

1.1 EPDAD TEACHER EDUCATION STANDARDS

PLANNING, IMPLEMENTATION AND EVALUATION OF THE EDUCATION

Field	Initial Standards	Process Standards	Product Standards
1. Planning, implementation and evaluation of the education	1.1.1 Implementation of an undergraduate program which is in line with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications, and the Ministry of National Education Teacher Qualifications.	1.2.1 Compatibility between curricula and practice.	1.3.1 Prospective teachers achieving the required level of general and field-specific teacher competencies.
	1.1.2 Existence of internal consistency between learning outcomes, content, instructional process and evaluation in the curriculum.	1.2.2 Opportunity for students to observe quality teaching and classroom management in faculty and practice schools.	
	1.1.3 Possession of qualified course curricula for effective teacher education.	1.2.3 Providing students with the opportunity to practice teaching and classroom management skills in real environments and to receive continuous and quality feedback on their performance.	
		1.2.4 Evaluation of student work to assist their development and provide them with useful feedback.	

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Field	Initial Standards	Process Standards	Product Standards
2. Instructors	<p>2.1.1 Sufficiency of instructors who implement the program in terms of quantity and quality.</p> <p>2.1.2 Providing the instructors with the opportunity to develop themselves professionally and to conduct research.</p>	<p>2.2.1 Professional development of the instructors.</p> <p>2.2.2 Instructors performing all their duties and responsibilities including teaching, guiding, training staff, working in practice schools, research and program leadership.</p>	<p>2.3.1 Instructors providing quality education.</p> <p>2.3.2 Carrying out quality scientific research and publications and their support for the qualitative development of the relevant program.</p> <p>2.3.3 Instructors working for the benefit of society.</p>
3. Students	<p>3.1.1 Students having the necessary qualifications to start the program.</p>	<p>3.2.1 Students actively participating in academic, social, cultural, etc. activities that will support their professional development and providing consultancy and guidance services required for that.</p>	<p>3.3.1 Success of prospective teachers and/or graduates starting the profession.</p>
4. Faculty-School Cooperation	<p>4.1.1 Administrative arrangements and documents related to school practice.</p> <p>4.1.2 Compliance with the relevant directives and criteria specified in the “Faculty-School Cooperation Guide” in the selection of practice schools.</p>	<p>4.2.1 Cooperation between the Faculty, National Education Directorate, practice coordinators, instructors, practice teachers and prospective teachers.</p> <p>4.2.2 Providing a suitable environment for prospective teachers in practice schools.</p>	<p>4.3.1 Prospective teachers achieving the competence to teach in their fields as a result of school practice.</p>

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Field	Initial Standards	Process Standards	Product Standards
5. Facilities, Library and Equipment	5.1.1 Classrooms having sufficient numbers, sizes and infrastructures for the related courses.	5.2.1 Effective use of faculty facilities and equipment and classrooms at full capacity.	5.3.1 Prospective teachers are able to use laboratory and technology resources effectively.
	5.1.2 The availability of books, periodicals, subscribed e-resources, computers and other materials in the library, and the degree to which they support the curriculum.	5.2.2 Use of the library in a suitable and effective manner by students.	5.3.2 Prospective teachers are able to use library resources effectively.
	5.1.3 The faculty has facilities (educational facilities for activities such as laboratories, workshops, computers, sports areas and fine arts facilities) and equipment to carry out the program.		
	5.1.4 Instructors have offices, equipment and other support to do their work.		

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Field	Initial Standards	Process Standards	Product Standards
6. Administration	<p>6.1.1 The faculty's administration structure and approach are suitable for effective management.</p> <p>6.1.2 The faculty has a vision and mission for teacher education.</p>	<p>6.2.1 Administration units perform their functions effectively.</p> <p>6.2.2 Faculty administration supports the development of teacher education.</p> <p>6.2.3 The faculty has relations with national/international institutions and organizations.</p>	<p>6.3.1 The administration provides the necessary resources and uses them effectively.</p>
7. Quality assurance	<p>7.1.1 There is a quality assurance policy and application methods at the faculty level.</p>	<p>7.2.1 Using quality assurance findings in the development of the faculty as a whole.</p>	<p>7.3.1 Reflecting the information and findings obtained from the tracking of graduates to the quality assurance system.</p>

1.2 FULL DESCRIPTION OF STANDARDS: INDICATORS, EVIDENCES AND RATING

PLANNING, IMPLEMENTATION AND EVALUATION OF THE EDUCATION

Standard	Indicator	Evidence	Rating
1.1.1 Implementation of an undergraduate program which is in line with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications, and the Ministry of National Education Teacher Qualifications.	<ol style="list-style-type: none"> 1. The undergraduate program is in compliance with the National Qualifications Framework for Higher Education in Turkey and Field Qualifications created in line with the Bologna process. 2. The extent to which the courses in the undergraduate program serve to attain the learning outcomes of the program is determined. 3. The scope of the undergraduate program includes general culture, content knowledge, pedagogical content knowledge courses. 4. The undergraduate program has a wide variety of courses that equip participants with the general and field-specific teacher competencies of the Ministry of National Education. 	<ul style="list-style-type: none"> • Undergraduate program • Course curricula 	<ol style="list-style-type: none"> A. The undergraduate program is in full compliance with the Qualifications for Teaching Profession, the National Qualifications Framework for Higher Education in Turkey and Field Qualifications. B. The undergraduate program is mostly in compliance with the Qualifications for Teaching Profession, the National Qualifications Framework for Higher Education in Turkey and Field Qualifications. C. The undergraduate program is partly in compliance with the Qualifications for Teaching Profession, the National Qualifications Framework for Higher Education in Turkey and Field Qualifications. D. The undergraduate program is not in compliance with the Qualifications for Teaching Profession, the National Qualifications Framework for Higher Education in Turkey and Field Qualifications.

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Standard	Indicator	Evidence	Rating
1.1.2 Existence of internal consistency between learning outcomes, content, instructional process and evaluation in the curriculum.	1. The consistency between course curricula outcomes and <ul style="list-style-type: none"> • Undergraduate program learning outcomes, • Course content, • Teaching and learning approaches, • Proposed assessment and evaluation methods and techniques. 	<ul style="list-style-type: none"> • Course curricula • Materials to be used in the course • Assessment and evaluation tools to be used in the course 	In the course curricula, <ul style="list-style-type: none"> A. There is full compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula. B. There is significant compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula. C. There is partial compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula. D. There is no compatibility between the outcomes, content, teaching-learning approaches and assessment-evaluation methods and techniques in the curricula.
	2. The consistency between course curricula content and <ul style="list-style-type: none"> • Teaching methods and techniques, • Assessment and evaluation, 		
	3. Consistency between teaching methods, techniques and assessment-evaluation.		

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Standard	Indicator	Evidence	Rating
<p>1.1.3 Possession of qualified course curricula for effective teacher education.</p>	<ol style="list-style-type: none"> 1. The learning outcomes of courses include the necessary knowledge, skills, values and attitudes for effective teaching. 2. The use of different resources and materials is planned. 3. Assessment activities and processes are geared towards increasing the quality of appropriate teaching services. 4. There are arrangements to give feedback to the students as a result of the evaluation. 5. There are evaluations for monitoring. 	<ul style="list-style-type: none"> • Course curricula • Materials to be used in the course • Assessment and evaluation tools to be used in the course 	<ol style="list-style-type: none"> A. Course curricula are fully suitable for the implementation of effective teacher education. B. Course curricula are mostly suitable for the implementation of effective teacher education. C. Course curricula are partially suitable for the implementation of effective teacher education. D. Course curricula are not suitable for effective teacher education.

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
1.2.1. Compatibility between curricula and practice.	1. Instructors and students are aware of the learning outcomes and courses of the undergraduate program.	<ul style="list-style-type: none"> • Course curricula • Assessment and evaluation tools used (Completed student work, exam samples etc.) • Interviews with instructors and students • Course observations 	<p>A. There is complete compatibility between the prescribed curricula and practice.</p> <p>B. There is significant compatibility between the prescribed curricula and practice.</p> <p>C. There are clear discrepancies between the prescribed curricula and practice.</p> <p>D. There are serious problems in the implementation of the curricula.</p>
	2. Courses serve to achieve the learning outcomes of the curriculum.		
	3. Courses are suitable for the content in the curriculum.		
	4. The methods and techniques used in the courses are consistent with the curriculum.		
	5. The assessment and evaluation tools used in the course are suitable for the curriculum and the content of the course.		

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
1.2.2. Opportunity for students to observe quality teaching and classroom management in faculty and practice schools.	1. Faculty instructors and practice teachers enter the courses by making the necessary preparations.	<ul style="list-style-type: none"> • Interviews with students 	Courses and classrooms are: <ul style="list-style-type: none"> A. Stimulating and diverse. Students are interested in the lesson, participate and give appropriate responses. Audiovisual materials and micro-teaching are used regularly. The applied teaching techniques vary according to the goals and needs of the class. B. Very stimulating for students. There is some student participation and some use of audio-visual materials. There is sufficient variety in terms of teaching methods. C. Not stimulating enough for students. Student participation is low. Audiovisual materials are rarely used. There is little or no variety in teaching methods. D. They are boring and not sufficient. Students are not interested in the lesson and do not participate. The teaching methods do not match the training program or the needs of students.
	2. Faculty instructors and practice teachers are role models in exercising classroom management.	<ul style="list-style-type: none"> • Interviews with practice teachers • Teaching practice files of students 	
	3. Faculty instructors and practice teachers use the teaching materials and technologies effectively.	<ul style="list-style-type: none"> • Monitoring the courses in faculties and practice schools • Materials used in activities 	
	4. Faculty instructors and practice teachers use teaching methods that are appropriate for their learning objectives.	<ul style="list-style-type: none"> • Course observation forms • Materials used by the instructor and students 	
	5. Faculty instructors and practice teachers use appropriate assessment and evaluation techniques and tools.		

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
1.2.3. Providing students with the opportunity to practice teaching and classroom management skills in real environments and to receive continuous and quality feedback on their performance.	1. Students are given opportunities to work in practice schools.	<ul style="list-style-type: none"> Monitoring the courses of students in practice schools 	<p>A. Students show great interest in the classroom environment and show improvement in line with what they learn. Students are given regular feedback by the practice teachers and instructors and the feedback they provide is useful. Students can use this feedback.</p> <p>B. Students experience some difficulties in classrooms. The feedback is not effective and detailed or it is given late. They still have enough opportunities.</p> <p>C. Students are slow to adapt to the class and respond to feedback. There are difficulties in developing teaching skills.</p> <p>D. Students are not successful in engaging with the class. They fail to cope with the presentation of the materials they have prepared or the students at the practice school. They are unable to act according to the feedback.</p>
	2. The faculty offers students various opportunities to practice teaching skills.	<ul style="list-style-type: none"> Work schedule of students in practice schools Interviews with students 	
	3. Students are given timely and effective feedback about classroom management and their performance.	<ul style="list-style-type: none"> Teaching practice files of students Course observation forms prepared by practice teachers and instructors to provide feedback to students 	
	4. Students are provided with support for development along with feedback.	<ul style="list-style-type: none"> Documents and correspondence related to the faculty's initiatives about the practice 	
	5. Methods such as micro-teaching are used to improve student performance.	<ul style="list-style-type: none"> Presentation of teaching materials for practice and classroom management 	
	6. Students are given the opportunity to participate in courses at faculty and practice schools.	<ul style="list-style-type: none"> Micro-teaching application process records 	

Standard	Indicator	Evidence	Rating
<p>1.2.4. Evaluation of student work to assist their development and provide them with useful feedback.</p>	<p>Students improve their performance based on the feedback they receive:</p> <ul style="list-style-type: none"> • Feedback is sufficiently detailed and relevant to the objectives of the course. • Timely feedback. • Feedback includes suggestions for progress and directs students to resources to help them. • Checking if the feedback is understood. 	<ul style="list-style-type: none"> • Evaluated student work (assignments, projects and exams) • Observation and evaluation forms used by instructors and practice teachers • Interviews with instructors • Interviews with students • Homework and error analysis 	<p>Feedback given to students is:</p> <ul style="list-style-type: none"> A. Detailed, compatible with the outcomes of the course, given on time and aims to improve student performance. B. It is timely and acceptable in terms of detail. Students receive sufficient information to improve. C. Not very detailed or given late. Students are not getting enough help to improve. D. Not given at all or too late to be effective. Students cannot improve their performance.

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Standard	Indicator	Evidence	Rating
<p>1.3.1. Prospective teachers achieving the required level of general and field-specific teacher competencies.</p>	<p>At the end of the program, prospective teachers;</p> <ol style="list-style-type: none"> 1. Gain personal and professional values. 2. Acquire the competencies required to get to know the student. 3. Acquire competencies regarding the learning and teaching process. 4. Gain competencies to monitor and evaluate learning and development. 5. Gain the ability to manage and develop school-family and community relations. 6. Gain competencies regarding program and content knowledge. 	<ul style="list-style-type: none"> • Student assessment plan showing when and how prospective teachers will be evaluated in terms of basic knowledge • Examples from the work of prospective teachers • Class observation • Interviews with prospective teachers • Interviews with instructors • Graduate tracking activities • Transcript of the elective courses taken by prospective teachers (list) 	<ol style="list-style-type: none"> A. Prospective teachers achieved the level of knowledge envisaged for new graduates. B. Prospective teachers have slight deficiencies in terms of the knowledge envisaged for new graduates. C. Prospective teachers have significant deficiencies in terms of the knowledge envisaged for new graduates. D. Prospective teachers are insufficient in terms of the knowledge envisaged for new graduates.

INSTRUCTORS

Standard	Indicator	Evidence	Rating
<p>2.1.1. Sufficiency of instructors who implement the program in terms of quantity and quality.</p>	<ol style="list-style-type: none"> 1. There is a sufficient number of instructors who will implement the program and their distribution is appropriate for the content of the program. 2. Instructors have teaching experience or experience in practice studies in schools. 3. The professional experience and branches of the instructors are suitable for the courses they teach. 4. The weekly theoretical course load of instructors does not prevent scientific studies, such as research and publications, or academic consultancy and guidance services. 	<ul style="list-style-type: none"> • Ratio of students and instructors in the program • A list showing the academic titles, staff or contracts in each program and how long they have been working in the program • CVs of all permanent and contractual instructors showing their academic and professional qualifications, including academic titles and the schools they worked in • Faculty education activity report for the last two years • Forms showing the course load of the instructors for the last two years • Interviews with instructors and the dean • Research and publications of instructors in their areas of expertise and in the fields they teach 	<p>The number of instructors and the qualifications regarding their duties:</p> <ol style="list-style-type: none"> A. It is ideal for training qualified teachers. There are enough instructors for the program and their areas of expertise comply with the requirements of the program. All of them have the necessary qualifications in terms of the courses they teach. They have publications and have done research in the appropriate fields. B. It is suitable for training qualified teachers. There are enough instructors for the program. Most of them have the necessary qualifications in terms of the courses they teach. Most of them have worked in the appropriate fields. These instructors have experience in school practice. C. It is at an acceptable level to train qualified teachers. Considering the size of the program, the number of instructors is limited. Most of the relevant instructors do not have practical teaching experience. Most of them do not have enough publications. D. It is insufficient to train qualified teachers. There are little or no ties between instructors and practice schools.

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Standard	Indicator	Evidence	Rating
<p>2.1.2 Providing the instructors with the opportunity to develop themselves professionally and to conduct research.</p>	<ol style="list-style-type: none"> 1. Additional duties (administrative and other activities) given to instructors do not prevent them from allocating the necessary time for professional development. 2. The professional development and research of instructors is supported. 3. Instructors participate in professional development programs. Instructors take on the appropriate responsibilities after the program. 4. New instructors are informed about the opportunities for professional development available to them. 	<ul style="list-style-type: none"> • Materials supporting the opportunities provided for the professional development of instructors • Documents related to the policies that support the professional development and research of instructors • Lists showing the academic staff who have received support in the last three years as well as the structure and content of the support (number of supported studies and projects) • Interviews with instructors and the dean • Interviews with department heads 	<ol style="list-style-type: none"> A. Instructors are provided with all the opportunities to develop themselves professionally and do research in their professional field. B. Instructors are largely provided with the opportunities to develop themselves professionally and do research in their professional field. C. Instructors are partially provided with the opportunities to develop themselves professionally and do research in their professional field. D. Instructors are not provided with the opportunities to develop themselves professionally and do research in their professional field.

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Standard	Indicator	Evidence	Rating
2.2.1. Professional development of the instructors.	<ol style="list-style-type: none"> 1. Instructors follow the developments in the fields of education/expertise. 2. Instructors effectively participate in activities to develop the relevant undergraduate program. 3. Instructors revise the curriculum when needed. 4. The professional development of instructors reflects on the education process (e.g. increasing the use of technology in the classroom, strengthening relations with practice schools). 5. Instructors have enough time for their professional development along with the additional duties assigned to them (administrative and other activities). 6. Instructors participate in professional development programs and use it in practice. 7. Instructors use the necessary educational technologies and library effectively. 	<p>E. List of vocational training programs that the instructors attend or documents related to other professional development activities</p> <ul style="list-style-type: none"> • Interviews with instructors to identify improvements in new responsibilities and skills • Interview with the dean • Observation of classes • Materials and documents supporting opportunities provided for the professional development of instructors • Lists showing the academic staff who have received support in the last three years as well as the structure and content of the support (number of studies, projects, scientific meetings, publications, papers, workshops, etc.) • Interviews with instructors, head of department and dean • Student evaluations of instructors on using different strategies, methods, techniques and technologies • Number of instructors benefiting from academic incentives 	<p>Instructors:</p> <ol style="list-style-type: none"> A. They usually follow current events and have knowledge of new topics in their field and education. They also follow new developments in the faculty. They reflect all these developments to their practices. B. They often try to keep up with current events and are interested in professional development. However, they do not engage in practice-based activities. C. They are open to professional development. However, they are not very aware of the activities of the faculty and the developments are not sufficiently reflected in class. D. They are unable to keep up with current events and are not interested in the latest developments.

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Standard	Indicator	Evidence	Rating
<p>2.2.2. Instructors performing all their duties and responsibilities including teaching, guiding, training staff, working in practice schools, research and program leadership.</p>	<ol style="list-style-type: none"> 1. Instructors take part in social, cultural and artistic activities carried out by the program as organizers, implementers and participants. 2. The tasks assigned to instructors vary to make use of their expertise and skills. 3. Instructors contribute to the training of new instructors, work as practice instructors in practice schools, guide students in academic and other fields. 	<ul style="list-style-type: none"> • CVs of instructors • Lists showing the activities and duties of instructors • Publications of instructors in the last 3 years • List of instructors who participated in various working groups and commissions • Interviews with instructors, students, head of department and dean • Evidence showing that instructors carry out social, cultural, artistic activities that contribute to the development of professional attitudes and skills of prospective teachers (posters, invitations, activity reports etc.) 	<p>Instructors:</p> <ol style="list-style-type: none"> A. Fully participate in research, education and application processes in schools. B. Mostly participate in research, education and application processes in schools. C. Partially participate in research, education and application processes in schools. D. Insufficiently participate in research, education and application processes in schools.

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
2.3.1. Instructors provide quality education.	<ol style="list-style-type: none"> 1. Instructors are effective and successful teachers; <ul style="list-style-type: none"> • It is stated by prospective teachers, other instructors and faculty administration that they are effective and successful instructors. • The prospective teachers' level of learning/reaching qualifications is high. 2. The education-training provided in the program is compatible with program competencies. 3. Various teaching-learning methods are used, and as a result, prospective teachers improve in terms of all the competencies they must acquire. 4. Instructors organize or participate in activities that support their learning objectives outside the classroom, laboratory and private spaces. 	<ul style="list-style-type: none"> • Observation of classes • Interviews with instructors, prospective teachers and faculty administration • Lesson plans, study programs and teaching materials in the information packages • List of instructors' activities outside the classroom • Students' success levels • Student satisfaction surveys • Diversity indicators in teaching methods and techniques used in classes and assessment and evaluation areas 	<p>Teaching/learning methods are:</p> <ol style="list-style-type: none"> A. Diverse, innovative and oriented towards goals. The work of prospective teachers in the class or other private spaces for educational purposes is supported by activities outside the curriculum. Students actively participate in the teaching-learning process. B. Relatively diverse and prospective teachers are very effective in terms of their own learning. Some program objectives are not included in the teaching-learning process. C. Traditional, there is little innovation but it is consistent. Students participate in the teaching-learning process at an acceptable level. D. Show little or no variety. Students are not active.

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Standard	Indicator	Evidence	Rating
<p>2.3.2. Carrying out quality scientific research and publications and their support for the qualitative development of the relevant program.</p>	<ol style="list-style-type: none"> 1. Instructors have carried out scientific research and studies. 2. Instructors published their research in periodical educational publications (refereed and non-refereed) and/or books. 3. Research conducted and/or published has brought innovation to the field of education, and is suitable for the educational objectives of the relevant program. 	<ul style="list-style-type: none"> • List of research projects, seminars, exhibitions, conferences and similar activities carried out by instructors in the last 3 years • List of research published in the last 3 years (in refereed and non-refereed publications) • CVs of instructors • Interviews with instructors 	<p>Research published by instructors is:</p> <ol style="list-style-type: none"> A. Adequate in terms of quality and quantity and suitable for educational purposes. B. There are deficiencies in quality and quantity or are not suitable for educational purposes. C. There are deficiencies in both quality and quantity. D. There is no or very limited research.

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Standard	Indicator	Evidence	Rating
2.3.3. Instructors working towards the benefit of society.	<ul style="list-style-type: none"> • Instructors, <ul style="list-style-type: none"> • Taking part in activities for national and regional in-service teacher and administrator training. • Taking part in activities that support the social, cultural and economic development of society. • Contributing to the development of universities. 	<ul style="list-style-type: none"> • Number of social activities conducted • CVs of instructors • Interviews with stakeholders • Documents related to social activities 	<ul style="list-style-type: none"> A. Instructors work for the benefit of society. B. Instructors partially work for the benefit of society. C. Instructors do not work for the benefit of society.

STUDENTS

Standard	Indicator	Evidence	Rating
3.1.1. Students having the necessary qualifications to start the program.	<ol style="list-style-type: none"> 1. Students possess academic competencies to enable them to be successful in the program. 2. Students possess sufficient motivation for the teaching profession. 	<ul style="list-style-type: none"> • Number of students enrolled and their entrance scores for each program in the last three years • The place among the same programs across the country (minimum and maximum scores) • Interviews with students • Duration and rate of students completing the program • Student success levels 	<p>When entering the program:</p> <ol style="list-style-type: none"> A. All students are qualified in terms of exam scores. They have high motivation for the teaching profession. B. Most students are qualified. They have sufficient academic knowledge and motivation. C. More than half of the students have the above mentioned qualifications. D. Most students have minimum qualifications for admission.

Standard	Indicator	Evidence	Rating
<p>3.2.1. Students actively participating in academic, social, cultural, etc. activities that will support their professional development, and providing consultancy and guidance services required for that.</p>	<ol style="list-style-type: none"> 1. The majority of students proceed to complete the program. 2. Students benefit from academic consultancy and guidance services. 3. Students are satisfied with the support, academic consultancy and guidance services provided to them. 4. Social assistance (food, money, etc.) is given to financially challenged students. 5. Students benefit from social, sport-related and cultural services in addition to their professional development. 	<ul style="list-style-type: none"> • Documents showing student attendance • Interviews with students • Explanations and data about guidance services provided to students • List of professional, social, sport-related and cultural activities performed by students in the previous year • Manuals, regulations and guidelines given to students • Documents about assistance provided to financially challenged students 	<p>Policies regarding the professional and academic development of students:</p> <ol style="list-style-type: none"> A. They are effectively implemented at the faculty level. Dropout and course repeat rates are low and attendance rates are high. Students express their satisfaction regarding the support provided to them. B. There are policies but they are not implemented properly. Student satisfaction is at an acceptable level. Dropout and course repeat rates are at an acceptable level and attendance rates are high. C. They are sufficient but the documentation is weak. Dropout and course repeat rates are high and attendance rates are at an acceptable level. D. Dropout rates are high and attendance rates are unsatisfactory. Students express their dissatisfaction with the layout of the program.

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Standard	Indicator	Evidence	Rating
3.3.1. Success of prospective teachers and/or graduates starting the profession.	1. Most prospective teachers who successfully complete the program can be employed after graduation	<ul style="list-style-type: none"> • Interviews and documents showing the fields and preferences of new graduates (teaching, other jobs, postgraduate studies, etc.) 	<p>A. All graduates and senior students consider working as teachers and they have the possibility to find a job. All graduates have been successful in their first year of teaching.</p> <p>B. Most of the prospective teachers who are about to graduate consider working as teachers. Most graduates have been successful in their first year of teaching.</p> <p>C. Approximately half of the prospective teachers want to start the teaching profession. Approximately half of the graduates have been successful in their first year of teaching.</p> <p>D. Very few prospective teachers want to/consider working as teachers. Very few graduates have been successful in their first year of teaching.</p>
	2. Graduates' success in national standard exams	<ul style="list-style-type: none"> • Documents about the support given to prospective teachers planning to enter the teaching profession (Ex: collaborations) 	
	3. Graduates' attendance in postgraduate education	<ul style="list-style-type: none"> • Interviews with prospective teachers in the last year of their study 	
	4. Success of graduates in working life	<ul style="list-style-type: none"> • Studies to monitor the graduates for at least 3 years after starting the profession • Success results of graduates on national exams • Documents showing the success of graduates in business life 	

Standard	Indicator	Evidence	Rating
<p>4.1.1. Administrative arrangements and documents related to school practice.</p>	<ol style="list-style-type: none"> 1. Being aware of the principles and methods related to the activities within the scope of the cooperation between the practice coordinator and teaching staff in the faculty and the practice coordinator and the teacher in the school, and working in cooperation with them. 2. Faculty and National Education Directorate Practice Coordinators have made administrative arrangements. 3. Administrative arrangements regarding the training of practice teachers have been realized. 4. There are administrative arrangements for prospective teachers and they know how these will affect them. 5. The tasks to be performed in the practice school are distributed to the relevant people in the practice school and the faculty. 6. An activity plan that includes school practice and teaching practice has been developed for each practice school. 7. The duties and responsibilities of the stakeholders involved in the faculty-school cooperation process are defined. 	<ul style="list-style-type: none"> • Faculty-school cooperation correspondence • Interviews with practice coordinators • Interviews with practice lecturers • Interviews with prospective teachers • Visits to practice schools, interviews with practice teachers • Distribution lists of prospective teachers by schools • School practice and teaching practice term plans • Documents about seminars and other activities for practice teachers 	<ol style="list-style-type: none"> A. Documents are properly prepared and available in both faculty and practice schools. Faculty instructors, practice school teachers and prospective teachers know the principles and methods that concern them. Faculty/practice school connections are sufficient. B. Although the documents are well prepared, problems have been observed in transferring them to the relevant individuals. Some of the stakeholders in the application process are not sufficiently informed about the subject. C. Documents are available and used, but do not meet the criteria. Stakeholders in the application process are not sufficiently enlightened about the practices. D. Most documents and regulations are incomplete and/or do not meet the relevant criteria. The applications are very weak.

Standard	Indicator	Evidence	Rating
<p>4.1.2. Compliance with the relevant directives and criteria specified in the “Faculty-School Cooperation Guide” in the selection of practice schools.</p>	<ol style="list-style-type: none"> 1. Practice schools are selected according to the criteria specified in the Faculty-School Cooperation Guide (to the extent possible). 2. The rate of practice teachers/prospective teachers is considered when placing prospective teachers in practice schools. 3. Prospective teachers are distributed and assigned according to the capacity of practice schools. 4. In the application process, lessons are given at least 4 hours per week in a practice school and at least 2 hours in the faculty for the School Practice course; and at least 6 hours per week in a practice school and at least 2 hours in the faculty for the Teaching Practice course. 	<ul style="list-style-type: none"> • Documents showing the policies and criteria of the Faculty's cooperation and practice school selection • Lists showing the type of practice schools and the number of teachers • Visits to schools • Interviews with practice coordinators • Meetings in which the faculty and practice schools share their views on the application process • Number of students in lists related to applications • Course attendance chart of faculty instructor 	<p>Practice schools:</p> <ol style="list-style-type: none"> A. Practice schools are carefully selected to provide the best conditions for prospective teachers during their school practice and teaching practice. B. They are sufficient. However, there are some shortcomings. C. The types and ratio of practice teachers/prospective teachers are not properly addressed. The number of practice schools should certainly be increased. D. The relevant criteria are not complied with in the selection. Practice schools are far from meeting the needs of prospective teachers, both in number and type.

Standard	Indicator	Evidence	Rating
<p>4.2.1 Cooperation between the Faculty, National Education Directorate, practice coordinators, instructors, practice teachers and prospective teachers.</p>	<ol style="list-style-type: none"> 1. Faculty-school cooperation improves effectively with the participation of both parties. 2. Faculty practice instructors and practice school teachers know their duties and fulfill their responsibilities. 3. Prospective teachers are enabled to improve in practice schools with the support of all interested parties. 4. There are short and long term programs for the training of practice teachers. 	<ul style="list-style-type: none"> • Interviews with practice instructors, practice teachers and prospective teachers • Correspondence between the Faculty, National Education Directorate and practice schools • Assignment documents related to faculty-school cooperation • Minutes of activities on faculty-school cooperation • School practice and teaching practice evaluation forms • Observing the prospective teachers in teaching practice 	<ol style="list-style-type: none"> A. There is full cooperation between the Faculty, National Education Directorate, practice coordinators, instructors, practice teachers and prospective teachers. B. There is a great deal of cooperation between the Faculty, National Education Directorate, practice coordinators, instructors, practice teachers and prospective teachers. C. There is partial cooperation between the Faculty, National Education Directorate, practice coordinators, instructors, practice teachers and prospective teachers. D. There is no cooperation between the Faculty, National Education Directorate, practice coordinators, instructors, practice teachers and prospective teachers.

Standard	Indicator	Evidence	Rating
<p>4.2.2 Providing a suitable environment for prospective teachers in practice schools.</p>	<ol style="list-style-type: none"> 1. Practice teachers are sufficient in terms of quantity and quality, and are supportive and helpful. 2. Prospective teachers are provided with enough time to engage with the classroom in school practice. 3. Prospective teachers have the opportunity to work with an appropriate student group 4. Prospective teachers, practice instructors and practice teachers prepare the school experience and practice environment together 	<ul style="list-style-type: none"> • Documents indicating that the data obtained from the observed classes are given as feedback to prospective teachers (course observation and evaluation forms) • Examples of prospective teachers' school practice and teaching practice file • Files of faculty, department and program practice coordinators • Records and documents of seminars, graduate education and similar arrangements related to practice teacher training • Interviews with prospective teachers • Interviews with practice teachers and instructors • Documents showing the ratio of practice teachers to prospective teachers 	<ol style="list-style-type: none"> A. Suitable environments are provided for prospective teachers in practice schools. B. Suitable environments are partially provided for prospective teachers in practice schools. C. Suitable environments are not provided for prospective teachers in practice schools.

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
<p>4.3.1. Prospective teachers achieving the competence to teach in their fields as a result of school practice.</p>	<p>1. Prospective teachers have achieved the School Practice course outcomes.</p>	<ul style="list-style-type: none"> • Prospective teacher process files • School practice and teaching practice observation and evaluation forms • Interviews with prospective teachers • Interviews with practice instructors • Interviews with practice teachers • Notes and explanations given by the instructor and the practice teacher on the Teaching Practice Evaluation Form 	<ul style="list-style-type: none"> A. Prospective teachers are fully prepared for they subject areas and age groups they will teach in practice schools. They practiced in classes related to their fields in the practice school. B. There are some discrepancies between the prospective teachers’ areas of expertise and the classes assigned to them. C. The experience and practice of prospective teachers in the relevant classes is not sufficient. D. Prospective teachers are unable to perform an appropriate and sufficient application.

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Standard	Indicator	Evidence	Rating
5.1.1. Classrooms having sufficient numbers, sizes and infrastructures for the related courses.	<ol style="list-style-type: none"> 1. The number of available classrooms is sufficient to carry out the courses envisaged in the program. 2. The number of students per classroom is ideal. 3. Environmental factors (heat, light, ventilation, noise level, etc.) that affect the learning-teaching environment are appropriate. 4. The layout of the equipment in the classrooms has the physical properties necessary for the application of different teaching methods. 5. The technological infrastructure is sufficient for the application of appropriate teaching methods in classrooms. 	<ul style="list-style-type: none"> • Number of classrooms • Size of the classrooms • Number of students per classroom • Weekly usage of classrooms • Weekly course schedule in the current program • Visits to classrooms • Features of classrooms, such as technology, size, flexibility, lighting, heat, ventilation, acoustics • Interviews with administrators, instructors and prospective teachers 	<p>Classrooms:</p> <ol style="list-style-type: none"> A. Classrooms conform to standards in terms of number, size and infrastructure. B. They have a sufficient capacity in terms of number and size, although there are some deficiencies in terms of infrastructure. C. They are overcrowded and weak in infrastructure. The number of students is not suitable for the infrastructure. D. Classrooms are far from meeting the need in terms of number, size and infrastructure.

Standard	Indicator	Evidence	Rating
5.1.2. The availability of books, periodicals, subscribed e-resources, computers and other materials in the library, and the degree to which they support the curriculum.	1. The number of books, periodicals and databases in the library is sufficient to support the program.	<ul style="list-style-type: none"> • Library visit 	A. Books, periodicals and other library material support the relevant program and have been updated. Their numbers are sufficient and their language is appropriate. B. The available resources support teaching, but are not sufficient in number. C. The available resources partially support teaching, but are not sufficient in number. D. The library collection is very weak and does not support teaching.
	2. The library has: <ul style="list-style-type: none"> • A general reference collection, • Educational materials, • Materials related to branch teaching. 	<ul style="list-style-type: none"> • The size of the collection and its relevance to the program • List of educational books, periodicals and other materials in the library • Number of books and periodicals acquired in the last 3 years 	
	3. In terms of books and periodicals: <ul style="list-style-type: none"> • The scope and order of the collection, • The presence of both classical and new sources, • The presence of materials in the medium of instruction, • The presence of materials on current issues in Turkish education. 	<ul style="list-style-type: none"> • List of books and periodicals requested and acquired by the faculty of education in the last three years • Library management report on the library's collection status • Table showing the opening hours of the library • Documents demonstrating how students are trained in the use of library resources (Guidelines, brochures, etc.) 	
	4. The library access system (computers, etc.) operates effectively.	<ul style="list-style-type: none"> • Interviews with instructors 	
	5. The library opening hours meet student needs.	<ul style="list-style-type: none"> • Interviews with students 	
	6. Diversity in online resources and students' access to these resources.	<ul style="list-style-type: none"> • Interviews with library administrators 	

7. Students are provided with adequate guidance on the effective use of the library.
 8. The library has a book and periodical publication order system that is able to meet the demands of instructors regularly.
 9. Photocopy facilities and internet access are sufficient.
 10. Students can easily access the library.
- The extent to which prospective teachers use the library

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Standard	Indicator	Evidence	Rating
<p>5.1.3. The faculty has facilities (educational facilities for activities such as laboratories, workshops, computers, sports areas and fine arts facilities) and equipment to carry out the program.</p>	<ol style="list-style-type: none"> 1. The facilities have the necessary physical (building, yard, open and closed common areas, transportation vehicles, etc.) and technical infrastructure to effectively implement the relevant training program. 2. The equipment (instruments, tools, computers, etc.) in the facilities supports the relevant curriculum and is up-to-date. 3. Necessary precautions are taken against possible dangers and accidents. 4. Principles regarding the operation of the facilities and the use of existing equipment have been determined. 5. A suitable warehouse is provided for the equipment. 6. Work in the facilities is carried out by experienced staff. 	<ul style="list-style-type: none"> • Description of facilities (computer labs, science labs, painting workshops, music rooms) for each program • Description of special educational equipment, including computer software, for each program • Visits to facilities • List of faculty and technical staff responsible for facilities and equipment • Safety-related guidelines in facilities • Interviews with instructors • Interviews with students 	<p>Facilities:</p> <ol style="list-style-type: none"> A. Facilities are sufficient in terms of number, infrastructure, equipment, teaching staff and technical staff to implement the related programs. They are used effectively and improve students' teaching-learning skills. B. Facilities are sufficient in terms of number, infrastructure, teaching staff and technical staff, but are lacking in terms of equipment. C. Facilities have deficiencies in terms of number, infrastructure and equipment for the implementation of the related program. D. Facilities are insufficient to carry out the relevant programs.

Standard	Indicator	Evidence	Rating
<p>5.1.4. Instructors have offices, equipment and other support to do their work.</p>	<ol style="list-style-type: none"> 1. Instructors have a sufficient number of offices and the necessary equipment (library, computers, telephones) to perform their duties effectively. 2. Equipment such as libraries, fax machines, photocopy machines, videos, cassettes are available to instructors. 3. Technical support staff is available. 4. The resources allocated to the faculty (computers, software, teaching materials, etc.) are suitable for teaching subjects and are sufficient in terms of scope and condition. 	<ul style="list-style-type: none"> • List of instructors and office numbers • Visits to instructor offices • Number of computers and other equipment allocated to the offices of instructors • Computer capacity and types of software installed • List of technical support staff • Interviews with instructors 	<ol style="list-style-type: none"> A. Instructors have offices, computers and related software and telephones with the appropriate features to carry out their work. B. The offices allocated to all instructors are sufficient in terms of quantity. However, there are deficiencies in terms of the library, phones and related software. C. Although offices, libraries, telephones, computers and installed software are sufficient for some instructors (associate professors and professors), they are insufficient for assistant professors and those below them. D. The offices, libraries and software allocated to instructors are far from sufficient.

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
5.2.1. Effective use of faculty facilities and equipment and classrooms at full capacity.	1. The use of educational spaces and classrooms is well organized.	<ul style="list-style-type: none"> • Timetables indicating how many hours the educational spaces are used in each program 	<p>A. Faculty facilities, equipment and classrooms are used at full capacity.</p> <p>B. The level of classroom use is high. There are idle capacities for other facilities and equipment.</p> <p>C. Capacity utilization rates of facilities, equipment and classrooms are low.</p> <p>D. Capacity utilization rates of faculty facilities, equipment and classrooms are very low.</p>
	2. Students are trained in proper spaces.	<ul style="list-style-type: none"> • Timetable showing how many hours the computer labs are open to students 	
	3. Students can use educational facilities and equipment for their own educational purposes.	<ul style="list-style-type: none"> • Interviews with students 	
	4. Students especially use computers in teaching and preparing materials for teaching purposes.	<ul style="list-style-type: none"> • Touring the facilities 	
	5. Students can benefit from faculty and university facilities to carry out their social and cultural activities.	<ul style="list-style-type: none"> • Tools provided for students to express their views (questionnaires, request-suggestion boxes, etc.) 	
	6. Tools (requests, suggestion boxes, means to express an opinion electronically, etc.) are provided to prospective teachers to determine whether faculty spaces and facilities are used effectively.	<ul style="list-style-type: none"> • Documents showing how to use the facilities and spaces for educational purposes in the course 	

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Standard Content	Indicator	Evidence	Rating
5.2.2. Use of the library in a suitable and effective manner by students.	<ol style="list-style-type: none"> 1. Students know how to access library resources suitable for their lessons and studies. 2. Students use reference books, periodicals and other library materials. 3. Students can get all kinds of help in the library. 	<ul style="list-style-type: none"> • Documents on the capacity to use the library • Interview with the library administrator • Interviews with students • Documents about the library use of prospective teachers • Library visit 	<ol style="list-style-type: none"> A. The library is used purposefully and effectively. B. There are some shortcomings in the use of the library. C. Library facilities meet the need but are used by a small number of students. D. The library is inadequate and not used for its purpose.

Standard	Indicator	Evidence	Rating
<p>5.3.1. Prospective teachers are able to use laboratory and technology resources effectively.</p>	<ol style="list-style-type: none"> 1. Prospective teachers can use laboratory devices for their own studies, lectures and lab classes. 2. Prospective teachers can explain the principles of laboratory safety. 3. Prospective teachers can use standard office/classroom computers. 4. Prospective teachers are proficient in the use of word processing, spreadsheet and database programs. 5. Prospective teachers can use various teaching tools and materials effectively while teaching. 6. Prospective teachers use instructional technologies to prepare teaching materials. 	<ul style="list-style-type: none"> • Examination of prospective teachers' work in laboratories and other educational places • Applied exam results • Computer technology: Prospective teacher assignments showing appropriate software usage • Activities prepared by prospective teachers for teaching practices • Observing the in-class instruction of prospective teachers 	<p>In faculty activities and practice school teaching:</p> <ol style="list-style-type: none"> A. Prospective teachers use the equipment appropriately, correctly and safely. B. Prospective teachers generally use the equipment, but they do not take advantage of certain opportunities in this area. C. Prospective teachers sometimes use equipment, but they are lacking in this area. D. Prospective teachers do not use the equipment, or they use them incorrectly.

Standard	Indicator	Evidence	Rating
<p>5.3.2. Prospective teachers are able to use library resources effectively.</p>	<ol style="list-style-type: none"> 1. Prospective teachers use library materials appropriately while completing various assignments. 2. Prospective teachers correctly refer to library materials in their papers. 3. Prospective teachers have sufficient knowledge about resource selection in the library and on the internet, and about reliability of the resources. 	<p>E. Written work and research reports of prospective teachers</p> <ul style="list-style-type: none"> • Content and references of the projects, homework assignments and plans prepared by prospective teachers • Interviews with instructors • Interviews with librarians • Interviews with prospective teachers 	<ol style="list-style-type: none"> A. Prospective teachers use library resources appropriately and effectively in both their faculty and their practice school classes. B. Although the use of library resources is generally satisfactory, there are some errors in citation, writing and order of bibliography. C. The resources used by prospective teachers are not satisfactory in terms of quantity and quality. Citation, writing and order of bibliography are not appropriate. D. The resources used by the prospective teacher are not appropriate. There are significant mistakes in writing and order of bibliography.

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
<p>6.1.1. The faculty’s administration structure and approach are suitable for effective management.</p>	<ol style="list-style-type: none"> 1. There are working groups or commissions in the faculty, especially regarding the latest developments in teacher education. 2. Prospective teachers and instructors have a suitable environment to participate in decision making. 3. There is an effective communication network at the faculty level. 	<ul style="list-style-type: none"> • The list of documents related to the transactions made in the establishment of the Faculty Board and Administration Boards within the organizational structure of the Faculty, and their distribution according to departments • Member lists, duties, decisions and other products of working groups and commissions • Interviews with prospective teachers and instructor representatives • Interview with the faculty administration 	<ol style="list-style-type: none"> A. Working groups have been created for specific topics. The level of communication and participation in decisions in the faculty is high (developed). B. The level of communication and participation in decisions in the faculty is sufficient. Working groups are not sufficiently effective (acceptable). C. The level of communication and participation in decisions in the faculty is limited. Working groups are in the process of being created (needs improvement). D. The level of communication and participation in decisions in the faculty is extremely low (not developed). Working groups have not yet been created.

PROGRAM EVALUATION AND ACCREDITATION IN TEACHER EDUCATION

Standard	Indicator	Evidence	Rating
6.1.2. The faculty has a vision and mission for teacher education.	1. The faculty has a vision and mission that is known, implemented and maintained by everyone.	<ul style="list-style-type: none"> • Documents related to the development of the vision and mission 	Vision and mission of the faculty: A. They are clear and understandable. They are known and followed by instructors and prospective teachers. They are reflected in the training program. B. They are clear and understandable. Most of the instructors adhere to the mission of the faculty. They are significantly reflected in the programs. C. The faculty has a vision and mission, but instructors do not follow them well. There is no evidence that they are reflected in the programs. D. There is no vision and mission or they are not complied with by instructors.
	2. The vision and mission of the Faculty is updated based on the data obtained in line with stakeholder opinions and new trends.	<ul style="list-style-type: none"> • Documents showing the consistency of the undergraduate curriculum outcomes with the vision and mission 	
	3. The faculty’s vision and mission are shared by the administration, instructors and prospective teachers.	<ul style="list-style-type: none"> • Interviews with instructors and prospective teachers 	
	4. The faculty’s vision and mission are consistent with the faculty’s undergraduate programs learning outcomes and resources.		
	5. The faculty’s vision contributes to national and regional teacher education.		

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Standard	Indicator	Evidence	Rating
6.2.1. Administration units perform their functions effectively.	<ol style="list-style-type: none"> 1. Administration units meet regularly and work collaboratively. 2. All relevant units participate in the decision making process and support the implementation. 3. The administration monitors the implementation and development of the decisions and improvements are made when necessary. 4. Instructors express their opinions and are adequately informed about the decisions. 5. There is a regular registration system. 6. All units act in accordance with the faculty's policies. 	<ul style="list-style-type: none"> • Registration systems • Faculty policies • Reports of administration units • Faculty board and board decisions • Decisions or minutes of working groups • Interviews with instructors • Interview with the faculty administration 	<ol style="list-style-type: none"> A. There is harmony and close cooperation between administration units. Decisions and practices are compatible with each other. The opinions of the instructors about decision-making and implementation processes are positive. B. There is coordination among administration units. However, there are some difficulties in implementing decisions. C. There are frequent inconsistencies in the decision making and implementation process. There are gaps in communication between the units. Participation in the decision-making process is weak. D. There is not much harmony among administration units. There are many inconsistencies in the decision making and implementation process.

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Standard	Indicator	Evidence	Rating
6.2.2. Faculty administration supports the development of teacher education.	<ol style="list-style-type: none"> 1. Faculty administration sets goals and develops an action plan for the development of teacher education. 2. The faculty possesses teacher education research and projects. 	<ul style="list-style-type: none"> • Details of faculty contributions to national and regional teacher education • Annual reports or other documents showing recent changes in teacher education • Research and project lists • Interviews with instructors • Interview with the faculty administration 	<ol style="list-style-type: none"> A. The faculty actively participates in national and regional teacher education. Priority and support are given to research and projects related to teacher education. B. There is participation in the studies on teacher education in the faculty. There is enough research on teacher education. C. Few studies are carried out on teacher education in the faculty. D. Studies on teacher education in the faculty are insufficient.

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Standard	Indicator	Evidence	Rating
6.2.3. The faculty has relations with national/international institutions and organizations.	<ol style="list-style-type: none"> 1. The faculty has student and instructor exchange programs with national/international institutions and organizations. 2. The faculty has collaborations with national/international governmental or private institutions and organizations. 	<ul style="list-style-type: none"> • Correspondence with institutions and organizations • List showing completed or ongoing joint projects, research • List showing consultancy, in-service training, seminars and conferences • List showing student and instructor exchange programs • Data on visits to institutions and organizations, visits for observational purposes • Documents related to circulating capital, company or other intermediary regulations • There are mechanisms to in place to enable faculty staff and students to participate effectively in national and international exchange programs 	<p>Relation of the faculty with national/international social and other institutions and organizations:</p> <ol style="list-style-type: none"> A. It is great. B. It is at a sufficient level. C. It is at an acceptable level. D. It is not enough.

Standard	Indicator	Evidence	Rating
<p>6.3.1. The administration provides the necessary resources and uses them effectively.</p>	<ol style="list-style-type: none"> 1. The administration can attract personnel to the faculty in sufficient numbers and quality and keep them in the faculty. 2. The administration and support staff are sufficient and distributed evenly among the units. 3. The administration and instructors are dynamic and creative in creating resources for the development of teacher education. 4. Equal support is given for the development of the departments. 5. The administration provides income from various sources to improve the faculty. 6. The administration has policies on the acquisition and effective use of Information Technologies (ICT). 	<ul style="list-style-type: none"> • Documents related to the manpower availability and needs of different departments and units of the faculty. • Distribution of administration and support staff by units. • Documents of the faculty regarding income sources and revenues provided. • Documents related to the distribution and use of revenues. • Needs analysis of the hardware and software to be acquired, access to material resources to be used in the acquisition of these, and the presence of road maps to be followed in increasing the ICT competencies of staff/students. 	<ol style="list-style-type: none"> A. There is a sufficient number of qualified personnel in each unit. Funding activities to the faculty are widespread and there is a balanced distribution. B. There is a shortage of personnel in some units. There is a limited number of resource-generating events. C. There is a shortage of resources and personnel in most units. Resources are not distributed evenly. D. Units have a shortage of personnel and resources. There are no resource-generating activities.

Standard	Indicator	Evidence	Rating
7.1.1. There is a quality assurance policy and application methods at the faculty level.	<p>1. The presence of a QA policy and implementation methods:</p> <ul style="list-style-type: none"> • Instructor selection and academic promotion, • Tracking of instructors, • Development of instructors, • Tracking the academic development of students, • Tracking the teaching skills of students, • Evaluation of the teaching - learning process. <p>2. The presence of comparison systems with regional, national and international institutions.</p>	<ul style="list-style-type: none"> • Document on the policies and implementation methods envisaged by the university and/or faculty regarding QA • Teaching evaluation forms • Instructor performance evaluation forms • Criteria for the selection, promotion and appointment of instructors • Data on course success of students • Annual reports of instructors • Committees formed on quality improvement and their activities 	<p>Faculty QA policies and implementation methods:</p> <p>A. They are prepared properly and adequately. Instructors, practice teachers and students are aware of them.</p> <p>B. They are available. However, groups other than instructors are not aware of them.</p> <p>C. They are available. However, they are not well formulated. Relevant groups are not aware of them.</p> <p>D. They are not available. There is no systematic QA element.</p>

Standard	Indicator	Evidence	Rating
7.2.1. Using quality assurance findings in the development of the faculty as a whole.	<ol style="list-style-type: none"> 1. The availability of a database of instructors, teaching processes and students at the faculty level. 2. Correction and development of teaching-learning process in the light of QA findings. 3. Guiding instructors and students according to QA findings. 4. Operation of comparison systems with regional, national and international institutions. 	<ul style="list-style-type: none"> • Faculty QA documents • Faculty and board decisions • Databases related to instructors and students • Changes in the curriculum and justifications • Interview with the dean • Innovations in the teaching-learning process and justifications 	<p>QA policy and implementation methods:</p> <ol style="list-style-type: none"> A. It is implemented regularly. There is extensive evidence of the effects of this practice on education. B. It is implemented regularly. However, its effects on education are insufficient. C. It is implemented to a limited extent. However, its effects on education are insignificant. D. There is no policy or evidence of its functioning.

Standard	Indicator	Evidence	Rating
7.3.1. Reflecting the information and findings obtained from the tracking of graduates to the quality assurance system.	1. Having graduate tracking activities in place and making use of their results.	<ul style="list-style-type: none"> • Data from graduate tracking activities 	Prospective teachers and new graduates: A. They are regularly tracked and the findings are reflected in the QA system. B. They are tracked, but the results are not sufficiently reflected in the QA system. C. They are not properly tracked, and the findings obtained are not reflected in the QA system. D. They are not tracked.
	2. Review and evaluation of inspector reports.	<ul style="list-style-type: none"> • Inspector reports 	
	3. Reflecting other data obtained about the graduates to the system.	<ul style="list-style-type: none"> • Teacher selection exam or similar national level exam results of prospective teachers • Interviews with school administrators and experienced teachers 	