

EPDAD GUIDELINE FOR TEACHER EDUCATION STANDARDS

Association for Evaluation and
Accreditation of Teacher Education
Programs (EPDAD), 2021

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INTRODUCTION

Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) finalized its official establishment process in 2012 which was kicked off by the '*Faculties of Education Initiative Development and Evaluation Workshop*' with a statute prepared as a result of efforts to acquire a legal entity status. EPDAD has managed to reach a large target audience soon after its establishment by acting with the purpose of developing positive attitude towards quality assurance and accreditation, raising awareness, furnishing executives and instructors with basic skills and knowledge in the institutions that serve in the field of teacher education through events such as conferences, seminars, workshops etc. organized by EPDAD since its establishment. Meanwhile, EPDAD aimed to establish and improve a 'teacher education quality assurance and accreditation' system for the purpose of performance of quality assurance and accreditation services in an observable, measurable, impartial and fair manner in institutions serving in the field of teacher education. EPDAD carried out studies for updating and improving standards and documents developed for teacher education programs within the scope of the 'Project for Improving National Education' co-managed by the Council of Higher Education (CoHE) and the World Bank in 2015 as well as speeding up its efforts for establishing an accreditation system.

During the *Workshop on Teacher Education Standards and Accreditation Process* hosted by Anadolu University in 2015, "EPDAD Accreditation Manual" to guide accreditation processes was reviewed and then put into force. Within the scope of standard development workshops conducted over time aimed at teacher education programs, 'Workshop on the Standards for Guidance and Psychological Counseling Education' was held and hosted by Ankara University Faculty of Educational Sciences in an attempt to set standards and determine processes specific to fields of teaching. Studies for updating EPDAD Standards to ensure continuous improvement of EPDAD quality assurance system have been carried out under the umbrella of 'Standard Development Committee' since 2020. Within the framework of purposes and fields of activity determined for the Committee, it was decided to take the opinions of internal and external stakeholders between 26th of August - 21st of September for updating and improving 'Teacher Education Standards'. To that end, opinions of external stakeholders were taken on 7 (seven) categories of standards ([1] Planning, Implementation and Evaluation of Teaching; [2] Instructors; [3] Students; [4] Faculty-School Cooperation; [5] Facilities, Library and Equipment; [6] Management; [7] Quality Assurance) and three standard groups (initial, process and product standards) included in 'EPDAD Teacher Education Standards'. Subsequently, the committee members finalized 'Teacher Education Standards' in line with the feedback received for standards, indicators and evidence, and submitted a new scoring system configuration to EPDAD's Board of Directors for evaluation of standards by 'Measurement and Evaluation Committee'. Upon completion of the studies of Measurement and Evaluation Committee, EPDAD Teacher Education Standards took their final form in August 2021 as set out in this guideline.

This guideline is intended for guiding the team members who will make evaluations on behalf of EPDAD through the scope and evaluation of standards to be based on for evaluation and made available to team members who will evaluate teacher education programs.

EPDAD STANDARTS FOR TEACHER EDUCATION

This section introduces the scope of EPDAD Teacher Education Standards (Version 1.1), evidence suggested for review when making evaluation and the scoring rubric suggested for standards. EPDAD Teacher Education Standards are given in Figure 1.

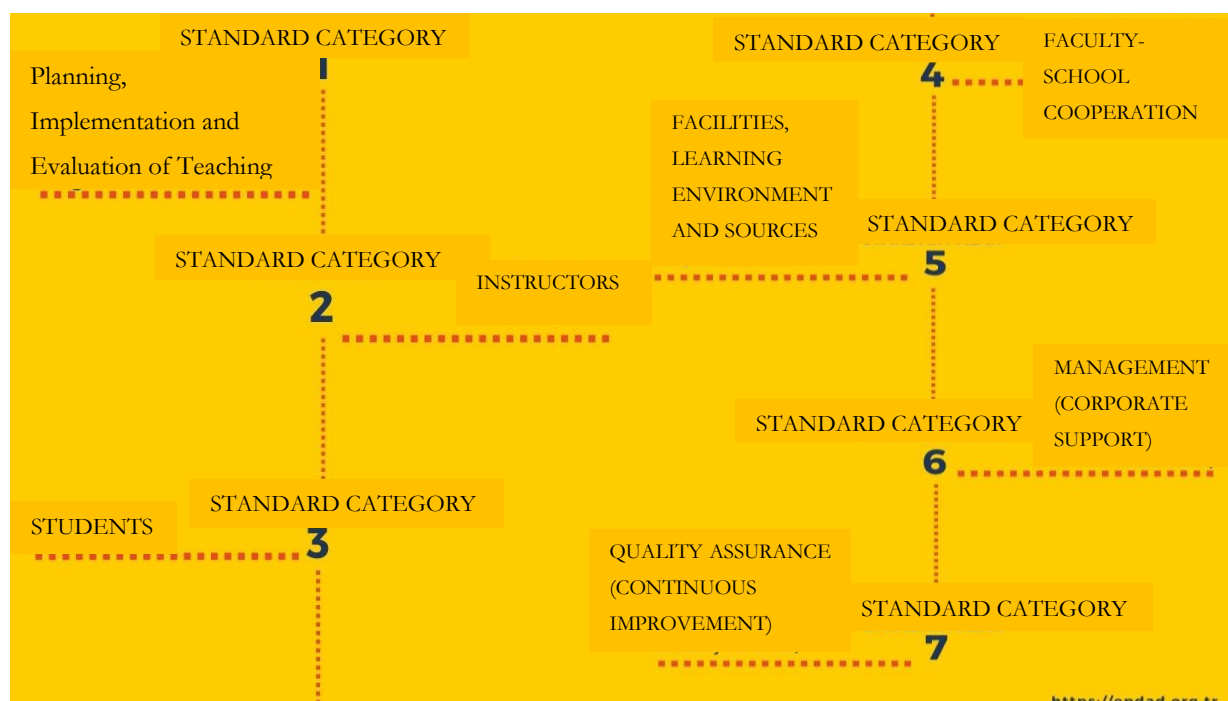


Figure1. EPDAD Teacher Education Standards

Planning, Implementation and Evaluation of Teaching, Instructors, Students, Faculty-School Cooperation, Facilities, Library and Equipment; Management and Quality Assurance standard categories comprise various sub-standards divided into three groups, namely initial, process and product standards. Each sub-standard category consists of indicators that elaborate the dimensions of review of the related sub-standard. EPDAD Teacher Education Standards consist of 39 Sub-Standards and 158 Indicators. In this context, it is recommended to evaluate the Sub-Standards via four-point scoring rubric ('Advanced; 'Highly Improved'; 'Open to Improvement'; 'Beginner) within the framework of indicators pertaining to them.

The guideline firstly introduces each standard category in brief and then presents the relationship of relevant category with The Standards and Guidelines for Quality Assurance in the European Higher Education Area- ESG) in separate tables.

1. STANDARD CATEGORY: PLANNING, IMPLEMENTATION AND EVALUATION OF TEACHING

This standard category aims to set forth initial teacher education program implemented by a higher education institution, the way of implementation and program qualifications achievement status of students attending the program. It comprises three initial sub-standards for designing effective teaching programs (1.1.1. *Following an undergraduate program which is based on standards and qualifications determined by authorized institutions*, 1.1.2. *Consistency between the elements of teaching program*, 1.1.3. *Teaching program having the quality to perform effective teacher education*), two process sub-standards (1.2.1. *Coherence between teaching program and its implementation*, 1.2.2. *Providing feedback to students so as to contribute to their professional development*) for effective implementation of initial teacher education programs, three product sub-standards (1.3.1. *Students' achievement of qualifications determined in field education*, 1.3.2 *Students' achievement of qualifications determined in professional skills*, 1.3.3. *Students having general attitudes and values of teaching profession*) for setting out the students' achievement of program qualifications.

INITIAL STANDARDS

Sub-standard "1.1.1: Offering an initial teacher education program which is based on standards and qualifications determined by authorized institutions"

This sub-standard category designated as an initial standard will be evaluated with respect to compliance of teaching program implemented in a higher education institution with National Qualifications Framework for Higher Education in Turkey, consistency between program qualifications and learning outcomes of courses, whether the courses included in teaching programs are determined in accordance with the legislation with respect to the proportion of general, cultural, field and professional knowledge and whether teaching programs have a diversity of courses which will enable students to acquire MoNE General Qualifications for Teaching Profession.

It is suggested that initial teacher education program and course information packages of the related higher education institution are reviewed as evidence for this sub-standard category.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner " option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
1.1.1. Following an undergraduate program which is based on standards and qualifications determined by	1. Compliance of undergraduate program with National Qualifications Framework for Higher Education in Turkey (TYYC)	Undergraduate program fully complies with National Qualifications Framework for Higher Education <input type="checkbox"/>	Undergraduate program substantially complies with National Qualifications Framework for <input type="checkbox"/>	Undergraduate program partly complies with National Qualifications Framework for Higher Education <input type="checkbox"/>	Undergraduate program does not comply with National Qualifications Framework for Higher Education <input type="checkbox"/>
	2. Compliance of learning outcomes	Learning outcomes of <input type="checkbox"/>	Learning outcomes of <input type="checkbox"/>	Learning outcomes of <input type="checkbox"/>	Learning outcomes of <input type="checkbox"/>

authorized institutions	of courses included in undergraduate program with program qualifications	courses included in undergraduate program fully comply with program qualifications.	courses included in undergraduate program substantially comply with program qualifications.	courses included in undergraduate program partly comply with program qualifications.	courses included in undergraduate program do not comply with program qualifications.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Compliance of proportions of courses on general, field education and teaching profession knowledge included in undergraduate program with the legislation	Proportions of courses on general, field education and teaching profession knowledge included in undergraduate program fully comply with the legislation.	Proportions of courses on general, field education and teaching profession knowledge included in undergraduate program substantially comply with the legislation.	Proportions of courses on general, field education and teaching profession knowledge included in undergraduate program partly comply with the legislation.	Proportions of courses on general, field education and teaching profession knowledge included in undergraduate program do not comply with the legislation.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Diversity of courses in undergraduate program so as to enable students to acquire Ministry of National Education (MoNE) General Competencies for Teaching Profession	Undergraduate program has full course diversity to acquire Ministry of National Education (MoNE) General Qualifications for Teaching Profession.	Undergraduate program has substantial course diversity to acquire Ministry of National Education (MoNE) General Qualifications for Teaching Profession.	Undergraduate program has partial course diversity to acquire Ministry of National Education (MoNE) General Qualifications for Teaching Profession.	Undergraduate program does not have course diversity to acquire Ministry of National Education (MoNE) General Qualifications for Teaching Profession.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
<ul style="list-style-type: none"> • Initial teacher education program • Course information package 					

Sub-standard "1.1.2. Consistency between the elements of teaching program"

This sub-standard category determined as an initial standard will be evaluated with respect to whether there is consistency between the learning outcomes, content, teaching methods and techniques, measurement-evaluation methods and techniques for courses in programs applied in a higher education institution.

As evidence for this sub-standard, it is suggested that information packages, schedules of courses included in the relevant higher education program, examples of materials used within the scope of these courses and measurement-evaluation tools are reviewed.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance at one end and "beginner" option indicating non-compliance on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner

1.1.2. Consistency between the elements of teaching program	1. Consistency between the learning outcomes, content, teaching methods and techniques, measurement-evaluation methods and techniques for courses	Elements of teaching program are fully consistent with each other.	Elements of teaching program are substantially consistent with each other.	Elements of teaching program are partly consistent with each other.	Elements of teaching program are not consistent with each other.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
<ul style="list-style-type: none"> • Course information package • Course syllabus • Examples of educational materials used within the scope of course • Measurement-evaluation tools used in the courses 					

Sub-standard "1.1.3. Teacher Education Program having the quality to perform effective teaching program"

This sub-standard category determined as an initial standard will be evaluated with respect to the scope of learning outcomes (knowledge, skills, attitudes and values) of courses included in programs applied in a higher education institution, use of different teaching methods and techniques, use of different sources and materials, whether arrangements are planned such as those aimed at planning measurement-evaluation activities and the process that will enhance the quality of teaching service and providing feedback to students during measurement-evaluation process.

As evidence for this sub-standard, information packages for courses included in the related higher education program, website where the program and information packages are posted, undergraduate program chart (distribution of courses by semesters; theoretical-practical course hours; field education for courses, distribution of general knowledge and knowledge of teaching profession; type of elective courses for the field and off the field and distribution of them by semesters etc.), evidence for stakeholder participation in the design of program, weekly course distribution chart (distribution of courses by days and hours), course schedules, interviews with instructors and students are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate existence of planning/arrangement at one end and "beginner" option indicating non-existence of planning/arrangement on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
1.1.3. Teacher education program having the quality to perform effective teaching program	1. Inclusion of knowledge, skills, attitudes and values necessary for effective teaching in learning outcomes of courses	Courses completely include learning outcomes necessary for training up a good teacher. <input type="checkbox"/>	Courses substantially include learning outcomes necessary for preparing a good teacher. <input type="checkbox"/>	Courses partly include all learning outcomes necessary for training up a good teacher. <input type="checkbox"/>	Courses do not include learning outcomes necessary for training up a good teacher. <input type="checkbox"/>
	2. Having planned different teaching methods and techniques that support teaching program	Teaching program is planned using different supportive teaching methods and techniques. <input type="checkbox"/>	Teaching program is planned substantially using different supportive <input type="checkbox"/>	Teaching program is planned partly using different supportive teaching methods and techniques. <input type="checkbox"/>	No different supportive teaching methods and techniques are used for planning teaching program. <input type="checkbox"/>

			teaching methods and techniques.		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Having planned use of different sources and materials that support teaching program	Teaching program is planned using different supportive sources and materials.	Teaching program is planned substantially using different supportive sources and materials.	Teaching program is planned partly using different supportive sources and materials.	No supportive sources and materials are used for planning teaching program.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Having planned measurement-evaluation activities and process in a manner to enhance the quality of teaching service	Measurement-evaluation activities and process are completely aimed at enhancing the quality of teaching service.	Measurement-evaluation activities and process are substantially aimed at enhancing the quality of teaching service.	Measurement-evaluation activities and process are partly aimed at enhancing the quality of teaching service.	Measurement-evaluation activities and process are not aimed at enhancing the quality of teaching service.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Presence of arrangements aimed at providing feedback to students during measurement-evaluation process	There are arrangements aimed at providing feedback to students during measurement-evaluation process.	Arrangements aimed at providing feedback to students during measurement-evaluation process are substantially available.	Arrangements aimed at providing feedback to students during measurement-evaluation process are partly available.	There are no arrangements aimed at providing feedback to students during measurement-evaluation process.	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Course information package
- * Website where the program and course information packages are posted
- * Undergraduate program chart (Distribution of courses by semesters; theoretical-practical course hours; field education for courses, distribution of general knowledge and knowledge of teaching profession; type of elective courses for the field and off the field and distribution of them by semesters etc.)
- * Evidence of stakeholder participation in program design
- * Weekly course plans (Distribution of courses by days and hours)
- * Course syllabus
- * Interviews with instructors
- * Interviews with students

PROCESS STANDARDS

Sub-standard "1.2.1. Consistency between teaching program and its implementation"

This sub-standard category determined as a process standard will be evaluated with respect to awareness of instructors and students of the undergraduate program and program qualifications, conduct of courses in accordance with qualifications of undergraduate program and learning outcomes of courses, conduct of courses in accordance with the content of course teaching programs, whether methods and techniques, sources and materials, measurement-evaluation methods and techniques fit for learning outcomes are used.

As evidence for this sub-standard, it is suggested that information packages for the courses included in the related higher education program, course schedules, course observations, materials and measurement-evaluation tools used within the scope of courses, student course evaluation surveys at the end of semesters,

interviews with instructors and students and evaluated studies for students (homeworks, projects, exams, scoring rubrics and answer keys etc.) are reviewed. A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to set forth full awareness/compliant at one end and "beginner" option indicating unawareness/non-compliant conduct on the other end.

Sub-standard	Indicators	Please review the indicators and determine the level of compliance.			
		Advanced	Highly Improved	Open to Improvement	Beginner
1.2.1. Coherence between theory and practice in teacher education program	1. Awareness of instructors and students of the undergraduate program and program qualifications	Instructors and students are fully aware of the undergraduate program and program qualifications. <input type="checkbox"/>	Instructors and students are substantially aware of the undergraduate program and program qualifications. <input type="checkbox"/>	Instructors and students are partly aware of the undergraduate program and program qualifications. <input type="checkbox"/>	Instructors and students are not aware of the undergraduate program and program qualifications. <input type="checkbox"/>
	2. Implementation of courses in accordance with the undergraduate program qualifications	Courses are fully conducted in accordance with the undergraduate program qualifications. <input type="checkbox"/>	Courses are conducted substantially in accordance with the undergraduate program qualifications. <input type="checkbox"/>	Courses are conducted partly in accordance with the undergraduate program qualifications. <input type="checkbox"/>	Courses are not conducted in accordance with the undergraduate program qualifications. <input type="checkbox"/>
	3. Conduct of courses in accordance with course learning outcomes	Courses are fully conducted in accordance with course learning outcomes. <input type="checkbox"/>	Courses are conducted substantially in accordance with course learning outcomes. <input type="checkbox"/>	Courses are conducted partly in accordance with course learning outcomes. <input type="checkbox"/>	Courses are not conducted in accordance with course learning outcomes. <input type="checkbox"/>
	4. Conduct of courses in accordance with the content of course teaching program	Courses are fully conducted in accordance with the content of course teaching program. <input type="checkbox"/>	Courses are substantially conducted in accordance with the content of course teaching program. <input type="checkbox"/>	Courses are partly conducted in accordance with the content of course teaching program. <input type="checkbox"/>	Courses are not conducted in accordance with the content of course teaching program. <input type="checkbox"/>
	5. Application of methods and techniques in courses that are fit for course learning outcomes	Courses are conducted using methods and techniques that are completely fit for course learning outcomes. <input type="checkbox"/>	Courses are conducted using methods and techniques that are substantially fit for course learning outcomes. <input type="checkbox"/>	Courses are conducted using methods and techniques that are partly fit for course learning outcomes. <input type="checkbox"/>	Courses are not conducted using methods and techniques that are fit for course learning outcomes. <input type="checkbox"/>
	6. Use of resources and materials in courses that are fit for course learning outcomes	Sources and materials that are completely fit for course learning outcomes are used in courses. <input type="checkbox"/>	Sources and materials that are substantially fit for course learning outcomes are used in courses. <input type="checkbox"/>	Sources and materials that are partly fit for course learning outcomes are used in courses. <input type="checkbox"/>	Sources and materials that are not fit for course learning outcomes are used in courses. <input type="checkbox"/>
	7. Use of measurement-evaluation methods and techniques that are fit for course	Measurement-evaluation methods and techniques that are completely fit for course learning outcomes are used in courses. <input type="checkbox"/>	Measurement-evaluation methods and techniques that are substantially fit for course learning outcomes are used in courses. <input type="checkbox"/>	Measurement-evaluation methods and techniques that are partly fit for course learning outcomes are used in courses. <input type="checkbox"/>	Measurement-evaluation methods and techniques that are not fit for course learning outcomes are used in courses. <input type="checkbox"/>

learning outcomes in courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:				
<ul style="list-style-type: none"> • Course information packages • Course schedules • Course observations • Materials used within the scope of course • Measurement-evaluation tools used within the scope of course • Student course evaluation surveys at the end of semester • Interviews with instructors • Interviews with students • Evaluated studies for students (Homeworks, projects, exams, scoring rubrics and answer keys etc.) 				

Sub-standard “1.2.2. Providing feedback to students to contribute to their professional development”

This sub-standard category determined as a process standard will be evaluated with respect to whether timely and effective feedback is provided to students in teaching processes of a higher education institution and whether development of students is supported based on feedback.

As evidence for this sub-standard, it is suggested that course observations, evaluated studies for students (homeworks, projects, exams, scoring rubrics and answer keys etc.), interviews with instructors and students in the related higher education program are reviewed.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to set forth provision of timely and effective feedback/full support to student development on one end and "beginner" option indicating lack of timely and effective feedback/full support to student development on the other end.

Sub-standard	Indicators	Please review the indicators and determine the level of compliance.			
		Advanced	Highly Improved	Open to Improvement	Beginner
1.2.2. Providing feedback to students to contribute to their professional development	1. Providing timely and effective feedback to students	Instructor always provides effective and timely feedback to students.	Instructor usually provides effective and timely feedback to students.	Instructor sometimes provides effective and timely feedback to students.	Instructor does not provide effective and timely feedback to students.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Supporting student development based on feedback	Instructor fully supports student development based on feedback.	Instructor substantially supports student development based on feedback.	Instructor partly supports student development based on feedback.	Instructor does not support student development based on feedback.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
<ul style="list-style-type: none"> • Course observations • Evaluated studies for students (Micro teaching records, homeworks, presentations, projects, exams, scoring rubrics and answer keys etc.) • Interviews with instructors and students 					

PRODUCT STANDARDS

Sub-standard "1.3.1. Students' achievement of qualifications determined in field education"

This sub-standard category determined as a product standard will be evaluated with respect to whether students have theoretical, methodological and factual knowledge of their field and the qualifications for teaching program and pedagogical content knowledge in their field.

As evidence for this sub-standard, examples of students' studies (studies conducted for courses, project studies, homeworks, developed materials, teaching practice files etc.), course observations, interviews with instructors, practice teachers, students and graduates are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate full possession of qualifications at one end and "beginner" option indicating non-possession of qualifications on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
1.3.1. Students' achievement of qualifications determined in field education	1. Students' theoretical, methodological and factual knowledge of their field	Students fully have theoretical, methodological and factual knowledge of their field.	Students substantially have theoretical, methodological and factual knowledge of their field.	Students partly have theoretical, methodological and factual knowledge of their field.	Students do not have theoretical, methodological and factual knowledge of their field.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Students' qualifications for teaching program and pedagogical content knowledge of their field	Students fully have the qualifications for teaching program and pedagogical content knowledge of their field.	Students substantially have the qualifications for teaching program and pedagogical content knowledge of their field.	Students partly have the qualifications for teaching program and pedagogical content knowledge of their field.	Students do not have the qualifications for teaching program and pedagogical content knowledge of their field.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows: <ul style="list-style-type: none"> • Examples of students' studies (studies conducted for courses, project studies, homeworks, developed materials, teaching practice files etc.) • Course observations • Interviews with instructors • Interviews with practice teachers • Interviews with students • Interviews with graduates 					

Sub-standard "1.3.2. Students' achievement of qualifications determined for professional skills"

This sub-standard category determined as a product standard will be evaluated with respect to whether students have professional skills-planning teaching processes, creating effective learning environment, managing teaching-learning process, preparing and using teaching materials, measuring and evaluating.

As evidence for this sub-standard, examples of students' studies (studies conducted for courses, project studies, homeworks, developed materials, teaching practice files etc.), course observations, interviews with instructors, practice teachers, students and graduates are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate full possession of qualifications at one end and "beginner" option indicating non-possession of qualifications on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
1.3.2. Students' achievement of qualifications determined for professional skills	1. Students' skills for planning teaching processes	Students fully have skills for planning teaching processes.	Students substantially have skills for planning teaching processes.	Students partly have skills for planning teaching processes.	Students do not have skills for planning teaching processes.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Students' skills for creating effective learning environment	Students fully have skills for creating effective learning environment.	Students substantially have skills for creating effective learning environment.	Students partly have skills for creating effective learning environment.	Students do not have skills for creating effective learning environment.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Students' possession of skills for managing teaching-learning process	Students fully have skills for managing teaching-learning process.	Students substantially have skills for managing teaching-learning process.	Students partly have skills for managing teaching-learning process.	Students do not have skills for managing teaching-learning process.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Students' possession of skills for preparing and using teaching materials	Students fully have skills for preparing and using teaching materials.	Students substantially have skills for preparing and using teaching materials.	Students partly have skills for preparing and using teaching materials.	Students do not have skills for preparing and using teaching materials.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Students' of measurement-evaluation skills	Students fully have measurement-evaluation skills.	Students substantially have measurement-evaluation skills.	Students partly have measurement-evaluation skills.	Students do not have measurement-evaluation skills.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows: <ul style="list-style-type: none"> • Examples of students' studies (studies conducted for courses, project studies, homeworks, developed materials, teaching practice file etc.) • Course observations • Interviews with instructors • Interviews with practice teachers • Interviews with students • Interviews with graduates 					

Sub-standard "1.3.3. Students' general attitudes and values of teaching profession"

This sub-standard category determined as a product standard will be evaluated with respect to whether students have general attitudes and values of teaching profession-national, moral, universal, ethical and scientific values- whether students have a motivation to support their development, are open to communication and cooperation, participate in studies for personal and professional development and have information about the legislation on their rights and responsibilities in regard to teaching profession.

As evidence for this sub-standard; undergraduate program, course information packages, examples of students' studies (studies for courses, project studies, homeworks, developed materials, teaching practice files etc.), events participated by students (meetings, webinars, seminars, volunteering activities, educational and field trips etc.), course observations, interviews with instructors, practice teachers, students and graduates are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate full possession of qualifications at one end and "beginner" option indicating non-possession of qualifications on the other end.

Sub-standard	Indicators	Please review the indicators and determine the level of compliance.			
		Advanced	Highly Improved	Open to Improvement	Beginner
1.3.3. Students' general attitudes and values of teaching profession	1. Students' national, moral, universal, ethical and scientific values.	Students fully have national, moral, universal, ethical and scientific values.	Students substantially have national, moral, universal, ethical and scientific values.	Students partly have national, moral, universal, ethical and scientific values.	Students do not have national, moral, universal, ethical and scientific values.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Having the motivation to support development of students in his/her field	Fully has the motivation to support development of his/her students.	Substantially has the motivation to support development of his/her students.	Partly has the motivation to support development of his/her students.	Does not have the motivation to support development of his/her students.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Students' openness to communication and cooperation	Students are fully open to communication and cooperation.	Students are substantially open to communication and cooperation.	Students are partly open to communication and cooperation.	Students are not open to communication and cooperation.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Participation of students in studies for personal and professional development	Students participate in all studies for personal and professional development.	Students substantially participate in studies for personal and professional development.	Students partly participate in studies for personal and professional development.	Students do not participate in studies for personal and professional development.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Students' information about the legislation on their rights and responsibilities in regard to teaching profession	Students fully have information about the legislation on their rights and responsibilities in regard to teaching profession.	Students substantially have information about the legislation on their rights and responsibilities in regard to teaching profession.	Students partly have information about the legislation on their rights and responsibilities in regard to teaching profession.	Students do not have information about the legislation on their rights and responsibilities in regard to teaching profession.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Undergraduate program
- Course information package
- Examples of students' studies (studies for courses, project studies, homeworks, developed materials, teaching practice file, events performed within the scope of community service practices, community studies etc.)
- Events participated by students (Meetings, webinars, seminars, volunteering activities, educational and field trips etc.)
- Course observations
- Interviews with instructors
- Interviews with practice teachers
- Interviews with students
- Interviews with graduates

Relationship between the standard category Planning, Implementation and Evaluation of Teaching and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 1.

Table 1. Relationship Between the Standard Category Planning, Implementation and Evaluation of Education and ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
1. Planning, Implementation and Evaluation of Teaching	<p>Initial Standards</p> <p>1.1.1. Following an undergraduate program which is based on standards and qualifications determined by authorized institutions</p> <p>1.1.2 Coherence between the elements of teaching program</p> <p>1.1.3. Teaching program having the quality to perform effective teaching program</p> <p>Process Standards</p> <p>1.2.1 Consistency between teaching program and its implementation</p> <p>1.2.2 Providing feedback to students to contribute to their professional development</p> <p>Product Standards</p> <p>1.3.1. Students' achievement of qualifications determined in field education</p> <p>1.3.2. Students' achievement of qualifications determined for professional skills</p> <p>1.3.3. Students' general attitudes and values of teaching profession</p>	<p>1.2. Design and implementation of programs</p> <p>1.3. Student-centered learning, teaching and evaluation</p> <p>1.4. Student admission, progress, recognition and certification</p> <p>1.5. Instructors</p> <p>1.6. Sources of learning and student support</p> <p>1.9. Continuous monitoring and periodic review of programs</p>

An examination of Table 1 reveals that the standard category of planning, implementation and evaluation of teaching is related to multiple criteria within the scope of ESG standards. These criteria are; Design and approval of programs, Student-centered learning, teaching and evaluation, Student admission, progress, recognition and certification, Instructors, Sources of learning and student support, and Continuous monitoring and periodic review of programs.

2. STANDARD CATEGORY: INSTRUCTORS

This standard category involves competency, professional development, educational responsibilities of instructors and their studies for the benefit of community in order to ensure effective management of teaching program applied by a higher education institution. It comprises two initial sub-standards for sufficiency of instructors in terms of quantity and quality and opportunities of professional development (2.1.1 *competency of instructors who carry out the program in terms of quantity and quality*; 2.1.2 *Providing instructors with the opportunity to refresh themselves in the professional field and do research*), two process sub-standards for the responsibilities of instructors and maintenance of their professional development (2.2.1. *Instructors' fulfilment of defined tasks and responsibilities*; 2.2.2. *Instructors' maintenance of their professional development*), and three product sub-standards involving effective reflection of the foregoing in teaching environment, vocational studies and the society (2.3.1. *Qualified education given by instructors*; 2.3.2. *Qualified scientific research, projects and publications by instructors*; 2.3.3 *Studies for the benefit of community by instructors*).

INITIAL STANDARDS

Sub-standard "2.1.1. Sufficiency of instructors who carry out the program in terms of quantity and quality"

This sub-standard category determined as an initial standard will be evaluated with respect to sufficiency of instructors in terms of quantity and quality who carry out the teaching program applied in a higher education institution, whether they have any experience in teaching practice course, and the consistency between the courses they give and their professional experiences and the research they have done.

As evidence for this sub-standard, it is suggested that the number of instructors working at the related higher education institution, the courses they give, their background and professional development are reviewed.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full sufficiency/suitability in terms of quality and quantity at one end and "beginner" option indicating insufficiency/unsuitability on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
2.1.1. Sufficiency of instructors who carry out the program in terms of quantity and quality	1. Sufficiency of the number of instructors carrying out the program	The number of instructors carrying out the program is totally sufficient. <input type="checkbox"/>	The number of instructors carrying out the program is substantially sufficient. <input type="checkbox"/>	The number of instructors carrying out the program is partly sufficient. <input type="checkbox"/>	The number of instructors carrying out the program is not sufficient. <input type="checkbox"/>
	2. Experience of instructors in teaching or teaching practice course	All instructors have experience in teaching or teaching practice course.	A substantial part of instructors substantially have experience in teaching or	Only some part of instructors have experience in teaching or teaching practice course.	None of the instructors have experience in teaching or teaching practice course.

			teaching practice course.		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Coherence between professional experience and study fields of instructors and the courses they conduct	Professional experience and study fields of instructors are coherent with the courses they conduct.	Professional experience and study fields of instructors are substantially coherent with the courses they conduct.		Professional experience and study fields of instructors are partly coherent with the courses they conduct.	Professional experience and study fields of instructors are not coherent with the courses they conduct.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Research and publications of instructors in their areas of expertise and in the fields they teach	Research and publications of instructors are in their areas of expertise and in the fields they teach.	Research and publications of instructors are widely in their areas of expertise and in the fields they teach.		Research and publications of instructors are partly in their areas of expertise and in the fields they teach.	Research and publications of instructors are not in their areas of expertise and in the fields they teach.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Enablement of scientific studies and academic consultancy services by weekly course load of instructors	Weekly course load of instructors enables them to conduct scientific studies and academic consultancy services.	Weekly course load of instructors substantially enables them to conduct scientific studies and academic consultancy services.		Weekly course load of instructors partly enables them to conduct scientific studies and academic consultancy services.	Weekly course load of instructors does not enable them to conduct scientific studies and academic consultancy services.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Proportion of students and instructors in the program
- A list showing academic titles, cadre status and terms of office in the current program of instructors
- CVs of all instructors; permanent and contracted
- Faculty education activity report for the last three years
- Forms showing the course load of instructors for the last three years
- Interview with the dean
- Interviews with instructors
- Interviews with students

Sub-standard "2.1.2 Providing instructors with the opportunity to refresh themselves in the professional field and do research"

This sub-standard will evaluate the provision of opportunity to instructors to refresh themselves in the professional field and do research.

Decisions/documents relating to tasks assigned that will support professional development of instructors and certify their professional development as well as interviews with instructors and their managers are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating sufficiency of opportunities provided for professional development of instructors at one end and "beginner" option indicating insufficiency on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner

2.1.2 Providing instructors with the opportunity to refresh themselves in the professional field and do research	1. Support to professional development and research of instructors	Professional development and research of instructors is fully supported.	Professional development and research of instructors is substantially supported.	Professional development and research of instructors is partly supported.	Professional development and research of instructors is not supported.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Arrangement of additional tasks assigned to instructors in a manner not to hinder their professional development	Additional tasks assigned to instructors are fully arranged so that their professional development is not hindered.	Additional tasks assigned to instructors are substantially arranged so that their professional development is not hindered.	Additional tasks assigned to instructors are partly arranged so that their professional development is not hindered.	Additional tasks assigned to instructors are arranged so that their professional development is hindered.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Information of instructors about professional development opportunities	Instructors are fully informed about professional development opportunities.	Instructors are substantially informed about professional development opportunities.	Instructors are partly informed about professional development opportunities.	Instructors are not informed about professional development opportunities.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Participation of instructors in professional development programs	Instructors fully participate in professional development programs.	Instructors substantially participate in professional development programs.	Instructors partly participate in professional development programs.	Instructors do not participate in professional development programs.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Sources and materials that support professional development of instructors
- Documents related to regulations and practices that support the professional development and research of instructors
- Lists showing the instructors who have received support in the last three years and the type and content of support
- Interviews with the dean, head of division, head of department and instructors
- Examples of board decisions showing that professional development of instructors is supported

PROCESS STANDARDS

Sub-standard "2.2.1. Instructors' fulfilment of defined tasks and responsibilities"

In this sub-standard category determined as a process standard; coherence of tasks and responsibilities assigned to instructors with their fields, participation of instructors in various events as a participant or organizer of such events in terms of conduct of teaching practice course, academic consultancy services and their professional development will be evaluated.

CVs of instructors, documents demonstrating events they participated, organized or conducted in relation to their professional development, interviews with instructors and students are among the evidence for this evaluation.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the instructors' fulfilment of tasks and responsibilities at one end and "beginner" option indicating non-fulfilment on the other end.

Please review the indicators and determine the level of compliance.						
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner	
2.2.1. Instructors' fulfilment of defined tasks and responsibilities	1. Instructors' taking part in academic, cultural, artistic, social events etc. as an organizer, executer and participant	All instructors take part in academic, cultural, artistic, social events etc. as an organizer, executer and participant.	A substantial part of instructors take part in academic, cultural, artistic, social events etc. as an organizer, executer and participant.	Some of instructors take part in academic, cultural, artistic, social events etc. as an organizer, executer and participant.	Instructors do not take part in academic, cultural, artistic, social events etc. as an organizer, executer and participant.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Coherence of tasks carried out by instructors with their areas of expertise and experience	Tasks carried out by instructors are fully coherent with their areas of expertise and experience.	Tasks carried out by instructors are substantially coherent with their areas of expertise and experience.	Tasks carried out by instructors are partly coherent with their areas of expertise and experience.	Tasks carried out by instructors are not coherent with their areas of expertise and experience.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Instructors' contribution to educating their newly recruited colleagues	Instructors provide full support for educating their newly recruited colleagues.	Instructors substantially provide support for educating their newly recruited colleagues.	Instructors partly provide support for educating their newly recruited colleagues.	Instructors do not provide support for educating their newly recruited colleagues.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Instructors' taking office as a "practice instructor"	All of the instructors take office as a "practice instructor".	A substantial part of the instructors take office as a "practice instructor".	Some of the instructors take office as a "practice instructor".	Instructors do not take office as a "practice instructor".	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Academic consultancy services performed by instructors	All instructors perform academic consultancy services.	A substantial part of instructors perform academic consultancy services.	Some instructors perform academic consultancy services.	Instructors do not perform academic consultancy services.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
	<ul style="list-style-type: none"> • CVs of instructors • Lists showing the activities and duties of instructors • List of instructors who participated in working groups and commissions • Interviews with instructors, students, head of department/division and the dean • Evidence demonstrating that instructors get involved in academic, cultural, artistic, social events etc. that will contribute to development of professional attitudes and skills of students 					

Sub-standard “2.2.2. Instructors' maintenance of their professional development”

In this sub-standard; whether instructors follow and participate in activities that support their continuous professional development. In addition, reflections of professional development of instructors in the teaching environment are considered.

Documents for professional development activities participated by instructors, course observations, instructor assessment forms and interviews with instructors, students are among the evidence suggested for this evaluation.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate whether the instructors participate in and follow activities for sustaining their professional development at one end and "beginner" option indicating failure to do so on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
2.2.2. Instructors' maintenance of their professional development	1. Instructors following the developments in their field of education/expertise	Instructors exactly follow the developments in their field of education/expertise. <input type="checkbox"/>	Instructors substantially follow the developments in their field of education/expertise. <input type="checkbox"/>	Instructors partly follow the developments in their field of education/expertise. <input type="checkbox"/>	Instructors do not follow the developments in their field of education/expertise. <input type="checkbox"/>
	2. Instructors' participation in national and international activities that support their professional development	All of the instructors participate in national and international activities that support their professional development. <input type="checkbox"/>	Instructors substantially participate in national and international activities that support their professional development. <input type="checkbox"/>	Instructors partly participate in national and international activities that support their professional development. <input type="checkbox"/>	Instructors do not participate in national and international activities that support their professional development. <input type="checkbox"/>
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:				
	<ul style="list-style-type: none"> • Course observations • Student course evaluation forms • Lists showing the type and content of professional development support received by instructors within the last three years • CVs of instructors • Interviews with instructors • Interviews with students 				

PRODUCT STANDARDS

Sub-standard "2.3.1. Qualified education given by instructors"

Under this sub-standard; planning teaching-learning processes, implementation and evaluation competency, reflecting achievements in professional development activities in teaching processes within the scope of qualified education given by instructors are evaluated.

For the evaluation to be made; course information packages, course observations, list of non-class activities that support teaching, success status of students, student satisfaction surveys, interviews with instructors and students are among the suggested evidence.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate qualified education given by instructor within the scope of planning, implementation and evaluation of teaching and reflecting professional development in the teaching environment at one end and "beginner" option indicating failure to do so on the other end.

Please review the indicators and determine the level of compliance.						
Sub-standard	Indicators	Advanced	Highly improved	Open to improvement	Beginner	
2.3.1. Qualified education given by instructors	1. High level of achievement of program qualifications by the students	All students' level of achievement of program qualifications is high. <input type="checkbox"/>	A substantial part of students have high level of achievement of program qualifications. <input type="checkbox"/>	Part of the students have high level of achievement of program qualifications. <input type="checkbox"/>	Students do not have a high level of achievement of program qualifications. <input type="checkbox"/>	
	2. Coherence of education provided by instructors with the program qualifications	Education provided by instructors is fully coherent with the program qualifications. <input type="checkbox"/>	Education provided by instructors is substantially coherent with the program qualifications. <input type="checkbox"/>	Education provided by instructors is partly coherent with the program qualifications. <input type="checkbox"/>	Education provided by instructors is not coherent with the program qualifications. <input type="checkbox"/>	
	3. Use of different methods and techniques by instructors in teaching-learning processes.	Instructors use different methods and techniques in teaching-learning processes. <input type="checkbox"/>	Instructors substantially use different methods and techniques in teaching-learning processes. <input type="checkbox"/>	Instructors partly use different methods and techniques in teaching-learning processes. <input type="checkbox"/>	Instructors do not use different methods and techniques in teaching-learning processes. <input type="checkbox"/>	
	4. Activities organized by instructors out of class, laboratory etc. that support teaching	Organization of non-class activities that support teaching by instructors is fully sufficient. <input type="checkbox"/>	Organization of non-class activities that support teaching by instructors is substantially sufficient. <input type="checkbox"/>	Organization of non-class activities that support teaching by instructors is partly sufficient. <input type="checkbox"/>	Instructors do not organize non-class activities that support teaching. <input type="checkbox"/>	
	5. Use of different measurement-evaluation methods and techniques by instructors	Instructors completely use different measurement-evaluation methods and techniques. <input type="checkbox"/>	Instructors substantially use different measurement-evaluation methods and techniques. <input type="checkbox"/>	Instructors partly use different measurement-evaluation methods and techniques. <input type="checkbox"/>	Instructors do not use different measurement-evaluation methods and techniques. <input type="checkbox"/>	
	6. Reflection of achievements from professional development programs in teaching processes	Instructors completely reflect their achievements from professional development programs in teaching processes <input type="checkbox"/>	Instructors substantially reflect their achievements from professional development programs in teaching processes. <input type="checkbox"/>	Instructors partly reflect their achievements from professional development programs in teaching processes. <input type="checkbox"/>	Instructors do not reflect their achievements from professional development programs in teaching processes. <input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
	<ul style="list-style-type: none"> • Course information packages • Course schedules • Course observations • Interviews with instructors • Interviews with students • List of non-class activities of instructors that support teaching • Students' success levels • Student satisfaction surveys • Student course evaluation forms • Student self-evaluation forms 					

Sub-standard “2.3.2. Qualified scientific research, projects and publications by instructors”

Under this sub-standard; qualified scientific studies and contributions to the field made by instructors are evaluated. Documents showing scientific research and projects conducted by instructors, CVs of instructors, interviews with instructors and students are among the evidence suggested for this evaluation.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the instructors' status of carrying out qualified scientific studies at one end and "beginner" option indicating the situation of failing to do so on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
2.3.2. Qualified scientific research, projects and publications by instructors	1. Scientific researches and projects conducted by instructors in their fields	All of the instructors conduct scientific researches and projects in their fields.	A substantial part of the instructors conduct scientific researches and projects in their fields.	Some of the instructors conduct scientific researches and projects in their fields.	Instructors do not conduct scientific researches and projects in their fields.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Instructors' turning the research they do into publications and sharing them	All of the instructors turn the research they do into publications and share them.	A substantial part of the instructors turn the research they do into publications and share them.	Some of the instructors turn the research they do into publications and share them.	Instructors do not turn the research they do into publications and share them.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
<ul style="list-style-type: none"> • Course observations • Student course evaluation forms • Lists showing the type and content of professional development support received by instructors within the last three years • CVs of instructors • Interviews with instructors • Interviews with students 					

Sub-standard “2.3.3. Studies by instructors for the benefit of community”

Under this sub-standard; instructors' taking part in activities for the field or welfare of the community and acting as an executor, supporter or participant will be evaluated.

Documents regarding community service practices, CVs of instructors and interviews with stakeholders are among the evidence suggested for this evaluation.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the instructors' status of carrying out contributive, supportive studies for the field and the community at one end and "beginner" option indicating the situation of failing to do so on the other end.

Sub-standard	Indicators	Please review the indicators and determine the level of compliance.				
		Advanced	Highly Improved	Open to Improvement	Beginner	
2.3.3. Studies by instructors for the benefit of community	1. Instructors' taking part in professional development programs intended for teachers, managers and other stakeholders	All of the instructors take part in professional development programs intended for teachers, managers and other stakeholders.	A substantial part of the instructors take part in professional development programs intended for teachers, managers and other stakeholders.	Some of the instructors take part in professional development programs intended for teachers, managers and other stakeholders.	Instructors do not take part in professional development programs intended for teachers, managers and other stakeholders.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Instructors' taking part in events that will support social, cultural, economic development of the community	All of the instructors take part in events that will support social, cultural, economic development of the community.	A substantial part of the instructors take part in events that will support social, cultural, economic development of the community.	Some of the instructors take part in events that will support social, cultural, economic development of the community.	Instructors do not take part in events that will support social, cultural, economic development of the community.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Cooperation of instructors with stakeholders in the studies for the benefit of community	All of the instructors cooperate with stakeholders in the studies for the benefit of community.	A substantial part of the instructors cooperate with stakeholders in the studies for the benefit of community.	Some of the instructors cooperate with stakeholders in the studies for the benefit of community.	Instructors do not cooperate with stakeholders in the studies for the benefit of community.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
	<ul style="list-style-type: none"> • Documents regarding studies for the benefit of community (assignments, certificate of participation, banners, program etc.) • CVs of instructors • Interviews with stakeholders 					

Relationship between the standard category Instructors and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 2.

Table 2. Relationship Between the Standard Category of Instructors and ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
2. Instructors	Initial Standards	
	2.1.1. Sufficiency of instructors who carry out the program in terms of quantity and quality 2.1.2 Providing instructors with the opportunity to refresh themselves in the professional field and do research	1.3. Student-centered learning, teaching and evaluation 1.5. Instructors
	Process Standards	
	2.2.1. Instructors' fulfilment of defined tasks and responsibilities 2.2.2. Instructors' maintenance of their professional development	

Product Standards

- 2.3.1. Qualified education given by instructors
- 2.3.2. Qualified scientific research, projects and publications by instructors
- 2.3.3. Studies by instructors for the benefit of community

In Table 2, the standard category of "Instructors" is associated with two criteria within the scope of ESG standards. These are student-centered learning, teaching and evaluation, and the instructors.

3. STANDARD CATEGORY: STUDENTS

Under this standard category; it is intended to evaluate teaching program applied in a higher education program with respect to students' possession of required competency and qualifications for the program, active participation of students in the courses and various activities and monitoring the graduates. This standard category comprises one initial sub-standard (*3.1.1. Students' possession of required qualifications for the program*), one process sub-standard (*3.2.1 Active participation of students in the courses and activities that will support their professional development*, and one product sub-standard (*3.3.1. Monitoring the graduates during career processes*).

INITIAL STANDARDS

Sub-standard "3.1.1. Students' possession of required qualifications for the program"

Under this sub-standard category determined as an initial standard; teaching program applied in a higher education institution will be evaluated with respect to students' possession of program qualifications and sufficient motivation for teaching profession.

As evidence for this sub-standard category, review of the number of students admitted to the program within the last three years, admission points, percentiles and the order of program preference, the ranking of the program among the same programs across the country, student satisfaction surveys, and interviews with instructors, practice teachers and students are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
3.1.1. Students' possession of required qualifications for the program	1. Students' possession of program qualifications	Students have all the program qualifications. <input type="checkbox"/>	Students substantially have the program qualifications. <input type="checkbox"/>	Students partly have the program qualifications. <input type="checkbox"/>	Students do not have the program qualifications. <input type="checkbox"/>
	2. Students having sufficient motivation for	Students' motivation for teaching	Students' motivation for teaching	Students' motivation for teaching profession is low.	Students' motivation for teaching

	teaching profession	profession is high.	profession is moderate.		profession is very low.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- The number of students admitted to the program within the last three years, admission points and the order of program preference
- The ranking of the program among the same programs across the country
- Interviews with instructors
- Interviews with practice teachers
- Interviews with students
- Student satisfaction surveys

PROCESS STANDARDS

Sub-standard "3.2.1. Active participation of students in the classroom and in activities that will support their personal and professional development"

This sub-standard category determined as a process standard will be evaluated with respect to participation of students in the class, their participation in activities that contribute to personal and professional development of them, students' benefiting from academic consultancy services and guidance and psychological counseling services.

As evidence for this sub-standard it is suggested that documents showing student attendance, documents for studies aiming at supporting personal and professional development of students, documents for academic consultancy and guidance and psychological counseling services provided to students, the list of sources of learning for supporting active participation in the class of students with special needs (teaching materials, software, hardware, measurement-evaluation tools etc.), the list of activities performed by students in the last one year, the list of student clubs and documents for their studies, student satisfaction surveys are reviewed, courses are observed and the instructors and students are interviewed with.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
3.2.1. Active participation of students in class and in activities that will support their personal and professional development	1. Student participation in class	Level of student participation in class is high. <input type="checkbox"/>	Level of student participation in class is moderate. <input type="checkbox"/>	Level of student participation in class is low. <input type="checkbox"/>	Level of student participation in class is very low. <input type="checkbox"/>
	2. Student participation in activities that contribute to their personal and professional development	Students fully participate in activities that contribute to their personal and professional development. <input type="checkbox"/>	Students substantially participate in activities that contribute to their personal and professional development. <input type="checkbox"/>	Students partly participate in activities that contribute to their personal and professional development. <input type="checkbox"/>	Students do not participate in activities that contribute to their personal and professional development. <input type="checkbox"/>
	3. Students benefiting from	Students' need for academic <input type="checkbox"/>	Students' need for academic <input type="checkbox"/>	Students' need for academic <input type="checkbox"/>	Students' need for academic <input type="checkbox"/>

	academic consultancy services	consultancy is fully met. <input type="checkbox"/>	consultancy is substantially met. <input type="checkbox"/>	consultancy is partly met. <input type="checkbox"/>	consultancy is not met. <input type="checkbox"/>
	4. Students benefiting from guidance and psychological counseling services	Students fully benefit from guidance and psychological counseling services. <input type="checkbox"/>	Students substantially benefit from guidance and psychological counseling services. <input type="checkbox"/>	Students partly benefit from guidance and psychological counseling services. <input type="checkbox"/>	Students do not benefit from guidance and psychological consultancy services. <input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Documents showing student attendance
- Course observations
- Documents for studies aimed at supporting personal and professional development of students
- Documents for academic consultancy and guidance and psychological counseling services
- List of sources of learning aimed at supporting active class participation of students with special needs (learning materials, software, hardware, measurement-evaluation tools etc.)
- List of activities performed by students in the last one year
- List of student clubs and documents for their activities
- Interviews with instructors
- Interviews with students
- Student satisfaction surveys

PRODUCT STANDARDS

Sub-standard "3.3.1. Monitoring the graduates within career processes"

This sub-standard category determined as a product standard will be evaluated with respect to the rate of on-time completion of programs by the students, rate of employment of graduates and career development of graduates.

As evidence for this sub-standard category; review of documents showing duration and rate of on-time completion of program, graduate monitoring studies (employment areas, success rates in national exams, success in career processes, rate of attending postgraduate education, graduate monitoring reports etc.), interviews with students and stakeholders (graduate, employer etc.) are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Sub-standard	Indicators	Please review the indicators and determine the level of compliance.			
		Advanced	Highly Improved	Open to Improvement	Beginner
3.3.1. Monitoring the graduates within career processes	1. High rate of on-time completion of program by the students	All students have completed the program on time. <input type="checkbox"/>	A substantial part of the students have completed the program on time. <input type="checkbox"/>	Some of the students have completed the program on time. <input type="checkbox"/>	Students have not completed the program on time. <input type="checkbox"/>
	2. High rate of graduate employment	Rate of employment of graduates is high. <input type="checkbox"/>	Rate of employment of graduates is moderate. <input type="checkbox"/>	Rate of employment of graduates is low. <input type="checkbox"/>	Rate of employment of graduates is very low. <input type="checkbox"/>
	3. Successful career	All of the graduates exhibit a <input type="checkbox"/>	A substantial part of the graduates <input type="checkbox"/>	Some the graduates exhibit a <input type="checkbox"/>	The graduates do not exhibit a <input type="checkbox"/>

	development of graduates	successful career development.	exhibit a successful career development.	successful career development.	successful career development.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Documents showing duration and rate of program completion by the students
- Graduate monitoring studies (Employment areas, success rates in national exams, success in career processes, rate of attending postgraduate education, graduate monitoring reports etc.)
- Interviews with students
- Interviews with stakeholders (graduate, employer etc.)

Relationship between the standard category Students and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 3.

Table 3. Relationship Between the Standard Category Students and ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
3. Students	<p>Initial Standards 3.1.1 Student's possession of required qualifications to start the program</p> <p>Process Standards 3.2.1 Students' active participation in academic, social, cultural and similar activities that will support their professional development and provision of consultancy and guidance services required for that.</p> <p>Product Standards 3.3.1 Success of prospective teachers and/or graduates who have taken office as a professional.</p>	1.4. Student admission, progress, recognition and certification

Table 3 shows that the standard category *Students* is associated with "student admission, progress, recognition and certification" within the scope of ESG standards.

4. STANDARD CATEGORY: FACULTY-SCHOOL COOPERATION

This standard category is intended to evaluate the teaching program applied in a higher education institution with respect to certificates and documents regarding faculty-practice school cooperation, cooperation between the faculty and practice schools, providing suitable environment to practice students at practice schools/institutions and students' achievement of determined qualifications during application process. This standard category comprises one initial sub-standard (4.1.1. *Availability of administrative regulations and documents for the studies at practice schools/institutions*), two process sub-standards (4.2.1 *Presence of sufficient cooperation between the Faculty, Provincial Directorate of National Education, practice coordinators, practice instructors, practice teachers and practice students*; 4.2.2. *Providing suitable environment to practice students at the practice schools/institutions*), and one product sub-standard (4.3.1. *Practice students' achievement of determined qualifications*).

INITIAL STANDARDS

Sub-standard "4.1.1. Availability of administrative regulations and documents for the studies at practice schools/institutions"

This sub-standard category determined as an initial standard will be evaluated with respect to whether administrative regulations have been made by the Faculty and Provincial Directorate of National Education practice coordinators, correspondence is made in accordance with the directive, tasks and responsibilities defined in faculty-school cooperation process are allocated to related stakeholders, there is cooperation between the stakeholders, teaching practice studies are planned in accordance with the directive, practice students are aware of administrative regulations regarding the practice.

As evidence for this sub-standard category, it is suggested that directives and guidelines prepared within the scope of faculty-school cooperation, official correspondence regarding faculty-school cooperation, the list of distribution of practice students by practice schools, practice instructors and practice teachers, course information package, course schedule, documents for seminars and other events organized for practice teachers, minutes of meetings whereby the Faculty and practice schools share their opinions on the application process are reviewed, and practice coordinators, practice teachers and practice students are interviewed with.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
4.1.1. Availability of administrative regulations and documents for the studies at practice schools/institutions	1. Administrative regulations made by the Faculty and Provincial Directorate of National Education practice coordinators	All of the administrative regulations are made by the Faculty and Provincial Directorate of National Education practice coordinators.	A substantial part of the administrative regulations are made by the Faculty and Provincial Directorate of National Education practice coordinators.	Some of the administrative regulations are made by the Faculty and Provincial Directorate of National Education practice coordinators.	Administrative regulations are not made by the Faculty and Provincial Directorate of National Education practice coordinators.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Distribution of tasks and responsibilities defined in faculty-school cooperation to the relevant stakeholders	Tasks and responsibilities defined in faculty-school cooperation are fully distributed to the relevant stakeholders.	Tasks and responsibilities defined in faculty-school cooperation are substantially distributed to the relevant stakeholders.	Tasks and responsibilities defined in faculty-school cooperation are partly distributed to the relevant stakeholders.	Tasks and responsibilities defined in faculty-school cooperation are not distributed to the relevant stakeholders.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Cooperation of faculty and school practice coordinators and practice instructor and practice teacher	Faculty and school practice coordinators and practice instructor and practice teacher are in full cooperation.	Faculty and school practice coordinators and practice instructor and practice teacher	Faculty and school practice coordinators and practice instructor and practice teacher partly cooperate.	Faculty and school practice coordinators and practice instructor and practice teacher do not cooperate.

			substantially cooperate.		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Correspondence with practice schools/institutions in accordance with the directive	All correspondence with practice schools/institutions is made in accordance with the directive.		A substantial part of correspondence with practice schools/institutions is made in accordance with the directive.	Part of correspondence with practice schools/institutions is made in accordance with the directive.	Correspondence with practice schools/institutions is not made in accordance with the directive.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Planning teaching practice studies according to practice teacher-student ratios specified in the directive	Teaching practice studies are fully planned according to practice teacher-student ratios specified in the directive.		Teaching practice studies are substantially planned according to practice teacher-student ratios specified in the directive.	Teaching practice studies are partly planned according to practice teacher-student ratios determined by the directive.	Teaching practice studies are not planned according to practice teacher-student ratios specified in the directive.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Planning teaching practice studies weekly in line with the timeline specified in the directive	Teaching practice studies are planned weekly in line with the timeline specified in the directive.		Teaching practice studies are substantially planned weekly in line with the timeline specified in the directive.	Teaching practice studies are partly planned weekly in line with the timeline specified in the directive.	Teaching practice studies are not planned weekly in line with the timeline specified in the directive.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Awareness of practice students for administrative regulations regarding practice	Awareness of practice students for administrative regulations regarding practice is high.		Awareness of practice students for administrative regulations regarding practice is moderate.	Awareness of practice students for administrative regulations regarding practice is low.	Awareness of practice students for administrative regulations regarding practice is very low.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Directive and guidelines prepared within the scope of faculty-school cooperation
- Official correspondence for faculty-school cooperation
- List of distribution of practice teachers by practice schools, practice instructors and practice teachers
- Course information package
- Course schedule
- Interviews with practice coordinators
- Interviews with practice instructors
- Interviews with practice teachers
- Interviews with practice students
- Documents for seminars and other events organized for practice teachers
- Minutes of meetings whereby faculty and practice schools share their opinions on the application process

Sub-standard “4.2.1. Presence of sufficient cooperation between the Faculty, Provincial Directorate of National Education, practice coordinators, practice instructors, practice teachers and practice students

This sub-standard category determined as a process standard will be evaluated with respect to whether faculty-school cooperation is ensured in collaboration through timely and proper performance by the relevant stakeholders of their tasks and responsibilities, practice students are provided with opportunities for their development in practice schools, studies are available aimed at professional development of practice teachers and meetings are organized for sharing and feedback with the relevant stakeholders.

As evidence for this sub-standard; it is suggested that correspondence between the Faculty, Provincial Directorate of National Education and practice schools, reports for the studies carried out in relation to faculty-school cooperation, practice evaluation forms, methods and tools used for the purpose of monitoring and evaluating practice students, documents for seminars and other events organized for practice teachers are reviewed, practice teachers are monitored at the practice school, interviews are made with practice coordinators, practice instructors, practice teachers and practice students.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
4.2.1. Presence of sufficient cooperation between the Faculty, Provincial Directorate of National Education, practice coordinators, practice instructors, practice teachers and practice students	1. Faculty-school cooperation ensured by cooperation of relevant stakeholders	Faculty-school cooperation is completely ensured through cooperation of the relevant stakeholders.	Faculty-school cooperation is substantially ensured through cooperation of the relevant stakeholders.	Faculty-school cooperation is partly ensured through cooperation of the relevant stakeholders.	Faculty-school cooperation is not ensured through cooperation of the relevant stakeholders.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Timely and proper fulfilment by the relevant stakeholders of their tasks and responsibilities	The relevant stakeholders have completely fulfilled their tasks and responsibilities timely and properly.	The relevant stakeholders have substantially fulfilled their tasks and responsibilities timely and properly.	The relevant stakeholders have partly fulfilled their tasks and responsibilities timely and properly.	The relevant stakeholders have not fulfilled their tasks and responsibilities timely and properly.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Providing opportunities for practice students to develop themselves at practice schools with the support of the relevant stakeholders	Opportunities are fully provided for practice students to develop themselves at practice schools with the support of the relevant stakeholders.	Opportunities are substantially provided for practice students to develop themselves at practice schools with the support of the relevant stakeholders.	Opportunities are partly provided for practice students to develop themselves at practice schools with the support of the relevant stakeholders.	Opportunities are not provided for practice students to develop themselves at practice schools with the support of the relevant stakeholders.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Sufficiency of studies for professional development of practice teachers	Studies for professional development of practice teachers are completely sufficient.	Studies for professional development of practice teachers are substantially sufficient.	Studies for professional development of practice teachers are partly sufficient.	Studies for professional development of practice teachers are not sufficient.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. During the application process, organization of meetings for sharing and feedback with the relevant stakeholders	During the application process, meetings organized for sharing and feedback with the relevant stakeholders are completely sufficient.	During the application process, meetings organized for sharing and feedback with the relevant stakeholders are substantially sufficient.	During the application process, meetings organized for sharing and feedback with the relevant stakeholders are partly sufficient.	During the application process, meetings organized for sharing and feedback with the relevant stakeholders are not sufficient.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Correspondence between Faculty, Provincial National Education Directorate and practice schools
- Reports for studies on faculty-school cooperation
- Practice evaluation forms
- Methods and tools used for monitoring and evaluating practice students
- Monitoring practice students at the practice school
- Documents for seminars and other events organized for practice teachers
- Interviews with practice coordinators
- Interviews with practice instructors
- Interviews with practice teachers
- Interviews with practice students

PROCESS STANDARDS

Sub-standard "4.2.2. Providing suitable environment to practice students at practice schools/institutions

This sub-standard category determined as a process standard will be evaluated with respect to whether practice school coordinators and teachers support practice students, practice students are provided with adequate time for interaction and opportunity to study with a student group fit for their field and suitable infrastructure facilities, practice environment is prepared in cooperation with the relevant stakeholders.

As evidence for this sub-standard; it is suggested that documents for the feedback on observations provided to practice students, examples from teaching practice files, evidence files of faculty, department and program application coordinators are reviewed, observations on infrastructure are made at the practice school, interviews are made with practice coordinators, practice instructors, practice teachers and practice students.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly improved	Open to improvement	Beginner
4.2.2. Providing suitable environment to practice students at practice schools/institutions	1. Support provided to practice students by practice school coordinators and teachers	Practice school coordinators and teachers have completely supported practice students.	Practice school coordinators and teachers have substantially supported practice students.	Practice school coordinators and teachers have partly supported practice students.	Practice school coordinators and teachers have not supported practice students.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Providing adequate time for interaction to practice students	Practice students are provided adequate time for interaction.	Practice students are substantially provided adequate time for interaction.	Practice students are partly provided adequate time for interaction.	Practice students are not provided adequate time for interaction.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	3. Providing practice students with the opportunity to study with a student group fit for their field	Practice students are completely provided with the opportunity to study with a student group fit for their field.	Practice students are usually provided with the opportunity to study with a student group fit for their field.	Practice students are occasionally provided with the opportunity to study with a student group fit for their field.	Practice students are not provided with the opportunity to study with a student group fit for their field.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Preparation of practice environment through cooperation of the relevant stakeholders	Practice environment is entirely prepared through cooperation of the relevant stakeholders.	Practice environment is substantially prepared through cooperation of the relevant stakeholders.	Practice environment is partly prepared through cooperation of the relevant stakeholders.	Practice environment is not prepared through cooperation of the relevant stakeholders.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Providing practice students with infrastructure facilities fit for their branch	Practice students are completely provided with infrastructure facilities fit for their branch.	Practice students are substantially provided with infrastructure facilities fit for their branch.	Practice students are partly provided with infrastructure facilities fit for their branch.	Practice students are not provided with infrastructure facilities fit for their branch.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Documents for feedback on observations provided to practice students
- Examples from teaching practice file
- Evidence files of faculty, department and program practice coordinators
- Observations on infrastructure at the practice school
- Interviews with practice coordinators
- Interviews with practice instructors
- Interviews with practice teachers
- Interviews with practice students

PRODUCT STANDARDS

Sub-standard "4.3.1. Achievement of specified qualifications by practice students"

This sub-standard category determined as a product standard will be evaluated with respect to whether practice students prepare course plans in accordance with teaching principles and apply them effectively, practice students use measurement-evaluation methods fit for purpose effectively in learning process and use the feedback on evaluation for improving evaluation process.

As evidence for this sub-standard; it is suggested that evaluated example practice files of practice students, teaching practice observation and evaluation forms, points given and remarks made by the instructor and practice teacher on Teaching Practice Evaluation Form are reviewed, courses delivered at the practice school are observed, interviews are made with practice coordinators, practice instructors, practice teachers and practice students.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option demonstrating full compliance and full possession at one end and "beginner" option indicating non-compliance and non-possession on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly improved	Open to improvement	Beginner

4.3.1. Achievement of specified qualifications by practice students	1. Planning of course plans by practice students in accordance with teaching principles	Practice students have prepared course plans that are completely in accordance with teaching principles.	Practice students have prepared course plans that are substantially in accordance with teaching principles.	Practice students have prepared course plans that are partly in accordance with teaching principles.	Practice students have not prepared course plans that are in accordance with teaching principles.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Effective application of course plan prepared by practice students	Practice students have applied the course plan they have prepared effectively.	Practice students have applied the course plan they have prepared quite effectively.	Practice students have partly applied the course plan they have prepared effectively.	Practice students have not applied the course plan they have prepared effectively.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Effective use by practice students of measurement-evaluation methods fit for purpose in the learning process	Practice students have used measurement-evaluation methods fit for purpose in the learning process effectively.	Practice students have used measurement-evaluation methods fit for purpose in the learning process quite effectively.	Practice students have partly used measurement-evaluation methods fit for purpose in the learning process effectively.	Practice students have not used measurement-evaluation methods fit for purpose in the learning process effectively.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Use of evaluations and feedback by practice students for improving application process	Practice students have used the evaluations and feedback effectively for improving teaching-learning processes.	Practice students have used the evaluations and feedback quite effectively for improving teaching-learning processes.	Practice students have partly used the evaluations and feedback effectively for improving teaching-learning processes.	Practice students have not used the evaluations and feedback effectively for improving teaching-learning processes.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Evaluated example practice files of practice students
- Teaching practice observation and evaluation forms
- Points given and remarks made by the instructor and the practice teacher on the Teaching Practice Evaluation Form
- Course observations at the practice school
- Interviews with practice coordinators
- Interviews with practice instructors
- Interviews with practice teachers
- Interviews with practice students

Relationship between the standard category *Faculty-School Cooperation* and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 4.

Table 4. Relationship between the Standard Category Faculty-School Cooperation and ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
4. Faculty-School Cooperation	<p>Initial Standard 4.1.1. Availability of administrative regulations and documents for the studies at practice schools/institutions</p> <p>Process Standards 4.2.1. Presence of sufficient cooperation between the Faculty, Provincial Directorate of National Education, practice coordinators, practice instructors, practice teachers and practice students 4.2.2. Providing suitable environment to practice students at practice schools/institutions</p> <p>Product Standard 4.3.1. Achievement of specified qualifications by practice students</p>	1.3. Student-centered learning, teaching and evaluation

A review of Table 4 shows that the standard category *Faculty-School Cooperation* is associated with the "Student-centered learning, teaching and evaluation" standard within the scope of ESG standards.

5. STANDARD CATEGORY: FACILITIES, LEARNING ENVIRONMENT AND SOURCES

The standard category of facilities, learning environment and sources involves whether a higher education institution has necessary equipment and sources of learning for effective performance of its education program, uses them efficiently and manages them effectively. This sub-standard category comprises five initial sub-standards (5.1.1. *Having facilities and equipment to conduct the education program*; 5.1.2. *Availability of adequate sources of learning at the university/faculty to conduct the education program*; 5.1.3. *Availability of classrooms with sufficient capacity and qualifications for application of education program*; 5.1.4. *Instructors have office, equipment and technical support to do their studies*; 5.1.5. *Fitness of facilities, learning environment and sources for individuals with special needs*); two process sub-standards for effective use of the foregoing (5.2.1. *Effective use of classroom, facilities and equipment by which the program is conducted*; 5.2.2. *Use of the library and other sources of learning by the students and instructors in line with their intended purpose and effectively*) and one product sub-standard for management of the foregoing (5.3.1. *Effective management of the classroom, facilities and library sources*).

INITIAL STANDARDS

Sub-standard "5.1.1. Having necessary facilities and equipment to conduct the education program effectively"

Under this sub-standard; the issues of whether the facilities have physical and technical infrastructure necessary for effective implementation of education program, necessary precautions are taken against potential hazards and accidents in the facilities, principles for working in the facilities and the use of

existing equipment are set out, there is responsible staff in the facilities and physical access to the facilities is easy will be handled.

Among the evidence suggested for this evaluation are the documents-records for quantitative and qualitative adequacy of the facilities and equipment, visits to the facilities, list of instructors and technical staff responsible for the facilities and equipment, documents for information infrastructure and access status, directives on safety in the facilities, interviews with instructors and students.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate having necessary facilities and equipment to conduct the education program effectively at one end and "beginner" option indicating not having on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly improved	Open to improvement	Beginner
5.1.1. Having necessary facilities and equipment to conduct the education program effectively	1. Facilities' having necessary physical and technical infrastructure to effectively implement the education program	The facilities have necessary physical and technical infrastructure to effectively implement the education program.	The facilities substantially have necessary physical and technical infrastructure to effectively implement the education program.	The facilities partly have necessary physical and technical infrastructure to effectively implement the education program.	The facilities do not have necessary physical and technical infrastructure to effectively implement the education program.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Taking necessary precautions against possible hazards and accidents in the facilities	Necessary precautions are taken against possible hazards and accidents in the facilities.	Necessary precautions are substantially taken against possible hazards and accidents in the facilities.	Necessary precautions are partly taken against possible hazards and accidents in the facilities.	Necessary precautions are not taken against possible hazards and accidents in the facilities.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Determination of principles for working in the facilities and the use of existing equipment	Principles for working in the facilities and using the existing equipment are determined.	Principles for working in the facilities and using the existing equipment are substantially determined.	Principles for working in the facilities and using the existing equipment are partly determined.	Principles for working in the facilities and using the existing equipment are not determined.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Availability of responsible staff in the facilities	The number of responsible staff present in the facilities is adequate.	The number of responsible staff present in the facilities is substantially adequate.	The number of responsible staff present in the facilities is partly adequate.	The number of responsible staff present in the facilities is not adequate.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Easy physical access to facilities	Physical access to facilities is easy.	Physical access to facilities is substantially easy.	Physical access to facilities is relatively easy.	Physical access to facilities is not easy.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Quantitative and qualitative adequacy of the facilities and equipment
- Visits to the facilities
- List of faculty and technical staff responsible for the facilities and equipment
- Documents for information infrastructure and access status
- Directives on safety in the facilities
- Interviews with instructors
- Interviews with students

Sub-standard “5.1.2. Availability of adequate sources of learning at the university/faculty to conduct the education program”

Under this sub-standard; support provided by the library for the program in terms of quantity and quality, library access system, diversity of and access to sources, level of meeting the needs, guidance services provided in this regard, availability of a system for book and periodical publication request/demand, adequacy of photocopy and internet access facilities, physical access to library will be handled.

For the evaluation to be made; library visit, report of library management on the collection status, the list of books, periodical publications, databases and other sources related to the program, the number of books and periodical publications acquired in the last three years, the list of books and periodical publications requested by the Faculty of Education and met in the last three years, schedule showing open hours of the library, documents for the trainings delivered on the use of library, interviews with the library managers and the instructors are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the support provided by the library for the related program in terms of quantity and quality in all respects including content, guidance, meeting the needs, effective use and access etc. at one end and "beginner" option indicating inadequacy on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
5.1.2. Availability of adequate sources of learning at the university/faculty to conduct the education program	1. Support of books, periodical publications and databases in the library to the program in terms of quantity and quality	Books, periodical publications and databases in the library support the program in terms of quantity and quality.	Books, periodical publications and databases in the library substantially support the program in terms of quantity and quality.	Books, periodical publications and databases in the library partly support the program in terms of quantity and quality.	Books, periodical publications and databases in the library do not support the program in terms of quantity and quality.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Effective operation of library access system	Library access system works effectively.	Library access system substantially works.	Library access system partly works.	Library access system does not work.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Diversity of online sources and access to these sources	Online sources are diverse and accessible.	Online sources are substantially diverse and accessible.	Online sources are partly diverse and accessible.	Online sources are not diverse and accessible.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	4. Library opening hours to meet the student needs	The library opening hours meet the student needs.	The library opening hours substantially meet the student needs.	The library opening hours partly meet the student needs.	The library opening hours do not meet the student needs.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Providing effective guidance services to students on the use of library	Students are provided with effective guidance service on the use of library.	Students are substantially provided with effective guidance service on the use of library.	Students are partly provided with effective guidance service on the use of library.	Students are not provided with effective guidance service on the use of library.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Library having a system for satisfying the requests/demands for books and periodical publications regularly	The library has a system for satisfying the requests/demands for books and periodical publications regularly.	The library substantially has a system for satisfying the requests/demands for books and periodical publications regularly.	The library partly has a system for satisfying the requests/demands for books and periodical publications regularly.	The library does not have a system for satisfying the requests/demands for books and periodical publications regularly.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Adequate photocopy facilities and internet access	Photocopy facilities and internet access are adequate.	Photocopy facilities and internet access are substantially adequate.	Photocopy facilities and internet access are partly adequate.	Photocopy facilities and internet access are not adequate.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Easy physical access to the library	Physical access to the library is easy.	Physical access to the library is substantially easy.	Physical access to the library is partly easy.	Physical access to the library is not easy.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Library visit
- Library management report on the library's collection status
- List of books, periodicals, databases and other sources in the library related to the program
- Number of books and periodicals acquired in the last three years.
- List of books and periodicals requested and met by the faculty of education in the last three years
- Library opening hours schedule
- Documents for the trainings delivered on the use of library
- Interviews with library managers
- Interviews with instructors
- Interviews with students

Sub Standard "5.1.3. Availability of classrooms with sufficient capacity and qualifications for implementation of initial teacher education program"

Under this sub-standard; adequacy of the number of classrooms for the program, suitability of classrooms in terms of student number, temperature, light, noise level, physical characteristics and equipment will be handled.

For the evaluation to be made; the number, size, capacity, weekly use status of classrooms, the number of students per classroom, visits to the classrooms, interviews with students and instructors, student satisfaction surveys are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate availability of classrooms with sufficient capacity and qualification to implement the education program at one end and "beginner" option indicating insufficiency on the other end.

Please review the indicators below and determine the level of compliance.						
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner	
5.1.3. Availability of classrooms with sufficient capacity and qualifications for application of education program	1. Adequacy of the number of classrooms for conducting the courses included in the program	The number of classrooms is adequate for conducting the courses included in the program.	The number of classrooms is substantially adequate for conducting the courses included in the program.	The number of classrooms is partly adequate for conducting the courses included in the program.	The number of classrooms is not adequate for conducting the courses included in the program.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Suitability of the number of students per classroom	The number of students per classroom is suitable.	The number of students per classroom is substantially suitable.	The number of students per classroom is partly suitable.	The number of students per classroom is not suitable.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Suitability of environmental factors that affect teaching-learning environment such as temperature, lighting and noise level	Environmental factors that affect teaching-learning environment such as temperature, lighting and noise level are suitable.	Environmental factors that affect teaching-learning environment such as temperature, lighting and noise level are substantially suitable.	Environmental factors that affect teaching-learning environment such as temperature, lighting and noise level are partly suitable.	Environmental factors that affect teaching-learning environment such as temperature, lighting and noise level are not suitable.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Classrooms having necessary physical characteristics and equipment for applying different teaching methods	All of the classrooms have necessary physical characteristics and equipment for applying different teaching methods.	Most of the classrooms have necessary physical characteristics and equipment for applying different teaching methods.	Some of the classrooms have necessary physical characteristics and equipment for applying different teaching methods.	Classrooms do not have necessary physical characteristics and equipment for applying different teaching methods.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
	<ul style="list-style-type: none"> • Number of classrooms • Size of classrooms • Capacity of classrooms and number of students per classroom • Weekly usage of classrooms • Visits to classrooms * Interviews with students * Interviews with instructors * Student surveys 					

Sub-standard “5.1.4. Instructors' having office, equipment and technical support for doing their studies”

Under this sub-standard; whether the study rooms of the instructors are adequate, equipment such as the library, facsimile, photocopy, online services etc. is available to instructors, administrative and technical support staff providing support to the program are available, resources of University/Faculty are compatible with the education program.

For the evaluation to be made; list of instructors and study rooms, visits to study rooms, equipment allocated to study rooms, computer capacity, software and teaching materials owned, list of administrative and technical staff providing support to the program, interviews with the instructors are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the adequacy of the level of having office, equipment and technical support for doing their studies at one end and "beginner" option indicating inadequacy on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
5.1.4. Instructors' having office, equipment and technical support to do their studies	1. Instructors' having adequate number of study rooms and the necessary equipment to perform their duties effectively.	All instructors have adequate number of study rooms and the necessary equipment to perform their duties effectively. <input type="checkbox"/>	Most of the instructors have adequate number of study rooms and the necessary equipment to perform their duties effectively. <input type="checkbox"/>	Some of the instructors have adequate number of study rooms and the necessary equipment to perform their duties effectively. <input type="checkbox"/>	Instructors do not have adequate number of study rooms and the necessary equipment to perform their duties effectively. <input type="checkbox"/>
	2. Availability of equipment such as library, facsimile, photocopy, online services etc. to instructors	Equipment such as library, facsimile, photocopy, online services etc. is available to instructors. <input type="checkbox"/>	Equipment such as library, facsimile, photocopy, online services etc. is substantially available to instructors. <input type="checkbox"/>	Equipment such as library, facsimile, photocopy, online services etc. is partly available to instructors. <input type="checkbox"/>	Equipment such as library, facsimile, photocopy, online services etc. is not available to instructors. <input type="checkbox"/>
	3. Availability of administrative and technical staff providing support to the program	The number of administrative and technical staff providing support to the program is adequate. <input type="checkbox"/>	The number of administrative and technical staff providing support to the program is substantially adequate. <input type="checkbox"/>	The number of administrative and technical staff providing support to the program is partly adequate. <input type="checkbox"/>	The number of administrative and technical staff providing support to the program is not adequate. <input type="checkbox"/>
	4. Compatibility of the resources of the University/Faculty (economic, physical, technical resources and equipment of learning environment etc.) with the education program	Resources of the University/Faculty are compatible with the education program. <input type="checkbox"/>	Resources of the University/Faculty are substantially compatible with the education program. <input type="checkbox"/>	Resources of the University/Faculty are partly compatible with the education program. <input type="checkbox"/>	Resources of the University/Faculty are not compatible with the education program. <input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- List of instructors and study rooms
- Visits to study rooms of instructors
- Equipment allocated to study rooms of instructors
- Computer capacity, software and teaching materials owned
- List of administrative and technical staff providing support to the program
- * Interviews with instructors

Sub-standard "5.1.5. Fitness of facilities, learning environment and sources for individuals with special needs"

Under this sub-standard; whether the facilities, learning environment and sources are designed to be fit for individuals with special needs.

For the evaluation to be made; visits to facilities and learning environment, interviews with coordinators/managers who make the arrangements for individuals with special needs and the students with special needs are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate design of facilities, learning environment and sources to be fit for individuals with special needs at one end and "beginner" option indicating lack of suitable design on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
5.1.5. Fitness of facilities, learning environment and sources for individuals with special needs	1. Design of the facilities to be fit for individuals with special needs	The facilities are designed to be fit for individuals with special needs.	The facilities are substantially designed to be fit for individuals with special needs.	The facilities are partly designed to be fit for individuals with special needs.	The facilities are not designed to be fit for individuals with special needs.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Design of the learning environment to be fit for individuals with special needs	Learning environment is designed to be fit for individuals with special needs.	Learning environment is substantially designed to be fit for individuals with special needs.	Learning environment is partly designed to be fit for individuals with special needs.	Learning environment is not designed to be fit for individuals with special needs.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Design of the learning sources to be fit for individuals with special needs	Learning sources are designed to be fit for individuals with special needs.	Learning sources are substantially designed to be fit for individuals with special needs.	Learning sources are partly designed to be fit for individuals with special needs.	Learning sources are not designed to be fit for individuals with special needs.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows: <ul style="list-style-type: none"> • Visits to facilities and learning environment • Interviews with coordinators/managers who make the arrangements for individuals with special needs • Interviews with students with special needs 					

PROCESS STANDARDS

Sub-standard "5.2.1. Effective use of the classroom, facilities and equipment by which the program is conducted"

Under this process sub-standard; it is reviewed whether the use of environment and classrooms intended for education is planned, teaching activities are carried out in suitable environment, students use teaching facilities and equipment for their own educational purposes, students are provided with necessary

technological support during teaching-learning process, students utilize the facilities of the University/Faculty for social and cultural events.

For the evaluation to be made; usage schedule for places such as classrooms, laboratories, workshops etc. used for educational purposes, visits to the facilities, tools provided in order for students to express their opinions (questionnaires, suggestion box etc.), documents showing the use of facilities of the university and faculty by the students for social and cultural events, interviews with instructors and students are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate effective use of the classrooms, facilities and equipment by which the program is conducted at one end and "beginner" option indicating lack of effective use on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
5.2.1. Effective use of classrooms, facilities and equipment by which the program is conducted	1. Planning of the use of environment and classrooms intended for education	The use of all the environment and classrooms intended for education is planned. <input type="checkbox"/>	The use of most of the environment and classrooms intended for education is planned. <input type="checkbox"/>	The use of some of the environment and classrooms intended for education is planned. <input type="checkbox"/>	The use of environment and classrooms intended for education is not planned. <input type="checkbox"/>
	2. Carrying out teaching activities in suitable environment	Teaching activities are carried out in suitable environment. <input type="checkbox"/>	Teaching activities are substantially carried out in suitable environment. <input type="checkbox"/>	Teaching activities are partly carried out in suitable environment. <input type="checkbox"/>	Teaching activities are not carried out in suitable environment. <input type="checkbox"/>
	3. Use of educational facilities and equipment by the students for their own educational purposes	Students use educational facilities and equipment for their own educational purposes. <input type="checkbox"/>	Students use educational facilities and equipment substantially for their own educational purposes. <input type="checkbox"/>	Students use educational facilities and equipment partly for their own educational purposes. <input type="checkbox"/>	Students do not use educational facilities and equipment for their own educational purposes. <input type="checkbox"/>
	4. Providing students with necessary technological support during teaching-learning process	Students are provided with necessary technological support during teaching-learning process. <input type="checkbox"/>	Students are substantially provided with necessary technological support during teaching-learning process. <input type="checkbox"/>	Students are partly provided with necessary technological support during teaching-learning process. <input type="checkbox"/>	Students are not provided with necessary technological support during teaching-learning process. <input type="checkbox"/>
	5. Utilization of the facilities of the university and the faculty by the students for social and cultural events	Students utilize the facilities of the university and the faculty for social and cultural events. <input type="checkbox"/>	Students substantially utilize the facilities of the university and the faculty for social and cultural events. <input type="checkbox"/>	Students partly utilize the facilities of the university and the faculty for social and cultural events. <input type="checkbox"/>	Students do not utilize the facilities of the university and the faculty for social and cultural events. <input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Usage schedules for places such as classrooms, laboratories, workshops etc. used for educational purposes
- Visits to the facilities
- Tools provided for students to express their views (questionnaire, request-suggestion box, etc.).
- Documents showing utilization of the facilities of the university and the faculty by the students for social and cultural events
- Interviews with instructors
- Interviews with students

Sub-standard “5.2.2. Use of the library and other sources of learning by the students and instructors in line with the intended purpose and effectively”

Under this sub-standard; whether the students and instructors use the library sources effectively and technical support requested from library is provided will be handled.

For the evaluation to be made; interviews with the library managers, instructors and students, visit to the library, documents demonstrating the frequency of using the library are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the effective use of library sources by students and instructors and provision of technical support requested from the library at one end and "beginner" option indicating lack of effective use and technical support on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
5.2.2. Use of the library and other sources of learning by the students and instructors in line with their intended purpose and effectively	1. Effective use of library sources by the students	The students use the library sources effectively.	The students substantially use the library sources effectively.	The students partly use the library sources effectively.	The students do not use the library sources effectively.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Effective use of library sources by the instructors	The instructors use the library sources effectively.	The instructors substantially use the library sources effectively.	The instructors partly use the library sources effectively.	The instructors do not use the library sources effectively.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Provision of technical support requested from the library	Technical support requested from the library is provided.	Technical support requested from the library is substantially provided.	Technical support requested from the library is partly provided.	Technical support requested from the library is not provided.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Interviews with library managers
- Interviews with instructors
- Interviews with students
- Library visit
- Documents demonstrating the frequency of using the library (user records, seasonal/annual user statistics etc.)

PRODUCT STANDARDS

Sub-standard "5.3.1. Effective management of the classroom, facilities and library sources"

Under this sub-standard; whether the use of classrooms, facilities and library sources are monitored and evaluated with the stakeholders and necessary measures are taken based on evaluation results will be handled.

For the evaluation to be made; documents for the studies on monitoring-evaluating-improving the use of classrooms, facilities and library sources, documents for the studies on monitoring-evaluating-improving information infrastructure and utilization thereof, interviews with library managers, instructors and students are among the evidence suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate the status of monitoring and evaluating with stakeholders the use of classrooms, facilities and library sources and taking necessary measures based on the evaluation results at one end and "beginner" option indicating the lack of monitoring and evaluating with stakeholders the use of sources and lack of necessary measures taken on the other end.

Sub-standard	Indicators	Please review the indicators below and determine the level of compliance.			
		Advanced	Highly Improved	Open to Improvement	Beginner
5.3.1. Effective management of classrooms, facilities and library sources	1. Monitoring the use of classrooms, facilities and library sources and evaluating with stakeholders	The use of classrooms, facilities and library sources is monitored and evaluated with stakeholders.	The use of classrooms, facilities and library sources is substantially monitored and evaluated with stakeholders.	The use of classrooms, facilities and library sources is partly monitored and evaluated with stakeholders.	The use of classrooms, facilities and library sources is not monitored and evaluated with stakeholders.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Taking necessary measures based on the results of evaluation of classrooms, facilities and library sources and their use	Necessary measures are taken based on the results of evaluation of classrooms, facilities and library sources and their use.	Necessary measures are substantially taken based on the results of evaluation of classrooms, facilities and library sources and their use.	Necessary measures are partly taken based on the results of evaluation of classrooms, facilities and library sources and their use.	Necessary measures are not taken based on the results of evaluation of classrooms, facilities and library sources and their use.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows: <ul style="list-style-type: none"> • Documents for the studies on monitoring-evaluating-improving the use of classrooms, facilities and library sources • Documents for the studies on monitoring-evaluating-improving the information infrastructure and utilization • Interviews with library managers • Interviews with instructors • Interviews with students 					

Relationship between the standard category Facilities, Learning Environment and Sources and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 5.

Table 5. Relationship Between the Standard Category Facilities, Learning Environment and Sources and the ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
5. Facilities, Learning Environment and Sources	<p>Initial Standards</p> <p>5.1.1. Having necessary facilities and equipment to conduct the education program effectively</p> <p>5.1.2. Availability of adequate sources of learning at the university/faculty to conduct the education program</p> <p>5.1.3. Availability of classrooms with sufficient capacity and qualifications for application of education program</p> <p>5.1.4. Instructors' having office, equipment and technical support to do their studies</p> <p>5.1.5. Fitness of facilities, learning environment and sources for individuals with special needs</p> <p>Process Standards</p> <p>5.2.1. Effective use of the classrooms, facilities and equipment by which the program is conducted</p> <p>5.2.2. Use of the library and other sources of learning by the students and instructors in line with their intended purpose and effectively</p> <p>Product Standards</p> <p>5.3.1. Effective management of classrooms, facilities and library sources</p>	<p>1.6 Learning resources and student support</p> <p>1.7. Information Management</p>

Table 5 shows that the standard category "Facilities, Learning Environment and Sources" is associated with five criteria within the scope of ESG standards. These are learning sources and student support and information management.

6. STANDARD CATEGORY: MANAGEMENT

This standard category is intended to set forth whether a higher education institution has a mission and vision supporting teacher education and a management approach fit for such mission and vision, faculty management supports teacher education and cooperates with national-international institutions and organizations. It comprises two initial sub-standards related to having a mission and vision supporting teacher education (6.1.1. *The faculty's possession of a vision and mission regarding teacher education*; 6.1.2 *The faculty's possession of a management structure and approach fit for its vision and mission*), three process sub-standards related to management support to teacher education and cooperation with national and international institutions and organizations and effective functioning of the management (6.2.1 *Effective functioning of management units*; 6.2.2. *Faculty management's support to improvement of teacher education*; 6.2.3. *Faculty's cooperation with national and international institutions and organizations*) and one product sub-standard intended for demonstrating provision and effective use of necessary sources by the management (6.3.1. *Provision and effective use of necessary sources by the management*).

INITIAL STANDARDS

Sub-standard "6.1.1. The Faculty's possession of a vision and mission regarding teacher education"

This sub-standard category determined as an initial standard will be evaluated with respect to whether the faculty's vision and mission is visible and known by its stakeholders, its mission and vision are

updated based on the opinions of stakeholders and data obtained in line with new trends and program qualifications are consistent with the faculty's vision and mission.

As evidence for this sub-standard, review of strategic plans, websites of the relevant higher education institution, documents regarding the process of mission and vision development, interviews with the faculty management and instructors are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate full possession and consistency at one end and "beginner" option indicating non-possession and inconsistency on the other end.

Please review the indicators below and determine the level of compliance.						
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner	
6.1.1. Faculty's possession of a vision and mission on teacher education	1. The faculty's vision and mission being visible and known by its stakeholders	The faculty's vision and mission is visible and fully known by its stakeholders. <input type="checkbox"/>	The faculty's vision and mission is visible and substantially known by its stakeholders. <input type="checkbox"/>	The faculty's vision and mission is visible and partly known by its stakeholders. <input type="checkbox"/>	The faculty's vision and mission is visible and not known by its stakeholders. <input type="checkbox"/>	
	2. Updating the faculty's vision and mission based on the opinions of stakeholders and data obtained in line with new trends	The faculty's vision and mission are completely updated based on the opinions of stakeholders and data obtained in line with new trends. <input type="checkbox"/>	The faculty's vision and mission are substantially updated based on the opinions of stakeholders and data obtained in line with new trends. <input type="checkbox"/>	The faculty's vision and mission are partly updated based on the opinions of stakeholders and data obtained in line with new trends. <input type="checkbox"/>	The faculty's vision and mission are not updated based on the opinions of stakeholders and data obtained in line with new trends. <input type="checkbox"/>	
	3. Coherence of program qualifications with the faculty's vision and mission	Program qualifications are completely coherent with the faculty's vision and mission. <input type="checkbox"/>	Program qualifications are substantially coherent with the faculty's vision and mission. <input type="checkbox"/>	Program qualifications are partly coherent with the faculty's vision and mission. <input type="checkbox"/>	Program qualifications are not coherent with the faculty's vision and mission. <input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
	<ul style="list-style-type: none"> • Documents regarding the process of vision and mission development • Documents indicating the consistency of undergraduate program with the faculty's vision and mission • Interview with the faculty management • Interviews with instructors • Interviews with students • Strategic plan of the university/faculty 					

Sub-standard "6.1.2. Faculty's possession of a management structure and approach fit for its vision and mission"

This sub-standard category determined as an initial standard will be evaluated with respect to presence of study groups and committees that are fit for the mission and vision of the faculty, availability of mechanisms that will promote participation of students and instructors in decision making processes and existence of an effective communication network in the faculty.

As evidence for this sub-standard, review of documents regarding formation of the faculty's management boards, board reports, documents for study groups and commissions and the website of the faculty and program is suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate full availability/possession at one end and "beginner" option indicating unavailability and non-possession on the other end.

Please review the indicators below and determine the level of compliance.						
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner	
6.1.2. Faculty's having a management structure and approach fit for its vision and mission	1. Presence of study groups or committees fit for the vision and mission of the faculty regarding developments in teacher education	There are study groups or committees fit for the vision and mission of the faculty regarding developments in teacher education.	There are study groups or committees substantially fit for the vision and mission of the faculty regarding developments in teacher education.	There are study groups or committees partly fit for the vision and mission of the faculty regarding developments in teacher education.	There are no study groups or committees fit for the vision and mission of the faculty regarding developments in teacher education.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Presence of arrangements to ensure participation of students and instructors in decision making processes.	Arrangements have been made to ensure participation of students and instructors in decision making processes.	Arrangements have been substantially made to ensure participation of students and instructors in decision making processes.	Arrangements have been partly made to ensure participation of students and instructors in decision making processes.	Arrangements have not been made to ensure participation of students and instructors in decision making processes.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Availability of an effective communication network in the faculty	An effective communication network is available in the faculty.	An effective communication network is substantially available in the faculty.	An effective communication network is partly available in the faculty.	An effective communication network is not available across the faculty.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows: <ul style="list-style-type: none"> • Documents regarding formation of the Faculty Board and the Board of Directors, the list of board members and distribution of them by departments • The lists, duties, decisions etc. of members of the study groups and committees • Interview with the faculty management • Interviews with instructors • Interviews with students • Faculty's website and social media accounts 					

PROCESS STANDARDS

Sub-standard "6.2.1. Effective functioning of management units"

This sub-standard category determined as a process standard will be evaluated with respect to whether management units meet regularly and work in cooperation, the management is approachable, all related units participate in decision making processes and there is an organized archiving and recording system.

As evidence for this sub-standard; it is suggested that examples of decisions of the faculty and the management board, examples of board decisions of divisions and departments, examples of meeting minutes of study groups such as the coordinators, committees etc., documents regarding the archiving and recording systems are reviewed and interviews are made with the dean and instructors.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate possession/being in order at one end and "beginner" option indicating non-possession/not being in order on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
6.2.1. Effective functioning of management units	1. Regular meeting of management units and working in cooperation	Management units meet regularly and work in cooperation.	Management units usually meet and work in cooperation.	Management units rarely meet and work in limited cooperation.	Management units do not meet and work in cooperation.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Participation of all related units in decision making processes	All related units participate in decision making processes.	Most of the related units participate in decision making processes.	Some of the related units participate in decision making processes.	Related units do not participate in decision making processes.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Approachable management	The management is approachable.	The management is substantially approachable.	The management is partly approachable.	The management is not approachable.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Availability of an organized archiving and recording system	Archiving and recording system is organized.	Archiving and recording system is substantially organized.	Archiving and recording system is partly organized.	Archiving and recording system is not organized.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
<ul style="list-style-type: none"> • Examples of decisions of the Faculty and Board of Directors • Examples of board decisions of divisions and departments • Examples of meeting minutes of study groups such as coordinators, committees etc. • Interview with the dean • Interviews with instructors • Visit to archives • Documents for the archiving and recording systems Strategic plan of the University/Faculty 					

Sub-standard "6.2.2. Faculty management's support to development of teacher education"

This sub-standard category determined as a process standard will be evaluated with respect to whether the management has targets and action plans aimed at developing teacher education policies at the national level, studies for teacher education and supports scientific studies.

As evidence for this sub-standard; it is suggested that documents for the contributions of the faculty to teacher education at the national and international level, research reports and project lists, documents for scientific studies such as congresses, panels, conferences, workshops etc. are reviewed and interviews are made with the dean and instructors.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate possession/supporting at one end and "beginner" option indicating non-possession/not supporting on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
6.2.2. Faculty management's support to development of teacher education	1. Faculty management's studies for developing teacher education policies at the national level	Faculty management has studies for developing teacher education policies at the national level.	Faculty management substantially has studies for developing teacher education policies at the national level.	Faculty management partly has studies for developing teacher education policies at the national level.	Faculty management does not have studies for developing teacher education policies at the national level.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Targets set and action plan created by faculty management for improving teacher education	Faculty management has set effective targets and an action plan for improving teacher education.	Faculty management has set quite effective targets and an action plan for improving teacher education.	Faculty management has set partly effective targets and an action plan for improving teacher education.	Faculty management has not set effective targets and an action plan for improving teacher education.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Faculty management's support to scientific studies for teacher education	Faculty management supports scientific studies for teacher education.	Faculty management substantially supports scientific studies for teacher education.	Faculty management partly supports scientific studies for teacher education.	Faculty management does not support scientific studies for teacher education.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows: <ul style="list-style-type: none"> • Documents for the contributions of faculty management to teacher education at the national and international level • Research reports and project lists • Documents for scientific studies such as congresses, panels, conferences, workshops etc. • Interview with the dean • Interviews with instructors 					

Sub-standard "6.2.3. Cooperation of the faculty with national and international institutions and organizations"

This sub-standard category will be evaluated with respect to whether there are student and instructor exchange programs and agreements between the faculty and national and international institutions and organizations, the faculty is engaged in any collaborative work with public and/or private institutions and organizations and the faculty has mechanisms to ensure active participation of students and personnel in national and international exchange programs.

As evidence for this sub-standard; review of the lists showing the national/international joint projects and research of the institution, lists showing participation of students and instructors in exchange programs and agreements and cooperation protocols concluded with national and international institutions and organizations is suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate availability of the foregoing at one end and "beginner" option indicating unavailability on the other end.

Please review the indicators below and determine the level of compliance.						
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner	
6.2.3. Cooperation of the faculty with national and international institutions and organizations	1. Presence of student and instructor exchange programs and agreements between the faculty and national and international institutions and organizations	The faculty has entered into student and instructor exchange programs and agreements with national and international institutions and organizations.	The faculty has substantially entered into student and instructor exchange programs and agreements with national and international institutions and organizations.	The faculty has partly entered into student and instructor exchange programs and agreements with national and international institutions and organizations.	The faculty has not entered into student and instructor exchange programs and agreements with national and international institutions and organizations.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Presence of joint studies of the faculty with national and international public and/or private institutions and organizations	The faculty has joint studies with national and international public and/or private institutions and organizations.	The faculty substantially has joint studies with national and international public and/or private institutions and organizations.	The faculty partly has joint studies with national and international public and/or private institutions and organizations.	The faculty does not have joint studies with national and international public and/or private institutions and organizations.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Availability of mechanisms to ensure active participation of students and faculty personnel in national and international exchange programs	There are mechanisms available to ensure active participation of students and faculty personnel in national and international exchange programs.	Mechanisms to ensure active participation of students and faculty personnel in national and international exchange programs are substantially available.	Mechanisms to ensure active participation of students and faculty personnel in national and international exchange programs are partly available.	There are no mechanisms available to ensure active participation of students and faculty personnel in national and international exchange programs.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:					
	<ul style="list-style-type: none"> • Lists of completed or ongoing national/international joint projects and research • Lists showing participation of students and instructors in exchange programs • Agreements and cooperation protocols concluded with national and international institutions and organizations 					

PRODUCT STANDARDS

Sub-standard "6.3.1. Supply and effective use of necessary resources by the management"

This sub-standard category determined as a product standard will be evaluated with respect to whether the management employs and ensures sustainability of personnel of sufficient number and qualifications, the number of administrative/technical personnel is adequate, managers and instructors take initiative to generate resources for improving teacher education, a balanced support is provided for development of programs, the management generates income from various sources for developing the faculty and the management has policies in place for acquisition and effective use of Information and Communication Technologies (ICT).

As evidence for this sub-standard; review of documents regarding the number of and the need for employees in departments and units of the faculty, the number of instructors who left the related program in the last three years, distribution of the executive, administrative and technical personnel by units, the faculty's sources of income and documents for the income earned, documents for distribution and use of the income and documents for the supply of ICT resources is suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate possession/supporting at one end and "beginner" option indicating non-possession/not supporting on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
6.3.1. Supply and effective use of resources by the management	1. Employment and ensuring sustainability of personnel of sufficient number and qualifications by the management	The management employs and ensures sustainability of personnel of sufficient number and qualifications. <input type="checkbox"/>	The management substantially employs and ensures sustainability of personnel of sufficient number and qualifications. <input type="checkbox"/>	The management partly employs and ensures sustainability of personnel of sufficient number and qualifications. <input type="checkbox"/>	The management does not employ and ensure sustainability of personnel of sufficient number and qualifications. <input type="checkbox"/>
	2. Sufficient number of executive and administrative/technical personnel and balanced distribution of them between the units	The number of executive and administrative/technical personnel is sufficient and they are distributed between the units in a balanced manner. <input type="checkbox"/>	The number of executive and administrative/technical personnel is substantially sufficient and they are distributed between the units in a balanced manner. <input type="checkbox"/>	The number of executive and administrative/technical personnel is partly sufficient and they are distributed between the units in a balanced manner. <input type="checkbox"/>	The number of executive and administrative/technical personnel is not sufficient and they are not distributed between the units in a balanced manner. <input type="checkbox"/>
	3. Initiative taken by the managers and instructors for generating resources for improving teacher education	Managers and instructors take initiative for generating resources for improving teacher education. <input type="checkbox"/>	Managers and instructors substantially take initiative for generating resources for improving teacher education. <input type="checkbox"/>	Managers and instructors partly take initiative for generating resources for improving teacher education. <input type="checkbox"/>	Managers and instructors do not take initiative for generating resources for improving teacher education. <input type="checkbox"/>
	4. Balanced support to development of programs	The support provided to development of programs is balanced. <input type="checkbox"/>	The support provided to development of programs is quite balanced. <input type="checkbox"/>	The support provided to development of programs is partly balanced. <input type="checkbox"/>	The support provided to development of programs is not balanced. <input type="checkbox"/>
	5. Income generation from various sources by the management for improving the faculty	The management generates income from various sources for improving the faculty. <input type="checkbox"/>	The management substantially generates income from various sources for improving the faculty. <input type="checkbox"/>	The management partly generates income from various sources for improving the faculty. <input type="checkbox"/>	The management does not generate income from various sources for improving the faculty. <input type="checkbox"/>
	6. Policies of the management in place on acquisition and effective use of	The management has policies in place on acquisition and <input type="checkbox"/>	The management substantially has policies in place on acquisition and <input type="checkbox"/>	The management partly has policies in place on acquisition and effective use of <input type="checkbox"/>	The management does not have policies in place on acquisition and <input type="checkbox"/>

	Information and Communication Technologies (ICT)	effective use of Information and Communication Technologies (ICT).	effective use of Information and Communication Technologies (ICT).	Information and Communication Technologies (ICT).	effective use of Information and Communication Technologies (ICT).
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- The number of instructors who left the related program in the last three years
- Documents regarding the number of and the need for employees working in the departments and units of the faculty
- Distribution of the executive, administrative and technical personnel by units
- Faculty's sources of income and documents for the income earned
- Documents for distribution and use of the income
- Documents for the supply of ICT sources
- Interview with the dean

Relationship between the standard category Management and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 6.

Table 6. Relationship Between the Standard Category of Management and ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
6. Management	Initial Standards 6.1.1. Faculty's possession of a vision and mission on teacher education 6.1.2. Faculty's having a management structure and approach fit for its vision and mission	1.1. Quality assurance policy 1.4. Student admission, progress, recognition and certification 1.5. Instructors 1.7. Information management 1.8. Public disclosure 1.9. Continuous monitoring and periodic review of programs
	Process Standards 6.2.1. Effective functioning of management units 6.2.2. Faculty management's support to development of teacher education 6.2.3. Cooperation of the faculty with national and international institutions and organizations	
	Product Standards 6.3.1. Supply and effective use of resources by the management	

A review of Table 6 shows that the standard category of management is associated with multiple criteria within the scope of ESG standards. These are quality assurance policy, student admission, progress, recognition and certification, instructors, information management, public disclosure and continuous monitoring and periodic review of programs.

7. STANDARD CATEGORY: QUALITY ASSURANCE

This standard category aims to set forth whether a higher education institution has a quality assurance policy and defined processes, an evaluation system is operated which takes as basis development as a whole and findings from monitoring the graduates are reflected in the quality assurance system. It comprises one initial sub-standard related to presence and operation of a quality assurance policy of the institution (7.1.1. *The University/faculty having quality assurance policy and defined processes*), one process sub-standard related to operation of an evaluation system which takes as basis development as a whole (7.2.1. *Operation of an evaluation system which takes as basis development of the faculty as a whole*) and one product sub-

standard aimed at setting forth whether findings from monitoring the graduates are reflected in the quality assurance system (7.3.1. Reflecting the findings from monitoring the graduates in the quality assurance system).

INITIAL STANDARDS

Sub-standard "7.1.1. Presence of quality assurance policy and defined processes of the university/faculty"

This sub-standard category determined as an initial standard will be evaluated with respect to whether the faculty has an effective and sustainable quality assurance policy, processes defined for selection of instructors, academic promotion and appointment are sufficient, development of instructors is monitored, students' level of achievement of program qualifications is monitored, teaching-learning process is evaluated and the faculty is compared with similar national and international institutions.

As evidence for this sub-standard category, it is suggested that quality assurance policy document of the relevant higher education institution, committees related to quality and accreditation and their activities, course evaluation forms, instructor performance evaluation forms, criteria for selection, promotion and appointment of instructors, data on the course success of students and instructor's annual activity reports are reviewed.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate full sufficiency and monitoring at one end and "beginner" option indicating insufficiency and not monitoring on the other end.

Please review the indicators below and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
7.1.1. Presence of quality assurance policy and defined processes of the university/faculty	1. Presence of an effective and sustainable quality assurance policy	An effective and sustainable quality assurance policy is in place. <input type="checkbox"/>	A quite effective and sustainable quality assurance policy is in place. <input type="checkbox"/>	A partly effective and sustainable quality assurance policy is in place. <input type="checkbox"/>	A quite effective and sustainable quality assurance policy is not in place. <input type="checkbox"/>
	2. Sufficiency of processes defined for selection, academic promotion and appointment of instructors	Processes defined for selection, academic promotion and appointment of instructors are sufficient. <input type="checkbox"/>	Processes defined for selection, academic promotion and appointment of instructors are substantially sufficient. <input type="checkbox"/>	Processes defined for selection, academic promotion and appointment of instructors are partly sufficient. <input type="checkbox"/>	Processes defined for selection, academic promotion and appointment of instructors are not sufficient. <input type="checkbox"/>
	3. Monitoring development of instructors	Development process of instructors is monitored. <input type="checkbox"/>	Development process of instructors is substantially monitored. <input type="checkbox"/>	Development process of instructors is partly monitored. <input type="checkbox"/>	Development process of instructors is not monitored. <input type="checkbox"/>
	4. Monitoring program qualifications achievement levels of students	Program qualifications achievement levels of students are monitored. <input type="checkbox"/>	Program qualifications achievement levels of students are substantially monitored. <input type="checkbox"/>	Program qualifications achievement levels of students are partly monitored. <input type="checkbox"/>	Program qualifications achievement levels of students are not monitored. <input type="checkbox"/>

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Evaluation of teaching - learning process	Teaching - learning process is evaluated.	Teaching - learning process is substantially evaluated.	Teaching - learning process is partly evaluated.	Teaching - learning process is not evaluated.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Comparison of the faculty with similar national and international institutions	Comparison of the faculty with similar national and international institutions is made.	Comparison of the faculty with similar national and international institutions is substantially made.	Comparison of the faculty with similar national and international institutions is partly made.	Comparison of the faculty with similar national and international institutions is not made.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Quality assurance policy document of the university and/or faculty
- Course 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 for quality and accreditation and their activities
- Statistics regarding the position of the university/faculty in national and international rankings

PROCESS STANDARDS

Sub-standard "7.2.1. Operation of an evaluation system which takes as basis development of the faculty as a whole"

This sub-standard category will be evaluated with respect to whether the management has integrated databases for academic and administrative functioning, teaching - learning process is improved in line with quality assurance findings, instructors and students are supported according to quality assurance findings, systems for comparison with similar national and international institutions are operated and decisions taken are implemented and improvement works are performed.

As evidence for this sub-standard; it is suggested that quality assurance documents, faculty and board decisions, examples of board decisions of divisions and departments, databases for academic and administrative functioning, changes in teaching programs and the reasons thereof, statistics regarding the position of the institution in national and international rankings, examples of meeting minutes of study groups such as coordinators, committees etc. are reviewed and the dean is interviewed with.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced" option to demonstrate possession/implementation at one end and "beginner" option indicating non-possession/lack of implementation on the other end.

Please review the indicators and determine the level of compliance.					
Sub-standard	Indicators	Advanced	Highly Improved	Open to Improvement	Beginner
7.2.1. Operation of an evaluation system which takes as basis	1. Availability of integrated databases for academic and administrative	An integrated database for academic and administrative functioning at the	A substantially integrated database for academic and administrative	A partly integrated database for academic and administrative functioning at the	An integrated database for academic and administrative functioning at the

development of the faculty as a whole	functioning at the University/Faculty level	University/Faculty level is used.	functioning at the University/Faculty level is used.	University/Faculty level is used.	University/Faculty level is not available.
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Improvement of teaching - learning process in line with quality assurance findings	Teaching - learning process is improved in line with quality assurance findings.	Teaching - learning process is substantially improved in line with quality assurance findings.	Teaching - learning process is partly improved in line with quality assurance findings.	Teaching - learning process is not improved in line with quality assurance findings.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Support to instructors and students based on quality assurance findings	Instructors and students are supported based on quality assurance findings.	Instructors and students are substantially supported based on quality assurance findings.	Instructors and students are partly supported based on quality assurance findings.	Instructors and students are not supported based on quality assurance findings.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Operation of systems for comparison with similar national and international institutions	Systems for comparison with similar national and international institutions are operated.	Systems for comparison with similar national and international institutions are substantially operated.	Systems for comparison with similar national and international institutions are partly operated.	Systems for comparison with similar national and international institutions are not operated.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Implementation of decisions taken and performance of improvement works by the management	The management implements the decisions taken and performs the improvement works.	The management substantially implements the decisions taken and performs the improvement works.	The management partly implements the decisions taken and performs the improvement works.	The management does not implement the decisions taken and perform the improvement works.	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Faculty's quality assurance documents
- Faculty and Board decisions
- Examples of board decisions of divisions and departments
- Databases for academic and administrative functioning
- Changes in the teaching programs and justifications
- Statistics regarding the position of the university/faculty in national and international rankings
- Examples of meeting minutes of study groups such as coordinatorships, committees etc.
- Interview with the dean
- Interviews with instructors

PRODUCT STANDARDS

Sub-standard "7.3.1. Reflecting the findings from monitoring the graduates in the quality assurance system"

This sub-standard category determined as a product standard will be evaluated with respect to whether graduate monitoring works are available and these works are reflected in the implementation.

As evidence for this sub-standard; review of KPSS results of the graduates, data on the graduates who are continuing postgraduate programs, professional success and awards of the graduates, and interviews with managers of schools/institutions which employ the graduates are suggested.

A four-option scoring rubric is suggested for evaluation of this sub-standard, which has "advanced level" option to demonstrate availability of the foregoing at one end and "beginner" option indicating unavailability on the other end.

SUB-STANDARD	Indicators	Please review the indicators and determine the level of compliance.			
		Advanced	Highly improved	Open to improvement	Beginner
7.3.1. Reflecting the findings from graduate monitoring in the quality assurance system	1. Regular performance of graduate monitoring	Graduate monitoring is performed regularly.	Graduate monitoring is substantially performed regularly.	Graduate monitoring is partly performed regularly.	Graduate monitoring is not performed regularly.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Reflecting the findings from graduate monitoring in the implementations	Findings from graduate monitoring are reflected in the implementations.	Findings from graduate monitoring are substantially reflected in the implementations.	Findings from graduate monitoring are partly reflected in the implementations.	Findings from graduate monitoring are not reflected in the implementations.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVIDENCE: The evidence to be reviewed for evaluation of above sub-standard category is as follows:

- Report on graduate monitoring
- Public Personnel Selection Exam (KPSS) results of the graduates
- Data on the graduates who continue postgraduate programs
- Interviews with managers of schools/institutions which employ the graduates
- Professional success and awards of the graduates

Relationship between the standard category Quality Assurance and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is given in Table 7.

Table 7. Relationship Between the Standard Category of Quality Assurance and ESG

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
7. Quality Assurance	<p>Initial Standards 7.1.1. Presence of quality assurance policy and defined processes of the university/faculty</p> <p>Process Standards 7.2.1. Operation of an evaluation system which takes as basis development of the faculty as a whole</p> <p>Product Standards 7.3.1. Reflecting the findings from graduate monitoring in the quality assurance system</p>	<p>1.1. Quality assurance policy 1.7. Information management 1.8. Public disclosure 1.9. Continuous monitoring and periodic review of programs 1.10. Periodic external quality assurance</p>

A review of Table 7 shows that the standard category of quality assurance is associated with multiple criteria within the scope of ESG standards. These are quality assurance policy, information management, public disclosure, continuous monitoring and periodic review of programs and periodic external quality assurance.

ANNEXES

Annex: 1 Relationship of EPDAD Teacher Education Standards and ESG Criteria

The relationship between The Standards and Guidelines for Quality Assurance in the European Higher Education Area- ESG) which provide a framework for internal and external quality assurance and EPDAD Teacher Education Standards is given in Table 8.

Table 8. *Relationship Between EPDAD Teacher Education Standards and ESG*

	EPDAD STANDARDS	EUROPEAN STANDARDS (ESG)
1. Planning, Implementation and Evaluation of Education	<ul style="list-style-type: none"> 1.1.1. Following an undergraduate program which is based on standards and qualifications determined by authorized institutions 1.1.2. Consistency between the elements of teaching programs 1.1.3. Teaching program having the quality to perform effective teaching program 1.2.1 Consistency between teaching program and its implementation 1.2.2 Providing feedback to students to contribute to their professional development 1.3.1. Students' achievement of qualifications specified in field education 1.3.2. Students' achievement of qualifications specified for professional skills 1.3.3. Students' possession of general attitudes and values of teaching profession 	<ul style="list-style-type: none"> 1.2. Design and approval of programs 1.3. Student-centered learning, teaching and assessment 1.4. Student admission, progress, recognition and certification 1.5. Teaching Staff 1.6. Learning resources and student support 1.9. On-going monitoring and periodic review of programs
2. Instructors	<ul style="list-style-type: none"> 2.1.1. Sufficiency of instructors who carry out the program in terms of quantity and quality 2.1.2 Providing instructors with the opportunity to refresh themselves in the professional field and do research 2.2.1. Instructors' fulfilment of defined tasks and responsibilities 2.2.2. Instructors' maintenance of their professional development 2.3.1. Qualified education given by instructors 2.3.2. Qualified scientific research, projects and publications by instructors 2.3.3. Studies by instructors for the benefit of community 	<ul style="list-style-type: none"> 1.3. Student-centered learning, teaching and assessment 1.5. Teaching Staff
3. Students	<ul style="list-style-type: none"> 3.1.1. Students' possession of required qualifications for the program 3.2.1. Active participation of students in class and in activities that will support their personal and professional development 3.3.1. Monitoring the graduates within career processes 	<ul style="list-style-type: none"> 1.4. Student admission, progress, recognition and certification

4. Faculty - School Cooperation	<p>4.1.1. Availability of administrative regulations and documents for the studies at practice schools/institutions</p> <p>4.2.1. Presence of sufficient cooperation between the Faculty, Provincial Directorate of National Education, practice coordinators, practice instructors, practice teachers and practice students</p> <p>4.2.2. Providing suitable environment to practice students at practice schools/institutions</p> <p>4.3.1. Achievement of specified qualifications by practice students</p>	1.3. Student-centered learning, teaching and assessment
5. Facilities, Library and Equipment	<p>5.1.1. Having necessary facilities and equipment to conduct the education program effectively</p> <p>5.1.2. Availability of adequate sources of learning at the university/faculty to conduct the education program</p> <p>5.1.3. Availability of classrooms with sufficient capacity and qualifications for application of education program</p> <p>5.1.4. Instructors' having office, equipment and technical support to do their studies</p> <p>5.1.5. Fitness of facilities, learning environment and sources for individuals with special needs</p> <p>5.2.1. Effective use of the classrooms, facilities and equipment by which the program is conducted</p> <p>5.2.2. Use of the library and other sources of learning by the students and instructors in line with their intended purpose and effectively</p> <p>5.3.1. Effective management of classrooms, facilities and library sources</p>	1.6. Sources of learning and student support 1.7. Information management
6. Management	<p>6.1.1. Faculty's possession of a vision and mission on teacher education</p> <p>6.1.2. Faculty's having a management structure and approach fit for its vision and mission</p> <p>6.2.1. Effective functioning of management units</p> <p>6.2.2. Faculty management's support to development of teacher education</p> <p>6.2.3. Cooperation of the faculty with national and international institutions and organizations</p> <p>6.3.1. Supply and effective use of resources by the management</p>	1.1. Quality assurance policy 1.4. Student admission, progress, recognition and certification 1.5. Instructors 1.7. Information management 1.8. Public information 1.9. Continuous monitoring and periodic review of programs
7. Quality Assurance	<p>7.1.1. Presence of quality assurance policy and defined processes of the university/faculty</p> <p>7.2.1. Operation of an evaluation system which takes as basis development of the faculty as a whole</p> <p>7.3.1. Reflecting the findings from graduate monitoring in the quality assurance system</p>	1.1. Quality assurance policy 1.7. Information management 1.8. Public disclosure 1.9. Continuous monitoring and periodic review of programs 1.10. Cyclical external quality assurance