The Profile of Primary Education Teachers in Turkey

Türkiye'deki İlkokul Öğretmenlerinin Profili

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Abstract

In this large-scale study, the background characteristics and daily habits of those currently teaching1730 primary education teachers in Turkey were profiled in three dimensions: teachers' educational background, job-related variables, and professional development activities. The findings showed that 19.3% of teachers graduated from departments other than education departments. In relation to job-related variables, the number of teachers and students in schools and the average number of students in classes show variety. The results also indicated that although 11.3% of teachers did not participated in any training programs, the rest mostly participated in training programs on teaching professionalism and technology use in education. Furthermore, teachers reported that their in-service training needs arose because of the changes and innovations in technology, the educational reforms and changes, and the changes in examination and transition systems.

Keywords: Teacher profiles, teacher education, professional development, in-service training.

Öz

Bu geniş kapsamlı çalışmada, Türkiye'deki 1730 ilkokul öğretmeninin demografik yapısı ve alışkanlıklarının, eğitim geçmişi, iş ile ilişkili değişkenler ve mesleki gelişim faaliyetleri olmak üzere üç boyutta ortaya çıkarılması amaçlanmıştır. Bulgular, öğretmenlerin %19.3'ünün eğitim dışındaki bölümlerden mezun olduğunu ortaya koymuştur. Ayrıca, okuldaki öğrenci ve öğretmen sayısının ve de sınıftaki ortalama öğrenci sayısının değişkenlik göstermiştir. Sonuçlar, öğretmenlerin %11.3'ünün herhangi bir mesleki eğitim programına katılmadıklarını, geri kalanının ise öğretmenlik mesleği ve eğitimde teknoloji kullanımı hakkında eğitimlere katıldıklarını ortaya koymuştur. Bunun dışında, öğretmenler, teknolojideki değişiklikler ve yenilikler, eğitimde yapılan reform ve değişiklikler ve de sınav ve geçiş sitemlerindeki değişiklikler sebebiyle hizmetiçi eğitim ihtiyaçları doğduğunu belirtmişlerdir.

Anahtar Kelimeler: Öğretmen profili, öğretmen eğitimi, mesleki gelişim, hizmetiçi eğitim.

1. Introduction

The issue of teacher education has always been one of the major intense focuses in policy arenas. Both pre-service and in-service teacher training programs are an important policy tool available for policy makers. Although there are vastly different models of teacher education, relatively little is known about the most significant model for teacher education for 21st century. In this century, teachers are expected to not only have a deep understanding of the subject matter, and the pedagogical beliefs, but also develop students' critical thinking, integrate ICT into curriculum

and instruction. They are also expected to develop certain personal skills like problem solving, thoughtful decision making and life-long learning, learning how to learn, and serving multicultural setting and diverse learners (Ananiadou& Claro, 2009; Cruickshank et al., 2003; Darling-Hammond, 2006; Finsterwald et al., 2013; Tishman, Perkins, & Jay, 1995). For policymakers and researchers to seek for methods to improve K-12 education, one significant approach has been to conduct reserachers on teachers. Therefore, aspects of teacher quality are playing a gradually important role while analyzing the performance of K-12 education.

The recent studies have revealed that most of the countries especially in OECD cover all 21st century competencies, skills and standards in their school curricula. However, there are few teacher training programs specialized to encourage and improve teachers' teaching skills or development of 21st century skills (Ananiadou & Claro, 2009). In the past two decades, a large number of articles have reported on research designed to investigate skills and competencies of effective teachers, effectiveness of teacher education programs, and impact of teachers and teacher education programs on students' learning. Teacher education programs have been criticized in the literature in terms of inconsistency between teacher education programs and school programs (Bulut et al., 1995; Cakiroglu & Cakiroglu, 2003; Cruickshank, 1996), the need for strong cooperation between the schools and the training institutions, and the lack of evaluation of teacher education programs with regard to the success of their graduates (Coolahan, 2002; Cruickshank, 1996). Thus, heightened interest in the studies on professional development of teachers in recent years has stemmed from the gap between teacher education institutions and teaching reality in relation to the lack of consistency between what is learned at universities and what is going on in real classrooms (Jarvis & Algozzine, 2006; Lindgren, 2005). Hence, the idea of supplementary education arises.

1.1. Opportunities for Teacher Development

Randi and Zeichner (2004) separate teacher education into a before and an after categories which can be described teacher learning as in-service and pre-service teacher preparation programs. Similarly, Wyatt and White (2007) define this two staged-teacher education with two important phases starting with student teaching and continuing with lifelong learning until retirement. Accordingly, the preparation of teachers in higher education institutions refers to the pre-service teacher education, and all activities designed to enhance teachers' improvement in their profession denotes to in-service teacher training (Harris et al., 1969). However, "The end of a teacher education program does not mean the end of the training process and the achievement of competence" (Kelchtermans & Vandenberghe, 1994, p.45). In other words, the participation of formal teacher education programs does not mean the end of the teacher learning and development process. Consequently, teacher education process refers to not only pre-service and in-service teacher education but also the extracurricular activities which teachers experience out of their formal learning process.

Learning to teach continues in different ways: 1) Learning in the actual field - classroom. Teachers have an enormous opportunity to learn from class experiences, from students, curriculum and instruction (Dewey, 1963; Schön, 1983). 2) Learning by interacting with colleagues, parents, and administrators (Feiman-Nemser & Parker, 1993; Lave & Wenger, 1991; Little, 1990). 3) Learning by enrolling graduate programs. 4) Learning from teacher educators, networks, and researchers by participating into seminars, conferences, and action research (Cochran-Smith & Lytle, 1993; National Commission on Teaching & America's Future, 1996; National Staff Development Council, 2000). 5) Learning through informal experiences. There is also a wide range of ways in which teachers improve their knowledge and develop their other academic and social skills. To illustrate, reading a book, following a journal, watching films are some of the informal training experiences of teachers, which means that teacher learning occurs both in and out of classrooms (Putnam &Borko, 2000).

1.2. Studies on Teacher Characteristics

Despite the fact that quality of education and student outcome are highly associated with quality of teacher education programs, personality characteristics and beliefs of teachers have also deep impact on quality of education.

Many researchers acknowledge the importance of student teachers' entry characteristics. In the literature, a large body of studies exists on profiles of prospective teachers. Brookhart and Freeman (1992) examine 44 profile studies, and analyze the characteristics of entering teacher candidates in four major categories; namely, demographic information and high-school education, enthusiasm to teach and career aspirations, confidence and optimism or anxiety and concerns about teaching, and perceptions of the roles and responsibilities of teachers. Furthermore,

Richardson and Watt (2006) also perform a profile study with Australian teacher candidates and summarize the findings under five headings: teacher candidate characteristics, career switcher backgrounds, enthusiasms for teaching, perceptions about the profession, and career choice satisfaction. Decker and Rimm-Kaufman (2008) focus more on prevalent believes about teaching and personality characteristics of teacher candidates. "Age, gender, ethnicity, level of education, the level the pre-service teacher plans to teach (elementary or middle/high), previous teaching experience, and whether or not teaching is only a first step to another career have influence on beliefs of pre-service teachers" (Decker &Rimm-Kaufman, 2008, p.48; Richardson, 1996; Rimm-Kaufman et al., 2006). From another perspective, Su (1996) focuses on the entry perspectives of future minority teachers, and finds a significant difference in the awareness of inequalities in schools and society, and a desire to become social change agents when compared to White students'.

Considering the issue in Turkey, exploration of entering student teachers' characteristics is somehow popular study area in teacher education research. Saban (2003) examine the future teachers' background characteristics, elementary schooling experiences, reasons for choosing teaching as a career, and perceptions of elementary teaching as a profession. It is found out that there is a significant difference between male and female prospective elementary teachers' preconceptions of the teaching profession. In addition, the results of the study carried out with 1013 teacher candidates indicates that students come from low-income families, are mainly graduates of Anatolian teacher training high schools, and rarely participated in social activities during their high school education (Ok &Onkol, 2007). In a broader perspective, a nationwide study conducted with 18226 first-year student teachers from 51 faculties of education explores background characteristics, socio-cultural values and pedagogical beliefs of entering student teachers (Aksu et al. 2010). These students are mostly from families of lower-middle socio-economic status living in urban areas, have more traditional values than secular-rational values and not yet formed clear pedagogical beliefs. In a more recent study, Eret (2013) shows that more than half of students do not choose teaching as a career willingly. The reasons of these students' choosing the teaching profession as a career are mostly job security of the teaching career, and additional score they got in the university exam (if they are the graduates of Anatolian Teacher Training high schools) and the effect of significant others.

While most of the studies have been conducted to understand why teacher candidates choose teaching as a career, others have been carried out to examine the relationship between teacher characteristics and student outcome. Entry characteristics of teacher candidates may not remain the same. Researchers argue that facing real life experiences, prospective teachers' personal characteristics, beliefs, and values change (Brousseau et al., 1988; Swanson et al., 1990). Thus, studies on in-service teacher characteristics and beliefs are also significant in explaining some important aspects of education. For instance, in Celep (2000), age and experience affect teachers' self-confidence in ability to motivate students and their views of students' willingness to learn. Besides demographic characteristics of teachers, some other important features also have impact on students' test results. To illustrate, teachers' college ratings, test scores, degrees and coursework, and certification status are significant in enhancing student outcome (Wayne &Youngs, 2003; Rockoff, 2004). Darling-Hammond (1999) also reports that policies related to teacher education, licensing, hiring, and professional development make significant differences on teaching skills, practices, and competencies. For instance, Ehrenberg and Brewer (1994) indicate that teachers coming from more selective educational environment in terms of intelligence and verbal ability have more impact on students' scores. In addition, teachers with specialized certificates on their subject area make the content more understandable and clearer for their students (Wayne &Youngs, 2003). In the same line, in many studies, quality of teacher education regarding both knowledge and experience are found as significant indicators of students' academic achievement (Aaronson et al., 2007;Clotfelter et al., 2007; Fetler, 2001; Hill et al., 2005; Kukla-Acevedo, 2009).

As a conclusion, it is possible to state that every teacher candidate has his own characteristics that have significant impacts on student learning. As being the key actors of successful students, teachers are also the key actors of their own personal development in terms of directing and arranging their learning situations and opportunities (Kwakman, 2003). In this sense, it is important to know about teacher characteristics, habits and actions in relation to educational purposes. Despite the importance, there is limited number of studies describing the personal characteristics and professional development activities of in-service teachers in Turkey. Being in a reform age, Turkey needs equipped teachers even more to ensure the accomplishment of its educational ambitions. Since teachers are the most important partners of reforms in providing the success of these significant investments, knowing more about who these partners are is vital. Thus, the major purpose of this study is to investigate the personal and teaching-related characteristics of the teachers working in primary schools in Turkey. In this way, the study could contribute to the literature and teacher education policy since how these characteristics affect the

teaching is considered foreseeable by exploring current teachers' characteristics. Furthermore, the second purpose of this study is to describe what strategies teachers take to improve their existing knowledge and skills.

2. Method

2.1. Design

The study has a survey design in which a questionnaire was used to collect data from the participants. In survey studies, the opinions of a large group about a specific topic are collected through use of a survey instrument (Fraenkel & Wallen, 2005). The project was submitted to the Research and Development Department of the Ministry of National Education (EARGED) and received support. The data were collected during November and December 2011

2.2. Sample

The target population of the study involved all K-8 teachers who were primary education (grades 1 to 5), Math, Science and Technology, Social Studies, Turkish, and English teachers in public schools in Turkey. To ensure each member of the population had an equal and independent chance of being selected, cluster random sampling was decided as a sampling method of the study. The sampling procedure was carried out in two steps: (1) *Selection of Cities:* One city from each 26 geographical sub-region was selected by using simple random sampling (Ministry of National Education Statistics, 2011). (2) *Selection of Schools:* To determine the number of schools, the number of schools in selected cities was divided into 40 (Since Tunceli was the city with the smallest number of schools in Turkey with 40 primary schools). The schools were listed and selected randomly by employing simple random sampling software. In total, 352 primary schools from 26 cities were selected through simple random sampling. Six volunteer teachers (primary education, Math, Science and Technology, Social Studies, Turkish, and English) in each school were identified to include into the study, which comprised 2112 teachers in total. 1730 teachers participated in the study with a return rate of 81.91%. Among 1730 teachers, 52.4% of the respondents were female and 43.8% was male. Participants' ages ranged from 22 to 63 with a mean of 40 years. 61.2% of the teachers' age ranged between 25 and 34. *Table 1* displays other characteristics of the participants.

Table 1
Demographic Information of the Participants

Variables	N	%
Gender		
Female	907	52.4
Male	758	43.8
Branch		
Classroom Teacher	459	26.5
Math	248	14.3
Science and Technology	247	14.3
Turkish	260	15.0
English	244	14.1
Social Sciences	242	14.0
Residential Area		
City Center-Population 1 million and above	307	17.7
City Center-Population under 1 million	207	12.0
District	600	34.7
Town	123	7.1
Village	467	27.0
Work Type		
Tenured	1539	89.0
Other	191	11.0

2.3. Data Collection Instrument

Data collection instrument was developed by the researcher. First, the item pool was formed depending on the literature review and preliminary interviews done with teachers. Then, to ensure the face and content validity of the instrument, expert opinions were taken from 7 academicians from Curriculum and Instruction, Elementary Math and Science, Educational Leadership and Administration, and Educational Evaluation and Measurement departments, and 7 teachers from classroom, Math, Science and Technology, Social Studies, and English departments, 2 experts from the In-service Teacher Training Department of Ministry of National Education Board of Education, and 2 district directors of the Ministry of National Education, and 2 experts from EARGED. The questionnaire was formed in accordance with the expert opinions obtained. The pilot study was done with 460 teachers in Konya. After revisions, the three-section questionnaire was conducted with 1730 teachers.

2.4. Data Analysis

There were 15 questions in demographic characteristics; 5 items in reasons of in-service training needs; and 9 items in out of school activities sections. The second and the third sections were designed as 5-point scale. The Cronbach alpha values of these two sections were changed from .70 to .79 respectively. The data were analyzed using the SPSS and interpreted by descriptive statistics. The results of the study were presented in means, standard deviations and percentages.

3. Research Findings

3.1. Educational Background

Most of the teachers had undergraduate education (87.8%); 5.7% of them have pre-undergraduate education-graduated from vocational technical high schools; 4.7% of them had MS or PhD degree. The statistics revealed that 80.7% of the teachers graduated from teacher education faculties (80.7%), and the rest of them (19.3%) graduated from departments other than education departments (Figure 1). Among these teachers, 12.9% of them graduated from Art and Sciences faculties; 1% of them educated at Engineering faculties; and 1% of them graduated from Economics and Administrative Sciences faculties. Therefore, 12.9% of teachers do not work in the subject area where they have received educated in.
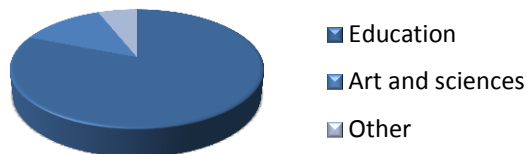

Figure 1 *Graduated faculty types of primary education teachers*

3.2. Job-Related Variables

The results showed that participants' teaching experience ranged from 0 to 41 years. The mean of teaching experience is 8.6 years. More than half (69.3%) of the teachers' teaching experience ranges between 0 and 10 years. 89% of the teachers work at tenure position and so 11% of them work at a position without job security. 97.7% of teachers work at regular primary schools, and 2.3% of them work at other type of primary schools (YIBO, PIO, etc.). Furthermore, the range of student number in their schools is from 9 to 4040 with the mean value of 598. In addition, the average number of students in classes is 26 with a range of 2 to 60. The average number of teachers in their schools is 28, and the number of teachers ranges from 1 to 77.

3.3. Professional Development Activities

In this study some of the questions were related to the teachers' professional development activities. First of all, the results of the answers given to the question of how many trainings the teachers applied for revealed that the number of the professional development programs that participants applied ranges from 0 to 53, with a mean value of 5. Moreover, 11.3% of teachers have not participated in any in-service training programs. The number of training programs that teachers participated ranged between 0 to 11 courses, with a mean value of 4.45. Among these teachers who participated in in-service training activities, 65.4% of them involved in programs on teaching professionalism; 49.9% of them attended courses on subject area knowledge; 54.4% of the participants had trainings on technology use in education; only 37.8% of teachers took trainings on guidance and special education; only 28.5% of them participated in trainings on self-development; 24.3% of teachers involved in trainings on communication and social skills; 13.1% of the teachers attended classes on social consciousness; and only 3.5% of them participated in trainings on introduction to international and national exams (Figure 2).
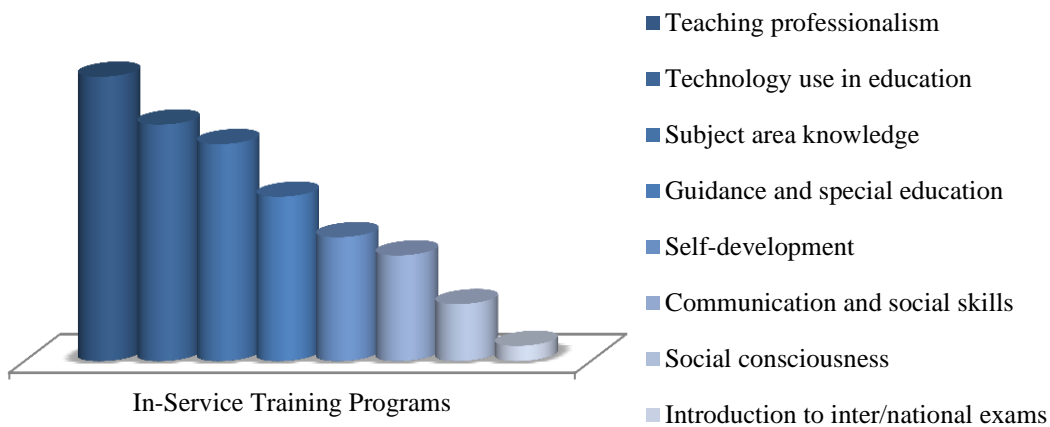

Figure 2 *Teachers' participation to in-service training programs*

Secondly, teachers were asked to respond to which factors were influential on the emergence of their in-service training needs. According to their reports, the most influential factor is *changes and innovations in technology* (75.3%). They also needed further training owing to *educational reforms and changes* (72.4%), and *changes in examination and transition systems* (65.3%).The quality of their *undergraduate education* (48.6%) and *in-service training programs* that they had already attend so far (33.5%) had also roles on the demand of further education. The results are presented in *Figure 3*.
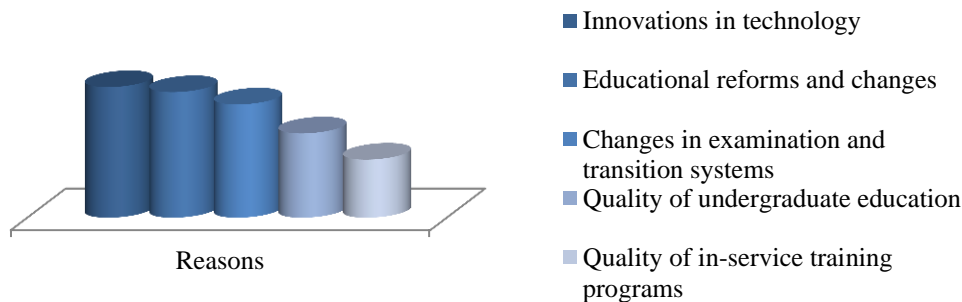

Figure 3 *Reasons of further training needs*

Finally, the present study aimed to figure out what extracurricular activities teachers had in order to enhance their professional knowledge and skills. The participants rated given activities between 1 (refers to never participate) to 5

(refers to participate every day). The results showed that to improve their professional knowledge and skills, the teachers mostly examined and read textbooks (M=4.10, SD=.96), and followed magazine, newspaper articles, and TV programs related to their profession (M=3.34, SD=1.10). However, they rated other extracurricular activities with very low mean values (Table 2).

Table 2
The Extracurricular Activities of Teachers

	M	SD
Examine textbooks	4.10	.96
Follow magazine, newspaper and TV programs related with their profession	3.34	1.10
Read a book for professional development	2.83	.91
Participate at seminars organized by school administration	2.59	1.09
Subscribe to academic periodicals	2.46	.99
Participate at scientific congress, conferences, and meetings	1.87	.83
Participate at seminars at universities	1.65	.81
Involve in action research	1.48	.87
Involve in European Union projects	1.41	.80

4. Discussion

In this study, the characteristics of teachers who work at primary schools were addressed in relation to their educational background, job-related factors, and professional development. The studies in the related literature confirm that students learn more from teachers with certain characteristics. Therefore, exploring the characteristics of teachers are important for both teacher educators and policy makers. Using a representative nationwide sample, this study investigated personal and professional characteristics of 1730 in-service primary education teachers in Turkey.

First, the present study profiled the current situation in relation to class and school sizes, teachers' employment types, school types and education levels. The school and class sizes showed difference in a large extend. According to findings, while one school had only 9 students, another had 4040. This was also the case for the number of the teachers in schools. Thus, to reach the educational purposes, it is important to consider such a broad range among the schools from different part of the country while deciding on educational changes. The needs and existing conditions of these schools and teachers need to be noticed by policy makers. In addition, it is possible to conclude that most of the teachers graduated from departments other than education departments. However, there was also a significant number of teachers graduated from programs other than teaching. In addition, the number of teachers with graduate education was considerably low. There is a vast amount of study on the effects of teachers' education level on student achievement and reform initiatives' attainment implies that teachers with advanced degrees significantly affect student achievement (Darling-Hammond, 2000; Zhang, 2008). Consequently, the degree level of Turkish teachers can be considered as threatening for the attainment of educational goals at primary schools and educational reforms. In relation to teachers' education level, to assist teachers in coping with the challenges of 21st century, European teacher unions (2010) documented a report on teacher education emphasizing that teacher education should be at least at a masters' level (ATEE, 2013). It is strongly recommended to Ministry of National Education and Higher Education Council to examine these kinds of teacher education models of developed countries and compare with ours.

It is widely accepted that pre-service teacher education is vital to equip teachers with some particular knowledge, skills and attitudes for teaching. However, it is not enough to prepare teachers with all the competencies needed to cope with various challenges of teaching throughout their professional lives (Association for Teacher Education in Europe, 2013). The need for further training is even more important today. In relation to this issue, the present study provides empirical evidence for a number of factors that predict in-service training needs of teachers. The results showed that the most significant reasons of further training needs are the changes and innovations in technology, the educational reforms and changes, and the changes in examination and transition systems. Furthermore, the quality of pre-service and in-service teacher education programs is also important factor affecting teacher needs. The findings of the present study proved that changes and innovations had always important reasons of teachers' in-service training needs. Accordingly, this study indicated the essentiality of further training for teachers before, during, and after the educational changes and reforms. These results are consistent with related studies. To illustrate, in Sahin

(2008), an urgent need for in-service training programs for teachers about the assessment and evaluation processes, and techniques for implementing new curricula was found. To meet these needs of teachers, MNE designed and implemented some in-service training programs after reforming primary education curricula. However, some studies reported that many teachers did not have a chance to participate in those seminars and courses after reforms. Moreover, the teachers who were involved in the seminars and courses report that the courses were not sufficient to inform them about new curricula and about how teachers can implement them effectively (Anilan & Sarier, 2008; Bal, 2008; Remillard, 2005; Sahin, 2008). Although there have been encouraging improvements on the number and kind of activities served by Ministry of National Education, and the quantity of the funds devoted for teachers' professional development programs, effectiveness of professional development programs regarding their designs, implementations, and follow-up issues have still been questioning by educators and researchers (Catmali, 2006; İpek & Ucar, 2006; Oztaskin, 2010; Selimoglu & Yilmaz, 2009).

It is widely accepted that students come into teacher education programs with a set of beliefs about teaching, classrooms resulting from their own educational experiences (Aksu et al., 2010; Clark, 1988; Kagan, 1992; Lortie, 1975; Pajares, 1992). Thus, pre-service teachers may teach the way they remember being taught rather than using knowledge learned in pre-service teacher education (Conway & Clark, 2003; Ginsburg & Newman, 1985). It is inevitable to accept the importance of pre-service teacher education programs in shaping and developing future teachers' personal characteristics and beliefs on teaching and learning. Even pre-service teacher education has role on teacher thinking, we have some other problems. Such as recent study shows that 57.4% of the freshmen at faculties of education in Turkey did not choose teaching profession as a career with their will, which means that more than half of the future teachers do not want to be a teacher (Eret, 2013; Eret & Ok, 2012).These situations create challenges to teacher educators in motivating the future teachers (Decker & Rimm-Kaufman, 2008). Owing to these challenges, for most of the time, pre-service teacher education is not enough by itself to prepare effective teachers. At this point, the role of additional training for professional development is crucial. There is a vast amount of studies indicating the effectiveness of in-service training programs in the literature (e.g. Birman et al., 2000; Borko, 2004; Darling-Hammond & Ball, 1999; Guskey, 2002). The existing literature proves that teachers not only learn from pre and in-service teacher education programs but also they learn about their profession in ways that are separate from their formal work such as participating seminars, conferences, and congress, involving in action research projects, involving post-graduate studies, having interrelationships with universities, and some other communities and organizations (Bransford, Brown, & Cocking, 1999; Cochran-Smith & Lytle, 1993; Feiman-Nemser& Parker, 1993; Lave & Wenger, 1991; Little, 1990; National Commission on Teaching & America's Future, 1996; National Research Council, 2000; National Staff Development Council, 2000; Putnam &Borko, 2000; Renyi, 1996).The findings of this study suggested that frequencies of participation in various professional learning activities differ to a large extent. The frequency of attainment of reading a book for professional development, participating at seminars organized by school administration, subscribing to academic periodicals, participating at scientific congress, conferences, and meetings, participating at seminars at universities, involving in action research, and involving in EU projects are rather low. To improve their existing knowledge and skills, teachers do some activities such as examining textbooks and following a magazine, newspaper and TV programs related with their profession. Despite the importance of attaining further education through formal school activities are important to enhance quality of teacher knowledge and skills, Turkish teachers generally do not continue graduate education, involve in action research, and participate in professional conferences, meetings and discussions. Purdon (1999) implies that in raising teaching standards, the key is "career-long professional development" (p. 943). However, Turkish teachers generally are not prone to extend their learning process after their pre-service education.

Several important findings that contribute to the understanding of teachers' characteristics and professional learning activities resulted from this study. These findings will contribute to the teacher education literature, and it may help the educators to relate the quality of the primary education teaching with the characteristics of the teachers. This study can also be considered as a lesson for other countries being in reform acts. Ministries generally consider that the only provision of success of reform investments is to start with strengthening an infrastructure of a system. However, it is commonly stated that without qualified teachers, it is impossible to reach educational goals (Guskey, 2002). Whether Turkish teachers are equipped enough to serve these educational changes or not will be seen soon. However, it is important for Turkish policy makers to consider the profiles, habits and attitudes of teachers in current education system before taking another step of reform movements. Although these findings are meaningful in policy debates by themselves, there are many important questions that remain unanswered. It is strongly recommended for future researchers to question why teachers are not eager to participate in extracurricular activities, and why they do not devote some time to developing their knowledge and skills on teaching and learning.

Discussion of these kinds of question will help to make better conclusions abour the lives, beliefs, attitudes and habits of in-service teachers. These findings will be sufficiently conclusive to inform teacher educators and policymakers.

A central aspect addressed in this paper is recalling the importance of profiling teacher characteristics and exploring their self-development habits to reach conclusions about quality of current educational elements. Defining teacher profiles is important to develop a framework for aligning teacher education, certification, career development, and as well as evaluating the effectiveness of school programs, and educational reforms (Duthilleul, 2005). Evidently, developing teacher profiles is essential to address student outcome and attainment of reform initiatives. As a final remark, to develop teacher profiles, designing high quality continuous professional training programs and creating possibilities for career development are vital responsibilities of policy makers and teacher educators.

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