), and future teachers attend practical training, which lasts two years, in four stages, three of which are practical. schools attached to faculties of education, and one is a public school.

Malaysia: The duration of teacher education in the Malaysian teacher education system is two to three years. This education takes place in faculties of education of state universities and private colleges. The teacher training program includes courses such as Malay, History, Religion (Islam), Science, Mathematics, and English, and teacher candidates must pass these courses. Teacher candidates who successfully complete their college education receive a diploma from state colleges or a teaching certificate from private colleges. Both primary and secondary school teachers study at one of twenty-seven teacher training institutes (ITEs) that offer training programmes, postgraduate courses and diploma opportunities. To support the specialization of all future and permanent faculty, graduate and doctoral education is provided through universities and institutes. In addition, special courses are provided for primary school teachers through distance education and the continuity of their development is ensured (Polatcan & Polatcan, 2015).

South Korea: In South Korea, teacher training begins in primary and secondary school or university, depending on the field. With teacher training, it is possible to become preschool, elementary, and secondary teachers, in addition to being a teacher's assistant, caregiver teacher, career counselor, and librarian. While teachers' colleges, teacher training classes in general universities, education departments, and educational institutes train teachers for secondary education, there are thirteen universities of education, one of which is a special education university for teaching primary education (Kim, 2007). And these colleges of education accept the first 5 percent of high school graduates. A master's degree or doctorate is not required to teach in South Korea.

Colombia: Students who arrive at faculties of education with their scores on the college entrance examination graduate as teachers after four years of education. However, as an alternative, students from different faculties can also receive a teaching certificate after undertaking a one-year training program within the quota. In addition to field knowledge courses in teaching programs, there are courses that include the teaching of professional knowledge such as educational psychology, classroom management, teaching principles and methods. Prospective teachers have to practice in schools for two semesters. There is no graduate education requirement.

Difficulties of teacher evaluation

The creation of a negative perception in the public about this preliminary model developed on the evaluation of teaching performance reveals drawbacks in terms of the future success of the study in its applicability of an administrative nature and the confidentiality of the statistics on average of the SRM. This situation may reveal actions by unions to award full points to evaluators or to not participate at all, and overall evaluation rates may be below expectations and the desired outcome may not be achieved. Whereas especially the results of parent-student evaluations can create a negative perception in the teacher due to the social structure, the perception that the teacher can see the results of the evaluation and reflect this situation to his/her students and parents can cause

the rate of evaluation of parents and students to remain low. In addition, parents may find it unethical to evaluate and may not want to spend time going to school to discuss this issue. Unfair outcomes can occur because not all parents have the same living conditions (in terms of education and finances).

Students may give high grades to teachers who give them high grades and low grades to teachers who give them low grades, and this creates an evaluation that is far from objective. Students' attitudes and behaviors toward their teachers can develop negatively. Especially since elementary and middle school students need to evaluate many teachers, the prediction that they may do random evaluations without reading the questions after some teacher evaluations reduces the reliability of the evaluation.


As a social perception, the view that the process of evaluating teacher performance will be a process in which negative feedback can be given to the teacher and sanctions can occur as a result of the evaluation, rather than for the teacher's self-development. Again in this process, it is predicted that, due to professional concerns, teachers will refrain from expressing their aspects open to their development and, therefore, the results of the self-assessment will be too high to reflect the truth. Teachers may find objectionable some clues that may be private, especially about you. Evaluation of out-of-group teachers may not show objectivity, especially since the number of teachers is high and teachers do not know each other in dual education schools. In addition, it is expected that results that do not reflect the truth may emerge from internal bilateral relations in the evaluations. The evaluator may avoid objective evaluation, fearing that the teacher they are evaluating will see their evaluation.

It is thought that the evaluation of principals with the indicators prepared for the teacher will not yield healthy results, especially for principals who do not attend classes. The fact that assessments are carried out through a module can lead to problems arising from the technological infrastructure. There may be parents and teachers who are unable to log into the system, or who are not equipped to log into the system. Or, in the system, students and parents can also evaluate a teacher other than the teacher who needs to be evaluated. It may not be possible for elementary students to assess teachers through the module.

In addition, the 124-country OECD report found that less than a quarter of school principals in Colombia either do not know the results at all or sometimes report the results to teachers. There is very little feedback from school principals to teachers. This can indicate poor communication between school principals and teachers. In most cases, teachers' evaluations (and results) stay with the school. This leads to the conclusion that teacher evaluation is not linked to professional development or that professional development is not common. However, in Australia, Brazil, Ireland, Malaysia, Malta, Mexico, Poland, Portugal, According to predictions obtained and the OECD report, such a process of evaluating teacher performance reduces the validity and reliability of the evaluation. In addition, it can create an unsafe environment between teacher-parent, teacher-teacher, and teacher-administrator, teacher-evaluator.

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