THE EFFECTIVENESS OF INDUCTION PROGRAM FOR

CANDIDATE TEACHERS

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THE EFFECTIVENESS OF INDUCTION PROGRAM FOR
CANDIDATE TEACHERS

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ABSTRACT

THE EFFECTIVENESS OF INDUCTION PROGRAM FOR CANDIDATE TEACHERS

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This study aimed at investigating the effectiveness of induction program applied to candidate teachers. The effectiveness of the program was evaluated by focusing on the perceptions of the stakeholders of the induction program; the managers, the implementers of the program; candidate teachers to whom the program implemented; and the mentor teachers, implementers of the practical training. To this end, the CIPP evaluation model was utilized. Through in-depth interviews, the data were collected from 14 candidate teachers, 4 program managers and 4 mentor teachers from 6 public schools. The challenges and/or problems in implementation of the Teacher Induction Program perceived by the stakeholders of the Teacher Induction Program were revealed as the discrepancy between the needs of the program participants and aims of the program; lack of effective methods, materials and equipment; unnecessary courses in the program; unreliable and invalid exams and inefficient program instructors.

Key words: Induction Program, Basic Training, Preparatory Training, Practical Training, Candidate Teacher.

ÖZ

ADAY ÖĞRETMENLERE UYGULANAN ADAY YETİŞTİRME
PROGRAMININ ETKİLİLİĞİNİN İNCELENMESİ

AYVAZ DÜZYOL, Müberra

Yüksek Lisans Eğitim Bilimleri Bölümü

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Bu çalışmanın amacı yeni atanan stajyer öğretmenlere uygulanan aday öğretmen yetiştirme programının etkililiğini incelemektir. Aday öğretmen yetiştirme programının etkililiği, programın muhtabları olan programı uygulayan program yöneticilerinin; programın uygulandığı aday öğretmenlerin ve uygulamalı eğitimi uygulayan rehber öğretmenlerin görüşleri ile değerlendirilmiştir. Bu hedefle, CIPP değerlendirme modeli kullanılmıştır. Veriler, 6 farklı devlet okulunda çalışan14 aday öğretmen, 4 program yöneticisi ve 4 rehber öğretmenle yapılan derinlemesine görüşmeler ile toplanmıştır. Programın muhatapları tarafından aday öğretmen yetiştirme programında yaşanan zorluklar ve/veya sorunların; programda kazandırılması hedeflenen amaçlar ile programa katılanların ihtiyaçları arasındaki örtüşmezlik, yetersiz metod, material ve donanım, programdaki bazı gereksiz dersler, geçerliliği ve güvenirliği olmayan sınavlar ve programı uygulayanların yetersizliği olduğu görülmüştür.

Anahtar kelimeler: Aday Yetiştirme Programı, Temel Eğitim, Hazırlayıcı Eğitim, Uygulamalı Eğitim, Aday Öğretmen (Stajyer Öğretmen).

To my beloved family

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LIST OF ABBREVIATIONS

MONE   Ministry of National Education

CIPP   Context, Input, Process, Product

CIRO   Context, Input, Reaction, Outcome

CT   Candidate Teacher

PM   Program Manager

MT   Mentor Teacher

CHAPTER 1

INTRODUCTION

This chapter provides information about the background for the study with a brief summary of the importance of education, the importance of teacher education and the importance of candidate teachers' education, the Teacher Induction Program. The chapter also reveals the purpose and the significance of the study and the definition of the terms.

1.1 Background of the Study

Education is the most important component of human life. In the same way, teachers are the most important components of education. Teachers are in the center of education. Wyatt III and White (2007) specified teaching as "a wonderfully complex endeavor" (p. 15) and defined teaching as "one of the most rewarding professions" (p. 123). A victorious education can only be achieved by the help of qualified teachers. Kale (1999) states that no matter how perfect programs, schools, techniques and materials were used in a system of education, the product of it would be like a meal tasting awful even if cooked with the best ingredients if the teachers of this system who would combine all these were not qualified enough. Similarly, Karagözoğlu (1987) notes down that if teachers are not effective, education cannot be qualified no matter how effective the curriculum is. Teachers should be skilled to enable effective teaching. "Teachers should not only transmit the curriculum using only one way but also know all the ways and create educational experiences for students in order to provide meaningful learning" (Brophy & Good 1988, p. 76).

The success of the education is parallel to the effectiveness of the teacher training programs. If a teacher is trained well, s/he will teach his/her students efficiently. At this point, teachers' education gains the fundamental importance. To attain qualified results in the field of education, essential interest should be given to

teacher education in our country. In addition to the teachers' faculty education, teachers are trained at the very beginning of their teaching profession. To consolidate the teachers' university education, induction program is implemented to candidate teachers by the Ministry of National Education (MONE) in the teachers' first years of teaching profession.

Beginning to teach is somehow starting a new way of life. At this beginning, there may be different formal or informal procedures to aid or ease the challenges of this beginning. Ever year all over the world, numerous new teachers start teaching; while some of them are inducted officially, the others are not (Britton, Paine, Pimm, & Raizen, 2002). Induction program is applied to these newly appointed teachers in different ways in different parts of the world. The mentioned induction program works as a bridge between the teachers' faculty education and their teaching practice. There must be an effectual bridge between teacher education and teacher development stages. Candidate Teacher Induction Program is one example of such a bridge. In a way, it is a linking period from theory to practice. The theory part is gained in the faculties of education and the practice part is applied in the state schools. It is also an early period in teachers career, during which this skill and knowledge in some sense should be best learned best. This induction period may be longer than the first weeks of the academic year and may well continue over more than a year (Britton, Paine, Pimm, & Raizen, 2002). The authorities prepare induction programs to be able to introduce beginner teachers to their responsibilities effectively and to welcome new teachers in to the profession thoughtfully (Darling-Hammond, 2003). Introduction is likened to an umbrella for the process of bringing novice educators to their new occupation and preparing these new educators to effectively adopt the complete tasks of their teaching career (Sweeny, 2008).

The induction experience is too important to ignore. A good induction period does not only shape the teachers' teaching period positively, but also puts them on the path to high-quality teaching. Wong (2004) states that by presenting the novice teachers a comprehensive and coherent professional development program to the novice teachers, their success can be assured. It is widely agreed, by many education

researchers, that "the induction stage of a teacher's career is exceptionally challenging" (Gold 1996; Huling-Austin 1990, as cited in Walsdorf & Lynn, 2002, p. 190). Systematic attention should be given to these entry years of teaching. This induction period which is a type of measurement to ease the transition of new teachers to working life is only a recent and not very widespread development. However, the significance of this phase is realized by educators lately. Recently, teacher induction has been a topic of interest in all over the world. There has been a rising concern in support, guidance and orientation programs called as induction for beginner teachers during the transition into their new profession in recent years (Ingersoll & Smith, 2004). Many education authorities have been getting aware of the importance of this transition period, and have been developing programs to ensure beginner teachers to welcome more straightforwardly and successfully into professional life since the end of the 20th century (Eurydice, 2002). Induction program for candidate teachers are implemented in all over the world, somehow. In Turkey, in Candidate Teachers' Official Education, all personnel recruited as acting official of MONE (Ministry of National Education), and especially teachers are trained within the in service preparatory and applied training courses. Even though there is a struggle to apply this induction program successfully in our country, there is not enough research to develop this induction program and to be able to catch the innovations in the world on this topic. There are limited studies which analyze the Teacher Induction Program deeply by focusing on teachers', program managers' and mentor teachers' thoughts on the induction program. There's no profound research in our country investigating the effectiveness of the candidate Teacher Induction Program by focusing on the perceptions of the stakeholders of the program applied by MONE to the candidate teachers in the first year of their teaching career.

1.2 Purpose of the Study

The main purpose of this study is to evaluate the effectiveness of the induction program implemented to train candidate teachers in their first year of teaching practice by MONE through the perspectives of candidate teachers, program

managers and mentor teachers using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971). The study evaluates the teachers', managers and the mentor teachers' perceptions about the Teacher Induction Program. In other words, the study examines the thoughts of the stakeholders of the Teacher Induction Program applied to candidate teachers by MONE. More specifically, the environment that the candidate teachers' induction program takes place, the candidate teachers' and program managers' and mentor teachers' perceptions in terms of objectives, content, teaching methods, materials and assessment dimensions of the program are aimed to be examined. By means of this study, the researcher's ultimate aim is to suggest relevant changes and contribute to the improvement of the Teacher Induction Program.

1.3 Significance of the Study

As mentioned before, education has immense focus of interest in human life. By the help of education, humankind becomes trained animal and gains the power of knowledge. Education helps human be able to use his brain and decide logically. Education provides people to think. All these make it clear that education has exclusive importance for the development of humankind, and so for improvement of the societies. To achieve a flourishing education is thanks to the effective teachers. Therefore teachers' quality demonstrates the quality of the education. Hence, significance of the teachers training should not be undermined. Effective teacher training programs should be developed to prepare the teachers for their career. There are various teacher training programs applied by MONE to the teachers appointed to one of the schools of MONE. Teacher Induction Program can be stated as the most important one among a range of teacher training programs because of the fact that it helps the teacher ease the challenging obscurities of the first years of their teaching practice. It is also important for that it welcomes the apprentice teachers to their oncoming career. For anything and everything, a good starting is highly crucial, for that reason, induction period is fundamental for the teachers and the education system. To be able to prepare and apply an effective Teacher Induction Program, and

also to decide whether the program used by the MONE currently is effective or not, research investigating the induction programs are very important. At this point, the importance of this study comes out. This study evaluates the effectiveness of the induction program for candidate teachers. Therefore, this particular study will help the MONE administration to figure out how effective the current Teacher Induction Program for Candidate Teachers is, along with identifying the strengths and weaknesses of the program. By means of providing a through picture of the program, this evaluation study will help administrators make relevant changes, additions and deletions to the program.

This study is important because it reveals the perceptions of the main stakeholders of the program about the effectiveness of the program. The authorities should give importance to the comments of the teachers to whom the mentioned program is implemented because only the teachers can decide its effectiveness. Furthermore, the thoughts of the program managers are important because they can see the different dimensions of the program as they implement the program. Moreover, the thoughts of the mentor teachers are significant as they are the unique component of the induction program, especially on the stage of the practice teaching. The perceptions of these three stakeholders of the induction program provide us valuable information concerning the effectiveness of the program. Therefore, this study is expected to provide insights for the program developers by providing real and descriptive data about the implementation of the New Teacher Induction Program. During their teaching practice, the teachers can evaluate whether the seminars, applications they have got throughout their induction period work or not. Program managers can evaluate the program's effectiveness while they are implementing it to the candidate teachers. They become aware of the needs of the newly appointed teachers as they have the chance to observe them closely during the sessions of the induction program. Therefore, the program managers can evaluate whether the program meets the needs of the candidate teachers or not easily. Also, the mentor teachers can offer noteworthy information because they are the implementers of the practical training phase of the induction program. In the light of

the feedback taken from the candidate teachers, program managers and mentor teachers, induction programs can be revised. Therefore, the findings of this study are crucial to see whether the Teacher Induction Program which is currently on practice is an effective program. In the literature review part of the study, the properties of an effective Teacher Induction Program and effective induction programs implemented in different parts of the world are disclosed. The result of the study may help the authorities being responsible from teacher training in the MONE. They may renew the Teacher Induction Program in accordance with the wishes of the teachers, program managers and mentor teachers who attended to this study. Therefore, if the induction program is developed and revised, the teachers will much more get use of it. Hence, it will meet its goals effectively. Consequently, the teachers would be satisfied with the program they attended. It would be more than a time- consuming activity for them, then.

Moreover, significant aspect of this study is that it will contribute to the scant body of literature in-service teacher training program evaluation in Turkey. By these means, the results of the study may be considered as a clue for other research in understanding the deficiencies in the in-service teacher training programs

Furthermore, this study will be a file of information on the Teacher Induction Program for the authorities of MONE, educators, teachers, researchers. This study will prove a detailed documentation on the Teacher Induction Program. On this topic, there is not a profound research in our literature, so this study will be one of the few studies on this field of education.

1.4 Definition of Terms

Teacher Induction Program: Bartell (2005) describes the new teacher's induction program as a systematic, organized plan for support and development of the new teacher in the initial one to three years of the service.

Candidate teacher: A teacher who is in his/her first year of teaching, just appointed as a teacher. In this study, candidate teacher is used as the equivalent of the terms, "new teacher", "beginning teacher", "novice teachers" and "protégé".

Mentoring: Odell and Huling (2000) define mentoring as professional practice that occurs in the context of teaching whenever an experienced teacher supports, challenges, and guides novice teachers in their teaching practice.

Mentor: A title and status given to a person who assumes the primary responsibility for providing mentoring (Sweeny, 2008). Mentor is also used as equivalents of "support providers", "coaches", and "consulting teachers".

1.5 Limitations

This study was conducted in a district in, metropolitan, İstanbul. The sample group is selected only from this province. Therefore, the study is limited to only one province. In other words, the participants of this study are limited to the stakeholders of the Teacher Induction Program in the district of Fatih, İstanbul. Furthermore, the number of the sample was limited to 14 candidate teachers, 4 program managers and 4 mentor teachers, 22 in total because this is a qualitative study, the sample had to be limited to manageable population as small numbers are more manageable. In the same way, the researcher got detailed and deeper information from a small number of participants in this qualitative study. However, this small number of sample did not allow making a generalization.

The interview was planned to be administered through the end of the first semester of 2011-2012 education and instruction year because it had thought that teachers could allocate time easily during seminar period to answer the questions in the questionnaire. However, as they were bored with the school, some of them did not want to attend the study, which was a loss of sample and can be considered as a limitation.

CHAPTER 2

REVIEW OF LITERATURE

This chapter of the study is arranged to provide a summary of the relevant literature on the teacher induction. The first section of this study gives information about what is teacher induction is. The second section focuses on the importance of teacher induction. The next part of this chapter of the study highlights the application of this period in different parts of the world and the conducted studies in world literature on the relevant topic. The last section of the chapter includes how the induction period is followed in Turkey and reveals the studies completed on the topic in Turkey so far.

2.1 Teacher Induction

In the literature, induction has been described as a very important component of the professional development of teachers because the early years of teaching are vital to the formation and development of the new teachers attitudes, views and practices of teaching besides their understanding of themselves as professionals (Bolam, 1995; Day, 1999; Flores, 2001; Marcelo, 1999; Tickle, 1994, 2000 in Dangel 2006). The authors focus on the different dimensions of the induction program for teachers differently. Bloom (1987), for instance, states an immense view of teacher professional development, focuses on the "triple-I continuum of initial, induction, and in-service education and training" (p. 755). In the same way, another researcher Hulling-Austin (1990) referred to induction program as "logical extensions of the pre-service program and as entry pieces in a larger career-long professional-development program" (p. 535).

Based on an analysis of induction research, the AAE (2004) defines the induction as a program of supports, development and standardized assessments presented to newly started teachers in their first years of teaching. Early years of

teaching are important in the induction program as these years are directly called as the induction period because it is implemented in these early years to the candidate teachers. To make it clear, Bartell (2005) states that we consider the first three years of teaching as induction phase in which time beginner teachers meet with their duties concerning their job, the working place, and the professional customs and anticipations. Moreover, Bolam (1995) defines induction as "the process of support and training that is increasingly being seen as necessary for a successful first year of teaching" (p. 613). To be able to meet the needs of the new teachers, they are provided supports in the induction program. It is called as induction program in the study; however, some researchers call it as the induction phase. Britton, Paine, Pimm, and Raizen (2003) state that induction might be thought as a phase not just a simple program bringing particular needs and opportunities.

It is clear that induction is a phase of teacher development. It can be defined as the admission period into a profession which will most probably alter the performs of the teachers in their future career; in a way, it can be seen as a duration of complex behavioral and conceptual learning, systematic thinking, and professional development (Allience for Excellent Education (AEE), 2004; Bartell, 2004; Odell, 1990 in Dangel, 2006).

2.1.1 The Role of Mentoring in Induction

Induction program includes mentoring process. In the relevant literature, these two terms defined together. In some studies induction and mentoring is given as covering terms. Bartell (2005) states that mentoring has an indispensable role in almost all induction programs. Moreover, she points it out that if the mentors are selected carefully and supported in their works and also evaluated on a suitable base and they give attention to the induction program and get ready for their duties, they can be effective in the induction program. Some researchers define mentoring as transfer of knowledge from the experienced one to the novice one. For example, it is stated that the goal of mentoring is "to pass on many of the experiences and possibilities in the teaching profession from more experienced teachers to novice

teachers" (Lindgren, 2005, p. 252).Although they are used interchangeably, it should be noted down that induction and mentoring are, in fact, different from each other. They are often used incorrectly. Induction is a comprehensive professional developmental process designed to train and support the newly appointed teachers. However, mentoring is an action. Mentoring is an action mentors do. Mentors help the new teachers. Typically, the help is not for continuous professional learning which enables effective teachers but just for survival (Wong, 2004). Actually, mentoring is not induction. It is a part of induction (see Table 2.1.1).

Table 2.1.1

Difference Between Mentoring and Induction

Mentoring	Comprehensive Induction
Focuses on survival and support	Promotes career learning and professional development
Relies on a single mentor or shares a mentor with other teachers	Provides multiple support people and administrators—district and state assistance
Treats mentoring as an isolated phase	Treats induction as part of a lifelong professional development design
Limited resources spent	Investment in an extensive, comprehensive and sustained induction program
Reacts to whatever arises	Acculturates a vision and aligns content to academic standards

(Source: Wong, 2004, p.45)

Mentoring is the most important component of induction program. Mentoring has a significant effect on beginner teachers' professional success.Bartell (2005)

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makes it clear by stating thatmore experienced colleagues' guidance and assistance play avital role in the success of the new teachers.

The roles of mentors are listening, providing advice, encouraging, demonstrating practices, and brainstorming with beginner teachers on different topics.It is clear that the mentors help the novice teachers in variety of issues. Smith and Ingersoll (2004) state that effective mentoring is the heart of effective teacher induction.New teachers need mentoring as they just start teaching without gaining enough experience. Colleague help makes a big difference in new teachers' professional development. However, mentors should take initial step to sustain the mentoring relationship. About this issue, Bartell (2005) says that mentor teachers should not wait until the novice teachers ask for help because the beginner teachers are generally unwilling to want help even if they ask for help; they may not recognize what assistance they really need. They may also misidentify the matter and for example, they may call the instructional problem as the disciple problem. The unique position of the mentoring comes out at this point. Mentoring can occur naturally, without following a strict program in schools. The teachers might start to talk about the teaching methods, techniques or problems encountered or about any other experience while they are sitting in teachers' room in the break, which is a type of mentoring occurring naturally. However, some researchers argue that the mentoring practice should be programmed to increase its effectiveness. Bartell (2005) points out that if importance is given in choosing, arranging matches, training, and preparing mentors, the possibility of success will increase, which shows that the mentoring can be improved and nurtured.

It is well expressed how essential a correct mentoring is with suggestions for the novices in Lindgren's (2005) article:

> (1)When you are new, you need a lot of support. It is hard the first years. There are things you do not understand in the work. You can talk about whatever you want and even about feelings. The more you get the possibility to talk, the more confidence you will get in your role, because you are very uncertain in the beginning. It is natural to want to get support; (2) with mentoring, you will understand your tasks much faster. You will save yourself headaches about things that are the school's responsibility. Because of that, if you have a mentor who knows and has time for you, it will facilitate a novice in knowing the job (p. 260).

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Portner (2005) says that mentor teachers are selected hoping that the mentors have about eight to fifteen years of teaching experience in addition to being identical in grade level or content area with their mentees. It is also stated that the qualified mentors should have effective skills and their experience enables them to be aware of everything in a school district, for instance, understanding the politics of the school community, also having right to use the network of instructional resources (National Education Association Foundation for the Improvement of Education, 1999).

Selection of mentor teachers who provide support for the apprentice teachers should be organized carefully. The role of mentor teacher is undoubtedly significant as the mentor will be a role model for the novice teachers. The mentor teachers should have certain qualities. Particularly, they should have mentoring skills. The mentor teachers should be a flourishing one to stand strongly against the observation and questions of the novice teachers. According to Moir (2005), all the teachers are not suitable for being mentor teachers. Therefore, she argues that mentor teachers must have access to professional development opportunities to be able to assume their new roles.

As mentioned before, the mentor teachers should have admirable qualities. Debolt (1989) lists the important mentor characteristics as "approachability, integrity, ability to listen, sincerity, willingness to spend time, enthusiasm, teaching competence, trustworthiness, receptivity, willingness to work hard, positive outlook, confidence, commitment to the profession, openness, and experience to teaching" (p.19).

Bartell (2005) asserts that the main goal of the mentor is to help the novice teachers become reflective about their own teaching practices to be able to take their own responsibility for their own development. With the help of the mentor teacher, the novice teachers might develop their own strategy and may no longer depend on the support of their mentor teachers. After a while, the novice teachers can survive on the water without sinking. Moir (2003) cited the following characteristics; interpersonal skills, professional skills, and perfect communication skills necessary for success of a mentor. Dangel (2006) notes the effective mentor features as

experience at proving a model in standardized teaching, struggling to improve their own teaching style, collaborating effectively with adults from different backgrounds, commitment to moral practices, sensitivity to the thoughts of others, and being aware of the mentors' responsibilities. The researchers above determine definite lists of the important characteristics of mentors. However, Sweeny (2008) comments on the issue by stating that as the different novice teachers have different needs, any list of mentoring features must always be flexible to increase the success of what mentors do. The characteristics prerequisite for one situation to be effective may not give the same results in another situation. On the same issue, Schlager, Fusco, Koch, Crawford, and Phillips (2003) state that beginner teachers have such instant and diverse needs that the suitable combination of capability, experience, and social background does not probably exist in one mentor who is presented when required.

Even the characteristics of a good mentor is primary focus, a good matching of the mentors with new teachers is also significant. About the issue, Saphier, Freedman, and Aschheim (2001) note down that "for too many teachers, the mentoring pairing process results in a 'blind date.' The teachers do not know each other and neither partner has input into the pairing" (p. 36). Daresh (2003) expresses the strategy for a perfect match by suggesting that the match of the mentors to the novices should depend on a deep look for two sides' professional goals, interpersonal style and learning needs. Daresh also adds that majority of the matching will not be the perfect one. It is hard to find best matching couple for each party.

The striking result of quality mentoring noted by Sweeny (2008) is that mentors frequently declare that they get benefit more than their protégés in the mentoring process. Mentors have to be a faultless model for the novice teachers; therefore, they challenge themselves all the time to be at their best. It can be said that quality mentoring not only eases the candidates' stressful beginning journey but also improves the performance of the mentors, too. Mentees also give new ideas to their mentors. There is a mutual learning between the mentors and the protégés in mentoring.

2.1.2 The Impact of Induction on Teacher Socialization

Specific definitions of inductionusually refer to formal and highly structured training programs that are implemented throughout the initial years of a teacher's career (Wong, 2004; Wong et al., 2005). For instance, induction can be defined as the support and direction provided to newly qualified teachers in the first few years of teaching profession (Bartlett, Johnson, Lopez, Sugarman, & Wilson, 2005). However, induction may also involve fairly informal socialization processes (Bolman & Deal, 1997). No matter whether the induction program implemented to the beginner teachers is formal or informal, it has an underlying effect of socializing. Any type of induction practice has a socializing impact on the new teachers because the newly qualified teachers get somehow contact with their colleagues and principles. Furthermore, they get acquainted with the school context with the help of the induction phase.

Although different teacher induction programs have different predetermined goals to be achieved, all have the common hidden outcome, which is the professional socialization of the new teachers. The induction phase socializes the new teachers because the novice teachers are highly isolated and new to the profession and school environment when they first start to teaching. At this point, induction phase gains importance as it helps teachers to be socialized professionally. The beginner teachers adapt to the profession in the induction phase. Similarly, it is stated that professional socialization is more successful if a person adapts to an organization quickly, therefore the emphasis in the induction year is on adjustment to school as education institution, on getting to be familiar with school culture, the aims of a school and colleagues (Eisenschmidt, 2008). With the help of the induction programs, beginning teachers adjust to the procedures and culture of a school, and they earn the appreciation of their new colleagues (Kelchtermans & Ballet, 2002; Zeichner & Gore, 1990). For many teachers, the induction period is an intense phase in which the learning curve is steep and emotions run high (Huberman, 1989; Veenman, 1984). The isolated teachers start to feel relaxed and socialized. Similarly it can be said that induction can help socialize beginning teachers into the teaching profession, creating

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collegial relationships to improve their success in teaching profession. Rosenholtz (1989) stated:

> Beginners who are offered help and who see requests and offers ofassistance regularly exchanged between senior colleagues are socialized to accept school norms about the way in which one learns to teach. Under these conditions, novices perceive that advice is legitimately required to achieve instructional goals, that mutual assistance is often needed to attain them, and that they should avail themselves of collegial resources whenever possible. (p. 431)

2.2 The Importance of Effective Induction

Induction for newly appointed teachers is an important process to warm the teachers up for their new profession (Kearney, 2010). The beginner teachers might encounter with some problems when they start teaching; therefore, comprehensive induction programs prepared for the novice teachers play a vital role in the professional development of the novice teachers. The novice teachers start teaching with high expectations both for themselves and for their students. However, it is stated that the novice teachers realize a shrank in their power of belief in their own effectiveness and in the learning potential of their students because of the fact that initial years of teaching are a sobering experience for nearly all new teachers, and that, throughout that one year (Harris and Associate, Inc., 1991 in Bartell). The early years of teaching is so challenging for the novice teachers that some of them succeed while the others fail in their professional career– frequently likened to get lost at sea or sink or swim experience (e.g., Johnson, 1990; Johnson & Birkeland, 2003). The novice teachers often experience a conflict between their theoretical knowledge of teaching and their actual teaching atmospherein the classes. They face with a totally different classroom atmosphere when they start teaching in contrast to what they were taught in their university education. The recent instructional theories and approaches cannot help them find solutions for the problems they encounter during their early teaching practices. The novice teachers get surprisedto see that the atmosphere of the schools they are appointed does not match with their expectations. The teachers, equipped with the contemporary knowledge of learning and teaching experience getdisappointed when they encounter with the public schools.

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The beginner teachers encounter with different problems in their first years of teaching. The problems might be caused by the students, instructional methods and techniques, parents of the students, administration of the school, society of the school, colleagues, the teachers' characteristics etc. Veenman states that "the eight problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students" (1984, p.143).

On the other hand, Yalçınkaya (2002) points out the disillusionments of the novice teachers as: inexperience, conflicts between pre-service training and in-service applications; pressures on new teachers; effort to be able to finish more tasks, fear of inspection, and adaptation to school and environment. Main concerns of novices are expressed by another researcher as: workload, time management, and fatigue; content and curriculum knowledge; relationship with students, parents, colleagues, and supervisors; evaluation and grading; and autonomy and control (Jarvis & Algozzine, 2006).It is clear that all teachers experience some problems in their initial years of teaching; therefore, the novice teachers should be ready for the oncoming matters. Howard (2006) states that the new teachers should guess that teaching begins as a stressful, exhausting full-time job that requires liveliness and commitment, and should accept to have certain amount of stress during the first years, caused by various roles and responsibilities to undertake.

An effective program might lessen the problems of the teachers they have in their early years of teaching mentioned above. At this point, the importance of the Teacher Induction Program comes out. Related to the issue a researcher states that "to better address the concerns of and difficulties faced by new teachers, schools can explicitly endorse induction programs to build a professional culture of collaboration and problem solving"(Feiman-Nemser, 2003, p. 25).To help the new teachers mitigate the anxiety of the initial years, the schools should implement support programs. The induction programs seem to be the solution of the problem. Any type of induction program is effective in finding solutions to the frustrations of the novice

teachers. Any support provided for the novices in the practice of induction can help the novices overcome the matters, "from a single orientation meeting at the beginning of a school year to a highly structured program involving multiple activities and frequent meetings over a period of several years" (Smith & Ingersoll, 2004, p. 683).

It can be understood from the disillusionment of the newly qualified teachers in the initial years of teaching that the university education is not enough for teachers to overcome the anxiety of first experience in teaching. About the issue, Bartell (2005) states:

> At one time, it was assumed that the teachers would graduate wholly equipped with enough knowledge to teach by virtue of what they had got during their university education and no further learning program would be necessary. Now, the complexity of teaching competence is understood and the reality that even well-prepared new teachers are still novice and need learning much more in the field of teaching (p. 21).

In fact, there is a huge gapbetween what are thought in theory level during university education and what is expected from teachers in state schools. However, "the support and mentoring that occur in a well-designed induction program are not a substitute for strong academic preparation, but an adjunct to an extension of that preparation" (Bartell, 2005, p. 15). Induction programs do not let the novice teachers stay on their own; however, they help them for a while, even sometimes during the whole academic year. Induction is not merely filling the holes; however,in some of the places, it can be far more than the just orientation of novicesat the very beginning of the academic year or the presentation of continuinguseful support throughout the school year (Britton, Paine, Pimm & Raizen, 2003). The induction is not seen as the limited support provided at the very beginning of the term. The induction phase even lasts longer. Wong, Britton and Gasnor (2005) support this view noting that, "induction is a highly organized and comprehensive form of staff development, involving many people and components that typically continues as a sustained process for the first two to five years of a teacher's career" (p. 379). Nevertheless, the mostly recommended duration for an induction program is two years (AFT, 2001). The induction programs provide support to the novices in a variety of issues. The induction phase can go beyond guidance and survival to help novices get more

knowledge on how to: evaluate the students' understanding, organize a lesson, develop a collection of instructional practices, get a more detailed knowledge and great recognition of concerns about the subject matter; collaborate with parents of the students more and more (Britton, Paine, Pimm, & Raizen, 2003).

An effective and comprehensive induction program has a variety of goals parallel to the needs of the novices. As induction is seen as the solution to the problems encountered in the initial years of teaching by the beginner teachers, the goals of it rotate around these concerns. When induction programs are reviewed, Huling-Austin (1990) describes five vital goals as: (1) to improve teaching performance; (2) to increase the maintenance of giftednovices during the transition years; (3) to promote the individual and professional welfare of newly qualified teachers by improving teachers' attitudes toward themselves and their job; (4) to fulfill required necessities concerning induction and certification; and (5) to transit the values of the system to novice teachers.Moreover, Sweeny (2008) determines that the goals of the induction program as; orientation to the upcoming profession and the social background; induction into the teaching practice; inductioninto our image for our job. The goals of the induction program include items meeting the personal needs, professional needs and needs concerning the school environment such as administration, parents and colleagues of the novice teachers effectively. In fact, main aim of the induction program is to improve the novices as successful teachers finding solutions to any kind of problems caused by any deficiency. Related to the aim of the induction, Stansbury and Zimmerman (2000) state:

> The overall aim is to build beginning teachers' autonomous ability to prioritize the most challenging aspects of their teaching experience; consider alternative approaches to dealing with a given challenge; identify and analyze the evidence that provides the most information about a particular problem; and consider alternative solutions that can be quickly implemented (p.5).

The most important point considering the goals of the Teacher Induction Program is about meeting the needs of the new teachers. The needs of the protégés should be clearly stated to assess whether an induction program's goals are suitable or not. Sweeny (2008) points out that new teachers' training requires a system that targets the exclusive and growingrequirements of the newly qualified teachers to

improve its success. New teachers have lots of needs caused from their novice positions. The main aim of the induction is meeting these needs of the novice teachers as stated before. Studies indicate that well-arranged induction programs compromise a structured set of professional developmentchances that are determined by newly qualified teachers' needs and are grounded in the schools' culture (AEE, 2004; Moir & Gless, 2001; Olebe, Jackson, & Danielson, 1999 in Dangel).

The best Teacher Induction Programs include the following in the knowledge base:

- Knowledge about learners and learning, including knowledge about human growth and development, motivation, and behavior, learning theory, learning differences, and cognitive psychology;
- Knowledge about curriculum and teaching, including general and content-specific pedagogical knowledge, curriculum theory, assessment and evaluation, and counseling, as well as knowledge of scientific inquiry, epistemology, communication, and language as they relate to pedagogy;
- Knowledge about contexts and foundations of education, including knowledge about schools and society, cultures, educational history and philosophy, principles from sociology and anthropology, legal responsibilities of teachers and ethics (Darling- Hammond, Wise, &Klein, 1999, p. 35-38 in Bartell).

Researchers list the challenges experienced by the novices. Some of the challenges are found greater than the others as shown in the following script. "Among the greatest challenges perceived by rookie teachers were classroom management, motivation of students, dealing with the individual differences among students, assessing student work, and relations with parents" (Stansbury & Zimmerman, 2000, p.2). All the new teachers have a number ofneeds in different areas when they start teaching caused by different reasons; however, the ones who are coming to teaching from different routesneed much more assistance and support.

The teachers from alternative routes have greater needs because they are not instructed as teacher. They get their university education in a totally different field; therefore, they are unfamiliar to teaching practices. Various needs come out for them when they start teaching. They are both alien both to teaching and-totally- to the profession. The induction programs are prepared by assuming that all the novice teachers get teaching education in education faculties in their university education

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and they graduate as teachers. However, this is not the reality; there are lots of teachers incoming the world of educators from alternative routes. Bartell (2005) states that recent research shows that alternative-route teachers usually start teaching having little or no formal teaching groundwork usually need help learning how best to share what they know with their students. Also, she states that "increasingly, large numbers of teachers enter teaching through alternate certification routes, bringing different levels of preparation to their initial work" (p. 37).

The situation is the same in Turkey. Large numbers of teachers enter teaching through alternative routes, such as agricultural engineering, economy etc. So many disqualified ones are appointed as teachers of different subjects by Ministry of National Education. These teachers need a comprehensive and effective induction. Kavcar (2003) declares that the teachers who began teaching after 1975 need pedagogical and subject knowledge. There was no requirement as a condition to be qualified as a teacher in a state school, and everyone applying to become ateacher is accepted without a comprehensive application of an acceptance examination until 1999 (Çelikten & Şanal, 2005). Till 1999, there was no civil servant exam to be appointed as teachers. Lots of teachers were accepted as teachers in those years without being inducted for the new profession. The induction programs should meet the needs of the all teachers who just start teaching. When the needs of the novice teachers are partially met or not met sufficientlyin the transition phase, these years turn out to be challenging for novice teachers. When mentioned needs of the new teachers are not met by the Teacher Induction Program, the program reveals as an insufficient one. Sweeny (2008) mentions that these less effective programs typically include such characteristics as new teachers join a few days of neighborhood orientation and training; novice teachers joinessential training on areas said to be the new teachers need; mentors are enrolled, chosen, deliveredwith basic training, and paired to novices; surveys evaluate the achievement of mentoring and induction practices; new teacher retention rises moderately.

2.3 Induction Period in the World

Teacher induction is a topic of interest all around the world. Beginning teachers in all countries tend to be overcome and to struggle with classroom management and other matters. Increasingly, developed countries have been implementing induction formally or mentoring as a way to increase newly qualified teachers' chances of accomplishment and by this way to decrease the degree of teacher attrition (Ladd, 2007). Many states have taken on the responsibility of developing solutions to the problems of the new coming teachers.The countries offer different induction programs to support the novices. The programs vary in methods. It is also clear in Ingersoll and Smith's statement that induction programs vary from a single orientation meeting to a well-structured, comprehensive induction program which consists of diverse activities and regular gatherings (2004).

Each researcher examines different induction programs implemented in different parts of the world. Gilles and Wilson (2004) focus on the implementation of the Missouri Teaching Fellowship Program. Under this program, public schools are in contact with colleges and universities to get teachers when they need. Gilles and Wilson (2004) note that when a need of a new teacher occurs in a state school, a mentor is chosen by the administrator and a local university is contacted. As soon as the new teacher is qualified, the mentor is responsible for supporting the beginner teacher for adapting into the school. The researcher also adds that two thirds of the program includespractical training; the other one-third of the program covers new teacher evaluation and assessment. Hammer (2005) states that a similar program has been developed in Texas called as the Novice Teacher Induction Program. The other researchers focus on a different induction program implemented in a different part of the world. For example, Olebe (2005) studies on the Beginning Teacher Support and Assessment (BTSA) program the induction program implementedby the State of California to the new teachers. This author reports that to assess the teachers' success, locally developed standards are used in the program. With the help of these predetermined criteria, novices are evaluated from time to time in terms of their whole job performance.

Another program applied in California is the New Teacher Center (2006), which includesformative assessment for the newly qualified teachers.Toguide to novices,this system of induction uses formative assessment system called as FAS consisting of cooperative assessment records, setting professional goals, examining student work, designing lessons, classroom observations, and collaborating with parents.

OECD (Organization for Economic Co-operation and Development) countries offer different induction programs as it can be seen on Table 2.3 (OECD, 2005). According to this study, some countries implement mandatory induction programs and some of them implement varied induction programs in each schools. Even some of the countries do not offer a type of induction to the newly qualified teachers, which is clear in the Table 2.3. It is stated that "ten countries -out of 25 countries-have mandatory induction programs for beginning teachers: Australia (some States); England and Wales; France; Greece; Israel; Italy; Japan; Korea; Switzerland; and Northern Ireland" (OECD, 2005, p. 119). The study also shows that seven countries do not offer a mandatory induction program; however, they have induction programs in some schools or, as in the United States, some districts. On the other hand, eight countries out of 25 have no formal induction program.

The Teacher Induction Programs implemented in the five countries: Switzerland, Japan, France, Shanghai (China), and New Zealand throughout four years were examined by Britton et al. (2003). They discuss that, though the methodologies of the induction programs offered in the five countries mentioned above are different from each other, they share three important points:

a. Structured: The induction programs offered in the countries are seriously structured, comprehensive, demanding, and monitored.

b. Professional: All the programs implemented in five countries have a focus on the professional development of the beginner teachers. They struggle to deliver professionalism to their teachers with the help different methods.

c. Collaborative: Collaboration is seen as a power of the induction

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programs applied in these countries. The structured, intensive professional development programs of these countries let the beginner teachers be in contact with their colleagues in sharing knowledge of teaching and problems encountered, etc. (Britton et al., 2003)

Table 2.3
Formal Induction Programs for Novice Teachers, Selected OECD Countries, 2004

Mandatory-Duration: 1 year	Mandatory-Duration:Varies considerably from a few days to two years	At the Discretion of Individual School-Duration: 1 Year	At the Discretion of Individual School-Duration: Varies considerably from a few days to two years	Not Offered
France Israel Italy Japan Denmark United Kingdom (N.Irl.) United Kingdom (Eng. and Wal.)	Greece Korea Switzerland	Denmark Sweden United Kingdom (Scot.)	Australia Canada (Qb.) Netherlands United States	Austria Belgium (Fl.) Belgium(Fr.) Chile Finland Germany Hungary Ireland
(Source: OECD, 2005)				

In some countries, ahighly challenging induction program is offered to newly qualified teachers. For example, Youngs (2003) states that in Connecticut's induction program, new teachers are required to complete a 3-year induction phase to get the certificate of Connecticut Beginning Educator Support and Training (BEST) Program. For the first year of the program, BEST involves a mentor-protégé pairing. The succeeding year, the beginner teachers are required to prepare a portfolio consisting their pedagogical knowledge and skill.

Some of the studies show the percentage of the teachers attending the induction program in their initial years of the teaching experience. In 2003, most of the beginner teachers-nearly 80 percent- in the U.S asserted that they had participated in teacher induction in a way (Ingersoll & Smith, 2004). The study makes it clear that nearly all the new teachers are offered some sort of induction program in the U.S.

In the research of Britton, Paine, Pimm and Raizen (2003), it is declared that Shangai offers a structured induction phase requiring one year of probationary status and each novice teacher is assigned a mentor. Also, the researchers state that training units in the city provide programs including interviews and counseling, special lectures and workshops for beginning teachers for half day most weeks nearly throughout the whole year. When it comes to the programs implemented in the other three countries examined in Britton, Paine, Pimm and Raizen's study (2003), it can be said that the program ofinduction is presented to the newcomers as school-based Advice and Guidance discussions and out of school seminars in New Zealand; courses at the IUFM and supports in second school in France; guidance, observation, seminars and courses and practice groups in Switzerland.

Induction programs varyin different countries in the world. In another review of the teacher induction, the focus is on the differences of the duration of the induction program. For example, in the study by Ladd (2007), it is noted down thatScotland has one of the most outstandinginduction programs when the length of the duration of the induction is taken into consideration. It is stated in the study that the program applied in Scotland includes a one-year teaching set with a maximum 70 percent teaching load allowing time for personal development of the novices in the rest of the time. Ladd also examines English program in the study and makes it clear that since 1999, England has been offering one-year induction program which frees up only 10 percent of the teaching time for personal development (2007).

Another researcher defines the English induction program as a program the participants should prove their success in the determined criteria of teaching. It is stated that the induction phase in England is "a period of time in which novices will be working as a teacher, with all the attendant roles and responsibilities, while also demonstrating that they can achieve certain standards that have been set for new teachers" (Holmes, 2006, p. 51). The induction period is very important in England. The beginner teachers should care the induction phase to be a teacher. The participation of the novices in the teacher induction program is mandatory. The researcher makes it clear that to be a teacher in a state school or a private school in

England, the newly qualified teachers should fulfill the responsibilities in the induction period and finish it successfully, which is vital and should not be underestimated (Holmes, 2006).

Howe (2006) focuses on the analysis of the Teacher Induction Programs of Australia, Britain, Canada, France, Germany, Japan, New Zealand and the United States. The researcher points out that the programs reveal some common characteristicsand exceptional features in his study. The study discloses the fact that the best Teacher Induction Programs are the ones offering opportunities for experienced and novices to learn together in a supportiveatmosphere allocatingtime forteamwork, thinkingand acculturation into the teaching profession. The other characteristics of successful induction programs highlighted in the study include intensive internship programs, specially trained mentors, extensive inservice training and decreased work load for beginning teachers.

The essential importance should be given to the induction period because of its vital place in the professional development of the newly qualified teachers. If the necessary attention is not given to the induction phase, there will be a gap difficult to fulfill in the career of the new teachers. It is noted down thatthe absence of systematic attention to the induction period of the beginner teachers is called as the missing link (Hall, 1982), also identified as the great omission by Vonk (1994). Although the lack of induction period is accepted as a huge gap in teacher professional development, unfortunately, the presence of the induction program does not essentially require the implementation of it successfully. In some countries the induction program is nothing more than a procedure on paper, which is just a formality rather than a selective program and all the novices have to complete the induction program successfully without having proper training (Duthilleul, 2005).

2.4 Induction Period in Turkey

Similar to the implementations in some countries in the world, newly appointed teachers are assigned to attend a mandatory induction program in Turkey. No matter whether the novice teacher is appointed to a public school or private, they

have to attend the induction program in Turkey. The novice teachers join this program either at the weekends during the term or in semester break. This program aims orientation and professional development of the newlyqualified teachers in their first year (Journal of Notifications [Tebliğler Dergisi], Number 2436, 1995). The application of new Teacher Induction Program is conducted in Turkey according to the Regulations of MONE concerning the Probationer Teachers' Training published on 30th January, 1995 and Probationary Teacher Training Circular Order published on 14th August, 1995 (MONE, 1995). The new Teacher Induction Program is divided into three different training periods. These periods are called *(1) Basic Training, (2) Preparatory Training, and (3) Practical Training* (See Appendix A for the outline of the program).

The basic training program lasts 60 teaching hours and includes topics on civil service, organizations of the state, constitution, current laws related with being a civil servant in Turkish Republic, use of Turkish language and official correspondence, human relations, economic, saving and productive service, principles of Kemal Atatürk, and national safety (See Appendix A.1).

The preparatory training program -a 120-hour program- consists of information on the organizational structure of the Ministry of National Education, the structure of Turkish Educational System, the employee rights of civil servants, and training of educational staff and also laws and regulations concerning education and duties of teachers (See Appendix A.2).

The practical training program -a 220-hour program- is arranged to provide a professional practicum to teacher candidates. The practical training program requires each novice teacher to receive teaching practice at the appointed school under the guidance of an experienced teacher called mentor. The practical training program aims to teach the novice teachers about the rules for official correspondence and filing systems, economy and productivity in civil service, human relations, reform and development, security measures and civil defense. Moreover, practical training program for educational staff covers planning, instruction, testing and evaluation, learning and environment, school organization, and guidance (See Appendix A.3).

This program was started to be applied in 1995 and up to 2001, 263,847 new teachers were trained and appointed to schools (MEB, 1999b, 2001a as cited in Özer, 2004, p. 93). The program covers approximately one year. At the end each training period, the success of the novice teachers participated to the program is evaluated. If the probationary teacher gets enough score from the exams administered at the end of the training sessions, his/her probationary status is removed and s/he becomes definitely appointed official.

To evaluate the effectiveness of this program, the studies should be done on this topic. A profound search on the teacher induction period in Turkey indicates that there are not so many studies completed on the issue. However, some researchers have examined the induction program implemented in our country. In this study, some of these studies are revealed. The result of these studies lightens the reality of the applications of the induction program in Turkey clearly. The studies completed by Kocadağ (2001), Solak (1999), and Yıldırım (1997) on new teacher induction in Turkey, shows that there are some problems on the issue.

Özonay (2004) completed a research designed to evaluate theTeacher Induction Program called as -Probationary Training Program- in the study implemented to the novice teachers depending on the views of the participants of this program. In this study, sample consists of 470 novice teachers in Eskişehir who started to work between the years 2000-2001 and 2001-2002. Most of the teachers attended the study (77.7 %) have no more than one year of teaching experience. A questionnaire is conducted to collect data for the study. The result of study reveals that only a small percent of the teachers (39 %) participated in the study think that the content of the Teacher Induction Program is new and interesting. In addition, it is found that for topics the teaching methods and techniques are not appropriate and also the teaching materials and tools are not used satisfactorily during the program. Even in the study, it is stated that novice teachers are provided enough help by their mentors out of the class; however, the mentors do not enter the class regularly with novices to observe them while the novice teachers are teaching. This consequence shows similarity with outcomes of the studies conducted by Yıldırım (1997) and

Kocadağ (2001) that the novice teachers are presented so much unnecessary knowledge in the induction program and; hence, the induction program turns into a time-consuming activity for the participants. Also, the findings of the studies of Yıldırım (1997) and Kocadağ (2001) reveal that the quality of the instructors training the novice teachers during the phase of induction is not efficient enough. The findings show that the instructors do not have enough qualifications to train the novice teachers on the determined subjects.

Moreover, the result of another study conducted by Yılmaz (2004) suggests the following essentials for a better induction program:

> (1) Determining beginner teacher needs; (2) identifying benefits to program participants; (3) encouraging collaborative work among participants; (4) creating a non-threatening atmosphere; (5) encouraging participants to reflect on their own experiences and learning; (6) providing beginning teachers with specific and constructive feedback; (7) creating opportunities for beginning teachers to compare and contrast their own teaching practices and beliefs to other teachers; (8) viewing beginning teachers as professionals and incorporating their ideas into the content of the program; (9) instead of loading content knowledge as a recipe, equipping beginning teachers to work on their own problems in their own teaching; (10) establishing the norm of on-going professional development; (11) conducting the program in a place which is not associated with participant teachers' teaching context. (p.1)

The researcher determines the essentials of a successful induction programs according to the results of the data gathered from the participants of the induction programs.

Another study on induction phase focuses on the problems encountered in the induction program. Yeşilyurt and Karakuş (2011) conduct a study with the aim of determining the problems that teachers experience during the candidacy process.The target population of this study includes the newly qualified teachers in primary schools in 2008-2009 academic year in Elazığ city.Forty nine teachers are selected with convenience sampling method as sample. Data are gathered with a ten-itemed structured interview form prepared by the researchers and analyzed by NVivo 7 program. The results of the research indicate that candidate teachers are not offeredenough orientation to become acquainted with theirnew profession and workplace. It is also stated that candidate teachers are not provided enough guidance and support and they find the training insufficient. Moreover, according to the outcomes of the study, the novice teachers realize that there are differences between

the university education and teaching practices in their school (Yeşilyurt & Karakuş, 2011). It was also noted down in the study that "approximately half of the teachers state that they have, so far, not received guidance and support during their candidacy process" (Yeşilyurt & Karakuş, 2011, p. 263).

The review of the literature provides a profound insight on the beginning teacher support program. All the mentioned studies in the literature review part of the study indicate that the new teacher induction phase is too important to skip. It is clear that teacher induction is a topic of interest both in different parts of the world and also in Turkey. It is an important stage in teachers' professional development. The teachers need support when they first start their profession. In some way, the teachers are supported in any part of the world; however, the quality of the Teacher Induction Program gains importance to welcome the new coming teachers. Especially, analyzing the perceptions of the teachers who attended the Teacher Induction Program, concerning the effectiveness of the program, will improve the implementation of induction program and help program developers to prepare an effective program meeting the needs of the novice teachers, the expected audience of the program. By this way the new teachers combine the theory with the practice successfully as stated in the study of Stansbury, Zimmerman (2002) "a well-designed and implemented effort can improve practice, helping new educators apply the theoretical knowledge acquired in their teacher preparation programs to the complexity of real-life teaching" (p.11).

2.5 Program Evaluation

Before focusing on the program evaluation specifically, the general frame of the concept of evaluation will be provided in this part of the study.

2.5.1 What is Evaluation?

Evaluation is a unique concern in any field of study. First of all, it should be defined well. It is defined in dictionaries as ascertaining the worth of or to fix a value

on some object. Similarly, Scriven (1967) defined evaluation as judging the value or merit of something.Some researchers equate evaluation with the assessment of the degree to which the determined objectives attained. For example, it was defined by Steele (1991) as the act of comparing what should be such as criteria, standards, goals and objectives with what is such as evidence, data, information for the aim of ascertaining the worth or merit of what is being evaluated. The evaluation literature is full of evaluation definitions. While some of them focus on just determining the value of something or deciding whether the objectives are achieved or not; the others give a more comprehensive definition. For example, Worthen, Sanders and Fitzpatrick define it as "the identification, clarification, and application of defensible criteria to determine an evaluation objects' value (worth or merit), quality, effectiveness, or significance in relation to those criteria" (1997, p.5). Other authors approach the evaluation as a procedure of presenting effective knowledge to the developers of the evaluated program. The author MgLauglin in Alkın (1990) identified evaluation as the process of providing trustworthy, valid, relevant and valuable information to decision makers related to the procedure and effects of social programs or other institutional effects. As mentioned in these definitions, a certain value is given in evaluation. Evaluation can be administered on every field of study, and so value can be given on the evaluated item.

Education, of course, is one of the most important fields in the evaluation arena. Educational evaluation has a very important place because of the unique concern given to education. Furthermore, evaluation is the main component of the education process. Educational evaluation is defined as the systematic assessment of educational practices (Hall, 2012). Educational evaluation is done to assess the merits and impacts of educational programs and initiative. Evaluation of the training and educational programs is very important because by evaluating them, you can judge their effectiveness. This evaluation product allows you to see whether the educational program meets the needs of its participants, and the predetermined objectives. By considering the results of the evaluation process, decision makers can make essential changes in the program or can improve it. They can go on following

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the program after making adaptations in it or they may not follow the training program model anymore and may totally change it with a new one on the basis of the results of the evaluation of the program. Therefore, evaluation is a major concern in education.Choosing the correct model of evaluation is also important. There are many different ways to evaluate the programs. Before starting evaluation process, you should choose the approach which will be the most appropriate and useful for your intent. The table 2.5.1 shows six important continua on which evaluation approaches vary (Wholey, Hatry & Newcomer, 2004).

Table 2.5.1

Select an Evaluation Approach That is Appropriate Given the Intended Use

Formative	Summative
Ongoing	One-shot
Objective observers	Participatory
Goal-based	Goal free
Quantitative	Qualitative
Problem oriented	Non-problem

(Source: Wholey, Hatry & Newcomer, 2004, p. 8)

There are endless evaluation approaches and theories to conduct evaluation. Stufflebeam (2001) focuses on numerous approaches of evaluation, some of which are more laudatory than others. Frechtling states that "evaluations can differ on many dimensions, among them design (experimental, quasi-experimental, regression discontinuity, and so on), intent (advocacy versus objective assessment) philosophical under pinning (quantitative versus qualitative) and others" (2007, p. 104). Moreover, some of the authors mainly introduced the distinction between formative and summative evaluation.

2.5.2 Formative and Summative Evaluation

Scriven (1967) first suggested a distinction between formative evaluation and summative evaluation while describing two major functions of evaluation. It is stated that evaluation is usually considered as the concluding step in a systematic approach with the aim of improving interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation) (Gustafson & Branch, 1997).

The other researchers define these two terms differently. For example,Saettler (1990) describes the these two evaluation styles by stating that formative is carried out toreview goals and developstrategies for attaining goals, while summative one is conducted to check the validity of a theory or decide on the effects of an educational activity so that future struggles may be enriched or altered.Formative evaluation is described as analyzing learning materials, student learning and achievements, and teacher effectiveness and primarilybuilding a process which accumulates a series of components of new materials, skills, and problems into an ultimate significant whole by Guyot (1978); on the other hand, summative evaluation can be described as struggles to prove the effectiveness of the programs by focusing on the outcomes, benefits or impacts of the programs.

Moreover, the differences between formative and summative evaluations in relation to their purpose, uses, audience, evaluators, evaluators' role, characteristics, measures, frequency of data collection, sample size, questions asked, and design constraints, purpose of data collection are indicated in the Table 2.5.2.

Formative evaluation is done during the process of the development of the program, so that revisions are possible. Decision makers can make changes in the program. Formative evaluation includesdefining who needs the program, how great the need is and how to meet the determined needs (Ornstein & Hunkins, 1998).

The formative evaluation aims to confirm or assure that the goals of the instruction are being attained and to improve the instruction if necessary by means of identification and then remediation of problematic sides (Weston, Mc Alpine & Bordonaro, 1995). This shows that the aim of the formative evaluation is to stress the problems in the program and make immediate changes if required or renovate the

program with the feedback from the evaluation process. The main characteristics of formative evaluation is its being administered in the course of the programs' implementation or development stage of a program so that it helps to form or improve the ongoing program (Frechtling, 2007; Rossi, Freeman & Lipsey, 1999). It is clear that formative evaluation is vital for the program development or improvement. To summarize the ideas about the formative evaluation, it can be said that formative evaluation offers opportunities for revising or modifying the "materials, activities and organization" of a program (Morris & Fitz-Gibbon, 1978, p. 12).

Table 2.5.2

Evaluation's Purpose, Uses and Conceptual Distinctions

Basis for Comparison	Formative Evaluation	Summative Evaluation
Purpose	To determine value of quality	To determine value of quality
Use	To improve the program	To make decisions about the programs' future or adoption
Audience	Program administrators and stuff	Potential consumer or funding agency
By whom	Internal evaluator	External evaluator
Major Characteristic	Providesfeedback forimprovement	Provides information to decide to continue the program or adopt it
Measures	Often informal	Valid / reliable
Frequency of Data Collection	Frequent	Infrequent
Sample size	Often small	Usually large
Questions Asked	What is working? What needs to be improved? How can it be improved?	What results occur? With whom? Under what training? With what training? At what cost?
Design Constraints	What information is needed? When?	What evidence is needed for major decisions
Purpose of Data Collection	Diagnostic	Judgmental
(Source: Worthen, Sanders & Fitzpatrick, 1997, p.17)		

When it comes to summative evaluation, in contrast to formative evaluation conducted during the implementation process of the programs, it is administered at the end of the implementation of the programs. The summative evaluation is conducted to reveal the result of the program and to determine whether the program achieves its objectives or not. A similar comment is done by Michaelis, Grossman and Scott (1975) about summative evaluation that it is carried when a program ends with the aim of evaluating the extent of attainment of the determined goals and defining the outcomes of the program. Also, Worthen and Sanders (1998) state that summative evaluation is administered to see how successful a program is after the program is completely developed. While formative evaluation focuses on the activities during the development stage of the programs by offering opportunities to editions and improvements before the program is completed, the summative evaluation focuses on the judgments resulting with maintenance, termination, improvement or adoption of the program evaluated (Fitzpatrick, Sanders & Worthen, 1997).

All these justifications show that there is a significant difference between formative and summative evaluation. The main difference is revealed as "formative evaluation aims at improving a program whereas summative evaluation aims to certify program utility" (Payne, 1994, p. 9). However, it should be noted that both formative and summative evaluation types are very important for the evaluation process because they provide profound data for an effective evaluation. To conduct a qualified evaluation, an evaluator should know the difference and importance of these approaches of the evaluation.

2.5.3 Program Evaluation Models

Different researchers focus on different evaluation models. Also, they name the models differently in their studies. Bramley (1991) and Worthen and Sanders (1987) point out six different curriculum evaluation models for educational evaluation:

- Goal – free evaluation
- Goal – based evaluation
- Responsive evaluation
- Systems evaluation
- Professional review
- Quasi – legal evaluation

Some of the researchers use broad categories for evaluation models; for example, House (1978) classifies evaluation under two classes as utilitarian and intuitionist/pluralist. Some of the authors name the same model differently. While House (1987) prefers the term utilitarian, Hamilton (1977) chooses the term management-oriented for the same model of evaluation. The main distinction between the utilitarian and intuitionist approaches are caused by their standards used to determine the value of a program. It can also be said that for the aim of judging the worth of the program, intuitionist/pluralist approaches consider the program's effect on "each individual" while utilitarian approaches consider the "overall" effect of the program on the ones influenced by the program (Fitzpatrick, Sanders & Worthen, 2004, p. 62).

Worthen et al., (1997) classify evaluation approaches into the following categories: (a) objectives-oriented, (b) management-oriented, (c) consumer-oriented, (d) expertise-oriented, (e) adversary-oriented, and (f) participant-oriented evaluation approaches. These categories will be mentioned in this chapter.

a. *Objectives-Oriented Approach*

In the objectives-oriented evaluation approaches, the focus is on identifying the goals and objectives of the program being evaluated and deciding the extent to which they have been achieved (Hogan, 2007). Ralph Tyler conceptualizing the objectives-oriented approach to evaluation in 1932 is accepted as the creator of this approach (Stufflebeam & Shinklefield, 1985).

b. *Management-Oriented Approach*

Daniel Stufflebeam is the pioneer of the management-oriented approach. The model is also called as CIPP, the acronym of the concepts –context, input, process

and product evaluation-. The aim of the management-oriented evaluation model is toassistorganizational leaders by meeting the informational needs of managerial decision makers (Hogan, 2007). Possible weakness of the management-oriented approach can be the evaluators' giving partiality to top management, the evaluators' occasional incapability to reply to questions, expensive evaluation processes, and the supposition that significantconclusions can be openly identified beforehand (Worthen et al., 1997). The model (CIPP) will be mentioned in detail in the next parts of the study.

c. *Consumer-Oriented Approach*

The consumer-oriented evaluation approach is used by government agencies and consumer promotes gathering data to evaluate the products' effectiveness (Hogan, 2007). These products mostlyconsist of: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies (Worthen, Sanders & Fitzpatrick, 1997).

d. *Expertise-Oriented Approach*

The expertise-oriented evaluation approach is the oldest and most commonly used approach to evaluate a program, activity, or organization (Worthen, Sanders & Fitzpatrick, 1997). Evaluators using the expertise-oriented approach draw on a board of experts to evaluate a program and make suggestions with the help their judgments (Hogan, 2007).

e. *Adversary-Oriented Approach*

The adversary-oriented evaluation approach utilizes a judicial process in which the pros and cons of an issue are inspected by two separate sides who then discuss to defend their positions openly and later, the sides mutually agree on a common position (Hogan, 2007). It is clear that the evaluation model focuses on both negative and the positive sides of the program being evaluated. Two teams debate to support their opinions while examining the program. Levine (1982) points out that the adversarial approach focuses on the assumption that the truth comes from a difficult, but fair, battle in which conflicting sides offer supporting evidence.

f. Participant- Oriented Approach

The participant-oriented evaluation approach focuses on the thoughts of the participants of the program evaluated. Royse, Thyer, Padgett, and Logan (2006) define it as: "centers on enlisting the cooperation of the least powerful stakeholders in the evaluation from start tofinish" (p. 93).

In addition to the categories given above, other specific evaluation approaches are mentioned in the study, which can be listed as: (1) Hamblin's Model, (2) CIRO, (3) Kirkpatrick's Evaluation Model, (4) Phillip's Evaluation Model, (5) Provus's Discrepancy Evaluation Model, (6) Stake's Congruence − Contingency Model, (7) Eisner's Connoisseurship Evaluation Model, (8) CIPP.

2.5.3.1 Hamblin's Model

The model is proposed by Hamblin as it can be understood its name. There are five levels in Hamblin's program evaluation model.

The levels are linked to each other by a cause and effect chain such that:

TRAINING	leads to
REACTIONS	which lead to
LEARNING	which leads to
CHANGES IN JOB BEHAVIOR	which lead to
CHANGES IN THE ORGANIZATION	which lead to

CHANGES IN THE ACHIEVEMENT OF ULTIMATE GOALS (Hamblin, 1974, p. 15).

The levels that Hamblin proposes can be listed as: Level 1: reactions; Level 2: learning; Level 3: job behavior; Level 4: organization; and Level 5: ultimate value.

2.5.3.2 CIRO

The CIRO model was offered to evaluate management training in 1970 (Warr, Bird, & Rackham, 1970). The model includes context, input, reaction, and outcome evaluation of training. In this evaluation model, each step covers a different evaluation model. Warr, Bird and Rackham (1970) explain the stages of the model CIRO as: *Context evaluation* covers correct determination of the needs of the training correctly and the setting of objectives in accordance with establishment's

atmosphere and norms. *Input evaluation* focuses on the strategy and transfer of the training activity. *Reaction evaluation* includes getting and using knowledge related to the worth of trainees' practices. *Outcome evaluation* is concerned with the attainmentsgained from the activity and evaluated. The assessment inthe outcome evaluation is done in the following levels: (a) immediate, (b) intermediate, and (c) ultimate evaluation. Immediate evaluation aims to measure changes of the trainee's knowledge, skill, or attitude (Hogan, 2007). When it comes to intermediate evaluation, Santos and Stuart (2003) state that intermediate evaluation focuses on the effect of training on the performance of the trainee while doing the job and it also focuses on how learning is transmitted back into the place of work. Finally, ultimate evaluation judges on the training by depending on overall results. As it is clear, the CIRO model evaluates the each step of the training activity systematically.

2.5.3.3 Kirkpatrick's Evaluation Model

Kirkpatrick's Evaluation Model is proposed byDonald Kirkpatrick as it can be understood from its name. The highly altered Kirkpatrick (1967) evaluation model covers the four levels of training outcomes: (a) reaction: reactions of the trainee to training process, (b) learning: gained knowledge or skill as a result of training, (c) behavior: changes in behavior, and (d) result: individual development or organizational outcomes.

The model is one of the frequently preferred models by the researchers. The finding of a study also makes it clear thatthe Kirkpatrick modelis still the most widely used model by Benchmarking Forum Companies (Bassi & Cheney, 1997).

2.5.3.4 Phillip's Evaluation Model

By developing Kirkpatrick's four-level evaluation approach , Phillips (1996) proposes another model adding another level to Kirkpatrick's four level evaluation approachto calculate the return on investment (ROI) generated by training. It is stated that this evaluation approach turns the value of training into financial value referring to ROI (James & Roffe, 2000). Phillips noted (1991):

Evaluation should occur at each of the four levels and a comprehensiveevaluation processwill focus on all four levels in the same program. The common thread among most evaluation experts is that emphasis should be placed on the ultimate outcome, which results in improved group or organization performance. It is the most difficult to obtain, document and measure. The other three levels will not suffice in an ultimate evaluation.There is evidence in studies to indicate that the fourth level, a results orientation, is a method most desired and receives the most support (p. 51).

2.5.3.5 Provus's Discrepancy Evaluation Model

Provus's Discrepancy Evaluation Model takes its roots from the Tyler's objective-based evaluation approach as it also determines the extent of attainments of the objectives of the program (Worthen, 1991). Provus Discrepancy Evaluation model is concerned with the discrepancies occurred as a result ofcomparing the *performance* (italics original) of the program with preset*standards* (italics original) in the "design, installation, process, product and program comparison" steps of evaluation (Popham, 1993, 37-39). According to Saylor, Alexander and Lewis (1981) the information or the discrepancy discovered in each step of the evaluation period helps us decide to step into the next stage, alter some features of the program or stop using it.

2.5.3.6 Stake's Congruence – Contingency Model

This model is developed by Robert Stake. Stake's congruence – contingency model covers three phases of evaluation: a) antecedents which refers to any circumstance prior to teaching and learning, b) transactions which refers to any interface the trainees may have with material and classroom environment of the program, and c) outcomes which refers to results, any kind of changes in attitudes of the trainees (Stake, 1967). The aim of the evaluator is to determine the contingencies, and thenthe congruencies among the variables in the following three categories; the antecedents, transactions and outcomes (Şahin, 2007). In the model, the stress in on the relationship among the variables in determined categories of the model. Similarly, it is stated by Gredler that the connectionsamong "antecedents, transactions and outcomes" are revealed and the significance of a program is decided

by comparing the anticipated "antecedents, transactions and outcomes" with the observed ones in terms of compatibility as well as comparing them with the predetermined standards (1996, p. 50).

2.5.3.7 Eisner's Connoisseurship Model

In dictionaries, the term connoisseurship means to know. To be a connoisseur of something, you must have enough information about it to be able to make comments on it. Similarly, to be able to evaluate a program, you must know a lot about it.You should have experience on educational program. In a way, you should be a connoisseur of educational programs. It is stated by Glatthorn, Boschee and Whitehead that this model is built on two interconnected terms specified as "connoisseurship" which refers to noticing and acknowledging the quality of something depending on experience and "criticism" which refers to uncovering the merits of an object which is perceived by the "connoisseurship" (2009, p. 317). It is stated that as the evaluator acts as an evaluation tool identifying and interpreting the qualities of the program, the competence of the evaluator has importance for the validity of the evaluation process. (Fitzpatrick, Sanders & Worthen, 2004). It is clear that the evaluator has a very significant role in evaluation process in this model of evaluation because the quality of the evaluator determines the quality of the evaluation.

2.5.3.8 CIPP

This model is developed by Daniel L. Stufflebeam. Like CIRO, the name of the model is acronym of context, input, process and product evaluation steps of the model. This model of evaluation considers the evaluation process as acontinuing process. According to this model, there are four steps in evaluation process: a) Context: the focus is on the environment of the program, b) Input: the focus is on the resources in meeting program goals, c) Process: the focus is on the implementation of the program and tries to determine whether there is a difference between the actual and the planned activities, and d) Product: the focus is on the result which determines

whether the final curriculum product is achieving the goals (Fitzpatrick, Sanders & Worthen, 2004)

In this model, there are three-steps; the first one is delineating which is defining the information necessary for collection, the second one is obtaining which is getting the information, and the third one is providing which is presenting the information to interested authorities (Ornstein & Hunkins, 1998). Similarly, it is stated that the evaluation is done to give required information to the decision makers by following the three basic activities identified as determining, gathering and interpreting the information to make it useful for the evaluation (Popham, 1993). There are four levels in evaluation process in this model. Each level represents a different type of evaluation. It is stated by Gredler that these evaluations levels may be conducted independently or in an integrated sequence (Gredler, 1996).

a. Context Evaluation

Ornstein and Hunkins (1998) make it clear that the aim of the context evaluation is to define the concerning environment, describe the expected and actual conditions of the related environment, focus on the needs being not met and the opportunities missed and try to find the reasons behind them.

The purpose of the context evaluation, the first step of the CIPP model, is clearly stated by the developer of the program, in the following lines:

> The purpose of context evaluation is to systematically provide information that can be used by decision makers to make planning decisions regarding the establishment of new objectives, modification of existing objectives, or confirmation of present objectives. To fulfill this purpose a systematic context evaluation program must delineate, obtain, and provide appropriate information in time to make planning decisions (Stufflebeam, 1971, p. 6).

It is clear that the context evaluation covers studying the environment of the program. It gives detailed information on the environment of the program evaluated. "The results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes" (Stufflebeam & Shinkfeld, 1985, p. 172).

b. *Input Evaluation*

The next step of the CIPP evaluation model is the input evaluation. Input evaluation is designed to give information and determine how to use resources to meet program goals. "This stage of evaluation generally sees decision makers setting up and conforming plans and budgets before actions are undertaken" (Tan, Lee & Hall, 2010, p. 6). Throughoutthe input evaluation phase of the CIPP evaluation model, the responses are tried to be given to questions of whether the objectives are stated appropriately or not; whether the objectives are matching with the goals of the schoolor not; whether the content is congruent with the goals and objectives of the program or not; whether the instructional strategies are suitable or not; whether other strategies exist that can also help meet the objectives or not; etc. (Ornstein & Hunkins, 1998). It can be said that the input evaluation aims to help clients think about alternativesaccording to their specific needs and conditions and to assistto develop a practicalplan for them (Stufflebeam, 1983; Stufflebeam & Shinkfeld, 1985).

c. *Process Evaluation*

The third stage of the CIPP evaluation model is the process evaluation. Process evaluation covers the implementation of a program.It tries to give feedback on the improvement of the implementation stage of the program if necessary. The process evaluation tries to give answers to the questions of whether the program activities are on schedule or not; whether they are being implemented as expected or not; whether available resources are being used efficiently or not; etc. (Stufflebeam, 1983; Stufflebeam & Shinkfeld, 1985). Also, it is stated that "process evaluation should provide a comparison of the actual implementation with the intended program, the costs of the implementation, and participants' judgments of the quality of the effort" (Stufflebeam & Shinkfeld, 1985. p. 175).

Process evaluation judges the every detail of the implementation of the program or a strategy. It tries to reveal whether the program is implemented as it is planned or not. With the help of the process evaluation, the problematic issues

encountered during the implementation of the program are depicted and offered to the decision makers or program developers with the results of the other evaluation stages of the evaluation model. Process evaluation includes three strategies. "The first is to detect or predict defects in the procedural design or its implementation stage, the second is to provide information for decisions and the third is to maintain a record of procedures as they occur" (Ornstein & Hunkins, 1988, p. 345).

d. Product Evaluation

The last stage of the CIPP evaluation model is the product evaluation. The product evaluation especially focuses on the outcomes of the program. The main aim of the product evaluation is "to measure, interpret, and judge the attainments of a program" (Stufflebeam & Shinkfeld, 1985, p. 176). Nicholson (1989) also points out that the purpose of the product evaluation is to conduct an instructional product evaluation, where the instructor's aim is to reveal whether the instructional ideas actually made a difference. The product evaluation stage of the CIPP evaluation model helps decide to adapt, fine-tune, or terminate the program. Depending on the information related to background, input, process, and so on, it focuses on comparing the difference between the outcomes and a predetermined standard (Tseng, Diez, Lou, Tsai & Tsai, 2010).

The product evaluation uses the information gathered in the previous stages of the evaluation and decides whether the results of the program meet the predetermined standards. The product evaluation is primarily used to determine whether a program should be maintained, repeated and/or extended to other settings (Stufflebeam, 1983; Stufflebeam & Shinkfeld, 1985).

Stufflebeam proposes that evaluators follow the following steps while designing the stages of evaluation:

A.   Focusing the Evaluation
1. Identify the major level(s) of decision making to be served, for example, local, state or national
2. For each level of decision making, project the decision situations to be served and describe each one in terms of itslocus, focus, critically, timing, and composition of alternatives.

3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives.
4. Define policies within which the evaluator must operate.

B.   Collection of Information
1. Specify the source of the information to be collected.
2. Specify the instruments and methods for collecting the needed information
3. Specify the sampling procedure to be employed.
4. Specify the conditions and schedule for information collection.

C.   Organization of Information
1. Provide a format for the information that is to be collected.
2. Designate a means for performing the analysis.

D.   Analysis of Information
1. Select the analytical procedures to be employed.
2. Designate a means for performing the analysis.

E.   Reporting of Information
1. Define the audiences for the evaluation reports
2. Specify means for providing information to the audiences.
3. Specify the format for evaluation reports and/or reporting sessions.
4. Schedule the reporting of information.

F.   Administration of the Evaluation
1. Summarize the evaluation schedule.
2. Define staff and resource requirements and plans for meeting these requirements.
3. Specify means for meeting policy requirements for conduct of the evaluation.
4. Evaluate the potential of the evaluation design for providing information that is valid, reliable, credible, timely, and pervasive (i.e. will reach all relevant stakeholders).
5. Specify and schedule means for periodic updating of the evaluation design.
6. Provide a budget for the total evaluation program.
(Stufflebeam, 1983, p. 100).

2.6 Summary of the Literature Review

In the presented literature, it is obvious that professional development of the teachers has a significant place in the world of education. Teacher induction is accepted as one of the most critical periods in the teachers' professional development process. Teacher induction has a vital role both welcoming the teachers to the new profession and their maintenance in the profession. This period is very critical for the teachers and should be overcome effectively for the success of the teachers' professional development.

The teachers experience a variety of problems and have numerous needs when they start to teach. Induction programs are conducted to respond the teachers'

matters and needs in the world. The literature is also revealed that diverse induction programs are used in different parts of the world. It can be seen how teachers' these needs are met in Turkey. The induction program for teachers implemented in Turkey is mentioned in detail.

The review also touches upon the importance of program evaluation. The definitions of evaluation are outlined. Moreover, the models of evaluation were presented. Many models of evaluation are emphasized in the study, especially the CIPP model is explained in detail as it is used in the study as a model of evaluation.In the light of the related literature, it can be easily understood that there is a need for a program evaluation to determine the merit of a program; to highlight its strengths and weaknesses; to make chances; to offer feedback; or to give an end to the program. The main reason of conducting this particular study is to see how effective the Teacher Induction Program implemented in Turkey is. The main aim of the study is to determine whether the Teacher Induction Program is doing well. It also aims to identify the ill parts if any and to offer recommendation to improve the program.

CHAPTER 3

METHOD

This chapter of the study describes the methodology of the study. The chapter involves six sub-sections. The first section reveals the overall design of the study. In the second section, research questions are provided.In the next section, the participants of the study are explained. The fourth section describes data collection instruments. When it comes to the fifth section, data collection procedure is identified. In the last section of this chapter of the study, the details of the data analysis are presented.

3.1 Overall Design of the Study

The goal of this study was to investigate the managers', the mentor teachers' and the teachers' perceptions of the Teacher Induction Program. The study aimed to reveal the thoughts of the stakeholders of the Teacher Induction Program who have a certain role in the process of the Teacher Induction Program; hence, the effectiveness of the program was evaluated depending on active participants of this phase of new teachers' training. The study tried to find out how induction program managers', candidate teachers' and the mentor teachers' evaluate the compulsory induction program implemented in Turkish context for the teachers in their first year of teaching. Depending on this purpose, it revealed the perceptions of 22 stakeholders of the Teacher Induction Program.The CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) was used in the study. The major data gathering tools were in-depth interviews conducted with the participants of the study.

A total of 22 stakeholders of the induction program implemented by Fatih District Directorate of National Education participated in the study. Three different groups of participant were selected. It was intended to collect in-depth information

on the views of the stakeholders of the induction program; therefore all available candidate teachers and program managers were thought as the first and second group of sample; however, mentor teachers were selected as the third group according to the sample of easily accessible.

As a method of this study, qualitative method was selected because the nature of the subject of this investigation does not permit to gather data easily via a questionnaire. Qualitative methods have some fundamental characteristics different from the quantitative methods: Unlike to the quantitative methods, qualitative methods' attention is on the process rather than only on the outcomes; they use the researcher as the key instrument and the actual setting as the direct data source; they analyze the data inductively; they have descriptive data as they represent the data in words rather in numbers and they concern how the meaning is constructed and given to the experiences (Bogdan & Biklen, 2007). In qualitative research method, data can be gathered via observation, documentary analysis and interviews. In this study, data were collected through face to face interviews as they are used widely to obtain detailed information. It is stated that face to face interviews provide direct record of people's experiences, views, feelings and knowledge (Patton, 2002). Therefore, interview and written documents were made use of so as to obtain more detailed information about the candidate Teacher Induction Program in the study.

3.2 Research Questions

The research questions of this study are designed to reveal the perceptions of program managers, mentor teachers and the candidate teachersabout the Teacher Induction Program.

Four major research questions and related sub-questions are listed below:

   1. **Context**
   a) What arethe characteristics of context of theTeacher Induction Program?
   2. **Input**
   a) What are the candidate teachers', program managers' and mentor teachers' characteristics?

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b) What are the program managers' and mentor teachers' perception of the objectives of the Teacher Induction Program?

c) What are the candidate teachers', program managers' and mentor teachers' perceptions of the content dimensions of the program?

3. Process

a) What are the candidate teachers' and program managers' perceptions on materials, teaching methods, place and date and assessment dimensions of the induction program?

b) What are the candidate teachers' perceptions on the effectiveness of the instructors in induction program?

c) What are the candidate teachers' and mentor teachers' perceptions on the mentoring process in the practical training?

d) What are the program managers' and mentor teachers' perceptions on the commonly encountered problems during the implementation of the program?

4. Product

a) What are the attainments of the Teacher Induction Program as perceived by the candidate teachers?

b) What are the candidate teachers', the program managers' and mentor teachers' suggestions for improvement of the program?

3.3 Participants

The population of this study is the main stakeholders of the teacher induction period. It is thought to be focused on the three groups of participants. In the first group, program managers are selected to get information because they are the most important figures of the induction period as they manage the program. Secondly, the mentor teachers are selected to get data because they have invaluable role in the teacher induction process, especially in practical training period. Lastly, the candidate teachers who have the chief role in the program are selected to gather data. For second group of sample selection, only the teachers who do not exceed 2 or 3

years in teaching profession are selected. The teachers who have no more than two or three years of teaching experience are preferred by considering the fact that they may not remember their induction period clearly to help us in the study. All the schools- both primary-secondary and high schools- were visited in Fatih district to reach the teachers having less than 2 years of teaching experience and interviewed with the teachers who were voluntary to attend the study.

The program managers were selected who attended the Teacher Induction Program as instructor in the district. The program managers were either branch managers in Fatih District National Educational Directorate or school headmasters or experts in the certain fields concerning teacher induction.

The mentor teachers were the teachers who played the role of guidance counselor in the practical training phase of teacher induction period. Therefore, the sample of the study consisted of 4 program managers, 4 mentor teachers and 14 candidate teachers from 4 different high schools and a primary-secondary school from the district. In fact, with much more stakeholders of the Teacher Induction Program were contacted; but, they were not voluntary to participate in the study. Hence, the sample number had to be limited. So, a total of the 22 stakeholders participated in the study.

3.4 Data Collection Method

Qualitative data were collected in this study. It is said that qualitative studies "examines the qualities of communication phenomena" whereby " data tend to be continuous rather than discrete, the emphasis is on description and explanation more than on measurement and prediction" (Fitch, 1994, p. 32). Similarly, other researchers state that qualitative method "encompasses a variety of methods variously referred to as interpretive, naturalistic, phenomenological, or ethnographic" (Kreps, Herndon, & Arneson, 1993, p. 1). Qualitative method was preferred because in qualitative studies open-ended questions and probing are used which give participants the opportunity to answer the directed questions in their own words, rather than forcingthem to choose from fixed responses, as quantitative methods do.

Moreover, qualitative study gives chance to the researcher to manage the data collection session and direct the participant to the correct way in the case of misunderstanding while answering the questions. The qualitative method allows the researchers the flexibility to probe the initial participants' responses. The researcher can listen to the responses of the participants to the directed questions carefully and use probes and encourage the participants to elaborate on their answers.

As for qualitative source of data, the program managers, candidate teachers and mentor teachers were interviewed individually so as to comprehendtheir perceptions on the effectiveness of the Teacher Induction Program. Moreover, along with the interviews, written documents on teacher induction program were investigated in a detailed way and used as a source of qualitative data in the study.

3.5 Data Collection Instruments

Interview schedule and written documents were used to collect data in this study.

3.5.1 Interviews

Data were gathered through in-depth interviews with 22 stakeholders of the Teacher Induction Program. 14 candidate teachers, 4 program managers and 4 mentor teachers were interviewed.

3.5.1.1 In-depth Interview

Interviewing is one of the most common methods of data collection in qualitative research (Byrne, 2001). With the help of the qualitative research interviews, you try to understand something from the subjects' point of view and to get the meaning of their experiences (Kvale, 1996). Interviews give the chance to uncover the subjects' thought with its details. Kvale also states about interviews that " … an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and

emphasizes the social situatedness of research data" (1996, p. 14). There are different types of interviews; however, the most widespread of all are the individual and face to face interviews; nevertheless, it can be conducted in the form of group, self-administered questionnaire and mailed or telephone survey (Fontana & Frey, 2003).

When compared to other types of interviews, in-depth interviews generally involve face to face interaction between the interviewer and interviewee with the aim of collecting deeper information such as the interviewees' personal experiences, values, decisions, knowledge and perspectives (Johnson, 2002). For this study, in-depth interview was selected to gather data because of the fact that this type of interview was seen as the most suitable form of interview for the nature of the research questions of the study. In-depth interview was the most appropriate interview form to gather information about the respondents' perceptions of the Teacher Induction Program. Boyce and Neale (2006) reveal that "in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation" (p. 3). According to the researcher, participants, staff and anyone who has a role in the program might be questioned about their experiences and expectations related to the program, the ideas concerning the program operations, process, and results (Boyce & Neale, 2006).

Semi-structured interview schedule was used in the study as it is suitable for analyzing the results objectively. Corbetta (2003) gives information about semi-structured interviews as follows: "Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt therespondent to elucidate further if necessary, and to establish his own style of conversation" (p. 270).

The interview schedule was prepared by the researcher herself focusing on the related literature of the concerning topic. While giving a shape to the interview schedule, the experts were consulted. By considering the main points of program evaluation, the framework of the interview was determined. Then, the interview

schedule was revised in accordance with the feedback from the experts. Pilot study of each interview was conducted and in the light of the pilot study, some of the items in the interviews were revised again.

For the interviews, the study used "Teacher Induction Program-Program Manager Interview" to collect data on the program managers' perception of the Teacher Induction Program and the weak points in the implemented program. "Teacher Induction Program-Teacher Interview" was used to collect data on the candidate teachers' perception of the Teacher Induction Programand their satisfaction with the induction program implemented to them. "Teacher Induction Program-Mentor Teacher Interview" was also utilized to collect data on the program managers' perception of the Teacher Induction Program and the weak points in the program.

"Teacher Induction Program- Program Manager Interview" had eight open-ended questions which had sub-questions and probes. It also had five demographic questions to identify the characteristics of the interviewees such as field of expertise, experience in teaching, the educational background, the year of attending the teacher induction period etc. Firstly, the questions were asked about the objectives of Basic Training, Preparatory Training, Practical Training, three training steps in the teacher induction period. Then, the respondents were asked about the topics covered in the Teacher Induction Program. They were asked whether the topics were directly related with the aims of the Teacher Induction Program or not, and then, continued with the questions concerning the date and place and duration of the Teacher Induction Program. Then, questions about the methods, techniques, materials used by the managers in the lectures in the induction program were addressed in the interview. Next, the managers were asked about the problems encountered during the implementation of the Teacher Induction Program. Also, they were asked how they prepare the exam questions of the induction program. Lastly, the interviewee's suggestions about the Teacher Induction Program were asked and they were questioned about what can be done to improve the available Teacher Induction Program applied in Turkey.The Interview schedule utilized as "Teacher Induction

Program- Program Manager Interview" is given in Appendix B.2.

"Teacher Induction Program- Teacher Interview" had eleven open-ended questions which had sub-questions and probes. It also had six demographic questions to identify the characteristics of the interviewees such asschool graduated, current school, field of expertise, experience in teaching, willingness of choosing their profession, the year of attending the teacher induction period etc. The candidate teachers were asked about what they gained in the Teacher Induction Program, focusing on the stages of the program; *basic training, preparatory training and practical training*. Next, the candidate teachers were asked about the contents in the Teacher Induction Program. Then, continued with the questions concerning the date and place and duration of the Teacher Induction Program. Also, the candidate teachers were asked about the effectiveness of the instructors in the program. Then, questions about the methods, techniques, materials used in the lectures in the induction program were addressed to the candidate teachers.The respondents' thoughts were collected with the questions on the necessity and quality of the exams done at the end of the Teacher Induction Program. Lastly, the candidate teachers' suggestions about the Teacher Induction Program were asked and they were questioned about what can be done to improve the available Teacher Induction Program applied in Turkey.The Interview schedule utilized as "Teacher Induction Program- Teacher Interview" is given in Appendix B.1.

"Teacher Induction Program- Mentor Teacher Interview" had six open-ended questions which had sub-questions and probes. It also had six demographic questions to identify the characteristics of the interviewees such as field of expertise, experience in teaching, the educational background, the number of the years of attending the Teacher Induction Program etc. The interview with mentor teachers focuses on only *the practical teaching* phase of the induction program. Firstly, the questions were asked about the objectives of *Practical Training*. Then, the respondents were asked about the topics covered in the *Practical Training*. They were asked whether the topics were directly related to the aim of the practical training or not etc. Also, mentor teachers' perceptions on their own effectiveness in

the Practical Training were asked in the interview. Next, the mentor teachers were asked about the problems encountered during the implementation of the Practical Training. Question concerning the evaluation method of the mentor teachers in the practical training was addressed in the interview. Lastly, the mentor teachers' suggestions about the practical training and theTeacher Induction Program as a whole were asked and they were questioned about what can be done to improve the available Teacher Induction Program applied in Turkey.The Interview schedule utilized as "Teacher Induction Program- Mentor Teacher Interview" is given in Appendix B.3.

Item generation and refinement steps of interview development process are presented in the following parts.

3.5.1.2 Development of the Interview

At the very beginning of the development of the interview, Civil Servants' Law, Regulation on Training of Civil Servant Candidates of the Ministry of National Education were examined on the page of the Ministry of National Education. Moreover, the induction program implemented to candidate teachers by MONE is analyzed to determine the items submitted in the interview.The interview schedule was revised depending on the feedback taken from the researcher's advisor and experts in Curriculum and Instruction field at METU and two candidate teachers who have just completed their induction program and also an education supervisor at MONE who instructs in Teacher Induction Program.Furthermore, pilot study was conducted in Fatih Vocational and Trade High School. Candidate teachers and mentor teachers of this school were preferred as samples of the study as it was achievable for the researcher because the researcher herself was also a teacher in that high school in Fatih, in the province of İstanbul. Also, pilot study of the Manager Interview is administered to a manager in Fatih District Directorate of National Education. The pilot study of the interviews was done to see whether the questions were understandable and clear. The interviews were fine-tuned depending on the feedback received from the pilot study. The pilot study was conducted to decide

which questions should be included in the interview and also to ensure that the clarity of the items was maintained so that validity of the study was supported.Another purpose of conducting pilot study interview was to arrange the language of the interview in accordance with the managers and teachers' language. The teachers and managers were informed about the aim of the study and they were reassured about the voluntary and confidential nature of their participation. Manual note-taking strategy was used to capture the data during the process of the interview. The consequence of the pilot study showed that the teachers had much to say about the Teacher Induction Program and the effectiveness of it. Their thoughts were analyzed and crucial ones were added to the study as items in the interview. Also, at the end of the pilot interviews, the exact time of the interview was noted down as 15 to 20 minutes and this information, the duration of the interview was added to the interview schedule.

After that, the interview scheduleswere submitted to the instructor who is an expert in the related field in order to evaluate the items. He examined the interview to see whether the items were clear enough and could be understood easily without having any ambiguity. By the help of the academicians, the items were analyzed one by one and some of them were again eliminated to maintain the clarity and coherence of the items. According to the suggestions of the academicians, the items were edited and rewritten by changing some statements. Therefore, content and face validity of the interview schedule was gained. At the end of expert examining, pilot study and academician-counseling, the interview schedule was ready for the use of the study.

3.5.2 Written Documents

Written documents were reviewed to provide information to the background, thestructure, goals and the objectives of the Teacher Induction Program about which the study was carried out. The following documents were reviewed: 1) Civil Servants' Law, 2) Regulation on Training of Civil Servant Candidates of the Ministry of National Education, 3) the Ministry of National Education's official web site, 4) candidate teachers' notes.

3.6 Data Collection Procedure

Before conducting the interviews, required documents were completed and the permission was taken from Human Subjects Ethics Committee-a Committee in Research Center for Applied Ethics in METU- in December, 2011. Then, necessary oral permission toadminister the interview in primary schools and high schools in the center of the town of Fatih was obtained from Fatih District Directorate of National Education in December, 2011.

The interviews were conducted in December, 2011 and January 2012. This time of the education and instruction year was preferred deliberately by considering the fact that the managers and teachers would have much more free time to spend time on the interview because the lessons would have been completed because it was the end of the first semester of 2011-2012 educational and instruction year. The researcher herself conducted the face to face interviews with the managers and the teachers. The interviewer visited the schools and found the teachers who were teaching no more than 2 or 3 years and mentioned about the study and asked their voluntary participation to the study. Then, the interviewer made an appointment with the teachers volunteered to participate in the study according to the teachers' free time. Similarly, mentor teachers and managers were asked for an appointment if they were willing to participate in the study. On the day of the appointment, the interviews were conducted.

Before starting to each interview, the participants were informed about the value and importance of their contribution to the study and the purpose of the research to make sure the subjects about the confidentiality of their responses. After their voluntary participation was assured before starting with the questions, all the interviewees were asked whether they minded the audio recording or not. Most of the interviews were not recorded because the interviewees did not give permission, especially the program managers; however, the interviewer took notes carefully and quickly for the verbal and nonverbal data during the interviews.The respondents were free to give answer or not to answer any questions. The researcher could also change the row of the questions

according to the flow of the interview. The researcher explained the questions two or more times when required or changed the wordings for better understanding if necessary.The researcher thanked to each respondent for their contribution to the study just after each interview.

After each interview, the audio-recorded interview was transcribed verbatim. The researcher typed each interview herself to make it accurate and to avoid bias related to different typists. Then, the researcher reviewed the transcriptions carefully to check whether there is a missing part or vagueness in the conversations.

3.7 Data Analysis

Miles and Huberman (1994) state that qualitative data analysis consists of three sub-processes: Data reduction where the data are summarized through codes, themes and categories, data display, where the data are visualized, and conclusion drawing and verification, where the data are interpreted and the meaning of it is inferred.

Transcriptions of the 22 in-depth interviews with the stakeholders of the Teacher Induction Programand the written documents concerning to the Teacher Induction Programcomprised the data source of this qualitative study. The transcriptions were 64 pages in total. The researcher analyzed the whole transcription in a detailed way. The data were analyzed by using a qualitative data analysis program Nvivo-8. This program enabled the researcher to analyze the interviews separately. Moreover, it made the connections among the interviewsclear by maintaining the identities of the interviewees. Also, the program enabled the researcher to see what all participants say to the same questions because the program grouped the answers to each question.

The data were analyzed though content analysis which has widely been described as a methodical technique for squeezing numerous words of text into fewer content categories by following the determined directions of coding (Berelson, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990). It was also stated by GAO (1996) that with the help of the content analysis, researchers can examine great

quantities of data with ease in a systematic way. The researcher organized descriptive codes depending on the interview questions directed to the interviewees in the study. As it was noted down by Charmaz "codes assist to summarize, synthesize, and sort many observations made of the data" and he added that "coding becomes the fundamental means of developing the analysis" (1983, p. 112). Moreover, the recurring statements were noticed and analyzed in the study with the help of Nvivo-8, qualitative data analysis software, which indicated the frequency of the statements and the participants who were the owners of these statements.The most frequently recurring issues were concluded as the codes for data analysis. After completing the coding, all the codes were checked to avoid the repetitiveness and ensure the consistency of the coding.

3.8 Trustworthiness of the Research

Qualitative studies do not necessarily give in the same results when the study is conducted again and the achievement of an objective cannot be acknowledged with rigid terms such as "truth" or "reality", rather, in qualitative studies it is anticipated and considered that the results are consistent with the collected data (Merriam, 2009). However, the researchers like Maxwell (1992), Kvale (1996), Hammersley (1998) and Silverman (2001) state that the quality of the qualitative studies can only be increased if the reliability and validity of the studies were achieved. Similarly, Patton (2002) states that validity and reliability are two important points to be focused on while judging the quality of a study.Moreover, Seale (1999) declares that while establishing quality of the research, the "trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability" (p. 266). However, Lincoln and Guba (1985) state that the terms Reliability and Validity are used in quantitative studies; while, in qualitative studies, the terms Credibility, Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability are used concerning the quality of the study.Furthermore, Lincoln and Guba (1985) use "dependability" in qualitative research which closely corresponds to the notion of "reliability" in

quantitative research (p. 300). According to Winter (2000) the concept of validity is "rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects" (p.1). Therefore, it is clear that the researchers have developed their own concepts of validity such as quality, rigor and trustworthiness (Davies & Dodd, 2002; Lincoln & Guba, 1985; Mishler, 2000; Seale, 1999; Stenbacka, 2001).

There are different ways to increase the reliability and validity of research. For instance, Golafshani (2003) focuses ontriangulation as a way to improve the validity and reliability of research. Concerning the triangulation, Mathison (1988) states that traditional scientific techniques are incompatible with this alternate epistemology; therefore, triangulation strategyhas risen in naturalistic and qualitative approaches to evaluation to control bias and enabling valid propositions.Triangulation is using "two or three measurement points to enable the convergence on a site", which is one of the strategies used for assuring the quality of the study (Merriam, 2009, p. 215).

This study used data triangulation to ensure the credibility, consistency and dependability or reliability; that is the data were cross checked in terms of consistency of information gathered from different people who have different points of view as candidate teachers' views, program managers' views and mentor teachers' views (Denzin, 2006). Similarly, Marvasti (2004) and Patton (2002) note down that collecting data from different perspectives increase the quality of the research.

Another way to increase credibility is "member checking" which is also called as *respondent validation* (Merriam, 2009, p. 217). To be able to ensure the respondent validation, the researcher asked some of the respondents to check the researcher's interpretation or coding of their responses in terms of matching with the reality or reflecting their perspectives. The researcher also applied another strategy called"adequate engagement in data collection",which required allotting enough time for each interview as well as seeking alternative or opposite explanations in the data during the analysis (Merriam, 2009, p. 219).The fourth strategy used for credibility and consistency was that of asking a colleague to review the findings and reflect on

the plausibility of the results by comparing them with some of the raw data which is called as "external audit" (Fraenkel & Wallen, 2005, p. 463). Moreover, using common vocabulary while speaking the respondents increased its validity and recording the questions as well as the answers prevented distortions or selective forgetting (Fraenkel & Wallen, 2005). Furthermore, the researcher spent time in the setting of the Induction Program. The researcher went to the seminar hall and attended the training with the novice teachers for a while while the Induction Program was being implemented to the candidates, which is another strategy to increase the trustworthiness of the study called *extended engagement.*It is stated by Rubin (2000) that:

> Prolonged engagement is thought to lessen the likelihood of reactivity and respondent bias because the researcher's presence after a long period of engagement may seem less obtrusive and because respondents may be less inclined or less able to deceive the researcher during a prolonged period with a trusting relationship (p. 174)

Additionally, the interviewer asked the same questions with the same wording to the interviewees to enable the data comparable, which also enhanced reliability.

The researcher'sstruggle is very important to ensure the reliability and validity of the study. It is stated by Patton (1990) that the validity and reliability mostly depend on the skill, competence and efforts of the researcher. By considering this fact, the researcher conducted the interviews in a relaxedatmosphere where the interviewees feel themselves relaxed and can express their feelings freely. The places and time which the interviewees chose were preferred to conduct the interviews. The researcher was also a teacher in the same district. Therefore, the interviewees felt themselves relaxed when they learnt that the researcher herself was also a teacher. A sincere and more relaxing atmosphere was enabled as the researcher and the interviewees chatted on some other issues different from this study.

The researcher also tried to get clear response to the all questions by providing many sub-questions or probes. The researcher directed the interviewees' attention to the questions with her sub-questions or probes. When the researcher realized that the participant did not understand the question clearly, she addressed the question in other words and got use of sub-questions and probes to make the question

clearer. Before skipping to the next question of the interview, the researcher repeated the response of the interviewee and asked approval from the participant. If there was anything misperceived and ambiguous, the researcher asked the question second time to get the exact perception of the interviewee concerning the issue asked in the question.

CHAPTER 4

RESULTS

This chapter reports the findings of the study. The purpose of this study was toevaluate the effectiveness of Teacher Induction Program applied to candidate teachers by MONE in their first year of teaching throughthe perspectives of candidate teachers, program managers and mentor teachers, the main three stakeholders of the program by using the CIPP model. Hence, the results were displayed underfour parts of the CIPP (context, input, process, and product) evaluation modeldeveloped by Stufflebeam (1971). Interviews were conducted with the candidate teachers, the program managers and the mentor teachers to collect data for this qualitative study. The qualitative data was analyzed using Nvivo-8, qualitative data analysis software. By the help of this software, the qualitative data were analyzed through content analysis.

The questions in the interview aimed to gather data related to thecontext, input, process and product stages of the study. The data obtained from the interviews were presented in the sequence according to the four components of the curriculum: 1) objectives, 2) content, 3) methods and materials, and 4) assessment.

4.1 Context

The sub-question about the context component was:

> *Whatare the characteristics of context ofthe Teacher Induction Program?*

At this stage of the evaluation study, written documents were reviewed in order to gather information about the background, the structure, goals and the objectives of the Teacher Induction Program about which the study was carried out. The results of document review indicated that the research site of the study is MONE because the induction program for candidate teachers is implemented by MONE.The

department of in-service training, a sub-unit of MONE carries out the induction program for candidate teachers. However, the particular site of this study is Fatih District Directorate of National Education. The participantswho attended this study had completed the induction program prepared by Fatih District Directorate of National Education. However, the common program framework was implemented in all provinces and districts of Turkey.

As mentioned, the induction program for candidate teachers in Turkey was planned by the Ministry of National Education- the Department of In-service Training. The related regulation publishedon 30/01/1995with the number of 2423 determined the framework of the program.In Turkey, the induction program for candidate teachers is carried out in the framework of the "Ministry of National Education Regulation concerning the upbringing of the Candidate Civil Servants" issued on the 30th of January, 1995 and "the Candidate Training Circular" issued on the 14th August, 1995. In the following years, some adaptations in the program were made and published. The program is presentedunder three stages, *The Basic Training, The Preparatory Training and The Practical Training*. The goal of *The Basic Training* is to provide basic information about common features of civil servants to the candidate officers. When it comes to *The Preparatory Training,* the goal of it is to provide information and skills to the candidate teachers necessary for carrying out their duties and responsibilities; and to ensure their compliance to the duty. The goal of *The Practical Training* is to help the candidates gain experience by practicing the skills obtained, theoretical knowledge provided to candidate teachers in the preparatory training and other information and operations related to their positions and duties.

The trainings were carried out in the schools of MONE. The places of the trainings were decided by the District Directorate of National Education. For example, in 2010-2011 academic year, the induction program for candidate teachers was organized in a high school in the district, called Atatürk Çağdaş Yaşam Çok Programlı Lisesi. The school was visited by the researcher. It was observed that the high school is in the center of the district. It is easy to reach. The physical conditions

of the school are available to carry out such a program. It has a large and comfortable conference hall. Also, necessary technological materials are available for use in the school.

The date of the induction program for candidate teachers is determined by each District Directorate of National Education. It is carried out either in semester break or summer holiday at the weekends. *The Basic Training* takes 60 hours while *the Preparatory Training* takes 220 hours and lastly, *The Practical Training* takes 220 hours. A program syllabus is prepared according to the themes determined in the related regulation. In the basic training and the preparatory training, the instructors who are the experts in different subject-matters teach the candidates in the aforementioned schools. It is mandatory to attend the classes in the Induction program. The candidates have the right not to attend 1 out of 5 of each course's total hours.

At the end of each training, success of the candidates are evaluated by the instructors who are generally program managers assigned by the Fatih District Directorate of National Education. Written exams are administered at the end the basic training and preparatory training. The exams are prepared by the instructors who teach in the induction program. The instructor of each content area gives questions related to his/her course, then, exam paper is prepared by combining the multiple-choice questions sent from the instructors of the program. The candidates who get 60 points and above out of 100 are accepted as successful in the exams.

In the practical training, an experienced teacher who is in the same field of teaching and in the same school with the candidate teacher is assigned for the candidate teacher as a mentor. The mentor teacher is assigned to help the candidate teacher in any kind of professional and social issues in the school. In the end, after the candidate teachers complete the seminars, exams etc., they wait for their removal of candidacy. The mentor teachers are selected with the help of the school principal by considering the teachers' teaching experience, having qualities for being an effective mentor, being in the same or similar branch etc. In the practical training, the success of the candidates is evaluated by the chief of enrollment-the school principal

with the contribution of the mentor teacher. The success of the candidates is evaluated out of 100 points. The total point consists of the following parts:

a) General qualifications (10 points)

b) Discipline (15 points)

c) Diligence (15 points)

d) Collaboration (5 points)

e) Reliability (5 points)

f) Job Information (50 points)

The candidates who get at least 60 points in the assessment are accepted as successful in the practical training. In the end, after the seminars, trainings, exams etc., the candidate teachers wait for their removal of candidacy status. The candidacy status is removed approximately one year after they start to teach.

4.2 Input

Program manager characteristics, candidate teacher characteristics, mentor teacher characteristics, objectives of the program and the content of the program were revealed in the input evaluation stage of CIPP model.

4.2.1 Program Manager Characteristics

Four program managers participated in the study. The program managers were required to provide information in relation to their institution. Three of the program managers stated that they worked in the Fatih District Directorate of National Education. Only one of them was assistant principle in Davutpaşa High school in Fatih. The program managers were also asked how many years they worked as manager. Their years of management experience are shown in the table 4.2.1.1.

Table 4.2.1.1

Work Experience of the Program Managers

Participant	Years of Experience
Program Manager 1	6
Program Manager 2	3
Program Manager 3	20
Program Manager 4	2

The program managers were also asked to describe their roles and responsibilities. They gave different answers to this question. One of the program managers stated that:

> Administrators in a school have lots of responsibilities. You are responsible for the relationships of the students, teachers, and parents with each other. You are blamed for the faults of the others. You always have to keep everything under control. School administration is very troubled and stressful (PM1).

> The second program manager stated that:

> I am an educational coordinator. It also can be called as a computer coordinator. The overall objective of our work is to follow the ministry's projects, keep the computer laboratories on running smoothly. The coordinators lead and guide the teachers in the technological issues. (PM2).

Moreover, another program manager defines his job as "I am a department manager. A department manager supervises the educational institutions in the district, and he/she also solves the problems of these institutions" (PM3). Lastly, the other program manager made it clear that:

> Department managers are the technical staff of the district directorates of national education. Department managers have to be equipped with the necessary knowledge concerning their department. A department manager should be an expert in accounting, investment, education and instruction. A school principal may not know everything; however, a department manager should know everything. Department managers are the educational administrators who should know everything on the field they are responsible for. For example, I am responsible for the department of in-service training and accounting, I have to know all the information about these areas (PM4).

The program managers were also required to provide information about their

field of expertise. The fields of expertise of the program managers are History (PM1), Turkish (PM2), Classroom Teaching (PM3) and Religion and Ethics (PM4). It is clear that all of them are the teachers of the different subject area.

Moreover, the program managers were asked to give information on their experience as program manager in induction program. Their experience in induction program is shown in Table 4.2.1.2

Table 4.2.1.2

The Program Managers' Experience in Induction Program

Program Managers	Years of Experience in Induction Program
PM1	5 Years
PM2	1 Year
PM3	17 Years
PM4	1 Year

4.2.2 Candidate Teacher Characteristics

Fourteen candidate teachers from 6 different schools in Fatih, İstanbul participated in the study through interviews. The candidate teachers were asked about their university and faculty that they graduated. It is shown in Table 4.2.2.1. Two out of 14 candidate teachers graduated from Education Faculty of Gazi University. Three out of 14 candidate teachers graduated from Tourism and Commerce Faculty of Gazi University. One out of 14 candidate teachers graduated from Technical Education Faculty of Gazi University. Two out of14 candidate teachers graduated from Technical Education Faculty of Kocaeli University. One candidate teacher graduated from Atatürk Education Faculty of Marmara University. One candidate teacher graduated from Technical Education Faculty of Marmara University. Also, one candidate teacher graduated from Fine Arts Faculty of Mimar

Sinan University. Two candidate teachers graduated from Science Faculty of İstanbul University. The last one graduated from Amasya Education Faculty of 19 Mayıs University.

The candidate teachers were also asked about the schools they were working at. All the teachers were working at schools in Fatih

Table 4.2.2.1

University and Faculty Graduated from by Candidate Teachers

University	Faculty	Candidate Teachers
Gazi University	Faculty of Education	2
Gazi University	Faculty of Tourism and Commerce	3
Gazi University	Faculty of Technical Education	1
Kocaeli University	Faculty of Technical Education	2
Marmara University	Atatürk Faculty of Education	1
Marmara University	Faculty of Technical Education	1
Mimar Sinan University	Faculty of Fine Arts	1
İstanbul University	Faculty of Science	2
19 Mayıs University	Amasya Faculty of Education	1

The candidate teachers were also required to provide information about their year of experience in teaching. The candidate teachers were the teachers who attended the induction program in 2010-2011 education and instruction year. Half of the candidate teachers had 2 years of teaching experience. Three out of 14 candidate teachers had 1 year of teaching experience. Also, two out of 14 candidate teachers had 3 years of teaching experience. The rest 2 of the candidate teachers had 1,5 teaching experience.

In the study, the candidate teachers were asked about their willingness in selecting the teaching as a profession. The answers of the candidate teachers to the concerning question show that most of the candidate teachers stated that they had chosen teaching profession willingly. However, two out of 14 candidate teachers had

chosen their profession reluctantly.

The candidate teachers were required to provide information on their field of teaching. Their branches were illustrated in Table 4.2.2.2.

Table 4.2.2.2

The Candidate Teachers' Field of Teaching

Field of Teaching	Number of Candidate Teachers
Accounting and Finance	3
Classroom	1
Computer and Education Technology	3
Geography	1
History	1
Office Management and Secretary	2
Turkish Language and Literature	3

In the study, the candidate teachers were asked about the place and date of the induction program they attended. It is clear that nearly all of the teachers attended the induction program in Fatih, İstanbul. Only two of them joined the program in different places. One of them attended in Afşin, a district of Kahramanmaraş. The other one participated in the induction program in Bursa. Even though they participated in the induction program in mentioned places, they are working in Fatih, İstanbul at the moment.

4.2.3 Mentor Teacher Characteristics

Four mentor teachers participated in the study via interview. The mentor teachers were requested to give information about the school they were working. Most of the mentor teachers, three out of 4 mentor teachers were working in Fatih Vocational High School. The rest one mentor teacher was working in Atatürk Çağdaş Yaşam Multi-Programmed High School.

In the study, the mentor teachers were asked about the university and faculty they graduated. All the mentor teachers graduated from different faculties. One of

them graduated from Gazi University, Faculty of Accounting and Finance. The other one graduated from Gazi University, Faculty of Vocational Education. Another mentor teacher graduated from Gazi University, Faculty of Education. The last one graduated from İstanbul University, Faculty of Science.

The mentor teachers were also required to provide information about their teaching experience like candidate teachers and program managers. The mentor teachers participated in the study were all experienced teachers. Half of the mentor teachers had 18 years of experience. One of the mentor teachers had 8 years of teaching experience. However, the last mentor teacher had 26 years of teaching experience.

The mentor teachers were asked about their role in the induction program. One of thementor teachers stated that:

> Our mission is to provide guidance to newly appointed candidate teachers. We transform the theoretical knowledge given in the basic training into practical. We guide the candidates about how to approach to the students in the classes. We draw attention to the failures of the candidate teachers, and warn them and also provide information on what is needed to be focused on. We also offer information about how to manage the class with the current challenges faced in the profession. We are guidance counselors helping them about teaching profession and civil service (MT1).

The other mentor teacher defined his role in induction program as:

> Our role is to provide knowledge to the candidate teachers by transferring our own experiences in teaching profession. We aim to prepare the candidate teachers in advance for the positive or negative situations can be faced in the first year of teaching. In short, as a mentor teacher, our role is to guide the candidates and help them grow up as effective teachers (MT2).

It was alsostated that:

> Our role is mentoring the newly appointed candidate teachers and solving the problems of the candidate teachers and informing them on the issues such as course processing, preparation and evaluation of the written exam, regulations, and rights as a teacher (MT3).

On this issue, lastly, the other mentor teacher definedhis role in induction program as "guiding the candidate teachers, finding solutions to problems faced and making them love the profession" (MT4).

The mentor teachers were also asked about their field of teaching. Two of the mentor teachers were Accounting and Finance teachers. One of them was geography and the other one was Accommodation and Travel teacher.

The mentor teachers were also asked about how many times they were assigned as mentor teachers in induction programs. MT1 was assigned 3 times, MT2 was assigned 5 times, MT3 was assigned 2 times and MT4 was assigned 4 times in induction programs as mentor teachers

4.2.4 Objectives

The information about the objective dimension of the program was gathered from the program managers and mentor teachers. Related questions in the program manager interview and mentor teacher interview were asked to gather information on the objectives of the induction program-basic training, preparatory training, and practical training-.

Concerning the objectives of the Basic Training, program managers gave different responses. One of the program managers stated that:

> The objective of the basic training is to inform the officers about the common issues related to civil service. The basic training focuses on the common points. It aims to train the teachers as civil servants. It also concentrates on the details of the Law 1702 (PM1).

About the same issue, another program manager expressed:

> The aim of the basic training is to teach the principles of the civil service to the all civil servants and to inform them about the points which need to be cared. The basic training isimplemented to give information to the teachers about how to be effective and which qualities the teachers should have. The basic principles of the civil service are taught in the basic training (PM2).

When it comes to next manager, he made it clear that the objective of the basic training is "to give information about the basic concerns of civil service" (PM3).

> Another program manager declared that:

> The objective of the basic training is to introduce the general government, and the laws and legislations ofit to the candidates. Especially introducing the legislations directly related to the civil servants is the aim of the basic training. Additionally, it gives information about the organization of national education (PM4).

Program managers also remarked their ideas about the objectives of the Preparatory Training. Threeout of 4 program managers attended the study stated that the objective of the Preparatory Training is to inform the candidates about 657, the basic law of the national education and their personal rights. The following quotation exemplifies their perceptions about the issue:

> There are general topics in the Basic Training; however, there are more specific topics in the preparatory training. Personal Rights and the basic law of national education are taught. This stage of the induction program aims to teach the personnel rights of the civil servants to the candidates (PM4).

The rest of the Program Manager reflected that the objective of the preparatory training is to "give information about the principles of the introduction to civil service. In the training, candidate teachers are prepared to take their responsibility" (PM2).

Mentor Teachers were also interviewed to gather information about the objectives of the PracticalTraining. They mostly said that the objective of the preparatory training is to prepare the candidate teachers for teaching. Three out of 4 mentor teachers stated that the objective of the practice teaching is to guide the candidate teachers and help them minimize their potential mistakes in the profession. For example, one of the mentor teachers reflected that:

> The objective of the practical training is to guide the newly appointed teachers and inform them about how to communicate with the students. It is also to guide them and to minimize their faults. The ultimate aim of the program is to ensure the regular attendance of teachers to their tasks as an equipped teacher (MT1).

Additionally, another teacher made it clear that:

> The objective of the practical training is unable to transfer the theoretical knowledge into practice is the shortcoming of the education. Therefore, this issue should be focused on. So, to be able to grow up teachers equipped and ready to teach is the main aim of the practical training (MT2).

4.2.5 Content

The information about the content dimension of the induction program was gathered from the candidate teachers, program managers and mentor teachers. The questions about the content of the program were asked to find out the perceptions of

theparticipants on the content of the induction program. Contents covered in the induction program are given in the table in the appendices part of the study. As it can be seen in the tables, different topics are dealt with in the Basic Training, Preparatory Training and Practice Training.

It can be understood from the responses of the candidate teachers that the candidate teachers are not satisfied with the topics covered in the induction program. All the participant candidate teachers reflected negative thoughts to the question concerning the content of the induction program. All of the candidate teachers stated that some of the topics in the trainings of the induction program were unnecessary. They thought that the topics were selected not being considered the fact that they had become successful in the KPSS (Civil Servant Exam) to become a teacher. They said that they had already covered the same topics during their university education and in the process of preparation for the KPSS. One of the candidate teachers reflected his perception by saying:

> The content dimension of the program should be changed. History and literature courses should not be taught us. We have already known the general cultural courses; it is unnecessary to repeat these courses in the program again and again. The topics covered in the program should be the most encountered problems in the teaching profession. The topics were not directly related to the teaching profession (CT4).

Similarly, another candidate teacher said:

> I think the topics were unnecessary except from the law of civil servants. We are always taught the same topics during our educational life. However, I find the law of civil servants, No. 657 very important. This law should be taught very well (CT14).

Another candidate teacher stated that:

> I find some courses such as History and Turkish Language unnecessary, and even I find them absurd to take place in such a program. However, I find the laws essential. There were issues related to the teacher's personal rights, but all the subjects were not related to teaching profession (CT12).

As it is clear from the perceptions of the candidate teachers, the teachers do not find the subjects in the induction program helpful. They think that the content dimension of the program should be innovated. They think there should be issues directly related to teaching and laws on civil service.

When it comes to the program managers' perception about the content

dimension of the induction program; it can be said that in contrast to the candidate teachers, the program managers find the content of the program suitable for the aim of the program. However, they think there are some points to be criticized. One of the program managers stated:

> I think the subjects are appropriate in a general sense. The topics are suitable and essential; however, the candidate teachers do not give importance to the topics after they have been successful in the KPSS because they have already covered the same topics. For this reason, they get bored with these subjects. I think the topics are appropriate for the aims.We are unable to intervene in the matters of the topics in the program; the districtdirectorate of national education determines the content of the program. If I evaluate the programin terms of my own field of study, I can honestly say that the subjects of History course and the time allocated to it in the program are sufficient (PM1).

Some of the program managers make it clear that all the topics in the program are important and indispensable. They think that the problem does not stem from the topicsbutfrom the participantsof the program. They think that the candidate teachers do not devote importance to the topicsin the program; hence, the topics lose their importance as nobody listens to what is taught during the trainings. To illustrate this view a program manager stated:

> I do not think the program is cared enough. In fact, the topics are highly essential. The subjects are about the personal rights of the civil servants. A civil servant who does not know his/her own personal rights before starting to teaching cannot be successful (PM3).

Another program manager reflected some remarkable comments concerning the issue by saying:

> Because of my health problems, I participated in the program for a short time as instructor. I can say that the topics are sufficient; however, it is argued whether it meets the needs or not because it is a fact that nothing is learned if it is not required. We only learn the topics when we really need them. For example, an individual only reads the penal law when you give him/her punishment. S/he does not listen when told something but learn it if need it. We only learn how to write a letter of application when we need to write a letter of application and also we investigate issues of right of reply when there is no answer from the other side. We have health permission; however, we only learn it when we have a problem about it. Under normal conditions, we cannot focus on the topics as we think we do not encounter with these issues. However, we learn compulsorily when we need them. When itcomes to the time allocated for the topics, I can say that it is enough, even it can be said that it is too much (PM4).

Mentor teachers were also asked about the content dimension of the program. The mentor teachers were especially asked about the content dimension of the Practical training.Twoof the mentor teachers reflected positive comments about the

content of the practical training of the induction program. The perception of a mentor teacher exemplifies the issue: "The topics areessential. Transferring the professional knowledge of the mentor teachers to the candidate teachers by the help of the training is the aim of the topics of the practical training. All is required" (MT1).The other two of the mentor teachers reflected somehow negative comments about the content of the practical training. One of them stated:

> First, the candidate teachers should be addressed issues related to their branch. At the same time, the group of the same branch, the annual plan, the question technique, methods of measurement and evaluation issues should be examined in detail in practical training. Compared to my own practical training, I do not think current practical training is sufficient (MT2).

4.3 Process

Qualitative data were collected via interviews from the candidate teachers, program managers and mentor teachers in order to obtain detailed information for the process stage of the evaluation study.This stage of the study is presented under 7 different categories: 1. Time, 2. Date and Place, 3. Effectiveness of the Instructors, 4. Methods, Techniques and Materials, 5. Mentor Teacher, 6. Assessment and 7. Problems Encountered.

4.3.1 Time

The question about the time period allocated to the induction program is addressed to the candidate teachers in the interview to get theirperceptions about the issue. The related question in candidate teacher interview is asked to gather candidate teachers' perception on the time allocated for the basic and preparatory trainings in the induction program. Half of the candidate teachers found the time period allocated to the trainings too long. The following excerpts illustrated the perceptions of the candidate teachers:

> I find the time period of the trainings too long. Also, compulsory participation makes it more boring (CT14).
> Time frame allocated to the trainings was highly long. The trainings took our whole weekends. It was done from 9 a.m. to 2 p.m. Timing was very bad. They could have been done after 5 p.m. (CT4).
> I think that the time periodallocated to the program was too long because there was nothing much to tell (CT6).

4.3.2 Date and Place

The question about the date and place of the induction program is addressed to the candidate teachers in the interview to get their perceptions about the issue. Concerning questions are asked both in candidate teacher interview and in the program manager interview to gather candidate teachers' and program managers' perceptions on the date and place of the program. 12 out of 14 candidate teachers reflected positive comments on places where the induction program was implemented. They were satisfied with the place of the induction program.The following extracts exemplify their perception:

> The trainings were done in the places where we could easily reach. They were done in the conference saloon which was technologically suitable (CT6).
> It was easy to reach. Also, it was neat and clean. It had facilities which are suitable to be a learning environment (CT8).
> The places where the trainings were done were easy to arrive. They were also proper for education (CT12).

However, 9 out of 14 candidate teachers were not satisfied with the date when the induction program was carried out. They reported negative comments about the issue. Some of them suggested that the induction program could be done on holidays, on semester holiday or summer holiday. Also, 4 of them stated that the trainings could have been done after school instead of weekend. About the issue, the teachers stated:

> Candidate Teacher Induction Program could be done during the summer breakbecause we were very busy and tired with the school courses within the period. The internship period was rather tiring for me. Places where the training organizedwere very suitable. It was organized in my own school; however, I can say that it was a central place for everyone. Places where the trainings were implemented had a good learning environment (CT1).

> The trainings were carried out at the weekends, which was very tiring. The places of the trainings were suitable and easy to reach. Instead of weekend, the trainings could be organized after school; however, it could be difficult to arrange the trainings according to each candidate's preference. Therefore, I think that the most reasonable thing is to organize the trainings during the summer break (CT10).

> The trainings were implemented in conference hall. The place of the trainings was the city center. It was suitable to be organized at the weekends. However, we both went to school on weekdays and attended the induction program at the weekends, which was very exhausting. It could be better if it had been carried out after school. Hence, we would have been free at the weekends. (CT3)

Only five of the candidate teachers indicated positive comments both about date and place of the induction program.The candidate teachers stated:

> Place of the trainings was convenient. They had a central location. The trainingswere carried out in my own school. The date of the program was also suitable. The program was organizednot much time after we had been appointed. The program was implemented at the weekends, which was also proper. If it had been carried out on weekdays, it would have been too tiring (CT2).

> Selected locations for the trainings of the induction program were appropriate. The transportation was available. Also, the date of the trainings was suitable (CT13).

When it comes to the program managers' perceptions concerning the date and place of the induction program, the program managers said that the most convenient place and date was selected for the program. To exemplify this thought, program managers stated:

> I think the dates selected for the program are appropriate. Candidate officers get tired during the day on weekdays. Therefore, weekends are better for them. The participants complain about the hours of the program which lasts from 9:00 am until 14:00. When it comes to the location of the program, it can be said that the most comfortable places easy to access are selected. In fact, there are more favorable, suitable places, but these training places cannot be allowed to be used (PM2).

> We choose the most proper school as the place for the program. For the trainings, we use the conference hall of the school. Recently, a new regulation has been published about the date of the Teacher Induction Program. This regulation makes it clear that the induction program will be done during the summer holidays and semester breaks. Before that, we decided the date of the trainings. Each directorate of national education decided the date of the program. We arranged it for the timeperiod we had decided to be the most suitable (PM4).

4.3.3 Effectiveness of the Instructors

The question about the effectiveness of the instructors teaching in the induction program is directed to the candidate teachers in the interview to get their perceptions about the issue. Related question in candidate teacher interview is aimed to gather candidate teachers' perception on the qualifications of the instructors of the induction program. Three out of 14 candidate teachers expressed positive opinions about the effectiveness of the instructors of the induction program. They thought that the instructors were effective and they used effective strategies in the courses. For example, a candidate teacher indicated:

> The instructors were effective. We got answers for every question we asked. They were experienced instructors. As most of them were school directors, they were equipped and good at administrative matters. In short, I think teachers were efficient and effective (CT1).

Similarly, another candidate teacher reflected his satisfaction by saying:

> The instructors were really effective. They gave such striking examples and explanations that I still remember some of them. They told that we should not be so close with the students. They said that we should establish and maintain a good student-teacher relationship as teachers.The instructors exemplified the matter with an exciting sample- a character from aTV series (Mete and his relationship with his teacher), which was very effective. (CT3)

However, six out of 14 candidate teachers declared negative views about the effectiveness of the instructors. They thought the instructors teaching in the trainings were not effective. They were not satisfied with the instructors. They thought the instructors did not dominate their field of teaching. They reflected that the instructors told the same topics with the same methods. One of the teachers' perception exemplifies this view: "Instructors of the program were not experts in their fields. Therefore, the trainings were not efficient as the instructors were not experts in their fields" (CT12). Similarly, another candidate teacher expressed his dissatisfaction with the instructors by uttering:

> I think the instructors were not effective. Their teaching method and their expertise were insufficient. They lectured by looking at the notes in their hands and got out of the classes. To me, the instructors saw the program as a source of income. (CT13)

Five out of 14 candidate teachers found some of the instructors successful and some of them unsuccessful. According to these candidate teachers, some of the instructors gave lectures well, while the others could not tell the topics very well. They thought that some instructors were experts in their branches; however, the others did not dominate to their fields. The following scripts reveal this view:

> School principals were young. Therefore, their lessons were good because they were more active in the class. However, the department managers were not very efficient. If the university instructors had taught in the program, it would have been more effective. The lessons would have been more visual and interactive. Thus, there would not have been redundant information (CT4).

> The instructors were not effective. They made us tell the topics. One instructor was very effective. He drew our attention. He distributed papers and asked us to write what we know about the related topic. Then, he made his presentation. After the presentation, he again asked us to write something [about the same topic]. We saw that we learned a lot. The instructor had an effective interaction; we all listened to what he told. (CT6)

Briefly, the candidate teachers liked the instructors who were experts in theirfields and had good communication skills. However, they did notlike the instructors who only lectured through reading his/her note without presenting the topics with exciting examples.

4.3.4 Methods, Techniques and Materials

The questions about themethods, techniques and materials used in the trainings of the induction program are presented to the candidate teachers and program managers in the interviews to get their perceptions about the issue. Question 8 in candidate teacher interview and question 4 in the program manager interview are designed to gather their perception on the methods, techniques and materials used in the program during the training sessions. Most of the candidate teachers, ten out of 14 candidate teachers expressed positive opinions about the methods, techniques and materials used in the trainings of the induction program. They found the methods, techniques and materials various and sufficientas the following quotations indicate:

> They used everything needed to be used. Also, they got use of the board actively. When I think how I could teach the topics if I were an instructor in the program; I can say that I could teach in the same way with the same methods. It would not be taught with a different technique. Ultimately, we were in a conference hall and the topics were determined beforehand (CT2).

> The methods used in the program were sufficient. Also, the diversity of techniques and training materials used in the trainings were enough. When the topics were taken into consideration, it can be said that the slides and lecture notes were appropriate (CT10).

> Considering the conditions, I can say that the methods, techniques and materials used in the program were appropriate. The problem was in the content of the program (C.T5).

Four out of 14 candidate teachers revealed negative views about the methods, techniques and materials used in the trainings of the induction program. They found the methods and materials insufficient. In fact, some of them even thought that there was no suitable material used in the trainings. One of the candidate teachers made it clear: "The materials were not abundant. There were only slides. The instructors only read *the Basic Education Law* and passed, which could not enable permanent learning" (CT7). In consistent with this candidate teacher, another candidate teacher

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reflected: "Only the projector was used, but not always. Apart from that, no other teaching material was used during the trainings" (CT9).

In brief, as the scripts show that some of the participants of the program were dissatisfied with the methods, techniques and materials used in the program. They thought that the trainings were done haphazardly. However, most of the participants- the candidate teachers- were satisfied with the methods, techniques and materials used in the program. They found them enough and sufficient.

When it comes to the program managers' perception on the same issue, it can be said that each program manager used different method and techniques in his/her classes. They also had different ideas about the method and materials they used. They used various methods according to the topic they were teaching. The program managers told that they gave lectures by considering the fact that their audience was also teachers. These perceptions of the program managers revealed in the following lines:

> I tell the topicstrying not to make them bored because the participants of my lesson were also teachers. I prefer discussion instead of lecturing. With the help of question and answer method, I lecture not to make the candidates bored. I am not teaching in each minute of the hours allocated to us for our lesson. We chat for 10 minutes, and then deal with the course for 30 minutes. We enjoy the lesson. Before the lessons, I do a preliminary study and take short notes. The next day, I focus on the important points by following my notes without going into details. I think this method is effective. (PM1)

> I use mixed method. I change my method according to the topic and questions directed by the participants. Sometimes, I teach the topic in an anecdote. I teach organizational structure, language rules and employee rights subjects and I apply different method in each subject. By the way, I always try to draw the participants' attention. Also, I constantly get feedback from the participants. (PM2)

The program managers' thoughts revealed above show that the program managers decide their own method they think the most suitable one. However, one of the program managers is not satisfied with the method used in the program by the instructors. He criticizes their methods used in the program with his following words:

> I behave the candidates as if they are not students. I behave them by considering the fact that they are adults. I cannot say that the methods we use are very effective. The topics which need to be covered restrict us to use certain methods. Explaining the law is very boring. Legislation is long and difficult to teach. It is not a current topic enjoyable to teach. Maybe, we do not think enough how to teach better. We cannot give the importance it deserves because we have a lot of responsibilities. Therefore, we spend certain time on each subject. Well, in the program, we assign the instructors whom we believe to lecture well. (PM4).

4.3.5 Mentor Teacher

Through interviews, information was gathered from the candidate teachers and the mentor teachers about the issue of mentor teacher. Related questions in the candidate teacher interview and in the mentor teacher interview were planned to get candidate teachers' and mentor teachers'perception on the issue. Most of the candidate teachers attended the study, eleven out of 14 candidate teachers pointed out positive ideas about the mentor teachers assigned to them in the practical training process of the induction program. They told that the mentor teachers helped them professionally. They said that they learned lots of things from their mentor teachers. The mentor teachers assisted them in school affairs, such as relationship with the administration and colleague, paper-work etc. The following quotations illustrate these views:

> Yes, he is teaching the same branch with me. He is the chief of our department. I see him as an idol in this school. He enlightens the newly adopted teachers with his experience. He is highly experienced; he has 14 years of teaching experience. He is a teacher with whom I communicate easily. He gave informative and satisfactory responses to my all questions in any field. He even provided me with the addresses of the websites in which I could find sources in my field. He guided me professionally. The practical training was very helpful to me (CT1).

> Yes, I had a mentor teacher in my own field of expertise. He was gentle, skillful in the guidance and a really qualified mentor teacher. As we started teaching recently, we needed to be guided. I got use of my mentor teacher's experience. For example, while I was preparing my exam papers, my mentor teacher checked my papers (CT6).

The candidate teachers told that even the mentor teachers who were not teaching the identical content area with them helped them so much. They said that sharing the same field of teaching or not was not the matter; the matter was having the guidance competence or not. It is clear in the following lines that some teachers were assigned mentor teachers in different branches, but they had positive views about them. They state:

> My field of teaching was different from my mentor teacher, which was unavoidable because there was no teacher except me in my field in the school. I asked questions about my problems and got helpful answers. My mentor teacher was open to communication (CT4).

> My mentor teacher was not teaching the same course with me, she was a vocational teacher. She had guidance ability and helped me so much. She answered my questions on some subjects. She helped me. She supported me when I needed her guidance. She was a teacher. We did not enter the classes together, but he transferred his experiences (CT8).

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Three out of 14 candidate teachers expressed negative comments about the mentor teachers assigned to them in their practical training of the induction program. They thought that the mentor teacher had no guidance competence. They said that they could not interact with the mentor teachers easily. Therefore, it is clear that these candidate teachers were not satisfied with the practical training. A candidate teacher stated:

> **Researcher:** What are your thoughts about the guidance counselor assigned for you during the practical training? Was s/he in the same field with you? Did s/he have guidance competency? Could s/he be contacted easily?
> **Candidate Teacher:** Yes, I had a mentor teacher in my own field. When I went near him to talk, we got in touch. The practical training was not very effective. We would have entered the classes with my mentor teacher and he could have observed me and I could have observed him. Also, we could have prepared exams together and he could have given me information on how to take notes etc. (CT7).

Similarly, another candidate teacher expressed that "I had a mentor teacher who is in my own field [of teaching]. I could not communicate well with her. She did not have the capability of guidance. Therefore; my practical training process was not effective" (CT12).

The mentor teachers were also asked for their perceptions about their role as a mentor. The mentor teachers explained how they helped the candidates during the practical training. All the mentor teachers said that they helped the candidates in some ways. They told that they guided the candidates for paper works; such as annual plan, daily plan, official records of the meetings of the field group etc. They also told that they assisted the candidate teachers about their preparation for lesson, standing in the class as a teacher and their relationship with the students, the administration staff of the school and the parents of the students. One of the mentor teachers stated:

> I helped the [candidate] teacher about his/her behavior and attitude in the class. Moreover, I assisted him/her in his/her works such as preparing annual plan, group work of the colleagues in the same field. Apart fromthis; I guided the candidate teacher about how to communicate with the students (MT2).

Another mentor teacher expressed:

> **Researcher:** In what ways and how did you help the candidate teacher in the process of the [practice] training?

Candidate Teacher: I helped the candidate teacher establish a good student-teacher and teacher-administrator relationship; arrange lesson, be in contact with parents [of the students], colleagues, market [the cooperation students sent for internship] (MT1).

In brief, most of the candidate teachers expressed that the mentor teachers guided them during the practical training effectively. Also, the mentor teachers told that they helped the candidate teachers in different ways in the practicetraining sessions. It is seen that the candidate teachers' opinions were consistent with the mentor teachers' statements as most of the candidate teachers expressed that they got the help claimed to be provided by the mentors in their statements. Nonetheless, some of the candidate teachers revealed that the mentor teachers were not helpful to them.

4.3.6 Assessment

The interview included a section about the assessment conducted at the end of the each training in the induction program for candidate teachers. Information concerning the assessment step was collected from each participants of the study. The candidate teachers, program managers and mentor teachers were directed questions about the assessment techniques administered in the induction program. When the responses of the candidate teachers to the concerning questions are reviewed, it can be seen that nearly all the candidate teachers reflected negative thoughts about the assessment strategy used at the end of the trainings of the induction program. Thirteen out of 14 candidate teachers revealed that the candidates were not pleased with exams administered at the end of the trainings of the program. The most frequently stated negative views can be listed that they found the exams unnecessary and also they thought that there was no reliability and validity in the exams. The thoughts of a candidate teacher exemplify the view:

We answered the questions as a whole class. There was no seriousness during the exam in the class. The exams were prepared to help the participants pass the exams. No one failed in the exam. One of the two participants who had the same answers got 70 points, while the other got 90 points in the exam. The exam had no validity and reliability (CT3).

Another candidate teacher's perception shows parallelism with thisteacher:

The questions of the exam were submitted to us before. The exam had no reliability and

validity. In fact, there should not be an exam at the end of such a program. Also, nobody has failed in this exam so far (CT4).

Moreover, one of the candidate teachers stated that "I think the exams were unnecessary. There should not be exams. It is not clear what the exams measure. Also, nobody was unsuccessful in the exams" (CT8). Another candidate teacher focused on the incorrect questions in the exam and suggested alternative assessment techniques in his comment by saying:

> The exams were awful. There were wrong questions. There were questions related to civil service. Each instructor asked questions about his/her field in the exam. Options were too long. Instead of evaluating the success of the candidate teachers with the help of a multiple-choice exam, candidate teachers should be observed in their classes and their success should be evaluated according to his/her performance (CT6).

The only positive comment made by a candidate teacher was like that "there was an exam at the end of each training as it should be" (CT13). It seems to be a positive view. However, it is not clear enough.

When it comes to the program managers' perception of assessment techniques used in the program, it can be concluded that most of the program managers made positive comments about the assessment step of the program. In contrast to the candidate teachers, three out of 4 program managers thought that the exams were necessary and useful. One of them stated:

> We all prepare questions in our field in certain numbers and deliver [the questions to the exam committee]. The exam is prepared from the questions selected among our questions [by the committee]. For example, I ask some questions on the matters they can encounter in their professional life. Is the exam essential? Yes, it is, because the exam anxiety and stress cause motivation for learning. [However], problems can occur if the program implementers do not give importance [to the assessment process]. Assessment is done with the total percentage ofattendance and result of the exam. We hardly ever have problems in the exams. Once, I realized that one [of the candidates] from the serving group behaved inappropriately and I took his [exam] documents. Also, we warned the candidates that chewing gum or listening to personal stereo is prohibited (PM2).

Similarly, another program manager revealed another positive side of the exam and supported that exam was a way of learning by uttering:

> Testing is actually a form of learning. For this reason, exams are administered [at the end of the trainings in the program], which is useful, in my opinion. The instructors make a pool of questions, and the exams are prepared with the questions selected from thepool. Participation is compulsory in the trainings with the right of absence in the percentageof 1/5. The candidates exceeding this ratio are not permitted to enter the exam and get certificate [of the induction program] (PM3).

On the other hand, one of the program managers had negative thoughts about the assessment techniques like the candidate teachers. The program manager stated:

> We receive the questions for each subject from the instructors who teaches the concerning subject and prepare the exam with these questions. I do not think the exam is necessary. Ultimately, this [the induction program] is an in-service training. We do not measure any information (PM4).

Apart from the candidate teachers and program managers, the mentor teachers were also questioned about their assessment techniques they used in the practical training. All the mentor teachers said that they evaluated the candidates' teaching competency. Three out of 4 mentor teachers made it clear that they used observation as a technique of assessment in the practical training. One of the mentor teachers made it clear by stating that:

> The intended topics cannot be taught completely. However, our aim is to keep this percentage in the highest [level]. We entered the classes with the candidate teachers and evaluated them by the help of our observations (MT1).

Another mentor teacher listed a set of criteria she used in her assessment during the class observation by recording:

> I use the following criteria as assessment technique:
> a) Tone of voice (whether it reaches to each student or not)
> b) Start and finish before the bell
> c) Teaching technique
> d) Interaction with the students
> e) Knowledge of subject (MT2).

On the other hand, one of the mentor teacher stated that "I made an evaluation [by focusing the criteria] whether they were competent in teaching or not" (CT4).

In sum, the majority of the candidate teachers found the exams unnecessary while the program managers thought they were suitable and essential. Furthermore, the mentor teachers revealed their own assessment techniques.

4.3.7 Problems Encountered

In the interview schedule, there are also questions about the problems faced during the implementation of the program. The questions related to the problems encountered were addressed to the program managers and mentor teachers via interviews.

One of the most frequently mentioned problems encountered in the induction program by program managers was that the candidate teachers found the induction program pointless. The following views of 2 program managersexemplify the mentioned problem:

> The candidate teachers think that there is no need for such [an induction] program just after the KPSS. Therefore, they are not interested in the lessons. Lecturing in front of an indifferent audience is a problem for me. I try to explain them that the induction program is really essential because it forms the basis of the civil service (PM1).

> The other problem is that both those who instruct in the program and those who participate in the program [as students] think that the program is purposeless, which makes the program inefficient before it starts (PM2).

The other most frequently mentioned problem was the mixed audience group. Officers, servants and teachers participate in the induction program in the same conference hall altogether. Related to this issue, two out of 4 program managers expressed their thoughts in the following lines:

> Due to the necessity, servants, officers and teachers are taken into the same program, which is a problem because their degree of attention, participation and readiness is different. The servants' attitudes, thoughts, and [even] questions are different; however, they are in the same program with the officers and the teachers. They are included in the program because of their limited numbers. This [application] is not correct, in my opinion, because equal groups should be organized; however, I cannot question this [situation] as it is beyond me (PM2).

Similarly, the other program manager expressed that "we train the servants, officers and teachers altogether, which can create a problem" (PM3).

Lastly, one of the program managers attracts attentions by stating that the problem causes by the ineffective teaching techniques applied in the program bythe instructors. The program manager expressed:

> The schools in which we implement the trainings are the schools of Fatih District Directorate of National Education. Therefore, we do not have problems. The only problem is ineffective teaching techniques. There are problems in the methods and techniques used [by the instructors]. Transferring the subjects to the candidates effectively is based on the personal competency of the instructor who teaches [the concerning subject]. Some of the instructors are very old and have a strict teaching style and say -you have to listen to me-[to the candidates]. He uses only lecturing as a method of teaching, which decreases the effectiveness [of the induction program] (PM4).

When it comes to the mentor teachers thoughts on the issue, it can be said that most of the mentor teachers have no problem during the implementation of the practical training. Three out of 4 mentor teachers stated that they own had no

problems; however, they said that some school administration caused problems for the candidates. One of the mentor teachers expressed that "I haven't encountered with any problem" (MT1). Also, the other program manager supports this idea by saying that "I haven't encountered with any problem during the practice training; however, some school administrative boards make pressure on the candidates" (MT4).

On the other hand, one out of 4 mentor teachersreveled that he observed so many problems in the practical training. He said that the workload of the candidate teachers should be decreased. The following script shows this view:

> I think there is too much trouble [in the program]. First of all, we should see the candidate teacher as a trainee teacher not as a trained teacher. If we load duties to the candidate teachers as if they are experienced teachers, the candidate teachers will lose their excitement of profession at the very beginning of their professional life. We should give less workload to the candidate teachers and give them chance to observe their mentor teacher. However, the candidate teachers are seen as gap-fillers nowadays. It is thought that nothing is problem apart from the classes without a teacher; therefore, there should not be empty classes, which causes the candidate teachers stay under heavy load without being aware of it (MT2).

Briefly, it is clear that the program managers detected more problems than the mentor teachers. Candidate teachers' being indifferent in the lessons, the mixed group audience, the instructors' ineffective teaching methods and techniques and the administration's pressure on the candidate teachers can be listed as the most encountered problems in the Teacher Induction Program.

4.4 Product

For the product stage of this evaluation study, qualitative data were collected by means of interviews from the candidate teachers, program managers and mentor teachers so as to acquire comprehensive information. This stage of the study is presented in 2 categories: 1. Attainments of the Induction Program 2. Suggestions for the Improvement of the Induction Program

4.4.1 Attainments of the Induction Program

In the candidate teacher interview, teachers were asked what they gained in the induction program. Related questions were directed to the candidate teachers

about what they learned during the induction program. Therefore, this part will be presented in 3 categories parallel to the questions:

1. Attainments of the Basic Training as Perceived by the Candidate Teachers,
2. Attainments of the Preparatory Training as Perceived by the Candidate Teachers,
3. Attainments of the Practical Training as Perceived by the Candidate Teachers.

4.4.1.1 Attainments of the Basic Training as Perceived by the Candidate Teachers

Through interviews, information was gathered from the candidate teachers about what they gained in the basic training. Most of the candidate teachers reflected negative comments about their gains from the basic training. Ten out of 14 candidate teachers expressed that they did not learn so much in the basic training. They told that the training was not effective. Also, they added that the topics in the basic training were the repetition of the general cultural courses and there was nothing new. The following excerpts make it clear:

> I gained nothing in the basic training. It was not an effective training (CT8).

> The basic training was like a general revision. It was not worthy. While we were busy with the basic training, "Bag Law" [the law regulating several kinds of amnesty and social rights] was on the agenda. We had information concerning the related law. We did not learn anything else (CT4).

> In fact, I learned nothing. We had school on weekdays and attended Teacher Induction Program at the weekends, which was not effective. It was not an effective program because it was an embedded program (CT7).

Some other candidate teachers focused on how unnecessary the general cultural courses were in the basic training. They thought that courses such as History, Turkish, and Literature should be omitted from the syllabus of the induction program. About the issue, the candidate teachers stated:

> I learned nothing. It was very unnecessary. The only thing I learned was the law, no. 657. Also, I learned the fact that the affairs related to teachers are determined with this law. Moreover, we can solve the problems we come across with this law. We were taught Turkish, Literature and History in the basic training. I graduated from university. Instead of spending time in the basic training, it would have been more efficient if I had spent my time at school (CT3).

We had History, Literature and the Constitution courses in the basic training. We had already known these subjects. It was like a revision. The subjects were very trivial as if the program would have been addressing to an audience graduating from high school and entering to university. The level should be increased. Also, courses such as History and Turkish Literature should not be submitted (CT5).

Four out of 14 candidate teachers expressed somehow more positive views when compared to the other 10 candidate teachers. They told that they learned the legislation and regulations about the civil service and teaching. One of the candidate teachers stated that "I learned legislation [of civil service]. I got information about the functioning of the state. I acquired the necessary information about the civil service. We had courses in general education and general ability" (CT10). Another teacheralso added some suggestions besides stating that he learned something in the basic training. The candidate teacher pointed out that "it was the repetition of the general cultural courses. There were topics related to the law 657. Topicsabout the fields of the candidate teachers should have been taken place in the program" (CT1). Briefly, the candidate teachersdo not reveal positive comments about their gains form the basic trainings. The most frequently mentioned achievement was the legislation and regulations of the civil service. Also, the teachers told that they found the courses covered in the basic training such as History, Literature and Turkish unnecessary.

4.4.1.2 Attainments of the Preparatory Training as Perceived by the Candidate Teachers

Also, information was gathered from the candidate teachers about what they gained in the preparatory training with the help of the interviews conducted by the researcher. Concerning question in the candidate teacher interview aimed to get candidate teachers' perception on the issue. Half of the candidate teachers reflected negative comments about their gains from thepreparatory training. They told that they had learned nothing important in the preparatory training. They also added that the topics were therepetitions of the topics in theirKPSS books. The candidate teachers' following views made it clear. One of the candidate teachers stated that

"we were submitted to the same topics we had already covered to pass the civil servant exam (KPSS)" (CT4). Similarly, another candidate teacher expressed that:

> Everything was the same in the preparatory training. The level of the trainings should be increased. We had the courses in which the questions were asked such as "When was the Republic established?" and "Find the verb of the given sentence" etc. The level of the training was really very simple (CT5).

Moreover, another candidate teacher reflected her perception of preparatory training by uttering that:

> Our personal rights were taught. I do not remember anything apart from this because it was such an ineffective training that nothing left in our minds. When I need, I can easily access the information which is covered in the preparatory training (CT14).

The most frequently mentioned achievement was related to the personal rights. The candidate teachers stated that they learned their personalrights in the preparatory training. Seven out of 14 candidate teachers mentioned the personal rights in their responses to the concerning question. One of them stated that "we learned our personal rights. I cannot say that we gained so many things. It was not an effective training process. We learned everything by experiencing when we started to teach" (CT12). Another candidate teacher also focused on the personal rights in the following comment: "we learned our personal rights. The instructors told what they had lived in their teaching life. They shared their experiences with us" (CT11). Moreover, the other candidate teacher said that "the personal rights and rights as an officer were taught" (CT1).

In sum, the candidate teachers do not have positive comments about the preparatory training similar to their thoughts about the basic training. Half of the candidate teachers told that they learned nothing useful in the preparatory training. The most frequently mentioned gain was the personal rights.

4.4.1.3 Attainments of the Practical Training as Perceived by the Candidate Teachers

By way of interviews, information was collected from the candidate teachers about what they gained in the practical training. Most of the candidate teachers reflected negative comments about their gains from the practical training. Ten out of

14 candidate teachers declared negative views on their gains from thepractical training. They told that the practical training had no effect on their professional development as a teacher. They made it clear that they started to teaching as soon as they were appointed, so practice teaching lost its importance. The following scripts exemplify the view:

> Any special program was not implemented as practical training to me. We directly started to teaching as soon as we are appointed. Just after 2 days [from our appointment], our course program (weekly schedule) was delivered to us and we were asked to enter the classes (CT4).

> I started teaching just after I was appointed, so I do not think the practical training had an effect on me (CT6).

> We started the practical training in a way just after we were appointed. We started teaching. The directorate of national education wanted us to enter the classes. We had a mentor teacher (CT8).

Another teacher mentioned the importance of the practice teaching; however, he added that the process of his practical trainingdid not meet his expectations from the practical training. The candidate teacher stated:

> The practical training was beneficial. My mentor teacher was not dealing with the tasks in the field, but only she explained the subjects when required. When I started teaching, I had lots of insufficiencies about my profession. I even had not kept my exam papers altogether. Also I had not been aware of the fact that there was something like the form of project work. Vocational teachers are always busy, for this reason my mentor teacher could not allocate much time to me as she was a Vocational teacher, too. She only helped me when I asked for help. In the practical training, a candidate teacher can learn lots of things if s/he is under the supervision of a gifted mentor teacher (CT3).

In contrast to the candidate teachers' perception of the practical training, three out of 14 candidate teachers reflected highly positive comments about the issue. They told that they learned lots of things in the practical training. They said that they really got work experience by the help of the practical training of the induction program. One of these candidate teachers stated that "I had the chance to observe the teachers who were experienced and experts in their fields. Practical training was very useful for me" (CT1). Another candidate teacher also reflected his perception by uttering:

> I can say that the most effective one was practical training. The teachers of my field andother colleagues helped me a lot. At the very beginning, we entered the classes as 2 teachers. My mentor teacher entered my classes with me. I observed how to teach better in these dual-teacher courses. In addition, I learned thecoordinating in the practical training (CT2).

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One of the candidate teachers mentioned about the practical training both in a negative and positive ways. The teacher stated that

> My mentor teacher helped me in the practical training. My mentor teacher assisted me in the issues the school administration had deficiencies. I cannot say that I had an effective process. We did not have a frequent communication [with my mentor teacher]. Neither I asked [questions to my mentor teacher] nor my mentor teacher made explanations [about my questions] (CT11).

In brief, the candidate teachers are not satisfied with the practice teaching, either. They thought that the practice teaching was not useful for them. They said that they started to teach just after they were appointed and started to learn on work. As mentioned, very few numbers of candidate teachers were pleased with the attainments they gained in the practice teaching.

4.4.2 Suggestions for the Improvement of the Induction Program

At the end of the eachinterview, the candidate teachers, the program managers and the mentor teachers were asked about their suggestions for the improvement of the induction program. Three different questions were directed to 3 stakeholders of the induction program in the interview concerning the issue. Therefore, this part will also be presented in 3 categories parallel to the questions. 1. The Candidate Teachers' Suggestions, 2. The Program Managers' Suggestions, 3.The Mentor Teachers' Suggestions.

4.4.2.1 The Candidate Teachers' Suggestions

Data were gathered from the candidate teachers about their suggestion for a better Teacher Induction Program via interview. Related question in the candidate teacher interview was designed to get candidate teachers' perception on the issue. The candidate teachers suggested different things for a better program depending on their involvement of the program. However, some of them frequently mentioned some similar issues. Seven out of 14 candidate teachers focused on the removal of the general cultural courses from the induction program syllabus in their suggestions. They proposed that field courses and vocational courses could be replaced with the

general cultural courses. The following extracts exemplify the view:

> Instead of History and Turkish Literature courses, we could have been submitted more useful courses. In the program, effective communication seminars would be given because, a teacher should have high quality communication skills. Teachers should be applied psychological tests as soon as they start teaching and got help if required. The Teacher Induction Program should be revised. In addition, the Teacher Induction Programs should not be different in different districts of the same city. There should be s standardized- Teacher Induction Program (CT3).

> We listened to the department managers' life stories. Hence, I cannot say that the Teacher Induction Program implemented to us was an effective program. Submitting Turkish language and literature courses to the participants who are teachers in the program was silly. The topics such as civil servant rights could be expanded and told properly. The Teacher Induction Programs could be done regionally. Instead of History and Geography, the problems encountered during the interaction with the students could be mentioned. The topics such as civil servant rights, personal rights should be given more importance in the program. Turkish and History courses can be removed from the program. The program should cover the topics we really need (CT8).

> Teacher Induction Program should be organized during the seminar period. The instructors should be the experts in the field. Mentor teachers should be more efficient. Cultural courses should be removed from the program; instead of them, teaching methods and techniques should be submitted [to the candidates in the program] (CT12).

Five out of 14 candidate teachers expressed that the induction program should focus on the fields of the teachers. They told that the teachers should be divided into sub-groups according to their fields. They also made it clear that the topics covered in the program should be directly related to the fields of the teachers. The following suggestions of the candidate teachers make it obvious:

> As a vocational teacher, I would have preferred to get a Teacher Induction Program which directly guided me on my field of teaching. We should be presented the topics related to the possible problems we can encounter while teaching (CT1).

> The teachers should be divided into groups according to their fields of teaching. In the Teacher Induction Program, much more useful information should be presented to the participants. I could have been met with the experienced teachers in my field, learned required sources and technology related to my field. Also I could have been submitted illuminating knowledge in connection with my field during the Teacher Induction Program. For example, we are making the intern students' insurance at school as a vocational teacher, which I had not known when I started teaching. An expert form Social Insurance Institution (SSK) would come and explain us how to follow the procedure of insurance (CT3).

> The candidate teachers should be separated in a consistent way withtheir fields. Moreover, the teachers and the civil servants should be separated in the program. Hence, the candidate teachers should be submitted topics related to their profession. The teachers' level of readiness should be determined and topics list should be arranged according to this result. The problems in the cities should be focused on in the program. The teachers should be exempted from some courses in the program by considering their teaching fields and capabilities (CT6).

Four out of 14 candidate teachers reflected that the induction program should be carried out by universities or continuous education centers. They added that the instructors should be the field experts from the universities. They told that the induction program would be more effective if it were organized by the universities. About the issue, one of the candidate teachers stated that "education experts from the universities should lecture in the classes. The administrators know the regulations very well; however, they cannot draw attention to the problems encountered in the lessons as they haven't entered lessons for a long time" (CT4). Another candidate teacher made a similar suggestion by uttering that "experts from universities can enter the classes, which would be more effective" (CT5).Moreover, the other candidate teacher suggested that:

> Even, this program should be eliminated and it should be implemented in the undergraduate period. In some way, money and time is spent for thisprogram. The implementation of the program should be left to the universities to be able to provide an effective program (CT2).

4.4.2.2 The Program Managers' Suggestions

Information was collected from the program managers about their suggestion for a better Teacher Induction Program. Related questions were addressed to theprogram managers in the interview to get theirperceptions on the issue. The program managersmade suggestions for a better program in the light of the problems they had during the implementation of the program.Three out of 4 program managers suggested that there were deficiencies in the program and some parts of the program should be changed. They told that the program should be improved. For example, one of the program managers pointed out:

> To me, the supervision step of this program is lacking. The trainings should definitely be supervised. I would like the experienced teachers to enter the classes in the induction program and transfer their experiences. Moreover, one of the most important deficiencies of the teachers is that they do not have reading habits. A reading activity can be inserted to the program. The candidate teachers have prejudice that the program is unnecessary, which should be eradicated. The teachers found it unnecessary to learn something about the area they do not have problems. They do not have interest and curiosity about learning in this area. Whenever they have problems, they start to search. Lastly, nobody gets unsuccessful in the exams; therefore, nobody is interested in the trainings (PM1).

Another program manager suggested that the problems are caused from the implementers of the program. The manager stated that the instructors teaching in the program should be more effective. He also expressed that some education institutions should be turned into training center to implement the induction program. He explained these thoughts in the following script:

> At first, the seriousness of the program instructors should be focused on. The authorized person- the implementer of the program- should take it serious. The instructors should attach importance to their work. If everyone takes care of his/her work, it would be better. I do not go on holiday and attend the program as instructor, so I should, of course, give importance to the program. The implementers of the program should not escape from the responsibilities. Some institutions should be turned into education centers and the trainings of the induction program can be carried out there without making the participants bored. There should be catering service in the training places (PM2).

The other program manager suggested that the induction program should be implemented in some specificplaces in Turkey just after the appointments of the teachers. He stated that instead of implementing the induction program in different cities, in different districts of Turkey, we should combine the programs and implement them in only a few selected cities. He made it clear by stating:

> After the appointments, the basic training and preparatory training should be provided to the teachers in groups in the regions selected for the program throughout Turkey. The certificates should be given at the end of the trainings. If the induction program is not implemented separately, it will be convenient and efficient (PM3).

The rest of the program managers suggested that there should not be any change in the program. He stated that everything in the program was suitable; so there was no need to change it (PM4).

4.4.2.3 The Mentor Teachers' Suggestions

When the mentor teachers were asked for suggestion for the improvement of the induction program in their interview with the related question, they provided different views on the issue. One of the mentor teachers pointed out that there should be field-specific training in the program. He also added thatmore importance should be given to the vocational courses in the program. He stated that:

> There should be innovations for vocational teachers. As vocational teachers, we are away from the market when we first start teaching. There should be orientation for the market and

coordinating training in the induction program (MT1).

Another mentor teacher listed his suggestions:

- The candidate teachers should not be given more than 6-hour lesson
- The candidate teachers should follow the courses of the teachers in their own field of specialization in the schools
- All kinds of educational needs of the candidate teachers such as the annual plan, the plan of the field group, questioning techniques, measurement and evaluation, employee rights, student-teacher interaction should be met by the mentor teachers (MT2).

Another mentor teacher suggested that the induction program should be left to the undergraduate period. He also added that the time period allocated to the internship training should be lengthened and the induction program should be implemented within the frame of the university education (MT3). Lastly, one mentor teacher stated that fewerlessons should be given the candidate teachers. Also, he suggested that the task definition of the candidate teachers should be done and the candidate teachers should not be used in all works in the schools (MT4).

Table 4.5 shows the summary of the findings about the Teacher Induction Program from the perspectives of candidate teachers, program managers and the mentor teachers.

Table 4.5
Summary of the Findings

CONTEXT	Data Source (Written Documents)		
Educational Setting of the Teacher Induction Program	• The program was implemented by MONE. • The physical conditions of the setting are available to carry out such a program.		
	Data Sources		
	Candidate Teachers' Views	**Program Managers' Views**	**Mentor Teachers'Views**
INPUT **Characteristics of the Participants**	• Fourteen candidate teachers from six different schools. • Universities graduated: Gazi University, Kocaeli University, Marmara, Mimar Sinan, İstanbul, and 19 Mayıs University. • Year of Experience: They had no more than 3 years of teaching experience. • Field of Teaching:Accounting and Finance, Classroom, Computer, Geography, History, Office Management and Secretary, Turkish Language and Literature • Place of Participation: Nearly all candidates attended the program in Fatih.	• Four program managers. • Year of Experience as a manager: varies from 2 to 20 years • PMs were experienced in induction programs. • Field of Teaching: Turkish, History, Classroom, Religion and Ethics • Their Role in the Program: the technical staff of the directorate of national education, the department managers in the directorate.	• Four mentor teachers • Working Place: Fatih Vocational High School and Atatürk Çağdaş Yaşam High School. • University Graduated: Gazi University and İstanbul University. • Year of Experience: Most have nearly twenty years of experience. • Their Role in the Program: to provide guidance and to transfer their experience to the candidates. • Field of Teaching: Accounting and Finance, Geography and Accommodation and Travel. • They were assigned many times in induction programs.

Table 4.5 (Continued)

	Candidate Teachers' Views	Program Managers' Views	Mentor Teachers' Views
Objectives of the Program		<u>Basic Training</u> • To provide basic principles of civil service, • To teach the legislation related to civil service. <u>Preparatory Training</u> • To inform the candidates about their personal rights.	<u>Practice Training</u> • To guide the candidates and help them minimize their potential mistakes, • To transfer the theoretical knowledge to practice.
Content of the Program	<u>Positive views</u> • The Law of civil servants no. 657 was the most important topic <u>Negative views</u> • They were not satisfied with the content of the program. • Some courses such as History, Turkish etc. are unnecessary and should be extracted from the syllabus of the program. • The topics were the repetition of the topics covered in the university education.	<u>Positive views</u> • The content of the program was suitable for the aim of the program. • All the topics in the program were significant. • The candidates need all the information provided in the program.	<u>Positive views</u> • The topics in the program were essential. <u>Negative views</u> • The topics such as the annual plan, methods of measurement and evaluation, question techniques should be given more importance in the program, especially in the Practice Training.
PROCESS **Time**	<u>Negative views</u> • The candidate teachers found the time period allocated to the trainings too long. • They thought it was too long because there was nothing much to tell.		

Table 4.5 (Continued)

	Candidate Teachers' Views	Program Managers' Views	Mentor Teachers' Views
Date and Place	Positive views • They were satisfied with the place of the induction program. • The places were suitable for learning environment. • The places were easy to access. Negative views • Induction program could have been done on holidays- on semester holiday or summer holiday-. • The trainings could have been done after school instead of weekend.	Positive views • Each directorate of national education decides the date and place of its induction program. • The date and place are arranged by considering the participants. • The most convenient place and date were selected for the program.	
Effectiveness of the Instructors	Positive views • The instructors were effective and used effective strategies • The instructors were experienced. • The instructors had good communication skills • The instructors gave exciting examples Negative views • The instructors' teaching in the trainings was not effective. • They were not satisfied with the instructors. • The instructors were not experts in their field of teaching. • The instructors used the same methods while lecturing. • Some instructors did not have good communication skills.		

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Table 4.5 (Continued)

	Candidate Teachers' Views	Program Managers' Views	Mentor Teachers' Views
Methods, Techniques and Materials	Positive views • The methods, techniques and materials were various and sufficient. • One of the CTs stated that if I were an instructor in the program; I can say that I could teach in the same way with the same methods. <u>Negative views</u> • The methods and materials were insufficient. • The materials were not abundant and there were only slides. • Only the projector was used, no other teaching material was used in the trainings	Positive views • Each program manager used different method and techniques in his/her classes. • Various methods were used according to the topic. • Program managers lectured by considering the fact that their audience was also teachers.	
Mentor teacher	Positive views • They are the teachers of the same fields with their mentor teacher. • The mentor teachers helped them professionally. • They learned lots of things from their mentor teachers. • The mentor teachers were beneficial to them in school affairs, such as relationship with the administration, colleague, and paper-work etc. <u>Negative views</u> • The mentor teachers had no guidance competence. • They could not interact with the mentor teachers easily. • They did not like mentoring process		Positive views • All the mentor teachers said that they helped the candidates in some ways. • They guided the candidates for paper works; such as annual plan, daily plan, and official records of the meetings of the field group. • They assisted the candidate teachers about their preparation for lesson, standing in the class as a teacher and their relationship with the students, the administration staff of the school and the parents.

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Table 4.5 (Continued)

	Candidate Teachers' Views	Program Managers' Views	Mentor Teachers' Views
Assessment	Positive views • There was an exam at the end of thetrainings as it should be. Negative views • They were not pleased with exams administered at the end of the trainings of the program. • The exams were unnecessary. • There was no reliability and validity in the exams. • Nobody failed in these exams.	Positive views • The exams were necessary and useful. • The exam anxiety and stress cause motivation for learning. Negative views • The exams were unnecessary in such a training program because there was nothing to be evaluated.	• The mentorteachers revealed their own assessment techniques. • The mentor teachers evaluated the candidates' teaching competency. • They used observation as a technique of assessment in the practical training.
Problems Encountered		• There was no need for such a program after the KPSS. • The participants of the program were not interested in process. • Both the instructors and the participants in the program found the program pointless. • Servants, officers and teachers participated in the same program. • Ineffective teaching techniques used by the instructors.	• The candidate teacher was seen as a trained teacher not as a trainee teacher. • The candidate teachers were seen as gap-fillers in the schools. • The candidate teachers had excessive workload. • School Administrators caused problems for the candidates.

Table 4.5 (Continued)

	Candidate Teachers' Views	Program Managers' Views	Mentor Teachers' Views
PRODUCT **Attainments of the Induction Program**	Basic Training Positive views • The Law, No. 657 was covered. • The Bag Law's details were examined. • The legislation and regulations about the civil service and teaching were taught. Negative views • They did not get much in the training. • The training was not effective. • The topics were the repetitions. • The general cultural courses such as History, Turkish, and Literature were unnecessary.		
Attainments of the Induction Program	Preparatory Training Positive views • The personal rights were clarified. Negative views • There was nothing important in it. • The topics were repetitions of the KPSS. • The level of the training was very simple. Practical Training Positive views • It enabled practice in teaching. • It gave chance to observe the experienced Negative views • The practical training had no effect on the teachers' professional development. • The teachers started teaching as soon as they were appointed, so practice teaching lost its importance.		

Table 4.5 (Continued)

	Candidate Teachers' Views	Program Managers' Views	Mentor Teachers' Views
Suggestions for the Improvement of the Induction Program	• The general cultural courses should be removed from the induction program syllabus. • The field courses and vocational courses should be added the program instead of the general cultural courses. • The trainings should focus on the subject-matter of the candidate teachers. • There should be field groups in the program and the teachers should participate in the program in these sub-groups. • The instructors should be the field experts from the universities. • The trainings should be implemented by the universities or continuous education centers.	• The procedure of the program should be supervised. • The experienced teachers should enter the classes in the induction program and transfer their experiences. • The candidate teachers have prejudice that the program is unnecessary, which should be eradicated • The instructors in the program should develop effective teaching strategies. • Some education institutions should be turned into training center to implement it. • Instead of implementing the induction program in different cities, the programs should be combined and implement in a few cities. • The program should be implemented after the appointments before teaching.	• There should be subject-focused training in the program. • More importance should be given to the vocational courses in the program. • The candidate teachers' workload should be decreased. • The time period allocated to the internship training should be lengthened and the induction program should be implemented within the frame of the university education. • The responsibilities and duties of the candidate teachers should be determined and the candidate teachers should not be used in all kinds of works in the schools.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

The main purpose of the study is to examine candidate teachers', program managers' and mentor teachers' perceptions about effectiveness of the Teacher Induction Program. The participants of the study evaluated the effectiveness of the program and provided some suggestions to improve the program. This final chapter provides the discussion of the results, conclusions drawn from the findings and implications for practice and future research.

5.1 Discussions and Conclusions

In the study, it was aimed to evaluate the effectiveness of Induction Program for Candidate Teachers through the perspectives of candidate teachers, program managers and mentor teachers using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971).

5.1.1 Context

The purpose of collecting information in the context stage was to get response to the sub-question about this stage, "What are the characteristics of context of the Teacher Induction Program?" The characteristics of educational setting of the Teacher Induction Program were revealed. Significance of the context of the program is mentioned in related literature. For example, the aim of the context evaluation is to lead a decision about whether to introduce change into a programme (Stufflebeam, 1983). It was also stated that context evaluation is usually concluded when a specific set of objectives is identified for which an instructional program can be developed (Popham, 1975).

Data were collected through examination of a set of written documents on the framework, the physical environment, facilities, and goals of the Teacher Induction Program implemented by MONE in the Fatih District Directorate of National Education. The results regarding the context dimension of the program indicated that the framework of the program was determined with Ministry of National Education Regulation concerning the upbringing of the Candidate Civil Servants issues on 30th of January, 1995 and the Candidate Training Circular issued on 14th August, 1995. The program was organized in a high school. The training sessions were carried out in the conference hall of the high school. The school had required facilities to implement such a program; however, some candidate teachers pointed out that the trainings of the program should be carried out in continuous education centers instead of a conference hall of a school. Some program managers also reflected that specific educational institutions should be turned into training centers to implement the Teacher Induction Program. They also suggested that Teacher Induction Program should always be implemented in those centers instead of implementing it in a different school each year.

The program includes The Basic Training lasting 60 hours, the Preparatory Training lasting 220 hours and the Practical Training lasting 220 hours. Written documents related to these trainings are examined and the goals of the trainings are captured. Therefore, this stage of the study reveals the goals of the program obviously. It is stated in the concerning literature that defining the objectives clearly with suitable terminology is very important. Foster (1982) and Griffin (1985) emphasize the importance of identifying program objectives with clear words. It is revealed that the goal of the Basic Training is to provide basic information about common features of civil servants to the candidate officers. When it comes to The Preparatory Training, it is stated that the goal of it is to provide information and skills to the candidates necessary for their duties and responsibilities; and to ensure their compliance to the duty. It is also pointed out that the goal of the Practical Training is to assist the candidates in gaining experience by practicing the skills obtained and theoretical knowledge provided to candidate teachers in the trainings.

5.1.2 Input

Data were gathered through conducting interviews with candidate teachers, program managers and mentor teachers.

Objectives

The objectives of the program were revealed from the perceptions of the program managers and mentor teachers. However, they could not state the objectives clearly. They focused on different dimensions of the program in their identification of objectives of the trainings of the program. However, the related literature made it clear that the objectives of a program should be identified obviously. Ediger (2006) states that it is crucial to state each objective carefully so that teachers and learners can understand what is to be learned. It is clear that stating the objectives clearly contributes the success of the program.

Moreover, when the objectives and the attainments of the program were examined, it was seen that the objectives were not achieved. From the perceptions of the candidate teachers, it can be understood that the candidate teachers did not attain the skills and knowledge they were expected. It can be concluded that the objectives of the program do not correspond to the needs of the candidate teachers. This finding of the study was consistent with Kale's study (1999) as she revealed that the induction program could not meet the needs of the candidates participated in the study.

Content

The results of the interviews with the program managers and mentor teachers showed that the program managers and the mentor teachers found the content of the program suitable for the aimof the program. They mentioned that all the topics covered in the program were really essential. Especially, the program managers focused on the importance of the content of the program. Even though the program managers and mentor teachers stressed the significance of the topics in the program, the candidate teachers were not satisfied with the topics studied in the program. This

finding of the study was inconsistent with Özonay's study (2004) as she pointed out that the content of the program was sufficient in meeting the needs of the of the candidate teachers. The candidate teachers found only the topic of legislations and laws, especially the Law, No. 657 important among the contents of the program.The same findings were also revealed by Okutan and Aydoğdu (2009) that legislations, laws, regulations on the civil service and teaching profession were found the most significant topics in the program. The candidate teachers also reflected that they found other topics unnecessary. The most frequently mentioned dissatisfaction about the content of the program by the candidate teachers was the existence of the courses such as Turkish, History, and Grammar etc. in the syllabus of the induction program. The candidate teachers asked for the removal of these courses from the program outline. This finding of the study was consistent with the result of Okutan and Aydoğdu's study (2009) that it was waste of time to repeat the subjects such as Turkish, History, and National Security etc. in the induction program because these courses were covered many times during the educational life of the program participants.

It was also found in the study that the candidate teachers wanted to study courses related to their content area in the program. Therefore, it can be said that the program was deficient in providing information that can be used by the candidate teachers in their teaching practices. The same finding was disclosed by Okutan and Aydoğdu (2009) that the candidates were not submitted information concerning their own field of teaching. This makes the program boring for the candidates. It was stated that the topics of the program were not interesting and new in the findings of Özonay's (2004) study. Similarly, Yıldırım (1997) and Kocadağ (2001) reported similar findings in their studies.

It can be concluded from the findings that the candidate teachers were not satisfied with the content dimension of the program in contrast to the program managers and mentor teachers. The candidate teachers found out that the content of the program was insufficient in drawing their attention and meeting their subject-specific needs. This finding of this study was consistent with the other studies

(Okutan & Aydoğdu, 2009; Ozan & Dikici, 2001) which revealed the content dimension of the program had some deficiencies and needed to be improved.

5.1.3 Process

Time

The perceptions of the candidate teachers about the time period allocated to the trainings of the Teacher Induction Program showed that candidate teachers noted down the time period was too long. They thought that there was nothing to teach in such a long time in the program. This finding of this study was confirmed by Okutan and Aydoğdu's study (2009) which was found out that the time frame allocated to the trainings was too long. However, this finding of the study was inconsistent with Özonay's (2004) study which made it clear that the time period was adequate to achieve the intended outcomes of the program.

Date and Place

According to the program manager interview results, it was found out that bothdate and place of the program were suitable. The program managers stated that they arranged the date and the place of the program by considering the program participants schedules. Therefore, they pointed out that the most convenient place and date were selected for the induction program. However, the candidate teachers were only satisfied with the place of the program. They reflected that the place where the program was organized had a suitable learning environment. It was also easy to access. The same finding was verified by Özonay's (2004) study which also found out that the setting of the program was appropriate as an effective learning atmosphere. The candidate teachers were not pleased with the date of the program. They stated that the program could have been organized on holidays. Also, some of the candidate teachers added that the program could have been implemented after school hours instead of weekends.

Effectiveness of the Instructors

The results of the interviews with candidate teachers showed that most of the candidate teachers were not satisfied with the instructors in the program. It indicated that the instructors were not selected carefully. This finding of the study was consistent with the results of the studies by Yıldırım (1997) and Kocadağ (2001) which found out that the instructors of the induction program for candidate teachers were not chosen wisely. The candidate teachers also thought that the instructors were not expert in their subject- matter; therefore, they were not effective.This finding of this study was contrary to Solak's study (1999) which revealed that the qualified instructors of the program enabled effective learning in the program. Moreover, the candidate teachers added that they did not have opportunity establish an effective interaction with the instructors during the courses.

Limited numbers of the candidate teachers mentioned the instructors positively. They stated that the instructors gave exciting examples during the lectures. They also pointed out that the instructors shared their work experiences with them. Similarly, Solak (1999) stated that the instructors shared their experiences with the candidates, which increased the effectiveness of the trainings.

Methods, Techniques and Materials

With regard to the type of teaching methods, techniques and materials used; the interview results of the candidate teachers and program managersdid not show parallelism in their perceptions. The program managers asserted that they used various methods and techniques while they were teaching in the trainings of the program. They also proclaimed that they kept in their mind that their audience was teachers, too. However, some of the candidate teachers were sharing the same perception with the program managers. Some of them stated that the methods and materials used in the program were various. Most of the candidate teachers were not pleased with the teaching methods, techniques and materials used by the instructors in the trainings. They reflected that only projector was used in the lessons; therefore, there were only slides as materials in the trainings. Also, it was declared that the

instructors used only lecturing as a method of teaching. This finding of the study was confirmed by the results of other studies (Okutan & Aydoğdu, 2009; Özonay, 2004) which revealed that no various methods were used in the trainings of the induction program. It was stated that only lecturing was used as a teaching method in the training sessions of the program

It can be concluded that suitable methods and materials were not used in the program. The same finding was also identified in Özonay's (2004) study which indicated that appropriate methods and materials were not used by the instructors in the program.

Mentor Teachers

The perceptions of the mentor teachers on their role in the induction program showed that they had a vital role in the program.The perceptions of the mentor teachers were consistent with the related literature emphasizing the importance of the role of mentors as the teacher of the teachers (Moir, 2003). They identified their role as providing guidance to the candidate teachers and assisting them in paper works such as preparing annual plans, group meeting reports etc. It indicated that the candidate teachers' perceptions of mentor teachers were consistent with the mentor teachers' statements as most of the candidate teachers expressed that they got the help claimed to be provided by the mentors in their statements. First of all, it was seen that most of the candidate teachers were assigned a mentor teacher, which was consistent with the finding of Öztürk's (2008) study which revealed that 55.1 % had a mentor teacher in their induction process. Most of the candidate teachers stated that the mentors helped them develop fully effective teaching practices. It was found out that the mentors supported the candidate teachers in their personal and professional responsibilities. The results of the interviews with the candidate teachers also indicated that the mentor teachers provided assistance to candidate teachers in learning how to interact with colleagues, school administrators, students and parents. However, some of the candidate teachers reflected negative views about their mentor teachers. They stated that they could not develop contact with their mentors. Also, it

was understood from the perceptions of the candidate teachers that some of the mentors did not have guidance competence.

Assessment

The result of the interviews of the mentor teachers showed that mentor teachers reflected their own techniques of assessment in the practical training to evaluate the success of their mentees. It was found out that the mentor teachers used observation as a technique to evaluate the teaching competence of the candidate teachers.

The program managers' perceptions concerning the assessment technique they used in the induction program revealed that the program managers found the exams administered at the end of each training period necessary. They thought that the exam anxiety boosted the motivation of the candidate teachers for effective learning. In contrast to the perceptions of the program managers, the candidate teachers were not pleased with the exams administered at the end of the trainings of the induction program because they found the exams needless. This finding of the study was consistent with the result of Okutan and Aydoğdu's (2009) study which found out that the exams in the induction program were unnecessary. The candidate teachers also thought that there was no reliability and validity in the exams. However, this finding was contrary to the result of Özonay's (2004) study which emphasized that the exams were appropriate for the aim of the program.

Problems Encountered

The problems encountered by the program managers and the mentor teachers were highlighted in the study. The result of the interviews of the program managers indicated that program managers had lots of problems in the induction program. It was found that the participants of the program found the induction process unnecessary. This finding of the study was inconsistent with Okutan and Aydoğdu's (2009) study which emphasized the result that the participants of the induction program were aware of the importance of the induction program and requirement of

it. Another common problem perceived by the program managers was the diversity of the participants in the same program. The program managers complained that civil servants, officers and teachers were admitted to the same induction program in the same learning environment, which created problem because they had different needs concerning their status. Also, it was stated that effective teaching techniques were not conducted in the induction program during the trainings.

The perceptions of the mentor teachers about the problems in the program showed that the candidate teachers were seen as gap-fillers in the schools. The mentors added that the candidate teachers had excessive workloads, which indicated that the novice teachers were accepted as trained teachers not as trainee teachers. It was also found out that some school principals caused problems for the candidate teachers. This finding of the study was confirmed by Öztürk's (2006) study which found out that teachers had principals who did not nurture an environment encouraging new teachers. However, this finding of the study was contradictory to the related literature which indicated that the principal has a crucial role in establishing norms and facilitating interaction among teachers with various levels of experience (Heller, 2004).

5.1.4 Product

The product evaluation is the crucial phase of CIPP model of evaluation. This evaluation is administered to judge whether the program meets the needs of the candidate teachers participated in the study or not. It was stated that this outcome information is related to the objectives of the programme, and the extent to which the programme has met the needs of those it was intended to serve is ascertained by making comparisons between expectations and actual results (Popham 1975; Stufflebeam 1983).

Attainments of the Induction Program

The attainments of the Teacher Induction Program as perceived by the candidate teachers showed that the candidate teachers could not develop the skills and learn knowledge as determined in the objectives of the program. The result of the

study indicated that most frequently mentioned attainments perceived by a few candidate teachers were the legislations, laws, and regulations concerning the civil service in the basic training; their personal rightsin the preparatory training; and transferring the theoretical knowledge into teaching practices in the practical training. However, these attainments were not sufficient when the objectives of the induction program as perceived by the program managers and the mentor teachers in the study were taken into consideration.

It can be concluded that the Teacher Induction Program failed to achieve its objectives. However, this finding of the study was not consistent with another study (Özonay, 2004) which found out that most of the candidate teachers thought that they achieved all the intended gains in knowledge and skills in a satisfying level. Most of the candidate teachers declared that they had learned nothing in the trainings of the induction program. They told that the topics were the repetition of the topics covered in the books prepared for the civil servant selection exam (KPSS).

Suggestions for the Improvement of the Induction Program

The candidate teachers, the program managers and the mentor teachers provided suggestions for the improvement of the Teacher Induction Program in the light of their experiences they had in the induction program. The result of the interviews of the candidate teachers indicated that the candidate teachers had a common idea about the suggestion that the general cultural courses should be removed from the induction program syllabus. This finding of the study was confirmed by another study (Okutan & Aydoğdu, 2009) which underlined the suggestion that the courses such as History, Turkish should be extracted from the outline of the program. It was proposed that subject-oriented courses and vocational courses should be added to the program instead of the general cultural courses. This finding of the study was also mentioned in related literature which emphasized the importance of subject-specific focus in induction by stating that even new teachers with strong content knowledge in their assigned teaching subject need assistance (Britton, Raizen, Paine, and Huntley, 2000). The candidate teachers' perceptions

also revealed the suggestion that the instructors should be the field experts from the universities. Okutan and Aydoğdu (2009) also found that there should be coordination with the universities and the instructors should be selected among the academicians from the universities. Moreover, it was found out in the study that the trainings should be implemented by the universities or continuous education centers, not by MONE.

The program managers also offered different suggestions. They suggested that the procedure of the program should be supervised. It was also reported that the instructors of the induction program should be selected among the experienced teachers. It was important because only teachers having the similar experiences could understand the teachers and their experiences would be beneficial for the new teachers. It was also focused by the program managers that he candidate teachers had prejudice about the necessity of the program, which should be eradicated. The program managers' perceptions revealed the suggestion that some education institutions should be turned into training centers to implement the induction program. Besides this suggestion, the program managers proposed that the induction programs implemented in different districts should be combined and implemented in only a few selected cities just after the appointments of the new teachers before they started teaching. This finding of the study was confirmed by Kale's (1999) study which found out that the induction program should be implemented before the candidate teachers started teaching.

When it comes to the results of the interviews of the mentor teachers, their perceptions concerning the suggestions for the improvement of the induction program were consistent with the candidate teachers' perceptions. Like candidate teachers, mentor teachers also suggested that there should be subject-focused training in the program and more importance should be given to the vocational courses in the program. The mentor teachers also suggested that the workload of the new teachers should be decreased.This finding of the study was confirmed by another study (Öztürk, 2006) which revealed that one of the most frequently experienced challenges of the novice teachers was workload challenges. This finding wasalso

supported by the related literature, as excessive workload was mentioned in many studies (Britt; 1997; Gilbert; 2005; Holmes, 2006; McCann, Johannessen, & Ricca, 2005; Smith & Sela, 2005)

It was also found out that the time period allocated to the internship training should be extended and the induction program should be implemented within the time frame of the university education. This finding of the study was consistent with Okutan and Aydoğdu's (2009) study which uncovered that time frame allotted to the Teacher Induction Program should be lengthened. However, this finding of the study was inconsistent with another finding of this study which found out in the perceptions of the candidate teachers concerning the time allocated to the trainings of the program. In contrast to the mentor teachers, the candidate teachers thought that the time period allocated to the trainings was too long.

All these findings indicate that Teacher Induction Period is not given much importance, which was supported by Yılman's (2006) study which found that the significance of the induction process was not appreciated.

5.2 Implications for Practice

The results of the study revealed that the Teacher Induction Program does not adequatelyrespond to the needs of the candidate teachers.Based on the results of the study and discussions, it was found out that the Teacher Induction Program was required to be revised to make it more effective. The following recommendations and suggestions might contribute to the improvements and/or revisions of the program concerning the context; objectives; content;time; date and place; instructors, teaching methods, techniques and materials; mentors, and assessment dimensions of the program.

Even though, the setting of the program seems to be suitable to implement such a program, the perceptions of the candidate teachers and program managers revealed that they had discontentment about the context of the program. To solve this, as some of the program managers suggested, instead of implementing the program in a school's conference hall, some educational institutions should be turned

into induction centers to implement such kind of in-service teacher training programs.

This study indicated that the program managers and the mentor teachers were not clear about the objectives of the program. Even, it was found out that the objectives of the program did not meet the needs of the candidate teachers. In order to overcome this, the objectives of the program should be revised and derived from the specific needs of the candidate teachers. The candidate teachers should also be included in decision-making process. The results showed that combining the three different groups of participants (servants, officers and teachers) and submitting them the same induction program reduces the effectiveness of the program. Implementing the program separately for these groups will make a difference. Therefore, the objectives of the program are supposed to be revised by considering the particular needs of participants.

The results of this study indicated that the candidate teachers and the mentor teachers expressed dissatisfaction about the content dimension of the program. The syllabus of the program needs to be revised. In related literature, it is also stated that more effective induction efforts should go beyond supportive role (Feiman-Nemser, Carver, Schwille, & Yusko, 1999). The induction program should go beyond providing common teaching tips and focus on the subject of the novice teachers. The candidate teachers found the general cultural courses useless. Hence, the courses such as History, Turkish, and Grammar should be taken out of the program. Instead of these courses, subject-specific courses or seminars focusing on the specific problems of the teachers can be included in the program.

The result of the study showed that the candidate teachers were not satisfied with the duration of the trainings of the program. They found the time period allocated to the training long because the courses did not draw their attention. When the content of the program is revised, the candidate will be interested in the program. Hence, the time period allotted to the trainings should even be extended as in other countries such as USA (Connecticut), and Scotland. Moreover, basic skills of the teachers should be improved in the induction program as these skills can only be

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improved on the job. The following script makes it clear that:

> In New Zealand, Shanghai, and Switzerland, it is striking to see how induction programs give concentrated attention to such basic skills of teaching as how to do the following:
> -   daily and long-term planning of a lesson's content, teaching strategies, and logistics,
> -   assessing students' work, including creation and scoring of teacher-made tests,
> -   writing informative reports to parents about their children's progress, and
> -   communicating more generally with parents. (Britton, Raizen, Paine, and Huntley, 2000, p.6)

When it comes to the date and place of the program, it was revealed that the program managers and candidates were pleased with the place of the program; however, the candidate teachers were not contented with the date of the program. They told that they got tired with their courses at school and induction program during the academic year. Organizing the induction program on holidays will solve this problem.

It was found out that the majority of the candidate teachers and even the instructors themselves regarded the instructors of the program as an important factor hindering the effectiveness of the Teacher Induction Program. To overcome this, the instructional staff of the program should be selected among the experienced teachers and experts from universities.

Another suggestion is about the methods, techniques and materials used in the program. The perceptions of the candidate teachers and mentor teachers concerning the methods and materials used in the trainings of the program indicated that the methods and materials were not varied. To implement the program effectively, to achieve the objectives, to catch the attention of the participants; a diversity of teaching methods and materials should be used by the instructional staff of the program. Assigning qualified instructors will solve this problem as a competent instructor will present the regarded subject efficiently by using the most suitable teaching method to the participants of the program.

The other suggestion is about the need for revision of the mentoring process of the program.It was seen, in the results of this study, that mentoring dimension of the Teacher Induction Program was insufficient and mentor teachers were ineffective. A well-designed mentoring process can be achieved with qualified

mentors. Therefore, the mentors must be selected carefully among the experienced and proficient teachers. The mentor teachers should have guidance competency andinterpersonal communication skills.Even, it would be better if they are trained after assigned as mentors in an induction program to meet the objectives of the mentoring process adequately. Additionally, as it is stated by Britton, Raizen, Paine, and Huntley (2000) mentor teachers should receive supplemental pay for their role in the induction program.

Moreover, teaching observation opportunities should be facilitated for the novice teachers. Not only should the experienced teachers observe the new teachers. In contrast, new teachers should observe the experienced teachers' lessons. The novice teachers should observe various teachers such as their mentors, the other new teachers, the teachers in the same subject.

The results revealed that the assessment aspect of the program needs to be revised. The stakeholders of the program were not satisfied with the assessment techniques implemented at the end of the program because administering a paper-based, multiple-choice exam to measure the success of the candidates in such a program is not suitable. Even, the program should not measure the success of the candidates; however, it should be in the format of just an orientation program aiming at welcoming the new-comers to the profession; to provide professional guidance and to assist the candidates in overwhelming the challenges of the new profession and environment.

5.3 Implications for Further Research

The purpose of this study was to make an evaluation of Teacher Induction Program based on the candidate teachers', the program managers' and the mentor teachers' perspectives. Thus, the researcher gathered data only from these stakeholders of the program. Future studies may also include the regarded authorities of MONE to the participants of the study.

This study will provide useful documentation for the literature, so they will see how the Teacher Induction Program is implemented in Turkey and evaluated by

the candidate teachers, program implementers and the mentor teachers. The program developers may also use the results of this study. The interview questions might be used to gather feedback about the Teacher Induction Program. This study might provide a basis for the further research on Teacher Induction Programbecause of the fact that it reveals the literature in our country and in the world on the related issue.

The sample was limited in this study because it was a qualitative study. A further quantitative study with a large sample could add more to the generalization of the results. Instead of restricting the study to one region, including all seven regions by selecting equal sample sizes from each region will surely make the study more important. It will also enable to compare regional differences objectively.

Moreover, the findings of this study revealed that the candidate teachers have numerous needs in their initial years of teaching. Therefore, a detailed needs analysis study should be conducted toreveal the needs of the candidate teachers before designing the induction programs.

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APPENDICES

A. TEACHER INDUCTION PROGRAM (in Turkish)

Aday Öğretmenlerin Yetiştirilmesi Kurs Programı

ADAYLIK EĞİTİMİ	ÜNİTELER	SÜRE (SAAT)
TEMEL EĞİTİM PROGRAMI	1.Devlet Teşkilâtı, Anayasa ve Kamu Hizmeti 2.Devlet Memurları ile ilgili Mevzuat 3.Türkçe, Dilbilgisi ve Resmi Yazışma Kuralları 4.Halkla İlişkiler 5.Tasarruf Tedbirleri ve Hizmette Verimlilik 6.Atatürk İlkeleri ve İnkılâp Tarihi 7.Millî Güvenlik Bilgisi 8. Değerlendirme (Sınav)	8 16 12 4 4 10 2 4
	TOPLAM:	60 Saat
HAZIRLAYICI EĞİTİM PROGRAMI	1. Türk Millî Eğitim Sistemi 2. MEB'in Teşkilat Yapısı 3. Personelin Özlük Hakları 4. Hizmet Sınıfları ile ilgili Konular 5. Değerlendirme (Sınav)	12 12 24 68 4
	TOPLAM:	120 Saat
UYGULAMALI EĞİTİM PROGRAM	1.Resmi Yazışma ve Dosyalama Kuralları 2.Hizmette Tasarruf ve Verimlilik 3.İnsan İlişkileri 4.Yenilik ve Gelişme 5.Koruma Tedbirleri ve Sivil Savunma 6.Hizmet Sınıfları ile İlgili Konular	- - - - - -
	MİNUMUM:	220 Saat

A.1 BASIC TRAINING PROGRAM (in Turkish)

Temel Eğitim Programı

ÜNİTE I: Devlet Teşkilâtı, Anayasa ve Kamu Hizmeti	ÜNİTE II: Devlet Memurları ile İlgili Mevzuat

1. T.C. Anayasası ve temel ilkeleri.
2. Kamu hizmeti ve devlet kavramları.
3. Devlet Teşkilatı:
a.Merkezi Yönetim,
b.Yerinden yönetim.
4. Devletin Şekli ve Organları:
  a.Yasama,
  b.Yürütme,
  c.Yargı.
	1. Anayasa, Kanun, KHK, Bakanlar Kurulu
	Kararı, Tüzük, Yönetmelik, Yönerge, Genelge,
	İdari Yargı Kararları, İçtihat'ı Birleştirme
	Kararları.
	2. Devlet Memurunun:
	  a.Görev ve sorumlulukları,
	  b.Genel Hak ve sosyal yardımları,
	  c.Hizmet içi Eğitimi,
	  d.Atama ve yer değiştirmesi,
	  e.Müracaat ve şikâyetleri,
	  f.İzinleri,
	  g.Kılık-Kıyafeti,
	  h.Disipline riayeti,
	  ı.İlerleme ve yükselmesi.

ÜNİTE III: Türkçe-Dilbilgisi ve Resmi Yazışma Kuralları	ÜNİTE IV: Halkla İlişkiler
1. Türkçe'nin yapısı ve dünya dilleri arasındaki yeri. 2. Kelime çeşitleri. 3. Cümle çeşitleri. 4. Cümlenin öğeleri. 5. Kip, zaman ve şahıs. 6. Noktalama işaretleri. 7. İmla kuralları. 8. Kompozisyon. 9. Resmi yazışma ve iletişim kuralları. 10. Resmi yazışma ve iletişim çeşitleri. 11. Gizlilik, gizlilik dereceleri. 12. Evrak dosyalama arşivleme	1. Halkla ilişkiler kavramı. 2. Halkla ilişkilerin nitelikleri. 3. Halka ilişkilerin teknikleri. 4. Halkla ilişkilerde yararlanılan kaynaklar. 5. Halkla ilişkilerde meslek kuralları. 6.Yönetimin halk tarafından değerlendirilmesi.
ÜNİTE V: Tasarruf Tedbirleri ve Hizmette Verimlilik.	ÜNİTE VI: Atatürk İlkeleri ve İnkılâp Tarihi

1. Tasarrufun önemi ve gerekliliği,
2. Tasarruf alanları.
  a.Yakıtta,
  b.Zamanda
	1. 20.yy. başında Osmanlı İmparatorluğunun durumu.
	2. Kurtuluş Savaşı.
	3. Cumhuriyetin ilanı.

c.Suda, d.Kırtasiyede. 3. Tasarrufun kişi ve toplum hayatındaki rolü. 4. İnançlarımız ve geleneklerimizde tasarrufun yeri	4. Atatürk İlkeleri 5. Atatürk inkılâpları.
ÜNİTE VII: Millî Güvenlik Bilgisi	
1. Türkiye'nin jeopolitik konumu. 2. Türkiye'ye yönelik iç ve dış tehditler 3. İç ve dış tehditlere karşı alınabilecek tedbirler.	

A.2. PREPARATORY TRAININGPROGRAM (in Turkish)

Hazırlayıcı Eğitim Programı

ÜNİTE I: Türk Millî Eğitim Sisteminin Yapısını Kavrayabilme
1. Türk Millî Eğitim Sistemi: a. Genel Amaçlar, b. Temel İlkeler, c. Örgün Eğitim Kurumları, d. Yaygın Eğitim Kurumları.
ÜNİTE II: Millî Eğitim Bakanlığı'nın Teşkilat Yapısı
1. Merkez Teşkilatı: a. Bakanlık Makamı, b. Talim ve Terbiye Kurulu, c. Ana Hizmet Birimleri, d. Danışma ve Denetim Birimleri, e. Yardımcı Birimler.   **2.** Taşra Teşkilatı: a. İl Millî Eğitim Müdürlükleri, b. İlçe Millî Eğitim Müdürlükleri.   **3.** Yurtdışı Teşkilatı.   **4**. Bağlı Kuruluşlar: a. Millî Eğitim Akademisi, b. Yüksek Öğrenim Kredi ve Yurtlar Kurumu Genel   Müdürlüğü, c. Film, Radyo, Televizyonla Eğitim Merkezi.   **5.** Millî Eğitim Bakanlığı'nın diğer bakanlıklarla olan ilişkileri.
ÜNİTE-III: Personelin Özlük Hakları
1. Devlet Memuru'nun özlük haklarına ait tabi olduğu mevzuat: a. 657 Sayılı Kanunun İlgili Hükümleri, b. T.C. Emekli Sandığı Kanunu'nun İlgili Hükümleri.   **2**. Devlet Memuru'nun genel hakları: a. Uygulamayı isteme hakkı, b. Çekilme, c. Emeklilik, d. Müracaat, şikâyet ve dava açma, e. İsnat ve iftiralara karşı korunma.   **3.** Devlet Memurluğu'nda ilerleme ve yükselmeler: a. Kademe ilerlemesinde şartlar, b. Derece yükselmesinin usul ve şartları, c. İdari görevlere atanma, d. Sınıf değiştirme.   **4**. Atama ve Yer değiştirme: a. Atama, ilk atama, açıktan atama, b. Yer değiştirme, c. Vekâlet, d.   İkinci görev, e. Silâh altına alınma ve terhis edilenlerin görevlerine dönmeleri ve hizmet değerlendirilmesi.   **5.** Çalışma Saatleri ve İzinler: a.Yıllık izin, b.Mazeret izni, c.Hastalık izni, d.Aylıksız izin.   **6**. Disiplin ve Disiplin cezaları: a. Disiplin amirleri, b. Disiplin cezaları ve çeşitleri (Uyarma,   Kınama, Aylıktan kesme, Kademe ilerlemesinin durdurulması, Devlet memurluğundan çıkarma).   **7.** Siciller: a. Sicil amirleri, b. Sicil raporlarının doldurulması, c. Olumlu ve olumsuz sicil, d. Ödüllendirme (Teşekkür, Takdir, Aylıkla ödül).   **8.** Görevden uzaklaştırma.   **9**. Mali Haklar: a. Aylık (Dereceler kademe aylığı, Katsayı ve Gösterge), b. Tazminat ve Zamlar,c. Sosyal Haklar ve Yardımlar (Tedavi Yardımı, Konut edindirme yardımı, Aile yardımı, Doğum ve ölüm yardımı, Giyecek yardımı, Lojman tazminatı), d. Harcırah Kanunu yol masrafı, gündelik, aile masrafı, yer değiştirme masrafı.   **10.** Devlet Memuru'nun hizmet içi eğitim yoluyla yetiştirilmesi.
ÜNİTE-IV: Eğitim Öğretim Hizmetleri Sınıfı Personeli İçin Konular
1. Öğretim ilke ve yöntemleri; **2.** Ders araç ve gereçleri; **3.** Rehberlik; **4.** Yıllık, ünite ve günlük plân; **5**. 222 sayılı İlköğretim ve Eğitim Kanunu; **6**. 430 Sayılı

Tevhidi Tedrisat Kanunu.

7. Millî Eğitim Bakanlığı'na Bağlı Okul ve Kurumlarda Görevli Öğretmen ve Yöneticilerin Haftalık
Ders Saatleri ve Ek Ders Ücretleri Hakkında Mevzuat (439 Sayılı Kanun ve ilgili diğer mevzuat).

8. 1702 Sayılı İlk ve Orta Tedrisat Muallimler Terfi ve Terfileri Hakkında Kanun.

9. 4357 Sayılı İlkokul Öğretmenleri Terfi, Teklif ve Cezalandırılmaları Hakkında Kanun.

10. Eğitim Öğretim hizmetleri sınıfı personelini ilgilendiren Kanun, Yönetmelik ve diğer mevzuat.

A.3. PRACTICAL TARINING PROGRAM (in Turkish)

Uygulamalı Eğitim Programı

ÜNİTE I: Resmi Yazışma ve Dosyalama Kuralları.	ÜNİTE II: Hizmette tasarruf ve verimlilik
1. Resmi Yazışma kuralları ve çeşitleri. 2. Gizlilik ve gizliliğin dereceleri. 3. Evrak, dağıtım, dosyalama ve arşivleme. 4. Basılı evraklar.	1. Devlet malı 2. Tasarruf tedbirleri 3. Hizmette verimlilik 4. Tüketim ve yatırım malları
ÜNİTE III: İnsan İlişkileri	ÜNİTE IV: Yenilik ve Gelişme
1. Yönetimde insan ilişkilerinin yeri ve önemi. 2. İş ilişkileri. 3. Çevre ilişkileri. 4. Ast-üst ilişkileri	1. Personelin görev alanı ve ilgili mevzuat. 2. Gözlem ve araştırma. 3. Bilimsel ve teknolojik gelişmeler. 4. Çevre imkânlarından yararlanma (kütüphane vb.)
ÜNİTE V: Güvenlik tedbirleri ve sivil savunma.	
1. Güvenlik ve koruma tedbirleri. 2. Sivil savunma tedbirleri	

EĞİTİM ÖĞRETİM HİZMETLERİ SINIFI PERSONELİ İÇİN UGULAMALI EĞİTİM	

ÜNİTE I:
Öğretim planları
  A-Yıllık Plân
  B-Ünite Planı
  C-Günlük Plân
  D-Yıllık Çalışma Programı.
ÜNİTE-II:
Ders araç ve gereçleri
ÜNİTE-III:
Eğitimde çevrenin yeri ve önemi
  A-Eğitim amaçlı yararlanabilecek çevredeki kurum ve kuruluşlar
  B-Okul, aile ve çevre ilişkileri
ÜNİTE-IV: Rehberlik hizmetleri
  1. Rehberliğin yeri ve önemi
  2. Rehber öğretmen, sınıf rehber öğretmen, danışman öğretmen
  3. Aday öğretmenin rehber öğretmeni
	ÜNİTE-V: Okulun yapısı ve özellikleri
	  1. Okulun amaçları ve yapısı
	  2. Okulda yönetim işleri
	    a.Eğitim programlarının uygulanması
	    b.Personel hizmetleri
	    c.Öğrenci hizmetleri
	    d.Bütçe ile ilgili işler
	    e.Okulun fiziki kaynakları
	  3. Okuldaki kurul ve toplantılar
	ÜNİTE-VI: Ölçme ve değerlendirme
	  1. Ölçme araçları
	    a. Çoktan seçmeli testler
	    b. Doğru yanlış testler
	    c. Eşleştirmeli testler
	    d. Kısa cevaplı testler
	    e. Performans testleri
	    f. Sözlü yoklama
	    g. Yazılı yoklama
	  2. Ölçme araçlarının nitelikleri

	a. Geçerlilik
	b. Güvenirlik
	c. Kullanışlılık
	3. Değerlendirme
	a. Tanımaya yönelik değerlendirme
	b. Yetiştirmeye yönelik değerlendirme
	c. Sonuç değerlendirme

B. INTERVIEW SCHEDULES (in Turkish)

B.1.   CANDIDATE TEACHER INTERVIEW SCHEDULE

ADAY ÖĞRETMEN YETİŞTİRME PROGRAMI ÖĞRETMEN GÖRÜŞME SORULARI

Bu görüşmenin amacı göreve yeni başlamış aday öğretmenlere uygulanan *aday öğretmen yetiştirme programı*nın etkililiğinin değerlendirilmesini amaçlayan bir araştırmaya veri toplanmaktır.Araştırmanın sonuçları aday öğretmenlere etkili bir program sunma çabalarına katkıda bulunacağı düşünülmektedir.Bu nedenle görüşlerinizi samimi bir şekilde ifade etmeniz önemlidir.Elde edilen bilgiler sadece araştırma amacına yönelik kullanılacaktır.Bu nedenle kimlik bilgileriniz ve bireysel yanıtlarınız kesinlikle gizli tutulacaktır.Bu görüşme 15-20 dk sürmektedir.

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ODTÜ, Eğitim Bilimleri Bölümü
Yüksek Lisans Öğrencisi

</div>

Kişisel Bilgiler

Mezun olduğunuz üniversite ve fakülte:
Çalıştığınız okul:
Kaç yıldır öğretmen olarak çalışıyorsunuz? :
Öğretmenlik mesleğini isteyerek mi seçtiniz? :
Branşınız:
Aday öğretmen yetiştirme programına katılma yeriniz ve tarihiniz:

1. Temel eğitim size neler kazandırdı?
2. Hazırlayıcı eğitimde neler öğrendiniz?
3. Uygulamalı eğitimin size ne gibi bir faydası oldu?
4. Eğitimlerde uygulanan konular ile ilgili ne düşünüyorsunuz? İhtiyaçlarınıza uygun mu, amaçlara uygun mu, doğrudan öğretmenlikle ilgili konular mı?
5. Temel ve hazırlayıcı eğitim için ayrılan süre hakkında ne düşünüyorsunuz? Sizce bu süreler yeterli mi?
6. Eğitimlerin yapıldığı yerler ve tarihler ile ilgili düşünceleriniz nelerdir? Yer, ulaşım için uygun mu, eğitim ortamı olarak uygun mu, tarihler tatillerinize mi denk geliyor yoksa çalışma vakitlerinize mi?
7. Programı uygulayanların etkililiği konusundaki fikirleriniz nelerdir?
8. Eğitimler uygulanırken kullanılan yöntem, teknikler ve eğitim materyallerinin çeşitliliği nasıldı?

9.	Uygulamalı eğitim sırasında size tayin edilen rehber öğretmen konusundakifikirleriniz nelerdir? Sizin branşınızda mıydı? Rehber yeterliliği taşıyan biri miydi? Rahatlıkla iletişim kurulabilecek biri miydi?

10.	Eğitimler sonunda yapılan sınavları nasıl değerlendiriyorsunuz? Sizce sınavların güvenilirliği ve geçerliliği var mıydı?

11.	Programın daha etkili olması için neler öneriyorsunuz?

B.2.   PROGRAM MANAGER INTERVIEW SCHEDULE

ADAY ÖĞRETMEN YETİŞTİRME PROGRAMI ŞUBE MÜDÜRÜ/OKUL MÜD.VE MÜD. YARDM. /MÜFETTİŞ GÖRÜŞME SORULARI

Bu görüşmenin amacı göreve yeni başlamış aday öğretmenlere uygulanan *aday öğretmen yetiştirme programı*nın etkililiğinin değerlendirilmesini amaçlayan bir araştırmaya veri toplanmaktır.Araştırmanın sonuçları aday öğretmenlere etkili bir program sunma çabalarına katkıda bulunacağı düşünülmektedir.Bu nedenle görüşlerinizi samimi bir şekilde ifade etmeniz önemlidir.Elde edilen bilgiler sadece araştırma amacına yönelik kullanılacaktır.Bu nedenle kimlik bilgileriniz ve bireysel yanıtlarınız kesinlikle gizli tutulacaktır.Bu görüşme 15-20 dk sürmektedir.

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Kişisel Bilgiler
Çalıştığınız Kurum:
Kaç yıldır müd yardm.olarak çalışıyorsunuz? :
Bana genel olarak işinizi anlatır mısınız? Neler yapıyorsunuz?:
Branşınız:
Ne kadar zamandır aday öğretmen yetiştirme programını
yürütüyorsunuz/sorumlusunuz/uyguluyorsunuz? :

1.   Sizce aday öğretmen yetiştirme programında yer alan Temel Eğitimin amaçları nelerdir?
2.   Sizce hazırlayıcı eğitimde kazandırmayı hedeflediğiniz amaçlar nelerdir?
3.   Programı uygulayan biri olarak programda yer alan konular ile ilgili ne düşünüyorsunuz? (amaçlara uygun mu, ne kadar gerekli, her konuya ayrılan sürenin önemi nedir? vb.)
4.   Konuları aday öğretmenlere aktarırken genel olarak hangi yöntem ve teknikleri kullandınız? Neden? Sizce bu yöntemler etkili oldu mu? Oldu ise neden? Olmadı ise neden?
5.   Programı uygulama esnasında karşılaştığınız sorunlardan söz eder misiniz? Bu sorunları nasıl çözdünüz?
6.   Eğitimlerin yapılacağı yerleri ve tarihleri nasıl belirliyorsunuz?
7.   Eğitimlerin sonunda yapılan sınavları hazırlarken nelere dikkat ediyorsunuz? Sizce bu sınavlar etkili oluyor mu? Sınavların hazırlanması, yapılması ve notlandırma sırasında ne tür sorunlar ile karşılaşıyorsunuz? Bu sorunları nasıl çözüyorsunuz?
8.   Programda karşılaştığınız sorunları göz önünde bulundurduğunuzda daha etkili bir aday öğretmen yetiştirme programı hazırlamak için şu an ki programda ne gibi değişiklikler yapardınız?

B.3.   MENTOR TEACHER INTERVIEW SCHEDULE

ADAY ÖĞRETMEN YETİŞTİRME PROGRAMI REHBER ÖĞRETMEN
GÖRÜŞME SORULARI

Bu görüşmenin amacı göreve yeni başlamış aday öğretmenlere uygulanan *aday öğretmen yetiştirme programı*nın etkililiğinin değerlendirilmesini amaçlayan bir araştırmaya veri toplanmaktır.Araştırmanın sonuçları aday öğretmenlere etkili bir program sunma çabalarına katkıda bulunacağı düşünülmektedir.Bu nedenle görüşlerinizi samimi bir şekilde ifade etmeniz önemlidir.Elde edilen bilgiler sadece araştırma amacına yönelik kullanılacaktır.Bu nedenle kimlik bilgileriniz ve bireysel yanıtlarınız kesinlikle gizli tutulacaktır.Bu görüşme 15-20 dk sürmektedir.

Müberra AYVAZ DÜZYOL
ODTÜ, Eğitim Bilimleri Bölümü
Yüksek Lisans Öğrencisi

Kişisel Bilgiler

Çalıştığınız okul:
Mezun olduğunuz üniversite ve fakülte:
Kaç yıldır öğretmen olarak çalışıyorsunuz:
Bana genel olarak aday öğretmen yetiştirme programında üstlendiğini görevi anlatır mısınız?
Branşınız:
Kaç defa bir aday öğretmene rehber öğretmen olarak tayin edildiniz?

1.   Sizce uygulamalı eğitimin amaçları nelerdir?
2.   Uygulamalı eğitimde verilmesi amaçlanan konularla ilgili ne düşünüyorsunuz? Konular amaçlara uygun mu, yeterli mi ve aday öğretmenler için tamamı gerekli mi?
3.   Eğitim sürecinde aday öğretmene hangi yönlerden ve nasıl yardımcı oldunuz?
4.   Uygulamalı eğitim sırasında hiçbir sorunla karşılaştınız mı? Karşılaştığınızsorunları nasıl çözdünüz?
5.   Uygulamalı eğitim süreci sonunda uyguladığınız değerlendirme metodu nedir?
6.   Uygulamalı eğitimde karşılaştığınız sorunları göz önünde bulundurduğunuzda daha etkili bir aday öğretmen yetiştirme programı hazırlamak için şu an ki programda ne gibi değişiklikler yapardınız?

METU LIBRARY

C. TEZ FOTOKOPİ İZİN FORMU

<u>**ENSTİTÜ**</u>

Fen Bilimleri Enstitüsü	☐
Sosyal Bilimler Enstitüsü	X
Uygulamalı Matematik Enstitüsü	☐
Enformatik Enstitüsü	☐
Deniz Bilimleri Enstitüsü	☐

<u>**YAZARIN**</u>

Soyadı : ....AYVAZ DÜZYOL..
Adı   : .... Müberra ....
Bölümü : ....Eğitim Bilimleri/ Program Geliştirme ve Öğretim Alanı..............

TEZİN ADI (İngilizce) : The Effectiveness of Induction Program for Candidate Teachers
....
....
....
....

TEZİN TÜRÜ : Yüksek Lisans   X   Doktora   ☐

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın.   X

2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullancılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.) ☐

3. Tezim bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.) ☐

Yazarın imzası   ....   Tarih 01.10.2012