

A CASE STUDY  
OF  
INSTRUCTIONAL SUPERVISION AT A PRIVATE SECONDARY SCHOOL

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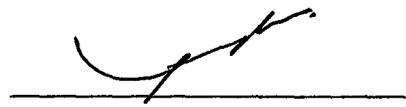
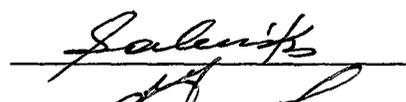
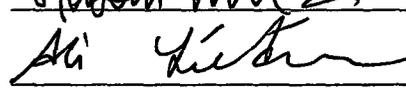
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## ABSTRACT

### A CASE STUDY OF INSTRUCTIONAL SUPERVISION SYSTEM AT A PRIVATE SECONDARY SCHOOL

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The purpose of this study was to explore (1) types of supervisory practices carried out at a private secondary school in Ankara (2) how these supervisory practices are perceived in terms of strengths and weaknesses by administrators, department heads, teachers and students, (3) impacts of these supervisory practices on teaching and learning, teacher development and overall school improvement processes, (4) recommendations made to improve the current supervision system.

The subjects of this study included two members of the education board, the principal, all department heads, three assistant heads, 15 teachers and 50 students.

The data were gathered through interviews and critical incidents. Furthermore, various documents were analyzed. The data collected through the study were subjected to a content analysis.

The data revealed that there are two types of supervisory practices carried out at the school: school-based supervision and Ministry of National Education inspection.

School-based supervision was based on three areas: classroom based performance evaluation, beyond classroom performance evaluation, summative evaluation of teacher performance. Although the idea of teacher evaluation was acceptable and needed, the subjects had serious concerns about the way the evaluation was done regarding clarity of purpose in teacher evaluation, the criteria and instruments for evaluation, the way class observation is conducted, feedback and reinforcement, reliability of evaluation, effectiveness of the supervisor, and his relationship with teachers, student and parent participation in teacher evaluation. Ministry of National Education Inspection was perceived ineffective due to its judgmental and subjective nature. Impact of supervisory practices on learning and teaching, teacher growth, and overall school improvement were perceived as both positive and negative by the school staff. Overall school-based supervisory practices were seen as administrative assessment. Finally, recommendations were made to improve the current supervision system in line with the findings of the study.

In light of the findings of this study, an 'instructional supervision' model was designed and proposed.

Key Words: Teacher evaluation, supervision, teacher development, school improvement.

## ÖZ

### ÖZEL BİR LİSEDE ÖĞRETMEN DEĞERLENDİRME SİSTEMİNE İLİŞKİN BİR DURUM ÇALIŞMASI

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Bu çalışma (1) özel bir lisede uygulanmakta olan değerlendirme etkinliklerini tanımlamak; (2) bu etkinliklerin zayıf ve güçlü yönlerinin yöneticiler, zümre başkanları, müdür muavinleri, öğretmenler ve öğrenciler tarafından nasıl algılandığını ortaya çıkarmak, (3) bu etkinliklerin öğretme ve öğrenme sürecine, öğretmen gelişimine ve genel anlamda okulu geliştirme sürecine etkilerini incelemek; ve (4) bu okulda var olan öğretmen değerlendirme sistemini geliştirmeye yönelik önerileri derlemek amacıyla yapılmıştır.

Bu çalışmanın örneklemini Ankara'daki özel bir lisedeki 2 idari kurul üyesi, okul müdürü, bütün zümre başkanları (6), 3 müdür yardımcısı, 15 öğretmen ve 50 öğrenci oluşturmuştur.

Veriler "görüşme" ve "kritik olay" yöntemleriyle toplanmıştır. Ayrıca, değerlendirmeye ilişkin yazılı dokümanlar incelenmiştir. Toplanan veriler "içerik analizi" tekniği uygulanarak değerlendirilmiştir.

Elde edilen bulgular okulda uygulanmakta olan iki tür öğretmen değerlendirme etkinliğinin olduğunu göstermektedir: okul yönetimi tarafından yürütülen değerlendirme ve Milli Eğitim Bakanlık müfettişlerince yapılan teftiş. Okul bazlı performans değerlendirmesi sınıf içi, sınıf dışı, ve yıl sonu olmak üzere üç aşamada yapılmaktadır. Öğretmen performansının değerlendirilmesinin benimsenmesi ve gerekli bulunmasına rağmen, değerlendirmenin yapılış biçimi ve süreciyle ilgili şu alanlarda problemler olduğu saptanmıştır: öğretmen değerlendirmenin amacının açıklığı, değerlendirmede kullanılan ölçütler ve formlar, sınıf gözleminin yapılış şekli, değerlendirme sonucunun öğretmenlere bildirilmesi yöntemi, değerlendirmenin güvenilirliği, değerlendiren kişinin etkinliği ve öğretmenle ilişkisi, öğrencinin ve velinin değerlendirme sürecine katkısı. Milli Eğitim Bakanlığı teftişi yargılayıcı ve dar kapsamlı olmasından dolayı yetersiz bulunmuştur. Öğretmen değerlendirme etkinliklerinin öğretme ve öğrenme sürecine, öğretmen gelişimine ve okulun genel gelişimine etkileri okul personeli tarafından hem olumlu hem de olumsuz olarak değerlendirilmiştir. Genel olarak öğretmen değerlendirme etkinlikleri “idari değerlendirme” olarak görülmüştür. Son olarak öğretmen değerlendirme sisteminin daha etkili ve verimli hale getirilebilmesi için araştırma örnekleminden çeşitli öneriler derlenmiştir.

Son olarak bu çalışmada ortaya çıkan sonuçların ışığında, bir “öğretmen değerlendirme” modeli ortaya çıkarılmış ve tartışılmıştır.

Anahtar Kelimeler: Öğretmen değerlendirmesi, Öğretmen Gelişimi, Okul Gelişimi.



To My Family

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## CHAPTER 1

### INTRODUCTION

#### Background to the Study

The concept of 'supervision' is defined as the art of accomplishing work through the efforts and abilities of other people (Bishop, 1976). The "large shadow army of school personnel known by the collective title of supervisors," as Oliva (1989) terms them, play major roles in the direction education takes within a school system. They can be a positive force, giving guidance and/or direction, or they can allow the system to run itself with no clear course and no gage of achievement.

The 'instructional supervisory role' can be assumed by one or several different individuals, working to assist other school personnel to perform their jobs better. They may be professionals from outside the school or the school principal or a department head or even a senior instructor whose knowledge and experience can add to the prime purpose of educating students. In their performance as a supervisor they should be able to demonstrate methods, give suggestions, issue specific instructions, evaluate the results of the teaching efforts, and based on that evaluation, assess the individual teacher's performance. In unison with the teacher, the supervisor should evaluate the programs and content of the given course to assure that they meet the achievement level required and expectations of the specific program. The critique performed by the supervisor should improve the curriculum. This principle was pointed out by Nealey and Evans (1980) as the "democratic nature of modern supervision."

The literature presents three approaches to supervision: 'Laissez-faire Approach,' 'Scientific Approach' and 'Group Dynamics Approach' (Association for

Supervision and Curriculum Development, 1982; Poster, 1991). A combination of two or all three can also be seen in schools.

As implied, the laissez-faire approach is a hands-off methodology by which the teacher is allowed to run his/her classroom with little or no direction. The supervisors have more of the intention to praise the instructors and, thereby, indirectly affect the course of the instructions. The prime thought is that the fewer supervisors and less direction, the greater the potential for creativity among the staff. They may or may not monitor the end results to determine whether or not their approach is successful.

In just a reversal of methods, the scientific approach is a pragmatic, rigid view of teaching. Lucio (1979) argues that teachers can “be regarded as instruments that should be closely supervised to be sure that they mechanically carried out the methods of procedure determined by administrative and special supervisors” (p.3). This sterile approach to the educational experience stresses the opinion that teaching is a science not an art. Based on this ‘science,’ successful teaching can be achieved. The control runs through the whole teaching process and is monitored closely at each stage.

In the third method, group dynamics approach, supervision is a continuous exercise that strives to establish a positive climate of consensus among all of the teaching faculty. The thought is that by doing so, human relations will give rise to a more fruitful learning environment. Group discussions, sharing and review of ideas flow freely. There is a constant review of ideas and an openness to new techniques.

Concentration on any one approach and ignoring the others will not suffice in today’s school system (Sergiovanni, 1982). Only through a balance of all of the principles can one hope to achieve a professional level of ‘instructional supervision.’ The best of each method must be used at the appropriate time within the learning cycle. Just as there needs to be freedom of the teacher within the classroom, there needs to be decisiveness in certain techniques and policies. There also needs to be a continuous review by more than just a small select group. Self-assessment must be essential to development of new and relevant teaching methods that meet the needs of the student.

Franseth (1961) sums up her assessment of supervision as “leadership that encourages a continuous involvement of all school personnel in a cooperative attempt

to achieve the most effective school program” (p.19). The effectiveness of supervision can be seen by the end result, such as a student that has achieved his highest potential and is eager to learn for the rest of his life. .

Compared with the supervisory approaches discussed in the literature, the supervisory practices in the Turkish Education system present a different picture. The terms supervision and supervisor have been translated and used in Turkish as ‘Teftis’ and ‘Mufettis,’ which focus mostly on ‘inspection’ function requiring controlling and directing an organization on behalf of the Ministry of Education (Karagozoglu, 1972). There are differences between the meaning, function, and content of the term supervision used in Western countries and in Turkiye. Consistent with the centralized nature of the educational system, supervision of schools is also centralized. Within this centralized system, there are Elementary School Inspectors who inspect schools from grade one to five within a given province, and the Ministry Inspectors who inspect schools from six to eleven nationwide. The inspectors have a high status in the Turkish Educational System. They have the authority to visit any school, supervise any teacher any time of the year according to a prepared program which should be ratified by the chairman of the Board of Supervisors. They can inspect not only teachers but the other school staff including principals, assistant principals, clerks as well. They mainly carry out a ‘classroom observation’ during which instructional skills of the teachers, their plans, and the effects of classroom activities are evaluated. Evaluation is also expected to include the degree to which the teachers apply their annual study plans, their ability to prepare written exams, and their out-of class activities.

There have been several studies carried out regarding the ‘inspection system’ in the Turkish Education and almost all of them show that the present ‘inspection system’ of public schools in Turkey implemented by the Ministry of Education is not effective and efficient for various reasons (Akbaba, 1993; Altintas, 1980; Bursalioglu, 1982; Demir, 1996; Karagozoglu, 1972; Karsli, 1990, 1994; Kulular, 1992; Kamal, 1994; Ozdemir, 1985, 1990; Saglam, 1995; Tabancali, 1995; Tombul, 1996; Yavuz, 1995). Teachers think that classroom observation is unnecessary. They do not believe that the existing system brings about help improvement of the instructional activities.

They say that inspectors come to the classroom for 10-15 minutes, at most for one hour. They believe that teachers can not be evaluated within such a limited period. They say that inspectors come to the classroom with prejudices because they obtain information from the principal regarding the teacher to be observed, and they do not seem to be interested in contextual issues. Moreover, teachers think that each inspector uses different criteria and they are not guided by the inspectors.

According to Bursalioglu (1982) the main problem which affects the inspection process is the inspector's domineering attitude. When inspectors have the authority of decision making on the teachers' future professional life, they cannot perform guidance and leadership roles. In his study, Karagozoglu (1972) states that in Turkish inspection system, the universal developments in the field of 'supervision' have not been adopted to the 'inspection' system; teachers do not believe that inspection helps them to improve themselves; the reports of inspectors are not objective; inspectors are not sufficient in guiding the teachers. Altintas (1980) states that there is no cooperation among inspectors; the performance standards of teachers to be observed are not defined clearly; the time of supervision is not sufficient; the forms used in supervision are not useful for objective and realistic evaluation. He offers that supervisors must be trained periodically through in-service education in order to improve their skills.

To sum up, within the current supervision system the interval between the visits to a certain school can extend up to two or three years. During the inspection period teachers are observed one or two times in class. Teachers are not given much feedback by inspectors on their performance, thereby, not contributing to their professional development, which is one of the primary purposes of supervision. As a result, most of the procedures in teaching remain unchanged and 'supervision' does not seem to function as a developmental tool. These problems with the centralized inspection system and the demand for supervisory practices that can assess teachers' performance effectively and contribute to their professional development, have forced the private schools, in which there is more competition and more concern with effectiveness and efficiency in teaching and learning process, to find a reasonable solution. Thus, beside the Ministry inspection system, they have started establishing their own 'school- based

supervision system' to update and maintain the quality of their teachers. Within this process different people, such as the principals and/or department heads, have been given the responsibility of supervising teachers. In some private schools the principal observes teachers himself or with one of the head of the departments. In others, department heads carry out this aspect of supervision themselves. In still some others, coordinators in different areas (such as Social Studies, Science, Literature) assume the responsibility.

There have not been many researches on the school-based supervision systems in regards to the function of the principals. Ozdemir (1985) investigated the role of the principals' in school-based supervision. The result of the study showed that school-based supervision systems had several problems, which the Ministry Inspection system had as well. Some of these problems were 'not having efficient teacher evaluation criteria and evaluation forms,' 'being subjective,' and 'inefficient principals in terms of the skills in supervision.'

Although there are various efforts in private schools to establish their own supervision systems, what is being done in the name of supervision is still not clear. We do not know, in-depth, how the supervisory practices are carried out; whether the information gathered by the supervisors is used, if so how; how the teachers react to supervision system and what impact the supervision has on teachers and the teaching and learning process. In this sense, it is important to study how the supervisory practices are carried out in private schools, in-depth, to find out whether the aims and development in this field can keep pace with universal concepts. The study must further address whether there is a different standpoint in private schools with comparison to the inspection system of the Ministry of Education.

### **Purpose of the Study**

The purpose of this study is to assess the instructional supervisory practices carried out at a private school (\*) in terms of their contribution to quality teaching and

learning, teacher development and overall school improvement processes, and propose recommendations to improve these practices.

The specific research questions of the study are as follows:

1. What types of supervisory practices are carried out at this private school?
2. How are the supervisory practices perceived in terms of their strengths and weaknesses by administrators, department heads, teachers, and students?
3. What impact do the supervisory practices have on teaching and learning, teacher development and overall school improvement processes?
4. What recommendations can be made to improve the current supervision system?

(\* The school has three divisions: primary (grades 1-5), middle (grades 6-8) and high schools (grades 9-11). Only middle and high school levels were included in this study. For the sake of convenience, the term 'secondary school' was used to include grades 6-11 from this point on in this study.

### **Significance of the Study**

Supervisors have an important role in improving the teaching quality. Teacher evaluation, in-service training, judgment, consultation, and guidance are only some of these supervisory duties. Supervisors need to perform these duties effectively. Although there are several studies on the centralized inspection practices in Turkish primary and secondary schools, 'school-based supervisory practices' have not been studied to a great degree. Thus, such a study is hoped to help us understand school-based supervisory practices in comparison to centralized inspection system.

Through the comparison of the expectations and perceptions of the teachers and supervisors on the importance of the 'school-based supervisory practices' as they currently exist and as they should be, it is expected that this study could show whether one is really conducting supervision or simply engaging in a set of practices which he perceives as supervision. Therefore, the information gathered through the study should

be helpful for teachers, supervisors, and administrators in their mission to understand and implement better supervisory practices.

Supervisory effectiveness is enhanced by the presence of mutual goals and expectations (Ledding and Dye, 1987). Therefore, a study on the teachers' and supervisors' perceptions of the supervisory activities, as they currently exist, and their expectations about the ideal supervisory activities, as they should be, can be helpful to apply and adapt recent and universally accepted supervisory activities. These activities are necessary for improving teaching and learning process.

In education there are three essential elements to affect the teaching and learning process. These elements are effective teaching methods, effective administrative practices and effective supervisory practices. Keeping these elements in mind, if any educational institution wants to see improvement in its students' performance, it has to give equal importance to the organizational development. Improvement in teacher, administrator and supervisor performance is also essential to improved student performance as well. Thus, this study should serve as a significant material for national and international comparative research on teacher and supervisor relationships and their implications for the improvement of teaching quality.

### **Definition of the Terms**

**Supervision:** In the literature, the terms appraisal, assessment, evaluation and supervision are used interchangeably. However, within the framework of this study the term supervision is used as an umbrella term to cover the practices such as assisting teachers to perform to the best of their abilities, evaluating their performance and making professional development plans to improve instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals-the child, the teacher, the supervisor, the administrators, and the parent (Oliva, 1989).

In this sense, assistance requires an effort from both the supervisor and the teacher for classroom performance and beyond classroom performance. The assistance

for classroom performance includes practices such as helping for lesson preparation, material selection and development and advising the teacher on the appropriate teaching methods, classroom management, and student evaluation. Similarly, beyond class assistance includes the practices such as helping for interaction with students, colleagues, peers and superiors, support for the administrative duties and extra curricular activities. All these practices can be carried out through a face to face supervision or by means of school-based and in-service training programs.

In this study, evaluation is seen as one part of supervision, which leads to supervisor support aimed at improving teacher effectiveness in the profession through professional development plans prepared as a result of mutual negotiation between the teacher and the supervisor.

**Supervisors:** Professionals who are responsible for the supervisory practices mentioned above. They are namely, the principal, department heads, assistant heads, lead teachers, peers, and colleagues.

**Supervisory Practices:** Activities carried out by the supervisors to evaluate the teachers through classroom visits and to improve the teaching act through individual and group conferences, school-based training programs and in-service training programs.

**Ministry Inspection:** Inspection of the teachers by the Ministry of National Education inspectors once every two or three years period. It primarily involves observing teachers' class performance, and checking whether or not the teachers have the required papers, such as yearly plans, daily lesson plans and exam papers.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter consists of two major sections. In the first section, the researcher presents a review of literature on the origins of the concept of supervision, different approaches and models to supervision, their roles in improving teaching and learning process, school improvement and teacher development. Further, discussion of researches on supervisory practices is also presented. In the second section, a review of literature regarding qualitative research methodology is presented in order to provide the reader a brief perspective what qualitative research is and what it offers in the way of educational research. Since this study is primarily of a qualitative nature, such a review was considered to be necessary.

#### **Theory and Research on Supervision**

Today's education system derived its basic influence from a movement in the 1970s towards humanistic psychology as it applies to management concept. Today the trend is increasingly towards a recognition of the value of individuals within the organization and of their autonomy and self-actualizing potential. Nowadays individuals are acquiring more freedom for the management of their own careers, for determining their preferred goals, for assessing their own capabilities and acquiring their developmental needs. However, it is still true that few people are wholly able to judge their own capacities, strengths and weaknesses without the catalyst of some form

of appraisal, whether by a peer or a line manager. This demand has created a new image for the previous evaluation systems at institutions. With the new ideas in mind the jargon has broadened its vocabulary coming from assessment, evaluation, appraisal, supervision to staff-development.

Looking at the way specialists in the field have defined the terms may help us come up with our own definition: Stressing the helping nature of supervision, Franseth (1961) sees supervision as “leadership that encourage a continuous involvement of all school personnel in a cooperative attempt to achieve the most effective school program” (p.19).

Neagley and Evans (1980) point to the democratic nature of modern supervision in their definition:

Modern supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. It consists of positive , dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the child, the teacher, the supervisor, the administrator, and the parent or other lay person (p.20).

Contemporary definitions of supervision stress service, cooperation, and democracy. Lovel (1983) looks at supervisory behavior in instruction in the following way:

Instructional supervisory behavior is assumed to be an additional behavior system formally provided by the organization for the purpose of interacting with the teaching behavior system in such a way as to maintain, change, and improve the design and actualization of learning opportunities for students (p.4).

Poster (1991) points out a similar approach by using the term ‘appraisal:’

Appraisal is a means of promoting, through the use of certain techniques and procedures, the organization’s ability to accomplish its mission of proving a better service or product while at the same time enhancing staff satisfaction and development (p.6).

It is obvious that a well-run supervision system has various benefits. First, it helps to integrate the individual and the organization by providing the opportunity for initiation of problem-solving and counseling interviews. It gives the managers greater control through the setting of objectives and the individuals greater clarity of purpose through the provision of clear objectives, while allowing autonomy of method by building collective morale. Within this context it also allows for better vertical communication and the creation of a more open style of management. This open style of management allows the organizational aims to be communicated to all staff. It further encourages self-development, self-esteem and self-confidence by providing for dissemination of career development advice. Moreover, it channels individual effort into organizational goals and provides a mechanism, whereby, individual effort can be recognized even if no financial reward can be offered. Lastly, a well-run supervision system reduces alienation, removes resentment and provides the opportunity for subordinates to let off steam (Poster, 1991).

As can be seen from the definitions and regulations it is obvious that no one system can provide all potential benefits of supervision, both because the circumstances and climates of organization differ, and because some of the potential benefits may, in any given organization, prove to be incompatible. In one organization the climate may favour individual support and encouragement; in another, high achievement and goal orientation. One organization may view the nature of supervision as developmental; to review and plan what action will best contribute to the development of individual members of the staff. Another may see supervision as more concerned with maximizing performance: to inform and develop each member so as to extract the maximum benefit of the services. To try to combine all possible benefits of supervision would probably create a confused multi-targeted approach, with conflicting objectives and resource demands, that it would fail. To sum up, the designers of a system must be clear about which of the possible benefits they are seeking and then construct their system to achieve those objectives. This should be even at the expense of ignoring other benefits, no less valuable potential outcomes (Poster, 1991).

## Evolution of Supervision

Historically, school supervisors fulfilled their function by giving directions, checking on compliance with prescribed teaching techniques, and evaluating results of instruction by teachers in their charge. Early authoritarian supervisors set strict requirements for their teachers to follow and visited classrooms to check on how closely the teachers complied with the stipulated requirements (See Appendix A for an example of this set of instructions written for the teachers of Harrison, South Dakota, in 1872).

Another classic illustration of this is France, where it is said that the minister of education can tell on any given day exactly where each teacher is in any textbook through out the entire country. Such a system requires a highly structured form of instruction and a highly centralized system of supervision.

In 1922 Burton listed the following tasks that he saw pertinent to the supervisor:

- 1- The improvement of the teaching act (classroom visits, individual and group conferences, directed teaching, demonstration teaching, development of standards for self-improvement).
- 2- The improvement of teachers in service (teachers' meetings, professional readings, bibliographies and reviews, bulletins, intervisitation, self-analysis and criticism).
- 3- The selection and organization of subject-matter (setting up objectives, studies of subject-matter and learning activities, experimental testing of materials, constant revision of courses, the selection and evaluation of supplementary instructional materials).
- 4- Testing and measuring (the use of standardized and local tests for classification, diagnosis, guidance).
- 5- The rating of teachers (the development and use of rating cards, of check-lists, stimulation of self-rating).

Half a century later, during the 1960s and 1970s both the UK and the USA went through a stage of unprecedented public expenditure on education.

## **Staff Appraisal Movement in UK**

In the UK the educators were still more preoccupied with the provision of physical resources, both to compensate for the effects of wartime destruction of schools and to provide for the replacement of a selective system of secondary education by comprehensive schooling for all. During the 1970s it became evident that 'the demand for accountability in education shifted from broad issues of finance and program management to specific concerns about the quality of classroom teaching and teachers' (Darling- Hammond et al., 1983).

As an important aspect of supervision, the 'appraisal' of teaching in England and Wales was initiated in 1976. Higher standards and a greater accountability in education was called. However, this call lay unheeded until 1983. This new 'teaching quality' movement made those teachers who did not maintain a level of competence redundant from their teaching duties. Therefore, in 1983 England and Wales started an inservice training system to improve the competence of teachers and there was a strong safe guard system in place to protect teachers from being wrongly dismissed. In 1984 the suggestion of teacher assessment was offered. The suggestion was for a 'collective self assessment of teachers.'

It became apparent that these years were the beginning of 'staff appraisal' schemes for a strategy to improve schools. A voluntary plan was set forth that was implemented gradually and received a great deal of cooperation of the school system. It became a common theme, however, that "appraisal schemes" should be tailored on a school by school system; borrowing one system and applying it to another system would be difficult. This is emphasized when trying to apply a national system from one country to another due to different management styles and structures and different approaches to learning with staff experience.

In 1985 it was concluded that the 'appraisal' of a staff 'involves qualitative judgment about performance.' It was further added that though a teacher made a self appraisal, 'judgment by other persons responsible for that teacher's work' was needed. Despite all this effort, the governmental legislation was vague and it was not clear

whom shall enforce, whom shall evaluate, and even who shall be subject to the assessment.

Even with the misgivings studies were conducted in 1987 and an interim report was presented to a national conference in 1988 giving the findings of nearly two years of work. The interim report was circulated among educators for their review, however, with a change of administration at the top level, the Secretary of State, regulation was to be formulated to require 'appraisal' over a few years for all schools. Reactions to the report and to the legislative directions were received by the teaching population with disappointment. They were not complaining of 'innovation fatigue.' Yet their disappointment was caused by several reasons. First it was the only innovation that involved directly teachers. Second, the 'appraisal' had been steered from the judgmental process to the developmental process, which would help teachers' professional development and the improvement of pupil learning. Moreover, teachers and administrators had, independent of the National level, set up their own programs and training scheme. Finally, it was a realization that 'appraisals' could be the key to successful management.

However, despite all these efforts, it was later announced that the 'appraisal' would not be obligatory since schools were already heavily burdened with other major innovations. In particular they were involved with 'massive' introducing the National Curriculum and 'appraisal' which is essentially a management issue. As a general policy, decisions about the way schools and teachers are managed were to be taken locally (MacGregor, 1990c).

However, it is likely that the high cost of the appraisal (40 million pounds a year) was one of the reasons. There is also the possibility that, consequently, the new Secretary of State, was attracted by the practices in the USA: simpler, superficially less costly, but far less effective in securing school improvement and professional development.

## Appraisal in USA

In the USA there are no central instructional inspectors. There are no inspectors from the U.S. Department of Education whose duty is to check on teachers and schools. There is no federal legislation in matters of this kind. However, there has recently been a considerable upsurge of attention to the process of teacher evaluation since the mid-1970s. The states themselves enact what they individually deem to be required. Oklahoma and Texas are two examples of this effort.

In Oklahoma the State Board of Education developed a minimum set of criteria for teaching and administrative 'appraisal'. A committee of educators and parents were involved in the development of performance criteria. After research in effective schools, the criteria were approved and adopted in 1989.

In Texas, the Legislature mandated that the criteria be based on observable job-related behaviors. The State Board of Education decided on at least two 'appraisals' during each of the two appraisal periods within the regular school year. They also proposed a uniform training program for appraiser of teacher performance, including uniform appraiser certification standards and, inclusion of teacher self-appraisal in the appraisal process. The Texas Administrative Code for appraisal specifies that the result of the appraisal of teachers shall be used for career ladder-promotion, staff development purposes, and may be contact renewal purposes.

Therefore, the appraisal system in the USA has several purposes such as defining the skills that teachers should demonstrate in classrooms, developing the abilities of teachers and appraiser alike to recognize these skills in action, using the system to evaluate teacher performance, using the system as a mechanism to upgrade or improve skills. The main system goals are concerned with improvement and not with termination.

Consequently, first, there is one issue that everybody should agree on teacher evaluation, which is as Knapp (1982) says the pressure to improve teaching performance may foster more elaborate systems, but it may force summative thrusts over formative efforts. Second, we should always remember that developmental supervision is derived from an educational philosophy of 'progressivism,' which sees

learning as the result of actively putting ideas and knowledge to work in the real world, the individual as the end, subject matter as the means, and society as the result.

### **Models of Supervision**

There are several alternative models or ways of knowing in supervision. Authors argue different points of views related to different philosophical perspectives and epistemological beliefs such as developmental, laissez-faire, managerial, and judgmental types of supervision (Poster, 1991) or another classification like a scientific, a clinical, an artistic, and an eclectic approach to supervision (Association for Supervision and Curriculum Development, 1982)

Developmental approach views the supervision as self-improvement along with long-term professional development which requires self-motivation, trust, openness, and cooperation. It assumes professional, collegial and collective authority to lie within the profession. Based on this perspective, supervision is made by peers making use of the public information.

Similarly, laissez-faire approach recognizes the importance of self-development with self-motivation. It is not the management, but the teachers who have the responsibility to raise and discuss issues and decide on the follow-up practices. However, there is lack of focus, direction and purpose in system.

Alternatively, managerial and judgmental perspectives give importance to organizational goals rather than the individual ones stressed in developmental and laissez-faire approaches. Managerial type of supervision sets hierarchical positions which confirms authority. Supervision is made by superordinates and is more concerned with doing and achieving, efficiency and effectiveness. Management sets the objectives to maximize achievement of organizational goals. Incentives and praise are used to motivate the subordinates to achieve short-term goals.

Like the managerial approach the judgmental approach uses the system to maintain social control by collecting data for assessment of subordinates. System is

used for merit rating and performance-related payments. It assumes extrinsic motivation.

There are clearly strengths and weaknesses in each of the four systems. The first two approaches namely developmental and laissez-faire emphasize individual responsibilities but may place excessive reliance on the ability of individuals to make sound judgments and to recognize the occasions when the needs of the organization may override those of the individual. Managerial and judgmental perspectives may be effective in setting institutional goals and making objective judgments but may fail to capitalize on the internal strengths of individuals. The emphasis on objectives and the characteristics of the managerial type of supervision has been critiqued for several reasons. One such reason is the performance criteria since there are large areas in which specific targets can not be identified and in which it may be undervalued in any review of activity. The managerial approach may well increasingly commend itself to those to whom the school is considered to be accountable.

Where any institution places itself on these four approaches will be a powerful determinant of the type of supervision system which it will adopt. A secondary classification to supervision of teaching was articulated by the Association for Supervision and Curriculum Development (ASCD) in their Yearbook on Supervision in Schools (1982). McNeil (1982) contends that a 'scientific view' of supervision is based on the beliefs that teaching as a science given of technical rational can represent human thought and behavior. The 'artistic view' of supervision as presented by Eisner is a compelling belief that supervisory practice is in art form and relies heavily on a humanistic tacit knowledge, intuition and human rational. In still another view Garman (1982) attempts to take an authentic approach by combining a humanistic and structural approach based on individual sharing, problem solving and interrelationships between supervisors. An integrated theory of the scientific, clinical, and artistic precepts of professional supervisory practices is presented by Sergiovanni (1982) to give an understanding of framework for supervisors and teachers.

Supervision as a field and as a form of educational practice has developed within a scientific tradition. Scientific supervision was intended to deliver both more

authority for teacher improvement and better development in student achievement. Early scientific supervision was seen as an answer to the lack of clearly defined standards and was hoped to determine the best methods by which the teachers could do the best work. Bobbit (1913) viewed two tasks for scientific supervisors: guiding teachers in the selection of methods and preparing and renewing teachers. It was supervisors responsibility to discover the best procedures for performing teaching task and to assist teacher to acquire these methods. This would ensure student achievement.

Dewey (1929) influenced the field of supervision with his book 'The source of a Science of Education.' It was made apparent that supervisors and teachers together were to adopt an experimental attitude, trying out new procedures and studying the effects of each newly introduced means of improvement until the results were satisfactory. However, in the early 1940s scientific supervision took a new direction in response to political concern and the climate of war. Although supervisors continued to work on the generalizable research findings that seemed to have implications for school practice , they tended to give priority to those that were consistent with the political ideology of the time.

Similarly, behavioral scientists thought that applying psychological theories of learning and the results of experiments involving controlled manipulation of specific factors could solve the problem of effective instruction. Lumsdaine (1964), Gagne (1967), Barr and Brueckner (1961) and Carroll (1963) were the leaders of this approach. The application of technology to the improvement of instructional products results in an indirect supervision. This means that product developers outside the classroom decide on the objectives of instruction and provide the means to attainment. Therefore, behavioral scientists with a product development orientation thought that they could improve educational practice by improving materials.

Gage (1978) led to a new paradigm, the process-product paradigm. He aimed at scientific findings that will allow teachers to realize certain teacher behaviors are likely to have an effect on what students learn. With the impact of this process-product paradigm, supervisors started to emphasize staff development programs. They were aimed at getting teachers to apply a new method derived from research findings

emphasizing the importance of academically focused teacher directed classrooms. Consequently, the scientific approach to supervision can help to establish what is going on in the evaluation of teaching and can contribute identifying empirically based aspects of what ought to be. However, the researchers should try to clarify understanding of the classroom and its problems by means of action research instead of aiming at authoritativeness and testable scientific propositions ( McNeil, 1982) .

Alternatively, the clinical approach (Garman, 1982) is based around four domain concepts, that being collegiality, collaboration, skill services and ethical conduct. These go beyond Cogan's (1973) self explanatory breakdown of clinical supervision, those being: 1. establishing relationship; 2. planning with the teacher; 3. planning for observation; 4. observing instruction; 5. analyzing the data from the observation; 6. planning for the conference; 7. the actual conference; 8. renewed planning , and a new cycle begins. In Garman's term 'colleagiality' centers around the posture of the person who is involved as a supervisor. The nature of involvement of supervisory personnel during the interaction between them and the subordinates can be termed 'collaboration.' 'Skill services' are those acts of supervisors in accommodating the needs of teachers and the activities that result from prolonged and intellectual training and practice. The supervisors' discretion and conduct during the directing of activities, requiring a standard of behavior to provide trust and protection to both teachers and students, can be termed as 'Ethical Conduct.'

In fully understanding the principles behind colleagiality one must understand that this comes from an internal state of mind with respect to a perspective frame. The supervisor must be an 'Alienated Critic.' It has been said that we are sometimes too close to the trees and do not see the forest. Viewing a given situation from a remote point can provide a totally different answer to a sometimes complex situation. To be confused by details clouds true issues and potential solutions. One must be a neutral observer to supervisory situations which arise in the real life clinic of the classroom. This requires thinking in a detached dispassionate manner. Though disconnected as a 'neutral observer' and an 'Alienated Critic' the genuine colleagiality practitioner is able to connect with his colleagues in order to show awareness of their situations. Even with

the delegation of responsibility to subordinates one must share in the result and altimeter responsibility for failure or success. The supervisor should give the impression that both he/she and the teacher will together perform. The supervisor should engage a relationship with the teacher expressing that they share the 'rich culture of teaching.' The teacher and the supervisor form a bond by which collective possibilities and common goals can be achieved, those of which were unreachable as individuals. The clinical supervision in its purest form is reinforced by a face to face encounter of supervisor and teacher.

'Collaboration' brings together two or more supervisors and/or teachers who basically form an educational alliance to engage in verbal interchanges for the betterment of the educational process. Too often supervisory roles take on rigid and never changing patterns. Clinical concepts, however, are meant to be renewed and reviewed to ensure that they properly describe the situation and/or needs of the teachers just because we have always done it that way in the past is not acceptable reason or justification for methodology in the future. Garman (1982) states that there are five different modes of inquiry necessary for supervisory practice from a clinical measure. They are 'discovery,' 'verification,' 'explanation,' 'interpretation' and 'evaluation.' Asking the appropriate question and fully articulating a problem's description allows for discovery of fresh perspectives to solutions of given situations. Given the same input data and methods of resolution different supervisors may come up with the same conclusion to the same problem . This deductive mode constitutes 'verification.' Both inductive and deductive 'explanations' of phenomena and situations must be derived by supervisors in order to give conceptual resolutions. Only through 'explanation' can one search for the causation of events. 'Interpretation' must be made in order to derive the meaning behind events. The values and judgments surrounding events can only be addressed through 'evaluation.' These activities allow both the supervisor and the teacher to answer internal and external questions regarding particular problems. In practicing good supervisory skills a balance of social and ethical moors are essential to alleviating situations which may arise. These vary from culture to culture and within

different social orders, however, must be adhered to in order to exist in a structured society.

Eisner (1982) raises the question of science and art to education and discusses the meaning of the term 'supervision' by emphasizing its different connotations. Firstly, a supervisor is supposed to have 'super vision' which disagrees a possible hierarchy between the supervisor and the teacher. This suggests that the former has the right to prescribe to the latter how the job is to be done. He points out that a sense of dialogue or interchange between two professionals trying to improve the educational experience of the young tends to get lost. Secondly, he views the term 'supervisor' as an industrial ring having prescriptive, evaluative, and hierarchical connotations.

Eisner (1982) illustrates artistic approach to supervision by briefly summarizing its grounds, functions, aims and practices:

.....an approach to supervision that relies on the sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtleties occurring in the classroom, and that exploits the expressive, poetic, and often metaphorical potential of language to convey to teachers or to others whose decisions affect what goes on in school, what has been observed (p 59).

The above quotation is significant also in drawing attention to the human factor in supervision. Human is the instrument that make sense of what has gone on (Eisner, 1982).

Artistically-oriented supervisors sense that teachers are different in their styles, strengths and weaknesses, therefore, they try to help the teacher exploit these differences by strengthening the positive steps already taken. The approach briefly asks what the teacher does that is unique or distinctive, what particular characteristics of the teaching give it special value, and how the supervisor can strengthen those values that are consonant with quality education.

The scholars and practicing professionals supporting artistic perspective consider facts and values inseparable and therefore the act of supervision is viewed more subjectively. Since the emphasis is on thick description of the classroom life they

seek a richer and more in depth view of teaching. However, in doing that they sacrifice the rigor, objectivity and unambiguity, which are associated with scientific approaches to supervision (Sergiovanni, 1982).

To sum up, artistic approach to supervision can be identified with its attempt to understand the kind of experience that the students and the teacher have. It does not simply describe or count the behaviors they display as it is done within other approaches. What the situation means to the people who are involved in it and how the actions within the situation create such meaning are the landmarks of the phenomena of interest in an artistic approach to supervision.

It would seem from the review of literature that an integrated approach to supervisory methodology, combining scientific, clinical, and artistic approaches, taking the best of each method, would better serve the needs of education (Sergiovanni, 1982). By doing so, it is hoped to drive a framework of improved teaching skills and allow science and art to be considered as inter-dependent dimensions.

According to Sergiovanni (1982), the implementation of an integrated method should enhance theoretical values by a) improving the teaching environments, b) raising teaching standards, and c) promoting overall living standards. He further expounds on the scientific benefits as being to 1) discover truth, 2) establish fact, and 3) establish accurate recordings. By doing so he has considered the importance of both fact and value. His integrated theory of supervision deals with two aspects, the actual practice of supervision and the evaluation of teaching methods. Three questions must be continually asked when considering both of these matters: what is going on in the classroom, what ought to be going on in the classroom, and, what these events, activities and desires really mean in the context of supervision and teaching.

When considering what is going on in the classroom, sense of realism connected with teaching should be established. An in depth, accurate description of the classroom situation should be drafted with an explanation in detail to assure non-ambiguity and understandability.

Values should be addressed when answering what should be going on within the classroom. A discovery of those implicit things required of teachers and teaching

during the real life process should be foremost in the examination. Without a full understanding of the life of a classroom no interpretation can realistically be made. Even personalities and timing, to mention but a few factors, can play roles in classroom life and must be examined in detail.

By far the integration of the methods points out that statistics can sometime overlook important facts that must be pulled out by fully understanding the description of the situation. While scientific methodology compiles a great deal of data, just one hidden response, which does not fit into the mold of other derived data, can be the key to unlocking matters that were initially overlooked. The development of the detailed description of the 'classroom life,' enables one to become familiar with the given situation and the personalities that comprise the factors shaping the events within the classroom. By doing so it forces the practitioner to examine the in-place process with a critical eye.

### **Teacher Evaluation in Supervision**

Teacher evaluation systems are only one of the several kinds of control processes in educational institutions. Control is also practiced by means of rules and procedures, available technology, and professional norms. However, teacher evaluation delivers the purpose of organizational control through several different functions with several different levels of effects. An understanding of these multiple purposes and attributable effects will enhance the capacity to assess the total impact of teacher supervision system processes. It will also define the design and operation of what at times may seem to be arbitrary or irrational practices. In actuality, the evaluation of the performance of individual teachers is performed constantly, by students, by parents, by other teachers, and by the public. Natriello (1990) says "but only when the teacher evaluation process is tied to the school organization do we deem it a system and attempt to study its formal properties and examine the intended purposes and consequent effects (p.35)."

There are a number of ways to classify the purposes of teacher evaluation processes along with the different supervision classification. Among these classifications, Natriello (1990) provides three major purposes of evaluation: (1) influencing the performance of individuals within particular positions; (2) guiding decisions about the movement of individuals into and out of positions, e.g., certification and hiring, granting tenure or firing, movement to a new office or level; (3) legitimizing the organizational control system itself by persuading employees and constituents of the organization that personnel activities are performed fairly and effectively.

First, much of the evaluation practice that is held within a school involves attempts by principals and other evaluators to influence the performance of individual teachers in their current assignments. The aim is to improve performance that is already within a range considered acceptable for the holders of the position. There are different approaches and techniques, as are discussed in the literature. For example, teacher-evaluation systems having criteria, based on effective teaching research, those applying models of clinical supervision, and those exercised to determine merit pay increments are all classified as attempting to improve the performance of individual teachers in their profession.

Secondly, although there have been many discussions and proposals regarding the use of evaluation to make decisions about the status of teachers, evaluation may help to screen individuals who will enter a position, to maintain individuals in a position, or to demand the withdrawal of individuals from a position. For example, in the U.S. many school boards have recently revised processes for determining certification eligibility and many of these changes have involved the institution of new forms of evaluation as requirements for certification e.g., some type of examination to enter teaching. The actual employing process is another step at which evaluation is used to make decisions about individual into the position of teacher. Once individuals are in the profession additional personnel decisions may be based on evaluation. The granting and denial of tenure is basically based on some evaluation process, often the similar process used to help teachers improve their performance. Decisions about the

movement of teachers on career ladder are also tied to some evaluation process. Lastly, the dismissal of teachers might be based on evaluations of performance.

In all of the cases in the previous paragraph the key element is that evaluation is used to change or maintain the performance of the system, by changing the individuals who are in the position since the first purpose of evaluation is improvement.

Third, evaluation may be used to convey a sense of justice and equity both about the organization and about its attempt to control. They are designed to influence performers by convincing them that the dictates of the evaluation process, for either a change in the performance of an individual in a position or a change in the position of an individual are legitimate and deserving of compliance.

Coming from these different teacher evaluation purposes different models are suggested in the literature such as

- evaluation for school improvement
- evaluation for professional development and
- evaluation for career awards and merit pay.

### **Teacher Evaluation for School Improvement**

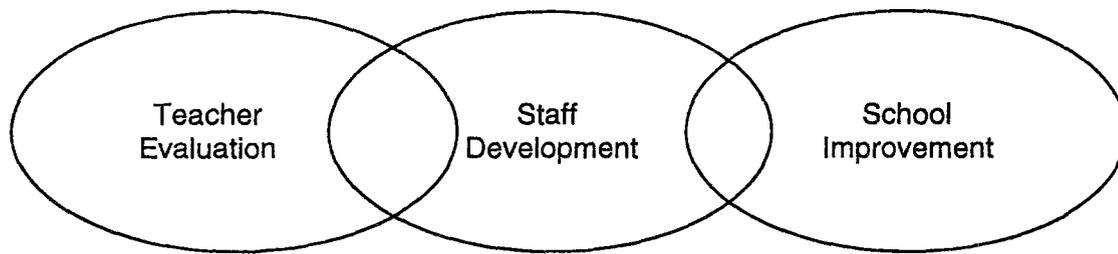
As for the teacher evaluation for school improvement Iwanicki (1990) presents four purposes for which teacher evaluation can be used:

1. Accountability - to ensure that only effective teachers continue in the classroom,
2. Professional Growth - to foster the professional growth of new and continuing teachers,
3. School improvement - to promote school improvement and the enhancement of student learning and
4. Selection - to ensure that only the best qualified teachers are hired (p. 159).

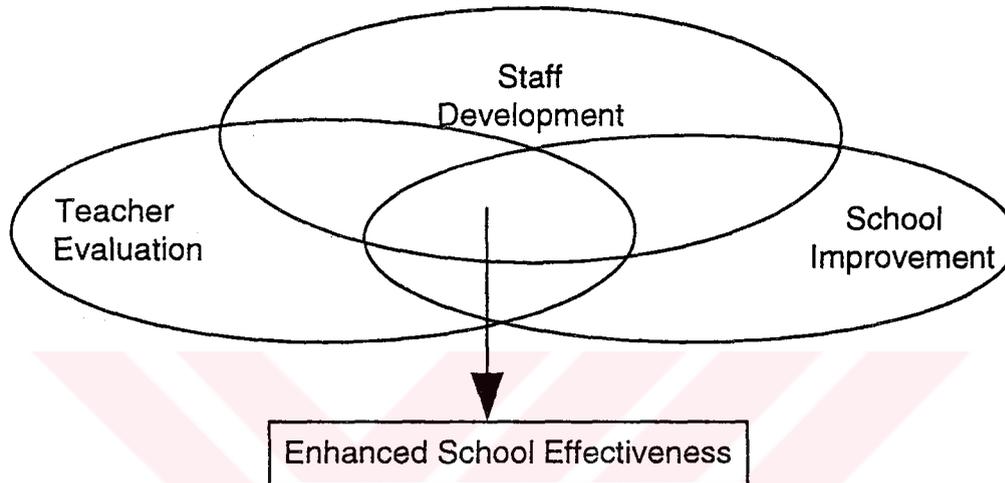
Iwanicki (1990) notes that educators involved in the development of teacher-evaluation programs tend to place more importance on the accountability and professional growth purposes, and less emphasis on the school improvement and teacher-selection purposes. The major purposes in this respect are to select high quality

teachers and then induct these staff using the evaluation process that fosters professional growth and promotes school improvement. He says that in settings where the teacher-evaluation process has a demonstrable impact on teacher selection, professional growth and school improvement practices, less attention needs to be paid to the traditional accountability purpose of evaluation. Some educators argue that there are other effective ways to bring about school improvement rather than through the teacher evaluation process. It is an inevitable truth that the teacher-evaluation can complement the particular change strategies used by a school system to bring about school improvement. For example, the literature on school effectiveness and school improvement (Loucks-Horsley and Hergert, 1985; Purkey and Smith, 1983) suggests teachers and administrators become involved in planning and processes. They must be compatible with those qualities that are pursued through an effective teacher evaluation to bring professional growth. It is noted that (Iwanicki, 1981; McGreal, 1983; Redfern, 1980) integrating teacher evaluation and school improvement is especially appropriate for the school systems whose goal-setting models of teacher evaluation are being used.

In order to integrate the purposes of a teacher evaluation system, Iwanicki presents a Teacher-Evaluation Cycle. The cycle consists of three phases, as indicated in Figure 1, for tenured staff: teacher evaluation, staff development and school improvement. As is shown in Figure 2, some school systems tend to design the school improvement, staff development, and teacher-evaluation process in a more disjointed way than systems that are integrated. In school systems favoring the more disjointed approach teachers develop objectives as members of school-improvement teams and attend staff development meetings parallel to the school-improvement needs. These same teachers set performance objectives for teacher-evaluation purposes and are involved in staff development activities relevant to those objectives. Hence, teachers' efforts to achieve those objectives developed separately for school-improvement and teacher-evaluation purposes, tend to show a marginal impact on changing school effectiveness.



A Disjoint Approach



An Integrated Approach

Figure 1.  
Approaches to Organizing the Teacher Evaluation, Staff Development, and School Improvement Process (Iwanicki, 1990, p.167)

On the other hand, in the school systems, which have integrated school improvement, staff development, and teacher evaluation, teachers develop performance objectives which both support school-improvement needs and serve as a basis for their evaluation. Moreover, these objectives could be addressed through the same staff development program. In other words, the school improvement, staff development and teacher evaluation processes compliment each other in the integrated approach, which may result in enhanced school effectiveness. As Murphy (1987) notes:

One of the conclusions of the recent school improvement research is that schools work better when the parts fit together, when plans and activities are coordinated in a common effort to reach important school goals (p.160).

There are four features in the suggested Teacher Evaluation Cycle. First, the cycle begins with an 'accountability' orientation, giving emphasis to the appraisal of teacher performance through the classroom observation. After each observation recommendations are made to the teacher to strengthen or enhance his/her performance. Teacher growth is monitored through later classroom observations and evaluation conferences.

Only by receiving a favorable evaluation at the end of the evaluation phase, does a teacher proceed on into the 'support' phase. By doing so the teacher has met the standards of performance expected by the school system. Iwanicki (1990) suggests that each teacher is evaluated at least every three years. If the teacher in either 'support' or 'continued professional development' phases of the cycle seems not performing satisfactorily, he/she might be placed in the 'appraisal' phase. In such situations the teacher must be informed of this placement in writing.

Second feature of the Teacher Evaluation Cycle assumes that good teachers take more responsibility for their professional growth and evaluation. When the teacher moves to the 'support' and 'continued professional development' phases of the cycle, the evaluator supports the teacher, when needed. The administrator or the supervisor does not evaluate the teacher in the 'continued professional development' phase since at this phase the teacher himself/herself is the evaluator. In the second and third phases of the cycle teachers are given sufficient time to accomplish meaningful outcomes and to reflect on where they are going professionally. Research with school systems has shown that teachers cannot always set meaningful objectives during a year. Another year may be given to refine and implement the product of such efforts if needed. In the last phase of the cycle, activities can be planned to help teachers to reflect upon what they have accomplished and to plan for the directions they would like to see their profession take in the future. As McLaughlin and Pfeifer (1988) note:

Reflection is a necessary first step in professional growth and improvement.... To the extent that a teacher evaluation stimulates a teacher to think about their practice, it can be a powerful force for self-improvement. (p.68-69)

Third feature of the Teacher Evaluation Cycle is that it records a teacher's performance and development over a three-year period as follows:

Year 1 - Appraisal Report,  
Year 2 - Progress Report on Objectives,  
Year 3 - Final Evaluation Report.

These evaluation reports are put in a portfolio which is included in the teacher's personnel file and provides a richer perspective of a teacher's performance and accomplishment. They give a view in terms of the professional growth and/or school improvement objectives rather than the more traditional yearly evaluation reports.

Fourth feature of the Teacher-Evaluation Cycle is its manageability. Iwanicki (1990) suggests that once the system is set, the evaluator works on the appraisal with nontenured teachers and only about one-third of the tenured teachers (See the example of an overview of the Teacher Evaluation Cycle in Appendix B).

### **Evaluation for Professional Development**

As for the evaluation for professional development, Duke and Stiggins (1988) note that teacher evaluation can serve two basic purposes- accountability and professional growth. The accountability purpose requires the collection of data to determine the extent to which teachers have achieved minimum acceptable level of competence and prescribed areas or performance standards. However, teacher evaluation for the purpose of professional development involves the collection of data to assist teachers who are at least minimally competent in continuing to grow.

Riegle (1987) identifies five general areas in which such growth can occur:

1- *Instructional development* emphasizes the development of skills involving instructional technology, microteaching, media, courses, and curricula.

- 2- *Professional development* emphasizes growth of individual faculty in their professional roles.
- 3- *Organizational development* emphasizes the needs, priorities, and organization of the institution.
- 4- *Career development* emphasizes preparation for career advancement.
- 5- *Personal development* emphasizes life planning, interpersonal skills, and the growth of faculty as individuals.

The review of literature shows that at least three justification for professional development can be identified (Duke and Stiggins, 1990). First of all, many teachers take advantage of a variety of opportunities for growth, including staff development workshops, peer observation, continuing education and travel. Recently both the U.S. National Education Association and the American Federation of Teachers have endorsed the use of teacher evaluation for formative purposes and have considered adding a professional development component to the existing teacher evaluation systems. Second, many states in the U.S. have begun to encourage continuing professional development for teachers since they have recognized the teachers need new forms of assistance if they are to grow beyond minimum competence. The third reason why professional development is important comes from the nature of professions consisting of knowledge coming from systematic inquiry. Therefore, members of the teaching profession will follow the new developments.

Duke and Stiggins (1990) identifies evaluation conditions associated with teacher growth into three general categories:

- 1- characteristics of individuals for being teachers and facilitators
- 2- characteristics of evaluation systems
- 3- characteristics of the environment in which the evaluation takes place.

**Characteristics of individuals for being teachers and facilitators.** As for the characteristics of individuals for being teachers Duke and Stiggins (1988) identified eight teacher characteristics that appeared to be linked to professional development: strong professional expectations; a positive orientation to risk taking; openness to change; willingness to experiment in class; openness to criticism; strong knowledge of

technical aspects of teaching; strong knowledge of subject matter; and some positive prior experience with teacher evaluation.

As for the individual differences in terms of facilitators-typically principals and peers- of the growth in their study Duke and Stiggins (1988) note that the characteristics of teachers listed above were not found to be correlated with teacher perceptions regarding the value of the most recent evaluation experience. However, characteristics of evaluators tended to be highly correlated.

In sum, these findings suggest that teacher growth in the context of evaluation is highly dependent on the perceived skill, integrity, and caring of those doing the evaluating. Therefore, since it can not be assumed that the characteristics of effective growth facilitators are naturally abundant, extensive training is a prerequisite for those working with teachers to promote professional development.

As well as principals and supervisors, Johnson and Johnson (1987) have found in their studies that peers play a key role in growth-oriented teacher evaluation. Duke and Stiggins (1988) say:

It can be argued that fellow teachers more, likely than administrators, to possess the empathy, understanding, and contextual awareness, not to mention subject matter knowledge, so crucial to the facilitation of teacher growth.....As teacher evaluation systems have expanded to include provisions for formative as well as summative evaluation, and as opportunities for release time have increased, however, the prevalence of peer involvement in professional development has begun to grow (p.125).

The reason why peer involvement has not been utilized more extensively is due to three factors (Duke and Stiggins, 1988) the traditional isolation during the workday, the reluctance of colleagues to participate in the summative evaluation process and the unwillingness of many administrators to share evaluation responsibilities.

**Characteristics of evaluation systems.** As for the characteristics of evaluation systems two sets of characteristics of evaluation systems were identified as being important and the findings were confirmed during validation of Teacher Evaluation Profile Questionnaire (Duke and Stiggins, 1988):

- characteristics of evaluation procedure and
- characteristics of feedback given to teachers.

There were aspects of evaluation procedures which were identified to be correlated to the perceived quality and impact of the evaluation experience. They were based on the teachers' perceptions that they had grown professionally.

Another interesting finding (Duke and Stiggins, 1988) is that other sources of data including teacher records, classroom documents such as lesson plans, and evidence of student achievement besides formal and informal classroom observations may have a role to play in growth-oriented evaluation. This findings is supported by Peterson's (1987) research which centered on the use of multiple sources for teacher evaluation. Similarly, Haertel (1986) has defined conditions for the satisfactory use of student achievement data in the evaluation of teacher performance. When these conditions are satisfied, the assessment results provide teachers with strong evidence of the effects of their instruction on student learning. This can provide a strong basis for identifying professional growth needs.

For the characteristics of feedback given to the teachers (Duke and Stiggins, 1988) it is apparent that although it seems unlikely for principals and other growth facilitators to devote the necessary time for the growth-oriented feedback the central administration should support and encourage them to ensure that growth-oriented evaluation succeeds.

**The environmental factors in which the evaluation takes place.** The environmental factors in which the evaluation takes place were also correlated to teachers' perceived quality and impact of teacher evaluation (Duke and Stiggins, 1988). These were:

- clarity of policy statements regarding teacher evaluation
- extent to which a primary purpose of teacher evaluation is perceived to be directed toward teacher growth
- time allocation for evaluation
- extent to which labor relations have been tranquil
- availability of time during the teaching day for professional development (p. 108)

Assuming that professional development and professional accountability are both desirable, McLaughlin and Pfeifer (1988) have collected case study data on exemplary evaluation systems. This data presumably serve both purposes. However, until recently, there were relatively few teacher evaluation systems where it was possible to study evaluation for professional development. Most were evaluation for accountability. Therefore, the field needs further studies to investigate the possibilities.

### **Evaluation for Career Awards and Merit Pay**

As for evaluating teachers for career awards and merit pay, there are evaluation systems which allocate special payments or pay increments to some teachers based on some form of evaluation of their performance. Merit-pay systems equip school districts with special incentives to be used to strengthen evaluation and training procedures, and give teachers special incentives. This should give attention to evaluative feedback to improve teacher performance (Bacharach, Lipsky, and Sheed 1984; Calhoun and Prothero, 1983; Hatrey and Greiner, 1984). Similarly, career-ladder systems create hierarchies among teachers and provide for promotion from one level to the next (Malen and Hart, 1987).

However, merit-pay and career-ladder systems have been criticized for their lack of objectivity, discouragement of cooperation and sharing job knowledge among teachers. This reinforces the myth that classroom teaching itself is less than a fully professional activity and the corollary myth that the only real profession in education is administration (Bacharach and Conley and Shedd, 1986).

Many people have suggested taxonomies of important teaching skills toward which a career-development-evaluation system could be directed (McPherson, 1972; Lortie, 1975; Lampert, 1985; Jackson, 1968; Bacharach and Conley, 1988).

Table 1 presents the 'Teacher Decision-Making Skill Matrix', in which teaching skills can be referenced to three teaching roles and three teaching functions (Bacharach, Conley and Sheed, 1986). Nine basic role-function combinations were identified coming from the three basic roles-instructor, counselor, and manager. As is

shown in Table 1, they performed three basic functions-planning, implementation and evaluation of decisions.

Table 1  
Teacher Decision -Making Matrix (Bacharach et.al., 1990)

	FUNCTIONS		
ROLES	Planning	Implementing	Evaluating
<b>Instructional</b>	Instructional Planning	Instructional Implementation	Instructional Evaluation
<b>Managerial</b>	Managerial Planning	Managerial Implementation	Managerial Evaluation
<b>Counselor</b>	Counseling Planning	Counseling Implementation	Counseling Evaluation

The progress of teachers through the (Bacharach, Conley and Sheed, 1986) three developmental career stages represent their move from acquiring a basic set of teaching practices to developing decision-making techniques (see Table 2). As is seen in Table 2, the assumption is that this will help them deal with the uncertainty and unpredictability inherent in their environment.

Table 2  
Career Development Stages for Teacher Skill Acquisition

STAGE		FEATURE
APPLICATION	The ability to use one's skills and knowledge to make decisions in basic teaching roles and functions	BASIC SKILLS
ADAPTATION	The ability to adjust one's teaching decisions to reflect the diversity and unpredictability of the situation a teacher faces, may face, or already has faced in the classroom.	VARIETY and INTEGRATION
LEADERSHIP	The ability to share one's adaptations with others	INNOVATION

Bacharach, et al. (1987) have identified four evaluation principles which may serve as general guidelines for developing a system of evaluation for a teacher's career. It is expected that these principles will support the efficiency of current merit pay and career ladder schemes:

- Principle one: Skill-based versus Performance-Based Evaluation:

Performance-based evaluations, which are used for those merit-pay and career-ladder schemes, simply rate teachers on the basis of outcomes, rather than on the skills they have acquired. This approach puts the teacher at an immense disadvantage. If teachers are evaluated on output-oriented measures of their performance e.g. student standardized test scores, the implicit assumption is that teacher skill is only a 'sufficient' condition for good performance. On the contrary, if teachers are evaluated on their skills directly, the assumption is that teacher skill is a necessary condition for good performance.

- Principle Two: Developmental Versus Uniform Evaluation Criteria: The principle involves specifying multiple evaluation criteria which is designed to reflect a teacher's stage of development rather than formulating a single set of criteria and then uniformly applying it to all teachers.
- Principle Three: Subjective Versus Objective Evaluation: The principle underlines the fact that it is difficult to achieve an objective system of evaluation in education due to the subjective nature of teaching. Teaching involves the exercise of judgment in the selection of alternative solutions inherent to uncertain situations. Therefore, a teacher's performance can not be observed and evaluated without someone making judgments about the teacher's choice of alternative solutions.
- Principle Four: Formative Versus Summative Evaluations: The principle involves using the evaluation system as a set of diagnostic techniques to encourage teacher improvement, rather than as a process to produce an overall pro and con assessment of a teacher.

In sum, it is also noted that (Bacharach et al., 1988) any evaluation system can not be called successful unless the organizational culture of the school commits implementation to a professional staff.

## **Effects of Teacher Evaluation in Supervision**

The impact of teacher evaluation falls in three levels:

1. individual,
2. organizational
3. environmental (Natriello, 1990).

### **Individual Effect**

Evaluation systems are expected to support the improvement of the individual teachers performance or the maintenance of the satisfactory performance levels. Teacher performance can be strengthened if evaluators give feedback regarding problems of performance and then, solutions for overcoming these problems. Hence, communicating the information on performance may provide positive effects. This is particularly true for teachers who most often desire the perspective of another professional educator. The impact of this feedback on teaching performance may work in one of two ways. First assumption is that simply pointing out problems in teaching to a teacher, even without any organized follow-up activities, would lead the teacher to improve. On the other hand, it might be assumed that feedback on problems with a teacher's performance will produce only little improvement if the professional development opportunities are not provided. There might be settings which each of these assumptions would be welcomed, although most complex improvements need organized development opportunities in practice.

Individual performers may be affected by the evaluation process in various ways, only some of which might have been intended by the evaluators. These processes may have motivational as well as instrumental consequences. Evaluation activities can provide teachers with both contact to other colleagues in the school and with confidence about their performance. Teachers prefer more frequent evaluations regardless of having been provided with either positive or negative feedback. Teachers who are seldom evaluated feel isolated and undervalued.

Further, different teachers may interpret the evaluation in different ways: some may be challenged by evaluations; others may experience stress and anxiety which is never converted into improved performance. Teachers seem less likely to react negatively to evaluations when they have an understanding of what is expected of them, when the evaluation is necessary and adequate information is collected regarding their performance, when feedback is frequently given and is informative, and, finally, when they are provided with resources to help them to improve themselves (Natriello, 1983).

Another effect of teacher evaluation, on the individual level, is when the evaluation is used for the entrance, maintenance or removal of an individual from a given position. Individuals are familiar with the linkage between evaluation and status decisions. Therefore, teachers might try to perform well on activities subject to evaluation to maximize their opportunity of attaining or retaining a desired position due to either challenge or fear. However, there are several common examples by which such effects may occur. This occurrence may take place even if the individual evaluated never experiences a change in status.

Finally, teacher evaluation conducted to control systems of the organization, also has direct effects on individual teachers. Evaluation practices which tend to collect representative samples of teacher performance in order to produce a more consistent evaluations have a greater likelihood of leading to greater teacher effort (Natriello and Dornbush, 1981).

### **Organizational Level**

Organizational level effects may result from the evaluation of one teacher or from the evaluation system in general. Therefore, the impact may involve one teacher or the entire school since the members of the school organization are the immediate observers of the evaluation practices being held within the organization. Teachers may react to the evaluations received, by their colleagues, although their performance is not directly evaluated. For example, if teachers see another teacher being negatively evaluated for a particular kind of performance, they tend to avoid that kind of

performance. Similarly, if certain teachers are rewarded with good evaluations for their performance, other teachers learn that such performance is accepted and has premiums. In this way the evaluation system has effects which results in the improvement of performance in the school overall, independent of direct evaluations of teacher performance.

Another organizational level effect of teacher-evaluation systems is that it provides a high level of teacher participation. This participation leads to shared discussions of educational issues and greater communication among the members of a school staff about their teaching. For example, Natriello and Cohn (1983) point out, in their study of a district with an evaluation system linked to a merit pay plan, that the formal participation of teachers and their representatives to define the criteria for good teaching leads to a great deal of discussion among the teachers regarding the most appropriate and effective teaching practices.

Evaluations related with entry to, stability in and exit from teaching positions also affect the school organization. Teachers observe the changes in the status of colleagues resulting from the evaluation processes and come to understand the values and norms of the school, their roles in the school organization and the school's role in the community. For example, a new teacher who is able to devote greater effort to the school and to teaching may create competitive forces that lead other teachers increase their effort in teaching and other school assignments.

Further, there are such effects from evaluation conducted for the purpose of increasing the validity of the control system. If teachers experience the conditions by which their colleagues are being evaluated with a consistent set of criteria and standards, based on rational evaluation processes, they may believe that the organization will treat all teachers in an equitable manner, which makes them feel secure. Such conditions may enhance the commitment of teachers to school.

### Environmental Level

Many of the effects of teacher evaluation systems involve other organization such as state and national teacher organizations, state education agencies, governmental

bodies that regulate the treatment of employees, and the courts (Strike and Bull, 1981). Furthermore, members of business community may question the personnel policies of a school or district to ensure that the teacher-evaluation system is not missing certain key elements. Parents and other members of the local community may also question the evaluation practices of schools when there is a specific controversial personnel decision. Consequently, environmental-level effects, generally concerned with the status decisions such as hiring, retention, and dismissal, which are highly public, acts to be justified by the evaluation activity.

In sum, an awareness of the potential effects of teacher-evaluation processes at an individual level, organizational level and / or at an environmental level will enhance the improvements in educational settings.

### **Research on Supervisory Practices**

As science and technology develop and change rapidly the structure of organizations and their functions also change in order to adopt themselves to the changed and developed environment. In this perspective organizations need supervisory services more than ever before. This new trend has made all organizations spend efforts for better utilizing the supervisory processes, implicating that supervision systems and related activities must be effective, and this effectiveness has to be assessed on an on-going basis.

Although it is impossible to be certain that a given indicator is a good measure of effectiveness (Hoy and Miskel, 1987), there are two accepted models in the educational literature to provide a basis for taking the necessary action to work toward effectiveness of an education system and its subsystems (Hendrix and McNichols, 1984; Hoy and Miskel, 1987). Namely, they take the form of 'goal model' and 'system resource model.' In the 'goal model' an organization is viewed as effective if the observable outcomes of its activities meet or exceed organizational effectiveness (Hoy

and Miskel, 1987). Alternatively, 'system resource model' defines effectiveness as the organization's ability to obtain the needed resources (Hendrix and McNichols, 1984).

The studies on the effectiveness of supervision and the effectiveness of supervisory activities depend on the integration of these two models. In other words, it is accepted that there are twelve dimensions of supervisory effectiveness that are important to the job of the principal: Communication, Staff Development, Service to Teachers, Curriculum Development, Effective Job Performance, Observation and Conferencing, Research and Program Evaluating, Community Relations, Planning and Change, Problem Solving and Decision Making, Motivating and Organizing, and Personal Development (Duke, 1990, McAfee, 1990, Smith, 1990).

McAfee (1990) carried out a study to investigate effective supervisory practice. Through an extensive review of the literature, 335 statements of knowledge, attitudes, and skills were identified. All twelve dimensions were found as important to the job of the principal both in terms of current and ideal practice. Elementary school principals perceived 'staff development,' 'communication,' 'instructional program,' 'service to teachers,' and 'observation and conferencing' to be significantly more important to their jobs as is currently considered by high school principals. Middle/Junior high school principals differed significantly with high school principals in terms of the importance of 'observation and conferencing' and 'research and program evaluation' as they relate to their jobs. In terms of the ideal practice there were no significant differences among the three groups of principals.

As a total group principals perceived all twelve dimensions should be important. However, middle/junior high school principals perceived that all dimensions except 'community relations' should be more important. Elementary school principals reported that all dimensions except 'communication' should be more important to their jobs. On the other hand outstanding principals verified all of the knowledge, attitude, and skill items as being relevant to the effective performance of their jobs (McAfee, 1990).

In the literature many researches have been conducted in order to compare the different supervision models in terms of their effectiveness. Kamia (1986) investigated

teachers' perceptions by comparing clinical supervision with existing supervisory practices. Three major findings were presented. Firstly, the differences between actual and ideal responses for all participants showed Japanese teachers believed that ideal supervisors would use clinical supervision techniques more frequently than the supervisors in real life. Secondly, on the issue of either informed or uninformed the majority of the teachers preferred uninformed evaluation. Thirdly, concerning the issue whether teachers wanted to have opportunity to be formally evaluated on the objective criteria; teachers in this study would not indicate strong preference between having opportunities to be evaluated formally and not having such opportunity.

Supervisory effectiveness has been classified by many types and dimensions. Particular situations can only be judged by those supervisors actively involved with the given dynamic of that situation. However, enhancement of the supervisory skill of the individual could promote the effectiveness of dealing with the wide variety of situations, handling, manipulating, and ultimately correcting them to bring about a better teaching and learning environment.

Another study comparing the perceived effectiveness of clinical supervising with traditional methods of supervising was carried out by Jones (1992). The purpose of the study was to determine whether clinical supervision has a differential impact on teacher behavior. A comparison of mean scores of a pretest and posttest on behaviors of clinically supervised teachers showed significant differences. Posttest scores concerning behaviors of traditionally supervised teachers and of clinically supervised teachers revealed significant differences, indicating that clinical supervision impacts instructional behavior more than traditional supervision ( Jones, 1992).

Cramer and Koskela (1992) also conducted a study on the clinical supervision cycle. Findings are reported from a statewide survey of middle and junior high schools in Wisconsin. The purpose of the study was (1) to determine the extent to which the clinical supervision cycle was a component of staff development programs; and (2) to identify the characteristics of existing clinical supervision practices within staff development programs. Of the 136 principals who responded to the survey, 84 percent indicated that they had formal staff development programs at their schools and that 39

percent of these programs included the clinical supervision cycle-preconference, observation, and postconference. Although the original concept of clinical supervision, as outlined in the literature, does not view clinical supervision as evaluation, a significant number of respondents indicated that, at their schools, clinical supervision was used for assessment and evaluation. The data also indicated that, at many schools, the clinical supervision cycle was used to assist teacher growth and development.

Similarly, teachers' attitudes toward classroom observations as a means of their evaluation were investigated by Smith (1991). The purpose of the study was to assess the attitudes of teachers toward their evaluation in the light of their experiences with classroom observations. The results indicated that teachers perceived their evaluation as an accurate assessment of their skills

Duke (1990) identified evaluation conditions associated with teacher growth into three general categories (1) characteristics of individuals for being teachers and facilitators, (2) characteristics of evaluation systems, and (3) characteristics of environment in which evaluation takes place.

In this sense, Joyce and McKibbin (1982) found that teachers working at the same school responded differently to the same opportunities for professional growth. They were able to identify five distinct teacher growth patterns:

1- Omnivores- people who actively use every available aspect of formal and informal systems; whose lives are rich with books, the performing arts, travel, sports, university courses, and the offering of teacher centers and districts; who have found professional colleagues with whom they are close and interchange ideas; who tend to be happy and self-actualizing people; and who believe teaching has not jaded them nor has the rest of the life.

2- Active customers- people who take advantage of many opportunities for growth and who occasionally initiate activities.

3- Passive customers- people who are there when opportunity presents itself but who rarely seek or initiate new activities.

4- The resistant- people who are unlikely to seek out training unless it is in areas where they already feel successful.

5- The withdrawn- people who avoid virtually all growth-oriented activity.

Similarly, Guskey (1988) conducted a study of 130 elementary and secondary teachers and found that teachers who were most receptive to the implementation of new instructional practices expressed a high level of personal efficiency, liked teaching, and felt confident about their teaching abilities, which are the attributes associated with greater instructional effectiveness. These teachers are already quite effective and are more likely to welcome new ideas, unlike those who presumably have more to gain and less to lose as a result of professional development.

Duke and Stiggins (1988) investigated that characteristics of evaluation procedure in supervision had an effect on professional development. They covered the following items as being important:

- clarity of the performance standards
- extent to which teacher was made aware of performance standards
- extent to which teacher endorses performance standards as appropriate for their classroom
- use of classroom observations
- examination of data on student achievement
- number of formal observations
- number of informal observations

As for the characteristics of feedback given to the teachers during supervision Duke and Stiggins (1988) identified nine elements. All of these elements correlated to the perceived quality and impact of teacher evaluation in their case studies. They were:

1. quality of ideas for improvement
2. depth of information
3. specificity of information
4. account of information
5. extent to which information was descriptive (rather than judgmental)
6. timing of feedback to promote attention on the message
7. extent to which feedback was linked to standards
8. frequency of formal feedback
9. frequency of informal feedback

Duke and Stiggins (1988) also identified the key characteristics of growth facilitators typically principals and peers. Of the 55 items in their Teacher Evaluation Profile Questionnaire, the 10 items which were most highly correlated with the teachers' ratings of quality and impact of teacher evaluation and had a direct relation to the perceived characteristics of growth of a facilitators were (p. 106-111):

1. credibility of evaluator as a source of feedback ( $r = .65$ )
2. quality of ideas contained in the feedback (.59)
3. depth of information contained in the feedback (.58)
4. persuasiveness of evaluator's rationale for improvement (.58)
5. usefulness of evaluator's suggestion (.57)
6. trustworthiness of evaluation (.56)
7. helping relationship to teacher (.54)
8. evaluator's capacity to model suggestions (.54)
9. evaluator's technical knowledge of teaching (.53)
10. evaluator's familiarity with teacher's classroom/students (.52)

Abbott investigated critical incidents of supervisory behaviors in regards to teacher supervisors and other appraisers in order to determine whether statistically significant difference existed between observed and theoretical observations of supervisory behaviors of teacher supervisors and other appraisers. Elementary and secondary public school teachers were asked to relate both the effective and ineffective supervisory behavior. The study showed that teachers' perceptions of supervisory behaviors of teacher supervisors and other appraisers 1) were influenced by teaching level 2) were influenced by gender 3) were not influenced by teachers' level of attained formal education 4) were influenced by years of classroom teaching experience (Abbott, 1988).

Younis (1989) conducted a research regarding the joint and unique contributions of the selected teachers' demographic characteristics and principals' leadership behavior variables. The study was conducted in order to explain the total variance produced on Arab and Jewish secondary school teachers' overall job

satisfaction. The sample consisted of 470 secondary school teachers. The method used was the survey method. The data were analyzed by using 'multiple regression analysis. The results of the study showed that:

- the unique contribution of principals' leadership behavior variables was the only variable found to be significant in explaining the variance produced on Arab and Jewish secondary school teachers' overall job satisfaction.
- Arab teachers perceive their principals to most frequently use 'initiating structure' with same degree 'tolerance of freedom' followed by 'consideration.' 'Tolerance of uncertainty' was found to be the least frequently used.

Jewish teachers perceived their principals to most frequently use 'initiating structure' followed by 'consideration.' 'tolerance of freedom' was found to be the next and 'tolerance of uncertainty' of the principal was found to be the least perceived behavior.

Department chairs are also considered as being supervisors in most of the school settings. A study to explore the leadership strategies of high school department chairs was conducted by Wettersten (1994). The study develops a model based on social-exchange theory to show how chairs, as middle managers, must satisfy the expectations of both teachers and administrators. Data were derived from a case study of department chairs identified as exemplary in four suburban high schools in a large midwest metropolitan area. Findings of the study indicated that reciprocal exchanges between administrators and chairs and between teachers and chairs included:

- the communication of information
- the delivery of services and rewards
- a display of confidence and trust.

The exchange relationships alone were not 'transactional' or 'transformational'; rather, the consequences of the exchanges may be either. The heads were not described by their colleagues as high-profile, unusually stimulating, or charismatic. However, their work created opportunities for teacher leadership, teacher-initiated changes, and collegial relationships, which in turn facilitated loyalty, trust, and a sense of community.

It is apparent from the literature that the traditional supervisory skills will only maintain the status quo. Only through change can improvement be realized. The key is the selection of the appropriate supervisory traits and the methods of implementation. This selection must be sensitive social order and committed to quality education if improvement is to be realized. As can be seen by this review many varying qualities, attributes and traits can be identified. However, until such time as a definite statement as to the direction in which supervision will be pointed is made, the critical processes for an effective supervisor will be enacted.

### **Research on Supervision in Turkiye**

There are not many studies directly related to the supervisory practices carried out by schools themselves, which is the main focus of this dissertation. However, the researcher feels that referring to some of the studies carried out in the last ten years on the effectiveness of supervision and supervision system by the Ministry of Education supervisors would help to have a better view about the Turkish Education System.

Ozdemir (1985) investigated the effectiveness of the school-based supervision practices carried out by the principals. The population of the study included all the principals (43) working at the schools in Ankara and the teachers supervised by these principals. Data were collected through the utilization of a 40 item questionnaire for principals and 37 item questionnaire for the teachers. The data were analyzed statistically by using t-test. The following conclusions were reached through the evaluation of the data: (1) the forms used for teacher evaluation was not efficient, (2) there was a significant difference between the teachers' and principals' perception on the objectivity of the evaluation, (3) there was a significant difference between the teachers' and the principals' perceptions in terms of the evaluation criteria, (4) there was a significant difference between the teachers' and the principals' perceptions in terms of the principals' effectiveness in teacher development.

The effects of principalship qualities have been investigated in various researches since these qualities are considered to be important in supervision process.

Saglam (1995) investigated the effects of the principalship qualities during in-service training programs for teacher development. The research design was the survey method. The instrument was applied to 204 teachers in 40 schools. The data were analyzed by using Scheffe analysis, t-test and correlation. The conclusion was that (1) teachers perceived the functions of the principals in regard to technical, mental abilities and human relationships as 'quite influential' and 'less influential,' (2) the views of the subjects for their principals did not show differences in terms of the sex, subject branch, and their teaching experiences. The study revealed that principals' human relationships skills had effects on teacher development.

Similarly, Tabançali (1995) carried out a study to investigate teachers' opinions related to leadership behaviors of elementary school principals in the 'initiation of structure' and 'consideration' dimensions. The subjects were 283 primary school teachers from 10 randomly selected school in Istanbul. The researcher used 'Leadership Behaviour Description Questionnaire-LBDQ' which had 20 leadership behaviours on 'initiation of structure' and 'considerations.' In the questionnaire a 5 point Likert type scale was utilized. Obtained data were analyzed as frequencies, percentiles and averages. General results indicated that the responses from level 1 (grade 1, 2, 3, 4, 5) and level 2 (grade 6, 7, 8) teachers were not significantly different from each other, ( $t:0.964$ ). Teachers coming from these two levels observed both 'initiation of structure' and 'considerations' behaviors from their principals 'most of the time.'

In another study, Demir (1996) investigated the effectiveness of the private high school principals and assistant heads with regard to their ability to use the existing data during the decision making process. The data were collected from 108 principals and assistant heads working at 17 private high schools in Ankara by means of a questionnaire developed by the researcher. The results of the study concluded that (1) private high school administrators use their values and experiences while dealing with the personal problems, the problems related to the relationship between the school and the environment and, problems related to the student affairs; (2) they consult the experts while dealing with problems related to the support units; (3) they use (in order) their experiences, values, experts ideas, academic research results, previous examples

while dealing with educational problems; and (4) they consult media while dealing with administrative problems.

Kulular (1992) conducted a research study on how administrators and teachers perceive the qualities which Ministry supervisors have and the qualities which they should have. The subjects of the study were 120 principals and 400 teachers from 40 elementary schools. The research design used was the survey method. The data were analyzed by using chi-square test. The results of the study were as follows:

1. The qualities which the ministry supervisors have (in order)

Teachers' responses: strict, untroubled, lazy, practical, moderate, considerate, passive, quiet, anti-social, tight-lipped, obstinate, touchy, uneasy, optimistic, active, pessimistic.

Principals' responses: strict, tight-lipped, uneasy, obstinate, touchy, hesitant, careful, aggressive, passive, talkative, practical, lazy, untroubled, calm, easygoing, moderate.

2. The qualities which the supervisors should have (in order):

Teachers' responses: leader, reliable, extrovert, talkative, calm, self disciplined, social, lively, moderate, easygoing, considerate, careful, active, optimistic, energetic, untroubled

Principals' responses: social, active, optimistic, easygoing, reliable, extrovert, talkative, leader, lively, moderate, calm, self disciplined, energetic, lazy, careful, practical.

The supervision models used are investigated in several studies in order to compare their effectiveness. Yavuz (1995) made a study to find out teachers' perceptions of supervision activities. Teachers were asked to evaluate supervision activities with regard to principles of 'clinical supervision.' Data were collected from 179 teachers by using a questionnaire including 94 five point Likert scale items. The results of the study concluded that (1) supervision activities carried out in elementary schools are not similar to 'clinical supervision' activities'; (2) teachers believe that contemporary principles of supervision are not applied in their schools; (3) supervision

activities are usually focusing on physical conditions of the classes and schools and on appropriateness of classroom teaching to the goals of educational system. Other factors which influence instruction are often disregarded; (4) pre and post supervision conferences with teachers do not take place through out the supervision process; and (5) teachers perceive supervisors an incompetent in improving instructions and helping the teachers develop themselves professionally.

Karsli (1990) made a study on the perceptions of the teachers and principals on classroom supervision carried out by Ministry Inspectors. The sample used in the study consisted of 53 teachers and principals from the general high schools. The instrument for the data collection was designed by the researcher. The data was analyzed by using t-test and one-way analysis of variance. This study concluded that (1) the aim of the classroom supervision was perceived as controlling and evaluating only teachers' personalities, (2) supervisors were perceived as an inspector who only perform inspection functions, (3) supervisors developed a good friendly relationship with neither teachers nor principals, (4) the number of classroom supervision and the time spent in class supervision was not sufficient for observation, (5) the class observation criteria was ambiguous, (6) supervisors should act as a master teacher and should be at the same level with the teacher supervised, (7) supervisors must perform as a leader, guide, and source person.

Karsli (1994) made another study to investigate the effectiveness of the supervisory activities carried out by the Ministry Inspectors at the first level of Turkish Elementary Education. This study investigated the perceptions and expectations of the inspectors, principals, and teachers. Data were collected from 175 randomly selected elementary schools, 735 inspectors, 175 principals and 875 teachers. Data were analyzed using both descriptive and inferential statistics, one-way analysis of variance, tukey test, and crosstabs analysis. The results showed that the inspection system is not effective on the accomplishment of the purposes, adaptation, integration, and latency.

The expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to their sex, job experience, level of education, and frequency of supervision was investigated by Akbaba (1993). The

research instrument was developed by the researcher and applied to 501 elementary school teachers from 27 randomly selected schools. The data were analyzed by descriptive statistics, t-test, one-way analysis of variance and chi-square tests. The results of the study concluded that there is significant difference in the expectations of the elementary school teachers on classroom supervision with respect to sex ( $p < .05$ ). However, no significant difference was found in the expectations of the elementary school teachers on classroom supervision, with respect to their level of education, job experience, and frequency of supervision.

Similarly, Kamal (1994) conducted a research to find out if the supervisors realized the importance of contemporary guidance activities in the supervision system. The research group was 43 principals and 97 teachers from high school in central districts of Ankara and 91 Ministry supervisors who participated supervision in these schools. The method used was the survey method. The results of the study showed that supervisors', principals' and the teachers' opinions on the supervisors' realization level in terms of the importance of contemporary guidance activities were significantly different from each other. In sum, supervisors viewed themselves as realizing the importance of these guidance activities. However, the principals viewed them as 'partly' realizing the importance of these guidance activities. Furthermore, teachers rated the supervisors as 'rarely' realizing the importance of these guidance activities.

Ozdemir (1990) conducted a research on the Ministry Inspection at the high school level. The population of the study included all the inspectors (349) working at the Ministry of National Education in 1988. The questionnaire used to collect the data was developed by the researcher. The researcher interviewed 24 inspectors, 5 high school principals and 20 high school teachers in order to gather information to prepare the research instrument. The data were analyzed statistically. The results of the study was grouped under three subheading: (1) Data related to demographic structure of the inspectors, (2) Data related to the problems encountered at the schools, and (3) Data related to the problems encountered during teachers' evaluation through class observation.

1. Data related to demographic structure of the inspectors: Ministry Inspectors were mostly from Mathematics and Science field. Half of the inspectors were graduate of Educational Institutes, the rest were the graduates of university, higher teacher institute, and colleges.
2. Data related to the problems encountered at the schools: The inspectors observed problems mostly related to the development of teaching and learning context. The suggestions made by the inspectors in evaluation reports were not taken into consideration seriously by the principals. This was due to various reasons such as having inexperienced principals, financial issues, and frequent principals transfers.
3. Data related to the problems encountered during teachers' evaluation through class observation: Inspectors observed that teachers had problems using the relevant teaching techniques during the class performance observations. Inspectors wanted teachers to integrate the lesson with students' real life experiences. Preparing daily lesson plans was the most observed problem related to teachers' outside class performance by the inspectors. The data also indicated that:
  - teachers should be evaluated by the inspectors coming from the same subject field,
  - after class observation a conference should be held with the teacher to talk about the weaknesses,
  - teachers should not be criticized in front of the class,
  - schools which have consistent quality for a long time should not be evaluated as much as the other schools, and
  - duration for class observation should be decided according to the teacher's tenure in profession.

Ministry of National Education conducts in-service training programs for school administrators in order to provide the necessary supervisory skills and knowledge. Tombul (1996) conducted a research in order to investigate administrators' perception of the effectiveness level of in-service training programs, organized for school administrators, by the Ministry of National Education. The data were collected from 189 administrators who participated in in-service training programs during the last five years. The instrument, Washington Principal Evaluation Inventory, consisted

of 43 statements which were designed to interpret the respondent's perception of the program's effectiveness in terms of 'technical,' 'human,' and 'conceptual' skills of school administrators. The data were analyzed statistically. The analysis indicated that:

- School administrators' perceptions about the effectiveness of the in-service training programs organized for administrators were found to be mostly 'positive'.
- There were significant differences between principals' and vice-principals' perceptions about the effectiveness of the programs, in that principals think more positively than vice-principals.
- School administrators' perception about the effectiveness of in-service training programs differ due to (1) their status, (2) type of teacher training institutions from which they graduated, and (3) frequency of participation in these training programs
- School administrators' perceptions about the effectiveness of inservice training programs do not differ due to (1) seniority, (2) type of school they work for, and (3) the way they are invited to the programs.
- School administrators' found the training programs more effective in terms of 'human' skills than 'technical' and 'conceptual' skills.

### **Summary**

Recently, the most important indicator of school effectiveness is student achievement. Similarly, student achievement is seen as an indicator of teacher effectiveness. On the other hand, teacher effectiveness is accepted as a function of the supervisor's use of a teacher performance observation and feedback procedure. In that sense, teacher evaluation is important to maintain and continually improve the quality of instruction. There are two purposes of this evaluation. The first one is the summative purpose, that is, to assess teachers' skills for minimum competence. Summative evaluation is usually for the purpose of making personnel decisions. The second is the formative purpose, that is, continual professional growth. During formative evaluation the supervisor aims to help the teacher to better his / her instruction skills.

The system as it actually functions in Turkey and as is the ideal picture drawn from the literature, varies primarily due to the fact that school based supervisory system has been neglected in favor of the Ministry of Education Inspections, in favor of a system that was considered by studies as being unable to accomplish its purpose. It is not to say that these inspections are not needed, however, the fact that very little study or attention has been given to the school based supervisory system leaves a whole realm of potential power laying dormant.

Within the existing supervision system implemented by the Ministry of Education Inspectors, it is hard to consider that it provides for a formative evaluation as is described in the literature. Therefore, the demand has arisen for school based supervisory practices carried out by either school principals or educational consultants. However, the lack of studies on this particular subject matter limits the body of knowledge and therefore fails to promote this trend. The studies which were carried out or will be carried out on the issue of effective in-school supervisory practices will definitely help the educational institutions to reach a better level in their teaching and learning context.

In the light of the finding of a few researches on the effectiveness of school based supervision practices, it was concluded that (a) teacher evaluation forms are not efficient, (b) teacher's and principals have different perceptions regarding objectivity of the evaluation, (c) there is also different perceptions of the evaluation criteria, and (d) there are different perceptions between teachers and principals when it comes to effectiveness of teacher's development.

When considering principalship qualities, teachers considered that the function of principals was either very influential or not influential at all, with nothing in between. The model of a supervisor as a "master teacher", all knowing was the desire from those studied, but most found supervisors as incompetent when dealing with improvements to instruction and teacher development.

Only through an advanced understanding of the problems as they exist and realistic approach to developing a comprehensive school based supervisory system can we hope to over come the educational stagnation associated with today's supervisory

practices and advance teacher evaluation to include developmental characteristics, not just summative. This is the researcher's opinion as Turkey's next step toward Quality Education.

## **Qualitative Research Methods**

This section deals with the reasoning for and the process by which the researcher has expressed the data, findings and conclusions in the form of a quantitative study. Within this framework, the types of studies, the perspectives and perceptions involved in a qualitative study are explored. Having a totally different nature from a quantitative research, qualitative research allows the researcher a greater realm of description that cannot be expressed by numbers.

### **Qualitative Research Traditions and Applications to the Study of Education**

There are various contemporary qualitative research traditions used in the field of education. These are namely ecological psychology, holistic ethnography, cognitive anthropology, ethnography of communication, and symbolic interactions.

Kuhn (1970) identified several dimensions as central features of traditions: assumptions about human nature and society, foci of the study, and methodology.

### **Ecological Psychology**

Ecological psychologists study naturally occurring human behavior and the relationships between human behavior and its environment. Ecological psychologist sees the behavior of individuals as having both objective and subjective aspects. In a similar way, they recognize both objective and subjective aspects of the environment. The basic assumption in this tradition is that individuals and environment are interdependent. However, they also believe that human behavior within behavior settings is influenced by physical properties of the settings (e.g. the amount and arrangement of space, furniture and temperature), the human components (e.g. the

number and characteristics of the roles in the setting), and by the programs (e.g. a teacher's lesson plan, the agenda of a business meeting). They have developed two major foci in their studies. The first is the subjective aspects of the behavior and environment, which is the psychological habitat and goal-directed behavior of individuals. The second is the objective transindividual patterns of behavior and the particular places, things, and times, which are called behavior setting. Two methodologies to describe behavior and to discover the laws of behavior have been developed: the study of individuals' behavior through specimen records, and the study of behavior settings through behavior surveys. A specimen record is 'narrative description of the behavior of one person, usually a child in a natural, noncontrived situation as seen by skilled observers over a substantial time period' (Schoggen, 1978, p. 43). A behavior setting survey is 'a comprehensive inventory and description of all the behavior settings occurring within a particular community or institution during a stated period of time, usually a calendar year' (Schoggen, 1978, p. 50).

Ecological psychologists (Patton, 1990) have used specimen record studies to examine children's social interactions with parents and teachers; have compared the behavior of 'disturbed' boys during tutoring sessions; and have studied differences in how children with and without physical handicaps are treated by others (Schoggen, 1978). School environments, in this sense, could be analyzed using the same tradition; specifically the effects of various classroom organizational structures on teacher and student behavior.

### **Holistic Ethnography**

Holistic ethnographers describe and analyze all or part of a culture or community by describing the beliefs and practices of the group studied and showing how various parts contribute to the culture as a unified, consistent whole. For holistic ethnographers the concept of culture is central and complex. They focus on the study of the culture of bounded groups such as tribes, towns, institutions, and ethnic groups. They also focus on parts of the society such as religion, economics, and education. Holistic ethnographers do not have a standard research design but, most agree that the

design evolves as the work progresses with a cross-fertilization of analysis and observation (Malinowski, 1922) . Although there is not a standard research design, there are several methodological tenets on which most ethnographers agree. These are (Glesne and Peshkin, 1992) :

- 1) It is important for researchers to collect empirical evidence directly themselves through 'fieldwork' in the culture they are studying
- 2) Ethnographers should document the native's point of view - 'his vision of his world'
- 3) It is crucial for the researcher to have verbatim statements from natives in order to get their views of their world
- 4) The ethnographer should gather a wide range of data using a wide range of methods.

Some holistic ethnographers have focused on education as one part of their larger studies of societies as a whole. Others have centered their study primarily on education. For example, that school ethnography should show how education is linked with the economy, the political system, local social structure, and the belief system of the people served by the school.

### **Ethnography of Communication**

Like holistic ethnographers, ethnographers of communication see culture as central to understanding human behavior. They believe that both verbal and nonverbal interpersonal behavior is culturally patterned (Philips, 1983) and detailed study of these patterns reveals much about the culture of the groups studied. Research design for ethnographers of communication may be either to explore the unknown or to examine a specific hypothesis systematically. In either case researchers proceed from a more general participation observation phase to a more focused phase. During the participant observation phase researchers seek to understand the general setting and participants' culture(s), and to collect necessary information to decide on sampling procedures for later collection of detailed, social interaction data. On the other hand, in the focused phase researchers usually gather the data through some form of audio-visual taping. Several ethnographers of communication have focused their analyses primarily on

education. Mehan (1979) examined the teacher-student interactions occurring during lessons. Furthermore, some researchers examined school setting other than classroom.

### **Cognitive Anthropology**

Cognitive anthropologists study culture the same as holistic ethnographers do. However, they define culture purely in mentalistic terms. They have focused on understanding the cognitive organization of cultural knowledge through the study of semantic systems, with a consequent emphasis on the relationships among words. They believe that culture is central to understanding human beings. They assume that most of the cultural knowledge of a group reflects in its language. However, unlike the researchers, in many other traditions, they do not study observable behavior. Thus, cognitive anthropologists seek to answer two questions: What material phenomena are significant for the people of some culture; and, how do they organize these phenomena?. The research design of cognitive anthropology is cyclical, which means that the researcher starts with a very general problem, collects the initial data, identifies cultural symbols and relationships among them, formulates hypotheses regarding relationships among symbols, and checks focus, as the cycle continues (Patton, 1990). Relatively few studies have been conducted using this method to examine education.

### **Symbolic Interactions**

Symbolic interactionists assume that individuals' experiences are mediated by their own interpretations of experience. They are concerned about understanding how these interpretations are developed and used by individuals in specific situations of interaction. They see humans as qualitatively different from other animals, which means humans act toward things on the basis of the meanings those objects have for them. They assume that meanings arise through social interaction with others (Blumer, 1969). Symbolic interactionists are interested in the participants' point of view. The goal of symbolic interactions is not seen as testing or proving theory. The goal is to 'formally identify themes, to construct hypotheses as they are suggested by the data and to attempt to demonstrate support for those themes and hypotheses' (Bogdan and

Taylor 1975). While collecting data they use life histories, open interviews, autobiographies, case studies, and participant observation. Bogdan and Biklen (1992) discussed application of symbolic interaction to education. Becker et al., (1961), the leading practitioner of symbolic interactionism, focused on the study of education in his research 'Boys in White.' In another major study Becker and his colleagues studied the perspectives of undergraduate students toward academic work.

To sum up, qualitative research traditions offer varied ways to study naturally occurring human behavior and perceptions. In comparison to traditional studies, these traditions make varied assumptions about human nature and society, add new foci of study, and use different methodologies. These traditions would look at the classroom behavior in the wider context of cultural standards and patterns of behavior, goals of participants, behavior settings, and social influences beyond the classroom. It is obvious that qualitative tradition offer the researchers a rich and in-depth understanding of educational issues and problems.

### **Basic Characteristics of Qualitative Research**

The literature reveals that there is no standard approach among qualitative researchers. However, they all share some common ground qualities.

#### **Naturalistic approach**

All qualitative researchers share a commitment to naturally occurring data. It is assumed that systematic inquiry must occur in a natural setting, rather than an artificially constructed one such as an experiment. Many scholars such as Agar (1986) Burgess (1980), Marshal and Rossman (1989) supported the idea of field researcher's preference for naturally occurring data. More recently Bryman (1988) has attempted to list the characteristics of qualitative research under the following six criteria:

1. 'Seeing through the eyes of .....' or taking the subjects perspective
2. Describing the mundane detail of the everyday settings

3. Understanding actions and meanings in their social context
4. Emphasizing time and process
5. Favoring open and relatively unstructured research designs
6. Avoiding concepts and theories at an early stage

### **Holistic Perspective**

In qualitative research it is crucial to study a problem from a holistic perspective. The problem is studied as a complex system, which is more than the sum of its parts (Patton, 1990). Furthermore, the context is not separable from the phenomenon studied. To make sense of the behaviors or actions, the related context should be described and their interrelations should be explored. The context can be historical, physical or social as is this research study, which involves people and relationships among them.

### **Researcher's Closeness to the Data Sources**

The qualitative researcher gets close to the sources of the data by talking to people, observing them, and even sharing experiences with them during the data collection and analysis process. Although this feature of qualitative research is often criticized due to its loss of perspective and objectivity, the qualitative researcher can overcome this problem by consciously avoiding manipulations or advocating individual's own agendas.

### **Involving Research Participants' Perceptions**

In qualitative studies, the perspective and experiences of the participants are the real sources for the researcher to reach the conclusion. Interviews, which consist of open-ended questions allow the researcher to understand how participants see and interpret the events in relation to the problem studied.

### **Analyzing Data Inductively**

In order to understand the phenomenon studied, the qualitative researcher involves him/herself in detailed descriptions, works with that data and explores the

underlying relations or patterns. This is called an inductive process which the researcher looks at the data to make sense and discover general patterns regardless of the research design being structured or unstructured. Hence, most qualitative studies do not start with a hypothesis to test, as is in this study as well, but rather aim to reach hypothesis (Glaser and Strauss, 1967)

### **Flexible Design**

Qualitative research allows flexibility in design since it is assumed that a rigid design may restrict effective data collection and exploration of the problem. The researcher is advised to triangulate the study. Regardless of which philosophical, epistemological, or methodological perspectives a researcher is working from, it is vital to triangulate, that is, to use multiple methods and sources of data in the execution of a study in order to withstand critique by colleagues. In the research literature mostly all scholars agree that triangulation will strengthen the research process and output. The touchy point is how triangulation actually improves the research practice, and what the reasons are for employing triangulation. The discussions of triangulation stem from some fundamental assumptions. The first assumption is that the bias coming from any particular data sources, investigator, and method will be canceled out by using other data sources, investigators, and methods. The second assumption is that the result of any research will be convergence upon the truth about some social phenomenon when triangulation is used.

The concept was first stressed by Campbell and Fiske in their paper published in 1959. They point out that the validity of measures needs to be established through the application of a multitrait- multimethod matrix, a procedure by which both convergent and discriminant validation of measures of traits are examined. Although Campbell and Fiske (1959) introduced the idea of using multiple methods, the term 'triangulation' was first coined by Webb et al. (1965). They discuss establishing validity of propositions which they believe could be supported by using a variety of methods, and particularly nonreactive measures.

After Webb et al., Denzin (1978) provided a detailed discussion of how to triangulate. Denzin identifies four types of triangulation:

1. Data triangulation
2. Investigator triangulation
3. Theory triangulation
4. Methodological triangulation

In view of the fact that Denzin only suggests three types of triangulation since the thought of theoretical triangulation is problematic at times and impossible in reality. In this sense, he states that “The great value of this strategy, as I see it, however, is its assurance that no study will be conducted in the absence of some theoretical uncommitted, as well as for analysis of areas characterized by high theoretical incoherence” (p. 307).

Data triangulation refers to using various data sources such as more than one individual as a source of data. Denzin believes that understanding a social phenomenon requires its examination under a variety of conditions. Therefore, he adds two more perspectives to the notion of data triangulation namely: time and space. For example, to study the effects of a supervision system at a specific school, those individuals being interviewed should be observed in different settings, such as classroom and out of class, and at different times of the year.

Investigator triangulation involving more than one investigator in the research process is considered to be necessary. The rationale for the selection of these investigators, and the allocation of roles appear to be important consideration in this type of triangulation.

Methodological triangulation involves using more than one method in the examination of a social phenomenon. Denzin (1978) clarifies the value of five different methods namely: experiment, survey, participant observation, unobtrusive methods, and historical methods.

## Two Paradigms- Similarities and Differences between Qualitative and Quantitative Approaches to Education Research

Any researcher starts the design of a study by first selecting a topic and a paradigm. Paradigms help researchers understand the phenomena in human and social sciences. They consist of both theories and methods. Although they differ by discipline fields, two are strongly distinguished in the literature: the qualitative and the quantitative paradigms. Various scholars (Glesne and Peshkin, 1992; Smith, 1993; Howe and Eisenhart, 1990) discussed the differences between them in various respects.

The qualitative research has various perspectives: constructivist, naturalistic (Lincoln and Guba, 1985), interpretative (Smith, 1993), and postpositivist or postmodern perspectives (Quantz, 1992). It started as an alternative route to the positivist tradition in the late 19th century.

Therefore, a qualitative study is designed to be consistent with the assumption of a qualitative paradigm. This kind of study is a process of inquiry to understand a social or human problem. It is based on building a complex, holistic picture of a natural setting, and is formed with words, reporting detailed views of informants.

On the other hand, the quantitative paradigm is termed the traditional, the positivist, the experimental, or the empiricist, which was established by such authorities as Comte, Mill, Durkheim, Newton, and Locke (Smith, 1993).

Thus, a quantitative study, consistent with the quantitative paradigm, is an inquiry in a social or human problem. It is based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures to determine whether the predictive generalizations of the theory are true.

The essential basic parts of qualitative and quantitative study, in name are alike, however, in usage and form there are differences between the two study types. These parts are primarily assumptions, criteria for selection, methods and format. One must fully examine these parts under a critical eye to understand their differences.

### Assumptions of the Paradigms

The qualitative and the quantitative paradigm have been contrasted by several writers in several dimensions (Creswell, 1994; Lincoln and Guba, 1985; Salomon, 1991). However, not all studies exemplify all of the characteristics of either paradigm. Table 3 displays assumptions of quantitative and qualitative paradigms based on ontological, epistemological, axiological, rhetorical, and methodological approaches.

Table 3  
Assumptions of Qualitative and Quantitative Paradigms (Creswell, 1994)

ASSUMPTION	QUESTION	QUANTITATIVE	QUALITATIVE
ONTOLOGICAL ASSUMPTION	What is the nature of reality?	Reality is objective and singular, apart from the researcher.	Reality is subjective and multiple as seen by participants in a study.
EPISTEMOLOGICAL ASSUMPTION	What is the relationship of the researcher to that researched?	Researcher is independent from that being researched.	Researcher interacts with that being researched.
AXIOLOGICAL ASSUMPTION	What is the role of values?	Value free and unbiased.	Value-laden and biased.
RHETORICAL ASSUMPTION	What is the language of research?	Formal, based on set definitions, impersonal voice, use of accepted quantitative words.	Informal, evolving decisions, personal voice-accepted qualitative words.
METHODOLOGICAL ASSUMPTION	What is the process of research?	Deductive process, cause and effect, static design, categories isolated before study, context-free generalizations leading to prediction, explanation, and understanding, accurate and reliable through validity and reliability	Inductive process, mutual simultaneous shaping of factors, emerging design, categories identified during research process, context-bound patterns, theories developed for understanding, accurate and reliable through verification.

Regarding the ontological issue, the quantitative researchers see reality as 'objective' and independent of the researcher. Reality is something that can be measured objectively by using a questionnaire or an instrument. For the qualitative

researchers, the only reality is constructed by the individuals who are involved in the research study. There are multiple realities existing in any given situation: the individuals being investigated, the researcher, and the audience or the reader interpreting a study. Thus, the qualitative researchers need to report these realities faithfully and rely on the interpretations of informants.

On the epistemological question, which asks the relationship of the researcher to that being researched, these two paradigms are different from each other. In the quantitative approach the researchers should be distant and independent of that being researched. Quantitative researchers are 'objective' in assessing a situation so they attempt to control bias, and select a systematic sample in surveys and experiments. On the contrary, the qualitative researchers interact with those they study. They try to minimize the distance between themselves and those contributing to the research by means of either living with them or observing informants over a period of time or actual collaboration.

The axiological issue, which is closely related to the epistemological assumption, answers the role of the values in a study. In a quantitative study, the researchers use impersonal language and report the 'facts' from the evidence gathered in the study. The researchers' values are kept out of the study. However, the qualitative researchers believe the value-laden nature of the study. They both actively report their values and biases and the value of information gathered from the field. They use first person and personal language in their study.

Another concern is the language of the research, which is called rhetoric. The quantitative research language is not only impersonal and formal but also based on accepted words such as comparison, relationship, and within-group. Variables and concepts are well defined from accepted definitions. Comparison with the quantitative paradigm, the qualitative studies are marked with different words such as understanding, discover and meaning. The language used in qualitative studies is personal, informal and the definitions evolve during the study.

As for the methodology, which refers to the process of a study, they differ as well. Quantitative researchers use a deductive form of logic. Their intention is to

develop generalization that contribute to the tested theory or hypotheses and that enable a better prediction, explanation, and understanding of some phenomenon. These generalizations are enhanced if the instruments and the information are reliable and valid. A quantitative project has a static design in which concepts, variables and hypotheses are chosen before the study and remain the same during the study. Alternatively, Qualitative studies have inductive logic. Categories emerge from informants, not from researcher, which lead to patterns or theories. The qualitative researchers verify the information with informants or triangulate among different sources of information.

It is an important concern for any researcher which paradigm - qualitative or quantitative- to choose. Creswell (1994) lists five criteria that illustrate factors to consider.

- 1- Researchers' worldview
- 2- Training and experience of the researcher
- 3- Researcher's psychological attributes
- 4- Nature of the problem
- 5- Audience of the study ( e.g. journal editors and readers, graduate committees)

Sherman and Webb argue, "...there are dimensions of experience for which quantitative measures have no utility. To attempt to 'quantify' those dimensions of experience is to violate their nature (1988). What Sherman and Webb propose with such 'dimensions of experience' is related to the basic characteristics of qualitative research discussed in the previous pages. Since naturalistic inquiry, inductivity, holistic perspective, dynamic approach, emphatic neutrality and context sensitivity are some of the major characteristics of qualitative research, any research issue, problem and project to be studied with this approach should be handled accordingly. In this context, a researcher might wish to find out more than just to what extend or how well is something done. He/she might wish to obtain a more complete picture of , for example, what goes on in a particular social setting, how do people react, and how are things done in this context as well as why. Thus, research issues, problems and projects

appropriate for qualitative research investigate the quality of relationships, activities, situations and materials (Fraenkel and Wallen, 1993).

As for the methods used, the quantitative methods are considered into two types: experiments and surveys. Experiments can be either true experiments with the random assignments of subjects to treatment conditions, or quasi experiments that use nonrandomized designs (Keppel, 1991). Surveys intend to generalize from a sample to a population by using questionnaires or structured interviews for data collection (Babbie, 1994). Alternatively, in qualitative approaches the human and social sciences offer various traditions. These traditions may consist of method types for data collection, analysis, and report writing, or overall designs which include all steps in the research process. The four frequently used qualitative designs in human and social science research are ethnographies, grounded theory, case studies, phenomenological studies.

### Design Issues in Qualitative Research

“Unlike with quantitative designs, few writers agree on a precise procedure for data collection, analysis, and reporting of qualitative research. Unfortunately, reading qualitative journal articles provides little assistance because authors truncate the steps in order to emphasize results or to meet editorial restrictions on length.”(Creswell, 1994; p.143)

Creswell’s quotation above reflects the importance of the decision made on qualitative designs.

The procedure for a qualitative study covers advancing the assumptions indicating the specific type of design, reflecting on the researchers role, discussing data recording procedures, identifying data analysis procedures, specifying verification steps and delineating the narrative outcomes of the study.

The data collection steps involve three steps:

1. setting the boundaries for the study
2. collecting information through observations, interviews, documents, and visual materials

### 3. establishing the protocol for recording information

The qualitative researchers purposefully- not randomly- select the informants, or documents, or visual material that will best answer the research question. Furthermore, they should consider four parameters suggested by Miles and Huberman (1984):

1. The setting- where the research will take place
2. The actors- the ones who will be observed or interviewed
3. The events- what the actors will be observed doing or interviewed about
4. The process- the evolving nature of events undertaken by the actors within the setting.

Moreover, the researcher should indicate the type or types of data to be collected and provide a rationale for the data collection. In this frame, qualitative research involve four basic types: observation, interviews, documents, and visual images. Before starting the discussion of these four main types, the following list (Creswell, 1994) will summarize the data collection approaches for all the types:

1. Conduct an unstructured, open-ended interview and take interview notes
2. Conduct an unstructured, open-ended interview, audiotape the interview and transcribe the interview
3. Keep a journal during the research study
4. Ask an informant to keep a journal during the research study
5. Collect personal letters from the informants
6. Gather observational notes by conducting an observation as a participant
7. Gather observational notes by conducting an observation as an observer
8. Go through the autobiographies and biographies
9. Examine public documents such as official memos, minutes, archival records
10. Ask informants to take photographs or videotapes
11. Examine photographs and videotapes
12. Record sounds such as musical sounds, classroom sounds
13. Trace any physical evidence (p. 149)

Each approach mentioned above has its own advantages and limitations. Thus, in many qualitative studies, multiple data collection procedures are used.

Qualitative evaluations give detailed descriptions of program activities, process and the participants. One way of doing this is direct firsthand observation of the program. Four options can be chosen according to the nature of the research problem (Bogdan and Biklen, 1992):

1. complete participant in which the researcher conceals a role and he/she has firsthand experience with the informant but he/she might be seen as intrusive.
2. observer as participant where people are informed about the role of the researcher. Researcher can record the information as it occurs, but there might be times when private information may be observed and the researcher can not report
3. participant as observer in which the participant role is prior to the observer role. If the researcher has good attending and observing skills unusual aspects can be noticed during observation
4. complete observer in which the researcher observes without participating. This approach is vital for exploring topics that are uncomfortable for informants. However, certain type of informants such as children may cause special problems in gaining rapport.

The following quotation from Patton (1987) emphasizes the importance of observation in qualitative studies in terms of naturalistic inquiry:

The strength of naturalistic inquiry is that the observer is sufficiently a part of the situation to be able to understand personally what is happening. It is not possible to anticipate exactly how the observer will make the difference. It is possible, when making decisions about what role the observer will play, to anticipate certain aspects of the situations that may arise and to develop strategies for as those situations will be handled. (p. 104)

The second technique in qualitative studies is interview which allows the researcher to enter another person's world, to understand that person's perspective. Qualitative researchers use interview technique to learn about the things that they can not directly observe. Patton (1987) indicates that we can not observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous point in time.

We cannot observe how people have organized the world and the meanings they attach to what goes on in that world. Thus, we have to ask questions regarding these things to people. There are three interview types for a qualitative researcher to choose: a) face to face - in-person interview which is useful when informants can not be directly observed. However, it provides 'indirect' information filtered through the views of interviewees. b) telephone- which researcher interviews by phone and informants can provide historical information. The limitation of this is that it provides information in a designated place, rather than the natural setting. c) group interview which the researcher interviews informants in a group. This type allows the researcher control over the line of questioning, but researcher's presence may bias the responses and also not all people are equally articulate and perceptive (Patton, 1987).

Apart from observation and interview techniques, a qualitative researcher analyses documents to enrich the qualitative research data. Documents are mainly minutes of meetings, newspapers, political speeches, advertisements, pictures, and novels, which enable researcher to obtain the language and words of informants. Additional data can be acquired from personal documents such as journals, diaries and letters. Private documents can be accessed at a time convenient to researcher. They are unobtrusive sources of information and save a researcher time and expense of transcribing.

Moreover, audiovisual materials such as photographs, videotapes, art objects, computer software, and films are used by the researchers. They provide an opportunity for informants to share directly his/her 'reality'. The only concern for these is the presence of the observer (e.g. photographer) may be disruptive and affect responses.

Finally, vignette and pre-structured case approaches are recent techniques for program evaluation, in-service training, explanatory research, problem solving and policy planing. Vignettes provide a snapshot of a professional at work. The professional reflect on a recent episode of practice, first describing and then giving thoughtful explanations. In return the researcher keeps on reading the account and making marginal notes and queries on until the final version of the professional's

account is mutually decided. Miles (1990) views vignettes as a systematic, structured approach with the expression of 'emic' or personal meanings.

The pre-structured case technique was developed by Huberman and Miles (1984) to overcome the painstaking, extremely labour-intensive nature of traditional method of writing case studies from qualitative data. In short, the researcher starts with a conceptual framework, a set of clear research questions, and designs carefully structured instruments, which helps himself/herself to code and retrieve the data easily. Thus, rapid and coherent cross-case analysis and displays are possible with pre-structured cases. This technique is advised both for specific evaluation studies and for studies testing theoretical models.

### **Reliability and Validity in Qualitative Studies**

Determining the accuracy of the account, discussing its generalizability across similar settings and advancing possibilities of replicating a study have been considered the framework of a scholarly study. Qualitative researchers seem to have no consensus on addressing traditional topics such as validity and reliability in qualitative studies. Even, early qualitative researchers did not attempt to relate traditional notions of validity and reliability to the procedures in qualitative research (Goetz and LeCompte, 1984). Later qualitative scholars developed their own language to distance themselves from the positivist paradigms. However, more recently, Lincoln and Guba (1985), Erlandson, Harris, Skipper, and Allen (1993) established quality criteria such as 'trustworthiness' and 'authenticity', which are important points on the question of validity and reliability.

#### **Reliability**

Reliability, in general, refers to the replicability, which means that a researcher using the same methods can obtain the same results as those of the prior study. However, the uniqueness of a study within a specific context, generation, refinement, and validation of construct and postulates make it impossible to replicate the study

exactly in another context. That does not mean that qualitative researchers have freed themselves from these requirements namely external and internal reliability.

External reliability is concerned with the problem of whether or not independent researchers would reach the same conclusion or phenomena in similar settings. Qualitative researchers reach the external reliability of their data by recognizing and handling five major variables (LeCompte and Goetz, 1979):

**1-Researcher's status position.** What positions the researchers hold must be described in detail and explicitly. Qualitative research results are qualified by the investigator's social role within the research site. In some studies the findings can not be replicated due to the uniqueness of the social role held within the studied group.

**2- Informant choices.** The careful description of those who provide the data prevents the informant bias. External reliability calls for both careful delineation of the types of informants and the decision process in choosing them.

**3-Social situations and conditions.** Delineation of the physical, social, and interpersonal context enhances the replicability of qualitative studies. Description of contexts should include both the function, structure, and specification of features.

**4-Analytic constructs and premises.** Replication calls for explicit identification of the assumptions and metatheories related to the choice of terminology and methods of analysis. The first step is to create categories for coding while organizing the naturally occurring stream of behavior into manageable units. Next, units of analysis should be identified.

**5-Methods of data collection and analysis.** Qualitative researchers need to present their methods so clearly that other researchers can replicate the study by using the original report as an operating manual, although some scholars do not agree on the extent to which such processes can be described. However, recently efforts have been made to codify techniques for data analysis by ethnographers. The followings are examples of this effort summarized by LeCompte and Goetz:

Pelto and Pelto's system (1978) of deductive, inductive and abductive strategies  
Smith (1974,1979) And Smith and Brock's (1979) models of analytic process

Goetz and LeCompte's (1981) comparative examination of analytic induction  
Constant comparison, Glaser and Strauss, (1967)  
Standardized protocols , Flanders(1970)  
Typological analyses, Lofland (1971)

Alternatively, internal reliability refers to the issue which the sets of meanings held by multiple observers are sufficiently congruent so that they describe phenomena in the same way and arrive at the same conclusions. Yin (1989) strongly suggests reporting a detailed protocol for data collection so that the procedure of a qualitative case study might be replicated in another setting. LeCompte and Goetz list five strategies to reduce threats to internal reliability: low- inference descriptors, multiple researchers, participant researchers, peer examination, and mechanically recorded data. Although the issues related to the reliability threaten the credibility of much qualitative work, validity, which refers to the truthfulness of the findings, may be its major strength.

### **Validity**

The researcher needs to describe how the study will address the issue of internal validity, the accuracy of the information and whether it matches reality (Meriam, 1988). Various procedures may be discussed in specific reference to the study that lend internal validity to a study (Merriam, 1988; Miles and Huberman, 1984):

First, researchers need to discuss plans to triangulate, or find convergence among sources of information, different methods of data collection and different investigators. For example, another researcher may provide an 'audit' trail of the key decisions made during the process and validate that they are good decisions.

Second, plans on how to receive feedback from informants need to be discussed. The researchers should take the categories or themes back to the informants and ask whether the conclusions are accurate.

Finally, researchers identify how informants and participants will be involved in all phases of the research. The epistemological assumption of the qualitative paradigm calls for minimizing the distance between the researcher and the informant (Lincoln

and Guba, 1985). Therefore, key informants need to be identified for interviews or observation. Participants might be data gatherers and might review the findings as they emerge.

Comparison to the internal validity, external validity depends on the identification and description of those characteristics of phenomena salient for comparison with other, similar types. First the typicality of the phenomenon is established then, bases for comparison may be assumed. On the other hand, as mentioned by Merriam (1988) the intent of qualitative research is not to generalize findings, but to form a unique interpretation of events. This point aside, however, limited generalizability might be discussed for categories or themes to emerge from the data analysis or for the data collection protocol used by the researcher.

Although it is not possible to attain absolute validity and reliability for any research model, qualitative researchers have used a variety of strategies to increase the accuracy of the data, the replication of finding and the license to formulate recommendations and conclusions. Through careful choices of the methodology of data collection and analysis the diligent qualitative researcher can be fruitful in providing insight into subject that would otherwise not be able to be expressed.

To sum up, in practice by having chosen qualitative research methodology, the researcher of this study has incorporated parts of the system approaches above, as their relevance applied. Though it would have been preferred, anonymity within the school setting was impossible. Semi-structured interview, and critical incident forms were used to collect the data for the study. Further, archival records were reviewed and the data further integrated into the study. By doing so, a patchwork of personal relationships, teacher/administrator and administrator/teacher; teacher/student and student/teacher; administrator/student and student/administrator, presenting their feelings both good and bad, their suggestive remarks both constructive and negative, all recorded and analyzed. Multiple triangulations fixed patterns of thought and behavior, allowing the researcher an intimate look into the working of the school system.

## **CHAPTER 3**

### **METHOD**

This chapter describes the overall design of the study, the study context, data resources, development of data collection instruments, data collection procedures, data analysis procedures and the limitations of the study.

#### **Overall Design of the Study**

The purpose of this study is to assess the instructional supervisory practices carried out at a private secondary school in terms of their contribution to quality teaching and learning, teacher development and overall school improvement processes, and propose recommendations to improve these practices.

The qualitative case study methods and procedures were used to carry out the study since the focus was upon a single secondary school. Hence, the holistic picture of the natural setting of the school in terms of supervisory practices performed was presented by means of detailed views of informants.

In general, case study is the preferred strategy when 'how,' or 'why' questions are in the researcher's mind, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. Case studies are particularly valuable when evaluation aims to capture individual differences or unique variations from one program setting to another, or from one program experience to another. A case may be a person, an event, a program, a time period, a critical incident, or a community. Regardless of the unit of analysis, a qualitative case study intends to describe that unit in depth, in detail, in context, and holistically

(Patton, 1987). Unlike the experimenter who manipulates variables to determine their casual significance or the surveyor who asks standardized questions of large, representative samples of individuals, the case study researcher typically observes the characteristics of an individual unit - a child, a clique, a class, a school, or a community (Cohen and Manion, 1992).

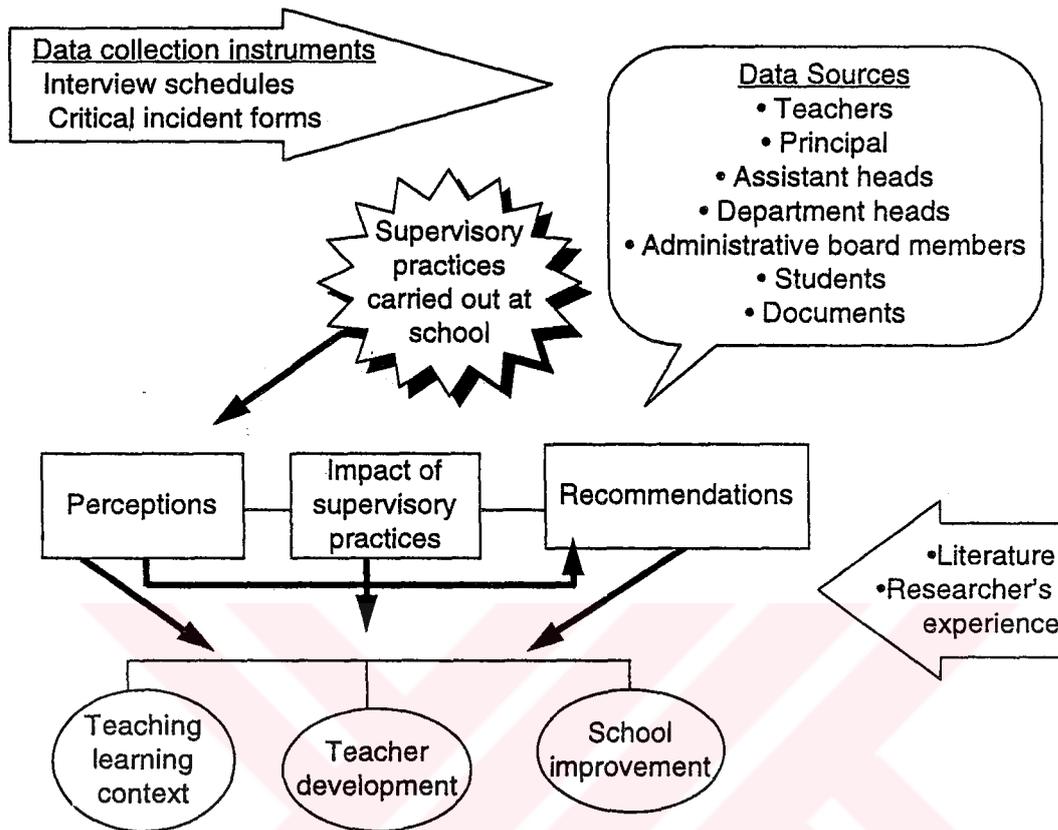
Therefore, in an attempt to understand the context of this research in terms of participants' activities, interactions, purposes, emotions, plans, cultures, and values, it was inevitable for the researcher to employ qualitative research method. The common theme is to focus on understanding the meaning of human behavior and its relation to the context in which it occurs (Patton, 1990).

To build a frame for the study the researcher reviewed the literature related to the dimensions of Teacher Supervision, Teacher Inspection, Teacher Evaluation, and Teacher Appraisal in particular. Moreover, Motivation, Leadership, the Principalship, Human Resources Management, Effective Teacher, and Effective School themes were reviewed from the relevant literature. Lastly, due to the fact that this is a case study, the researcher reviewed the literature related to the Qualitative Research Design and Qualitative Data Analysis. This literature review enabled the researcher to define the areas to be pinpointed while preparing the data collection instruments and analyzing the data.

Figure 2 helps to visualize the framework of the study. As is shown in Figure 2 the subjects of this case study were the members of the administrative board, the principal, assistant heads, department heads, teachers and students at a private secondary school in Ankara. Various qualitative data collection techniques, namely interview, critical incident were used. Besides these, written documents including letters, agendas, announcements, minutes of meetings, administrative documents such as forms used during supervisory practices, and the forms used by students to evaluate their teachers were analyzed.

First, the members of the administrative board, the principal, assistant heads, department heads, the sampled teachers were interviewed to find out what kinds of supervisory practices are carried out, how they perceive these practices in terms of their

strengths and weaknesses and what impact these supervisory practices have on teaching and learning, teacher development, and overall school improvement.



**Figure 2.**  
Framework of the Study

Similarly, a group of sampled students were interviewed about the teacher evaluation they perform. Second, the principal and the sampled teachers were asked to write about their successful and unsuccessful supervisory experiences by using the critical incident form developed by the researcher. Finally, written documents were analyzed to support and validate the data gathered through interviews and critical incidents.

The data collected through interviews in this study were subjected to a content analysis to explore the patterns of perceptions and the process of the supervisory practices at the school. The data were labeled using descriptive codes to simplify the complexity of the data into manageable units. Then, the patterns were identified based on these labels and they were clumped into broader categories. The major topics and

themes helped to identify the concepts and the central ideas. The data gathered through critical incidents were analyzed in the same way. Documentation, archival records, physical and cultural artifacts were used to validate, support and explore the qualitative data.

The results of the data analysis coming from the interviews and the critical incidents were integrated with the information derived from the written documents during the write-up period in order to draw a coherent picture of the supervisory practices at the school.

The timeline for the overall study process involving seven stages is presented in Table 4.

**Table 4**  
**The Timeline for the Overall Study Process**

	January 96 February 97	March May 1997	June August 1997	September November 1997	December 1997 February 1998	February November 1998
Review of Literature	█					
Development of Data Collection Instruments	█					
Piloting						
Data Collection		█				
Data Transcribing				█		
Data Analysis				█	█	
Write-up						█

As is shown in Table 4, the process took approximately three years to complete starting from the review literature and ending with the write-up period.

### **Context**

This case study was conducted at a private school founded in 1984. The owner came from the field of education and started in the profession first by establishing a 'dersane' (a private course preparing students for the University Entrance Exam). He

soon foresaw the demand for private schools. There were only two schools in Ankara at that time using English as the medium of instruction. The school started its first academic year with 180 students in five classes and 12 teachers. In the first five years the school expanded to some 3752 students and 216 teachers. However, after 1990 due to the increased number of private schools in the sector, the administration decided to decrease the number of students accepted by the school. In 1991, the school had only 64 teachers and 957 students. In the 1997-98 academic year, it had 106 teachers and 1239 students. The school's mission statement mentions that utmost importance is given to learning through experimenting, searching and audio-visual methods so that the students will not only gain the skills to apply what they have been taught and be better educated but also will get used to analyzing what they learn and searching out new knowledge. It is also indicated that cultural and recreational activities are to be given importance, which enlighten the students' skills by training them how to respect other people's opinions, how to accept criticism, and how to choose the right opinion. It is believed that this curriculum will help the students gain not only the academic skills but also the skill of appreciation of arts and sports.

The school has a statute as an Anatolian High School and has three divisions under the control of the Ministry of National Education: elementary, middle, and high school. It aims, as mentioned in their mission statement, to give a functional education and provide facilities that support both scholastic and extra curricular functions for students faced with new technology and living in a new age. The education shall be in accordance with the aims of the National Education. The medium of instruction is in English for Maths and Sciences at a secondary school level, and it has a one-year preparatory school to teach students English.

The institution has an Administrative Board which consists of the school owner, who is also the General Manager, and members of an Educational Committee, forming the top of the administrative hierarchy. Two Assistant General Managers, one responsible for the educational issues and the other for the administrative functions at the school, and the school principal positions are held under the Administrative Board.

The Assistant General Managers and the Principal are responsible to the General Manager.

The Educational General Manager directly reports to the Administrative Board. He oversees the overall activities of planning, developing, implementing and evaluating all instructional and staff development programs. He manages the development and implementation of grants, policies, and procedures. He maintains the liaison with social, professional, civic, volunteer, and other community agencies and groups having an interest in the school. He plays a significant leadership role in fostering professional growth and in building staff morale throughout the school. He assists the General Manager in recruiting, and in assessing the final annual teacher evaluation reports which the principal writes. He also contributes to the evaluation of the principal as requested by the General Manager.

The principal is primarily responsible for administering all aspects of the school operation, namely administrative operations, staff and curriculum development, community relationships, student services and evaluation. He attempts to organize the school's mission with the teachers on the actions necessary to move the school forward by building collegiality among teachers and by forging partnership with parents and by manipulating resources toward the school goal. The school-based supervisory practices are carried out by the principal, with the help of the department heads and assistant heads. He observes the teachers twice a year, obtains information from the head of the departments and the assistant heads regarding the teachers' beyond the classroom performance. He also analyses the results of the teacher evaluation forms filled out by students. Finally, he writes a report to the Administrative Board that addresses about the teachers' overall performance. These performance reports are taken into consideration by the Administrative Board when they decide to renew or dissolve the teacher contracts. He is evaluated by assistant general manager, if and when needed by the Administrative Board.

The administrative hierarchy also consists of a vice principal, six assistant heads, one for each grade level, and six heads of departments. These departments consist of (see Table 5):

1. Turkish Language and Literature
2. Science-Physics, Chemistry, Biology
3. Social Sciences-History, Geography
4. Mathematics
5. English Language and Literature, and German Language
6. Physical Education

Table 5 presents the distribution of the number of the teachers within the departments.

**Table 5**  
**Departments and Number of Teachers in Each Department**

DEPARTMENTS	NUMBER of TEACHERS
Turkish Language and Literature	12
Science-Physics, Chemistry, Biology	11
Social Sciences-History, Geography	12
Mathematics	11
English Language and Literature German Language	24
Physical Education	8
TOTAL	78

Furthermore, the rest of the teachers teaching philosophy, religion, music, and art are placed within these six departments since they do not constitute enough number of teachers to form an individual department of their own. Philosophy and Religion teachers are placed in Social Sciences Department; Music and Art teachers in Turkish Language and Literature Department.

Department heads and assistant heads are chosen by the Administrative Board according to their teaching performance, communication and leadership skills and expertise in the subject matter.

Department heads act as liaison between teachers and the respective school administrator. They meet with other department heads to promote interdisciplinary teaching activities. They hold department meetings to establish a continuous coordination and cooperation among the members of the department. They have the responsibility for the subject syllabus, exams and the success of the school curriculum

on the whole. They attempt to provide first hand help to the teachers in their department in terms of knowledge of subject matter, and instructional strategies. They are supposed to help in the recruitment, screening, and hiring of teachers in the department and in supervision of new teachers during their first year. They follow the recent publication on educational innovations and trends as they relate to department concerns such as recent publications on University Entrance Exam questions or recent teaching techniques in English. The data indicate that they are evaluated by the principal in terms of their ability to handle the problems related to the application of the syllabus in the department; the ability to provide unity among the department members in the department; being an active member of the school community; being professional by merely concentrating on what he/she is doing at the school without carrying his/her personal life into the work environment; the ability to handle the administrative duties properly and on time; the ability to prepare the extra curricular activities such as excursions, poetry days, and matches.

For example, the Physical Education department head says that the principal evaluates him according to the activities he arranges on National Days, such as 19th May activities, or the success they have at the matches. Another department head indicates that the department head position is so demanding in a private school that one must leave his/her personal life behind to concentrate on the school work. One department head indicates that teachers evaluate them informally by accepting or ignoring their department heads in the department as well.

Big departments such as English have level coordinators. These coordinators plan and organize grade level meetings to review and assess grade level standards with teachers of the same grade level in relationship to the total school educational program. They assist in the evaluation of the instructional work of the grade levels as it relates to student achievement. For example, weekly assignments, handouts, quizzes, and exams are prepared by all of the same grade level teachers in turn under the assistance of one particular coordinator.

Assistant heads help the principal in administrative operations such as attendance, tardiness, paperwork related to student grade sheets, reports, graduation,

dismissals, and discipline. Each assistant head is responsible for a grade level and their offices are located on each floor for which they are responsible. They are evaluated on the basis of their administrative skills to handle the situations related to their department. Evaluations are performed by the principal, and if and when needed by the assistant general manager or the general manager.

A new consulting position, called the Educational Consultant, has recently been established in the school. So far the person in charged has distributed a set of questionnaires and has held meetings with each department to find out what kind of support they need from the administration in order to provide a better quality education. It has been indicated school-based in-service training programs will be a part of the responsibility of this position.

There are 106 teachers in the institution employed through yearly contracts. The recruitment, selection and training stages are organized by a group consisting the general manager, the principal, department heads and a group of experienced teachers. For overall recruitment, internal and external sources are used. In relation to selection of teachers, biographical information, reference checks, the results of tests, and interviews are taken into consideration before decisions are made. Some teachers indicate that they were employed without having taken any exam. The primary reason was that they had been successful teachers in their previous school and they were recommended to the management. Some teachers mention about a 50-question exam was given to assess teachers' knowledge of subject matter. Another group indicate that they have taken an English test and after passing this test, they have been called for an interview. At the interview they have been asked various questions some of which are subject related. However, they indicate that the interview means more than measuring subject related knowledge and skills, it also gives idea to the management regarding their attitude toward teaching as a teacher and if they can handle the work at a private school. As is understood, the organization does not have a consistent and clear-cut selection procedure.

After teachers are employed, they go through a training process according to the length of their tenure in profession. If the new recruit is novice, the principal, the

department head and the lead teacher, who is the experienced teacher in the subject matter, help him/her by observing his/her lessons, presenting model lessons, and giving advises during the first year. If he/she is an experienced teacher only the principal observes his/her lesson to get an idea regarding his/her expertise in teaching. However, all newly recruited teachers attend a school-based training program which is held at the beginning and end of each academic year with all the staff who have already been working.

These programs take place in June and September, and fall into two categories: courses held with the help of professionals from outside, and staff interaction workshops. In general, the aim of both types of programs is to improve the quality of education at school. The institution receives professional services like seminars and workshops from institutions such as Hacettepe University, Middle East Technical University and the British Council. The data reveal that the topics in these in-service training programs include measurement and evaluation; testing skills; raising performance; English drama; teaching techniques for math, science and English teacher; psychological approach to teaching and learning context; how to approach students; computer skills. Staff interaction workshops are organized by either a department head or an experienced teacher in order to deal with the curriculum and instruction related issues. The departments decide on the order of the units according to the importance and the flow of the topics, prepare supplementary materials or modify the previous year's material. As for instruction, the groups brainstorm on the ways to help students to learn better. They prepare and present model lessons to the members of the group. After all these sessions, a final report which shows the procedure and product of the sessions is written to the principal.

According to data coming from the administration most students in the school come from families who recognize the value of a good education. They willingly bear a heavy financial burden to insure that their children gain the academic aptitude. This is necessary in order to secure one of the limited number of places available at the university, and the skills required to meet the demands of modern workplace.

The institution has support units such as the counseling service, a measurement and evaluation unit, and the health service. The counseling unit tries to assess the abilities and interests of the students and helps them to solve their problems. The unit works with the student advisors to direct students towards the subjects and fields in accordance with their interests and abilities. Whereas, the measurement and evaluation unit assesses the students learning level through testing at various stages of their academic life. The health service deals with day to day physical matters such as illness at school and administration of First Aid.

The school covers an area of 70.000 m with courtyards, football and basketball fields, lawns with trees, and flower beds and an ornamental pool. There are 54 classrooms, language laboratories, computer, biology, physics and chemistry laboratories, 2 music and 2 art rooms, a conference hall, a library, one reading room, a dining hall, a cafeteria, a health center, and a mosque within the school building.

The school currently provides education to 1239 students-657 students at the middle school and 582 students at the high school in 1997-1998 academic year. Each class consists of approximately 25 students. Admission to the school is obtained through the nationwide private school examination.

### **Data Sources**

This study used both human and material sources for the data collected.

### **Human Sources**

The human sources of the study included :

1. selected teachers
2. selected students.
3. selected assistant heads,
4. the principal,
5. all department heads

6. two members of the administrative boards, namely, educational consultant and the assistant general manager

Patton (1987) argues that the logic of purposeful sampling in qualitative methods is quite different from the logic of probabilistic sampling in statistics:

The power of purposeful sampling lies in selecting *information-rich cases* for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the evaluation, thus the term 'purposeful' sampling (p. 51).

In taking into account the thoughts of Patton, the 'stratified sampling' strategy was thought to be appropriate for the selection of the teachers in the research. After information-rich individuals, administrative board members, the principal, assistant heads, department heads, teachers, students, were decided based on the study's focus, the population consisting of these individuals was divided into a number of proportionate groups. The members of a group shared common characteristics and the number of the groups was selected in order to assure sampling reflected a relative proportion number of the population as a whole (Robson, 1993).

### **Selection of Teachers**

According to the number of the teachers in each department 15 teachers out of 106 were proportionally selected for the interview. Four teachers from English Language and Literature and two teachers from each of the rest of the departments were selected for the study. Two teachers who did not have their own department but were included in the other departments were also interviewed. In order to have variation among teachers to be interviewed, the researcher had an initial meeting with all the department heads to obtain information about the demographic characteristics of the teachers. Then, the following strata was created by the researcher to capture proportionately the perception of the teachers having these different demographic characteristics in the school (see Table 6):

- Stratum 1: Years of Experience in the field of teaching
- Stratum 2: Years of Experience in the School.
- Stratum 3: Gender
- Stratum 4: School level at which the teachers are teaching

As is shown in Table 6, as for the stratum for gender only 3 teachers out of 15 were male since the teacher population at the school was primarily made up of females.

Table 6  
Teacher Selection Strata

Departments	Number of Teachers in the Department	Number of Subjects Selected	Strata for Selection			
			S1	S2	S3*	S4*
English Language and Literature	24	T1	11	7	M	H
		T2	2	2	F	M
		T3	33	13	F	M
		T4	10	10	F	H
Turkish Language and Literature	12	T1	7	7	F	M
		T2	20	10	F	H
Social Science	12	T1	12	8	F	H
		T2	30	2	M	M
Science	11	T1	6	6	F	B
		T2	12	11	F	H
Mathematics	11	T1	10	10	M	H
		T2	27	1	F	B
Physical Education	8	1	33	7	F	B
Religion	no department	1	28	2	F	B
Philosophy	no department	1	24	3	F	H
	Total = 80	Total = 15				

S3\* M= Male, F= Female

S4\* H = High school, M = Middle school, B = Both

## Selection of Students

Since students had a role in teacher evaluation they were involved in the study as well. Group interview technique was used to collect data from the selected group of the students.

Patton (1987) suggests that as for group interview, the sample should be large enough to be credible given the purpose of the evaluation, but small enough to permit adequate depth and detail for each case or unit in the sample. He also adds that groups are typically six to eight people who participate in the interview from half an hour to two hours.

With these principles in mind a group of seven students was thought to be the appropriate size for group interview. The researcher created a stratum for the student groups by using random sampling in terms of their place in the class roster and the grade level (see Table 7).

As is shown in Table 7, the first group of students were the first seven students in the first class in the respected level, for example, Prep. A the first seven students in the class roster. The selection for the other levels was carried out with the same logic in the mind. Table 7 presents also the gender distribution in these groups.

Table 7  
Student Selection Strata

Group Number	Stratum 1	Stratum 2	Gender *
Group 1- Lycee 3rd grade	no criteria	no criteria	6M-4F
Group 2- Lycee 2nd grade	the second seven students in the class roster	5-F	3M-4F
Group 3- Lycee 1st grade	the first seven students in the class roster	4-E	5M-2F
Group 4-Middle 3rd grade	the last seven students in the class roster	3-D	3M-4F
Group 5-Middle 2nd grade	the third seven students in the class roster	2-C	2M-5F
Group 6- Middle 1st grade	the second seven students in the class roster	1-B	1M-6F
Group 7- Preparatory level	the first seven students in the class roster	Prep.-A	4M-3F

\* M = Male, F = Female

The researcher could not create a strata for the last grade level students at the school since there were very few students at school. The assistant head responsible for this grade level expressed that it was difficult to find the senior students at school as they were taking private university entrance exam courses. Therefore, the interview was conducted with the students who were at school at that time of the interviews.

This random sampling let the researcher interview a group of student population which was thought to have represented the whole population.

### **Selection of Assistant Heads**

The school has six assistant heads who are responsible for one grade level. Among these six assistant heads, three of them were selected. As to representation, one lowest, one middle and one highest grade level assistant head were selected. As a result:

- 1- Assistant head for the preparatory classes,
- 2- Assistant head for the third grade level classes in Middle School,
- 3- Assistant head for the second grade level classes in High School were selected.

This selection was thought to be appropriate size for the respective assistant head body at the school.

### **Selection of the Principal, Department Heads and Administrative Board Members**

The principal, all the department heads were selected directly. Moreover, two of the administrative board members who were the assistant general manager responsible for the education and educational consultant to the general manager were directly selected for the study.

### **Material Sources**

Written documents were used alongside the other methods of data sources described above since the analysis of documentary sources is a major method of social

research and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy (Mason, 1996). As Tutty et al. (1996) point out there are several advantages to documents as data sources for qualitative studies:

- They can be a rich source of information on the topics being investigated.
- They are a stable source of information, reflecting situations that, because they occurred in the past, can be analyzed and reanalyzed without undergoing change.
- Reviewing documents helps to ensure that the research stays attuned to the historical and organizational context within which findings should be understood.
- Document reviews can provide opportunities for triangulation of evidence. (p. 183)

In this study, the researcher was able to review several documents during the data collection period. However, bearing in mind the ethical issue of the confidentiality, she felt privileged to use and analyze those documents which were permitted to be reviewed by the authorities. The information obtained from documents served to validate information obtained from interviews and critical incidents. During the course of this study the following types of documents were reviewed in order to provide 'hard' evidence:

1. announcements,
2. school leaflet,
3. documents describing the school-based training programs,
4. administrative documents such as forms used during the supervisory practices by the inspectors, and
5. teacher evaluation forms used by students.

The kinds of data generated by reviewing these documents were as follows:

- Descriptive background information on the school in the study
- Information on the activities performed by the principal, department heads, assistant heads and the teachers
- Information on decision-making process underlying the supervision system at the school in the study.

### **Development of the Data Collection Instruments**

Several data collection instruments that can be grouped under two categories were used in this study: interview schedules and critical incident forms.

Table 8 presents the data collection instruments applied to the subjects of this study.

#### **Interview Schedules**

Based on the relevant literature and the researcher's experience, five sets of interview schedules were prepared by the researcher for the following individuals: the principal, the department heads/assistant heads, the members of the administrative board, the teachers, and the students. The interview schedules consist of both perception and fact questions. They included questions about the types of supervisory practices carried out at the school, how these supervisory practices are perceived in terms of their strengths and weaknesses by the subjects, and what impact these supervisory practices have on teaching and learning, teacher development and overall school improvement processes (see Appendices C, D, E, F, G).

Table 8  
Subjects and the Data Collection Instruments in the Study

Subjects	number in the school	number in the study	Data collection instruments
Members of the administrative board	4	2	Interview
The principal	1	1	Interview, critical incident
Assistant heads	6	3	Interview
Department heads	6	6	Interview
Teachers	106	15	Interview, critical incident
Students	1622	50	Group Interview

In general, five interview schedules included parallel topics and questions to each other. These topics were, namely:

1. The subjects' perception of an effective school and a good teacher,
2. Their perception of teacher supervision, teacher evaluation criteria, and supervision process,
3. The impacts of the teacher supervision, and
4. Recommendations to improve the teacher supervision system.

Moreover, apart from the students interview schedules, all of those interviewed included a profile section asking about the tenure in profession, tenure at the school studied, and in-service training seminars attended by the subjects.

The development of the interview schedules consisted of five steps (see Figure 3):

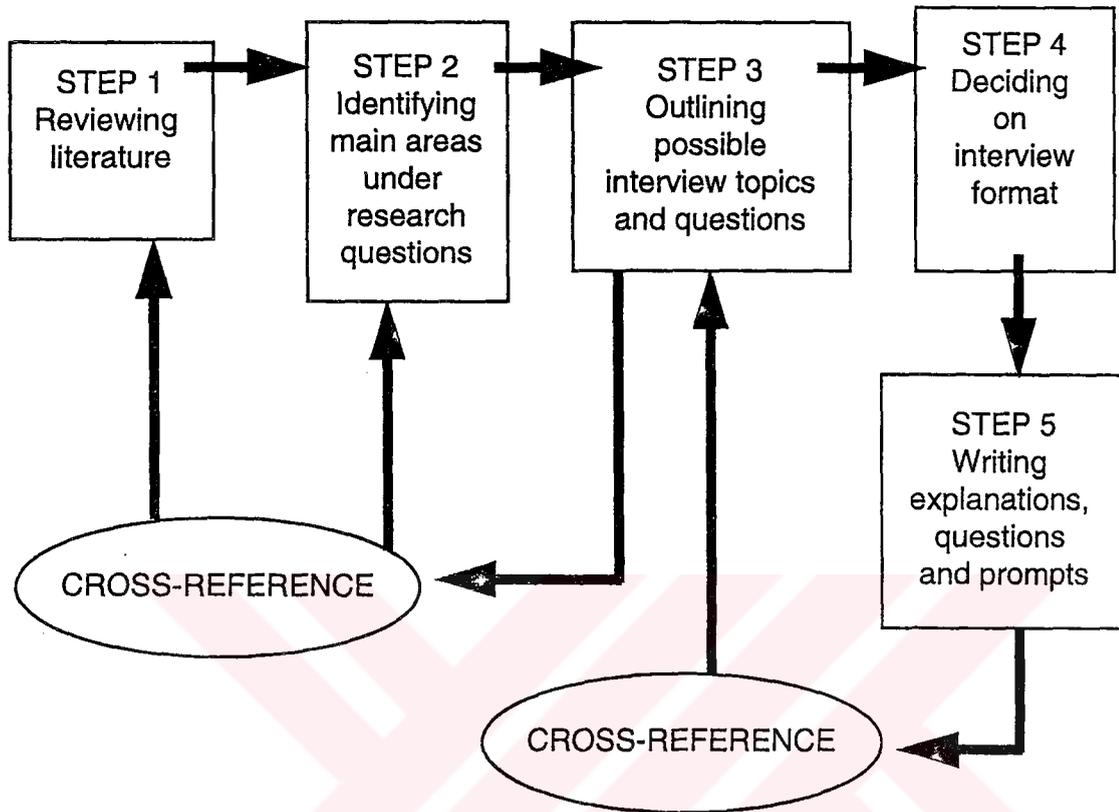
1. Reviewing literature based on the main research questions,
2. Identifying main areas of investigation under the main research questions,
3. Outlining possible interview topics and questions,
4. Deciding on the interview format, and
5. Writing explanations, questions and prompts.

As is shown in Figure 3, cross-reference was done between step one and step two in order to make sure each research question has a set of corresponding sub-categories, and each of these has a set of ideas about interview topics and questions. Furthermore, it was conformed through the cross-referencing works in reverse, so that the interview topics and questions really were going to assist in answering the four research questions.

While preparing the interview format the researcher considered the following issues:

- what questions to ask,
- how to sequence the questions,

- how much detail to solicit,
- how long the interview last, and
- how to word the actual questions (Patton, 1990).



**Figure 3.**  
Overview of the Development of the Interview Schedule

After having written explanations, questions and prompts, everything was cross-checked in order to make sure that the format, questions, and prompts do cover the possible research topics and questions adequately.

The first drafts of the interview schedules were prepared in English by the researcher. Before piloting the instruments, the researcher asked five colleagues to check the questions in terms of clarity and context-specificity. Some questions were revised, changed or dropped. However, since the research was carried out in Turkish and the terminology differs within the two languages, the instruments were translated

to Turkish. These questions which were found to be unclear, ambiguous and open to misunderstanding were revised or omitted (see Appendices H, I, J, K, L).

### **Principal's Interview Schedule**

In order to collect in-depth information from the principal, an interview schedule was designed along the lines of major research questions. The interview schedule included questions on the indicators of the effective school (question 2), qualities of good teacher (question 3), perception of a teacher evaluation (question 4), principal's responsibilities in teacher evaluation (question 5), the process and procedure of the teacher evaluation (question 6), forms and tools used for evaluation (question 7), procedure of the class observation (question 8), class performance criteria (question 9), beyond classroom performance criteria (question 10, 11), who else involves in evaluation (question 12), the ways the information gathered is used (question 13), example of a successful and unsuccessful supervision experience (question 14, 15), qualities of a supervisor (question 16), the effectiveness of the supervisory practices carried out at the school (question 17), teacher's attitude towards teacher evaluation (question 18), management's attitude towards teacher evaluation (question 19), ways to gather information from parents and students and the effectiveness of student teacher evaluation (question 20), the impact of supervisory practices to learning teaching context, teacher development, and school improvement (question 21), the criteria and process of Ministry Inspection at school (question 22), the necessity of school-based supervision system (question 23), effectiveness of Ministry Inspection at school (question 24), recommendations on Ministry Inspection system (question 25), principal's performance evaluation (question 26), recommendations on school-based supervision system (question 27), any ideas on supervision system (question 28).

### **Assistant Heads' and Department Heads' Interview Schedule**

The interview schedule for the assistant heads and department heads included similar questions on the indicators of the effective school (question 2), qualities of

good teacher (question 3), perception of the teacher evaluation (question 4), the criteria and process of Ministry Inspection at the school (question 5), effectiveness of Ministry Inspection at the school (question 6), recommendations on the Ministry Inspection system (question 7), assistant heads' and department heads' responsibilities in teacher evaluation (question 8), criteria used for evaluation (question 9), sharing the results of the evaluation with the teacher and if it works at this school (question 10), if the evaluation works at this school (question 11), assistant heads' and department heads' performance evaluation (question 12), the ways the information gathered is used (question 13), qualities of a supervisor and effectiveness of the supervisors at the school (question 14), the impact of supervisory practices on learning teaching context, teacher development, and school improvement (question 15), recommendations on school-based supervision system (question 16), any ideas on supervision system (question 17).

### **Teachers' Interview Schedule**

Teachers interview schedule included questions on the indicators of the effective school (question 2), qualities of good teacher (question 3), perception of a teacher evaluation (question 4), the process and procedure of the teacher evaluation (question 5), the criteria and process of Ministry Inspection at school (question 6), effectiveness of Ministry Inspection at school (question 7), recommendations on Ministry Inspection system (question 8), the necessity of school-based supervision system (question 9), procedure of the class observation (question 10), performance evaluation criteria (question 11), pre and post observation meetings (question 12), who else is involved in evaluation (question 13), the effectiveness of student teacher evaluation (question 14), qualities of a supervisor and effectiveness of the supervisors at the school (question 15), effectiveness of the supervisory practices carried out at school (question 16), recommendations on school-based supervision system (question 17), the way the information gathered through the evaluation is used (question 18), the impact of supervisory practices to learning teaching context, teacher development, and school improvement (question 19), any ideas on the supervision system (question 20).

### **Administrative Board Members' Interview Schedule**

Administrative board members interview schedule included question on the indicators of the effective school (question 2), qualities of good teacher (question 3), qualities of a good principal (question 4), perception of a teacher evaluation (question 5), school's teacher evaluation mission (question 6), effectiveness of the supervisors at the school (question 7), the effectiveness of the supervisory practices carried out at the school (question 8), teacher's and management's attitude towards teacher evaluation (question 9), effectiveness of student teacher evaluation (question 10), the ways the information gathered through the evaluation is used (question 11), the impact of supervisory practices to learning teaching context, teacher development, and school improvement (question 12), recommendations on school-based supervision system (question 13), any ideas on the supervision system (question 14).

### **Students' Interview Schedule**

Interview schedule for students included nine questions on effective school (question 1), qualities of a good teacher (question 2), perception of the teacher evaluation and how their teachers are evaluated (question 3), how long they have filling out the teacher evaluation form (question 4), their attitude towards student evaluating teachers (question 5), if they can express their feelings honestly during this evaluation (question 6), the impact of supervisory practices to learning teaching context, teacher development, and school improvement (question 7), the effectiveness of the teacher evaluation forms (question 8), recommendation on supervisory practices carried out at school (question 9), any ideas on the supervision system (question 10).

### **Critical Incident Forms**

Another instrument used by the researcher was the critical incident form. The critical incident approach refers to some event or situation that marked a significant turning point or change in the life of the subject (Miles and Huberman, 1984). Tripp (1994) explains the importance of the critical incident approach as follows:

In working on critical incidents from our own interest, we are seeking the presence of the past as a way of illuminating, articulating, understanding, and gaining control over our current professional practice and habits (p.69).

Having considered the role of the supervisory experiences in the teachers' and the principal's professional lives the researcher developed a standard critical incident format. Therefore, the principal and the sampled teachers were asked to write critical incidents that were related to successful and unsuccessful supervisory practices (see Appendices M, N for English and Turkish versions O, P).

The subjects were asked to report the incidents through the following themes:

- what kind of supervisory practice it was,
- how it was handled,
- what impact it had on teaching and learning, and teacher development.

These critical incidents were expected to provide additional data to the interview-based data and to produce critical stories to better understand the supervision process in the school.

### **Piloting of the Data Collection Instruments**

After the interview schedules and the critical incident forms were prepared they were piloted in order to make sure that the instruments were appropriate to collect the relevant data and answer the four research questions. The issues checked during the piloting were as follows:

1. if the questions focused on issues and topics relevant to the research questions,
2. if the questions made sense to the interviewees,
3. if the questions were related to their circumstances, and experiences,
4. if the flow of the questions was appropriate to assist the interview interaction,
5. if the questions created any ethical issues, and
6. if the timing was appropriate, in that, the questions were not too long (the interviewees should not feel irritated or boring).

Having these concerns in mind, the final copy of the teacher interview schedule, and the critical incident form were piloted with 2 teachers working at another private secondary school.

As for the assistant head / department head interview schedule, since the critical incident form for each had the same content, it was piloted with only one department head working at a different private school.

The interview schedule for the administrative board members, the principal and the students could not be piloted due to the impracticality of finding administrative board members, a principal and students. However, since all the interview schedules consisted of topics and questions parallel to each other, the piloting process undertaken for the two interview schedules was considered by the researcher to be relevant.

The outcomes of the piloting process are as follows:

1. the questions focused on issues and topics relevant to the research questions,
2. the questions were clear to the interviewees,
3. the questions were related to their circumstances, and experiences,
4. The researcher felt that a sequential arrangement needed to be used for the questions as they related to school-based supervisory practices and the Ministry Inspection and, therefore, needed to be separated.
5. Since there were 5 different groups of subjects the researcher felt that the questions in each interview format should be checked again to make sure that the similar issues were addressed. This would make the data analysis manageable as well.
6. Some of the questions raised ethical issues. Some of the interviewees wanted the researcher to stop the cassette recorder. Basically, they did not want some of their responses to be recorded. This was understandable and complied with in every instance where requested.
7. Each interview took at least one hour to conduct, which was as planned. This timing seemed appropriate in terms of the subjects' and the researcher's time constraints.

8. During the first interview pilot the researcher took notes. However, it was felt by the researcher that taking notes spoiled the concentration of both the interviewee and the interviewer. Therefore, the researcher decided to record the interviews, if accepted by the interviewee.
9. Overall the piloting process made the researcher realize that the interviewing task required a high degree of intellectual and social interaction skills, as is described by Mason (1996):

At any one time you may be: listening to what the interviewee(s) is or are currently saying and trying to interpret what they mean; trying to work out whether what they are saying has any bearing on 'what you really want to know'; trying to think in new and creative ways about 'what you really want to know'; trying to pick up on any changes in your interviewees' demeanor and interpret these (p. 45).

10. As for the critical incident forms it was seen that the questions focused on the issues and topics relevant to the research questions. However, the subjects did not want to spend much time in writing their experiences in detail. The information they gave was on the surface. They asked if the researcher could record the critical incidents as she did for the interview, which would save the subjects spending time writing. However, the subjects were asked to write the answer to the questions in critical incidents forms due to the impracticality of the idea of recording.

### **Data Collection Procedures**

The data for the study were gathered from the members of the administrative boards, the principal, the assistant principals, the department heads, and a group of sampled teachers and students at the school. The researcher had several initial meetings with one of the members of the Administrative Board in order to obtain the general view of the school. She also had an informal meeting with the principal regarding the history and the structure of the school and the supervision system briefly. The second semester of the 1996/1997 academic year started on February 17.

Immediately after the start of the second semester the final version of the interview schedules and the critical incidents were piloted.

After implementing the necessary revisions to these instruments, the researcher started the actual data collection procedure in March. First, the researcher arranged a meeting with the principal, the assistant heads and the department heads to give the initial information regarding the study and to obtain information about the teachers' profile for selection. Later, the researcher made appointments with the interviewees since the research was conducted during the academic year and both the researcher and the interviewees were busy with their own teaching duties. An interview calendar was prepared with the subjects of the study to use their and the researcher's time economically. Teachers were the first group interviewed. Then the assistant heads, department heads, the principal and the students were interviewed. Lastly, the Assistant General Manager and the Educational consultant were interviewed. The interviews were conducted in department offices, during which time when everyone else was in class. This afforded the interviewee a degree of comfort.

The data collection period was extended to the end of the second semester. By then, two members of the administrative board, the principal, three assistant heads, six department heads, 15 teachers and seven students from each grade level were interviewed.

Before the interview the researcher briefed all the interviewees about the purpose of the interview, where the interview data was to be used, recording of interview, confidentiality, and time needed to conduct the interview.

Students were interviewed in groups of 7 in the library. The basic advantage of a group interview as described by Patton (1987) is:

Participants get to hear each other's responses and to make additional comments beyond their own original responses and to make what other people have to say..... Group interview also provide some quality controls on data collection in that participants tend to provide checks and balances on each other which weed out false or extreme views (p. 135).

It was observed that students enjoyed being interviewed in a group and they reflected perceptions on the supervision system at school.

The critical incident forms were administered to the selected teachers and the principal after they were interviewed. First, the purpose of the forms was explained to the subjects. They were given two weeks to answer the questions in the forms, in detail. The critical incident forms were then collected by the researcher.

### **Data Analysis Procedures**

As Bogdan and Biklen (1992) clearly point out, data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that the researcher accumulates to increase his/her understanding of them and to enable the researcher to present what he/she has discovered to others. In this process, analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what to tell others.

Thus, the data collected through interviews in this study were subjected to a content analysis to explore the patterns of perceptions and the process of the supervisory practices at the school. The data were labeled using descriptive codes to simplify the complexity of the data into manageable units. Then, the patterns were identified based on these labels and they were clumped into broader categories. The major topics and themes helped to identify the concepts and the central ideas. The data gathered through critical incidents were analyzed in the same way. Documents, archival records, physical and cultural artifacts were used to validate, support and explore the qualitative data.

Patton (1987) regards the analysis of qualitative data as a 'creative process':

There are no formulas, as in statistics. It is a process demanding intellectual rigor and a great deal of hard, thoughtful work. Because different people manage their creativity, intellectual endeavors, and hard work in different ways,

there is no one right way to go about organizing, analyzing, and interpreting qualitative data (p. 146).

Having born in mind the account of Patton, the data analysis steps followed by the researcher of this study were as follows:

### **Step 1: Preparing the Data in Transcript Form**

The researcher transcribed 1-hour-long interview notes word by word from the tapes she had recorded during the interview by using a word processing program through which 400 word processed pages of raw data were generated. The researcher also inserted notes based on the non-verbal interview events such as nervous moments, reluctance to answer the questions, excitement and her impression or guesses about the context of the verbal comments. Therefore, transcribing the data herself made the researcher become thoroughly acquainted with the content of the interviews, a critical aspect for the process of analysis, and provided an additional opportunity to review and connect with the data (Tutty et al., 1996).

### **Step 2: Formatting the Transcript for Analysis and Filing the Hard Copy of Interview Transcripts**

The transcript was formatted by leaving the right margin as wide as four inches in order to allow for easy reading and leave sufficient space for writing comments, taking notes and assigning codes for further analysis.

The hard copy of each interview was filed in six groups namely teachers, department heads, assistant heads, the principal, members of the administrative board, and the students. Moreover, each group and individual within that group was numbered as is shown in the following list:

T= Teachers-t1, t2, t3, t4.....

**TC. YÜKSEKÖĞRETİM KURULU  
DOKÜMANTASYON MERKEZİ**

D= Department heads- d1, d2, d3.....

A= Assistant heads- a1, a2.....

S= Students- s1, s2, s3.....

### **Step 3: Identifying Meaningful Data Units**

The researcher as a next step organized the data into a manageable format. According to Tutty et al. (1996), this is the process of classifying and collapsing the data into 'meaning units,' in which the qualitative researcher makes decisions about what pieces of data fit together; ultimately, these are the segments that will be categorized, coded, sorted, and then identify the patterns that will be used to summarize the researcher's interpretation of the data.

In this step the researcher began the analysis of the teacher interview data since it was the largest data set in the study. The researcher analyzed the first interview data with one colleague who is knowledgeable of qualitative research. This was performed in order to have at least one outsider to minimize the risk of bias.

The researcher and her colleague first read the interview, wrote comments in the margins indicating what can be done with different parts of the data. Although the interview was conducted in Turkish this step was carried out in English to enable the researcher to match the terminology within the two languages.

### **Step 4: Coding the Data**

After the preview of the first teacher interview, the researcher and her colleague started labeling the data by keeping the following resources by Dey (1993) in mind:

- 1- prior review on the relevant literature;
- 2- the focus of the research and the research questions;

- 3- inferences from the actual data;
- 4- substantive, policy and theoretical issues;
- 5- researcher's imagination, and previous knowledge and experiences (p. 100)

Box 1 presents a few examples of this labeling stage, (see Appendix Q for the full presentation of one interview data transcript).

3. Sizce iyi bir okulun nitelikleri nelerdir?	→ Perception of a good school.
Iyi bir okulda yönetimin laik ve demokrat olması	→ secular & democratic.
gerektiriyorsa siyasi baskının olmaması gerekir devlet okullarında bu çok gözlemlenir, müdür veya idarecilerin siyasi görüşü hangi tarafa ise gelen konuklara, velilere veya öğretmenlere de yaklaşımları o doğrultuda oluyor. Okula tavsiye edilen kitaplarda herşeyde bu gözlemlenir, Atatürk ilkelerinden ayrılmamış olmalıdır yönetime güvenmelisiniz/ eğitim kalitesini yüksek tutacak	→ interference of pol. pref. (quote) → Kemalist. → administrative reliability
dokümanların olması gerek yani iyi bir kitaplık, video kamerası, çocuklara rahatlıkla gösterebileceğiniz haritaların olması	→ (equipment) - library. - video camera. - maps
rahat bir sınıf	→ physical environment.

**Box 1**  
An Example of Labeling Stage.

### Step 5: Generating Categories

This was the beginning of organizing the labeled data into topics and files. Table 9 shows the list of the categories which emerged after the first interview was analyzed.

Table 9  
Initial Categories

1- Kinds of in-service training attended by teacher
2- Perception of a good teacher
3- Perception of a good school
4- Perception of an ideal supervisory practices
5- Types of supervisory practices carried out at school
6- Procedure of the supervisory practices carried out in class by the principal
7- Criticism of the supervisory practices carried out by the principal
8- Criticism of the formal evaluation done by the students
9- Types of supervision
10- Perception of an ideal supervisor
11- Recommendation for a more effective evaluation
12- Impact of supervisory Practices
13- Qualities of the previous principal

### Step 6: Indexing the Data

Under each category, there emerged sub-categories. The researcher, knowing the depth of the data and the number of the different subject groups, decided to code the data by numbering.

Therefore, the data were indexed. After each sub-category the interview number (tn) and the page number (pn) were written in order to make it easier for the researcher to find them during the write-up stage. Furthermore, the researcher looked for quotations that went together and these were marked as quotations (qn) with the interview and page numbers. Table 10 presents an example for this stage for the third category (see Appendix R for the full number indexed interview).

After analyzing the first interview by following the steps described above the researcher inserted the initial outcome into the computer and started the second interview with this printout in her hand. Along the procedure if the same issue was

repeated by any of the participants this was inserted by giving the participant number, and page number.

Table 10  
Example of Indexed Data

<p><b>3- PERCEPTION OF A GOOD (EFFECTIVE) SCHOOL</b></p> <p><b>3.1. School Policy</b></p> <p>3.1.1. secular  T-t1, p4</p> <p>3.1.2. democratic  T- t1, p4 - t2, p2, 3 quote - t7, p5</p> <p>3.1.3. Kemalist  T - t1, p4</p> <p>3.1.4. interference of political preferences  T- t1, p4 quote- t10, p3</p> <p>3.1.5. administrative reliability  T- t1, p4- t2, p2</p>
<p><b>3.2. Equipment</b></p> <p>3.2.1. library  T- t1, p5- t4, p4- t13, p5</p> <p>3.2.2. video cameras  T- t1, p5- t15, p4</p> <p>3.2.3. maps  T- t1, p5</p>
<p><b>3.3. Physical Environment</b></p> <p>3.3.1. well-lighted  T- t1, p5- t9, p3</p> <p>3.3.2. comfortable  T- t1, p5</p> <p>3.3.3. seating  T- t1, p5</p> <p>3.3.4. blackboard location  T- t1, p5</p>

Similarly if a new issue was presented that was labeled and indexed accordingly. Therefore, the procedure went on analysis, printout, analysis..... Box 2 presents an example of the labeling by numbers.

3. Sizce iyi bir okulun nitelikleri nelerdir?

yaşadığımız çağda demokratik bir organizasyon 3.1.2 (quote)

katilimli, kararların bir sonucuyla ortak alındığı

insanların kendilerini özgürce ifade edebildikleri bir

ortam olmak, olayın psikolojisinin iyi olması,

çalışanlarının orada huzuru, güvenli ve mutlu

hissetmesi (maddi ve manevi olarak insanların 3.1.5

güven duygularının tatmin edilmesi gerektiğine

inaniyorum, öğretmene dünyayı yakından takip

edebilmesi için gerekli olanakları sağlaması 3.1.6

gerektiğine inaniyorum, öğretmenin kurumun bir /

parçası olduğuna, kişi kendini kurumda ailenin bir / 3.1.7

parçası olarak hissedilmeli baskılı bir method

olarak kullanılmaması gerektiğine inaniyorum, 3.1.8

disiplin anlayışı önemli benim için insanlara,

çalışanlara bir çocuk değil bir yetişkin olarak

davranılması gerektiğine inaniyorum, yetişkin 3.1.9

## Box 2

### An Example of Coding by Numbers

#### Step 7: Refining and Reorganizing the Categories

The researcher then worked back and forth between the data collected from the teachers to verify the meaningfulness and accuracy of the categories and the placement of data in those categories. Some categories which were found to be too loaded were broken down into further categories in order to attain comprehensive classification. For example, the 5th category which was 'Types of Supervisory Practices carried out the school' in Table 9 was broken down into two comprehensive categories: Ministry Inspection and School-Based Supervision. This process went on until the completion of data analysis for 8 teachers at which point a clear picture of the themes was established in the data. Tutty et al. (1996) calls this stage 'category saturation,' at which the data

become repetitive and further analysis only conforms the ground that has been already covered.

Table 11 shows the main categories drawn up after the analysis of the data collected from the first eight teachers.

The below categories remained the same for the rest of the teachers, with several additions only to the sub-categories. This was the stage at which the final version of themes emerged from the whole data coming from the teachers.

Table 11  
The Categories Emerged After the 8th Teacher Interview

1- Kinds of in-service training attended by teacher
2- Perception of a good teacher
3- Perception of a good school
4- Perception of ideal supervisory practices
5- Types of supervisory practices carried out at school, and the necessity and the efficiency
6- Ministry Inspection
7- Procedure of the inspection carried out in class by the Ministry of Education Inspector
8- Criticism of Ministry Inspection
9- Recommendation for Ministry of Inspection
10- School-Based Supervision
11- How are the results of the supervision used?
12- Types of school-based supervisory practices
13- Procedure of the supervisory practices carried out in class by the principal
14- Procedure for other types of supervision by the department and assistant heads
15- Criticism of the supervisory practices carried out at school
16- Formal Evaluation done by students
17- Criticism of the formal evaluation done by the students
18- Recommendations for student evaluation of teachers
19- Types of supervision
20- Perception of an ideal supervisor
21- Recommendation for more effective teacher supervision
22-The impact of supervisory practices
23-The nature of impact
24- Qualities of the previous principal
25- Communication flow at the school
26- Other perceptions about teacher supervision
27- How to recruit teachers

**Step 8: Cross Checking Data within Different Subject Groups and Generating Additional Categories**

The same procedures were followed for the analysis of the data from;

- 1- the principal- P
- 2- the assistant heads- A
- 3- the department heads- D
- 4- the students-S

After the individual analysis of the data from each group of subjects, the overall categories were cross-checked for each group providing a clearer picture of the data. Table 12 shows an example of the last version of the data for the category 3, sub-category 3.1..

Table 12  
An Example of Indexed Data for all Subject Groups

3- PERCEPTION OF A GOOD (EFFECTIVE) SCHOOL
3.1. School Policy
3.1.15. providing appropriate environment (building, necessary materials) for teaching and learning
T- t5, p3 - t6, p3 quote - t14, p3
D- d4, p2 quote -d5, p2 - d6, p3 quote
A- a1, p2 - a2, p2
S- s1, p3 quote
P- p 7 quote, p 8 quote

The above data show that the subjects who were teachers-T; department heads-H; assistant heads-A; students-S and the principal-P mentioned ‘providing an appropriate environment’ as a school policy while they were talking about their ‘perception of a good school.’ A further description of (T- t5, p3, t6, p3 quote, t14, p3) shows that among the teachers (T) teacher 5 (t5) mentioned this issue on page 3 (p3), and what teacher 6 (t6) said would be used as a quotation (p3 quote) at the write-up stage.

Table 13 presents ten categories emerged as a result of the analysis of the data from the assistant heads, department heads, the principal and the students in addition to the 27 categories from the teachers (see Table 11).

Table 13  
Additional Categories

28- Role of department heads and assistant heads in teacher evaluation
29- Meetings held at school
30- Evaluation of department heads
31- Evaluation of the principal
32- Evaluation of assistant heads
33- Procedure of evaluation in organization
34- How to recruit assistant heads
35- Critical incident
36- Principal's perception of the organizational structure

### **Step 9- Looking for Meaning and Relationship**

After the completion of the data coming from all the subject groups in the study, the researcher looked for the meaning and relationship among the categories. The basic advantage of this step is clearly described by Tutty et al. (1996):

Two important steps are involved in looking for meaning and relationships in your data. First, you will have to develop an interpretation of your data. Interpretations are sometimes descriptive, but may also suggest causal explanations of important events. Second, the research process and conclusions must be assessed for credibility and dependability (p. 109).

Having the issues addressed by Tutty et al. in mind, the researcher identified any relationships between the major themes that emerged from the data set coming from different subject groups. This helped to develop logical interpretations of the themes that remain consistent with the earlier categorization schemes and meaning units.

In the literature several strategies are suggested for extracting meaning from a data set (Miles and Huberman, 1994; Tutty et al., 1996):

- draw a cluster diagram
- make a matrix
- count the number of times a meaning unit or category appears

- create a metaphor
- look for missing links
- note contradictory evidences

With the help of the suggestions above, the researcher of this study identified the interconnections between the themes and categories, and decided to outline these themes under the research questions, which led to step 10.

**Step 10- Organizing Relevant Categories Under the Research Questions**

The relevant categories out of these 36 were organized under the four research questions. Table 14 presents this organization.

Table 14  
Categories Matched with the Research Questions

<b>Research Question-1 Categories</b>	<b>WHAT TYPES OF SUPERVISORY PRACTICES ARE CARRIED OUT AT THE SCHOOL?</b> 5- Types of supervisory practices carried out at school 6- Ministry inspection 7- Procedure of the inspection carried out in class by the Ministry of Education inspector 10- School-based supervision 11- How are the results used 12- Types of supervisory practices and the area of supervision carried 13- Procedure of the supervisory practice carried out in class by the principal 14- Procedure for intern-supervision 16- Formal evaluation done by the students 19- Types of supervision 28- Role of department heads and assistant heads in evaluation 30- Evaluation of department heads 31- Evaluation of the principal 32- Evaluation of assistant heads 33- Procedure of evaluation within the organization
<b>Research Question-2 Categories</b>	<b>HOW ARE SUPERVISORY PRACTICES PERCEIVED IN TERMS OF THEIR STRENGTH AND WEAKNESSES BY ADMINISTRATORS, DEPARTMENT HEADS, TEACHERS AND STUDENTS?</b> 5- Types of supervisory practices carried out at school and necessity and efficiency 8- Criticism of Ministry of Inspection 15- Criticism of the supervisory practices carried out at the organization 17- Criticism of the formal evaluation done by the students 20.4- Efficiency of the supervisors in the organization 6.4- Efficiency of Ministry of Inspection

<b>Research Question-3</b> <b>Categories</b>	<b>WHAT IMPACT DO SUPERVISORY PRACTICES HAVE ON TEACHING AND LEARNING, TEACHER DEVELOPMENT, AND OVERALL SCHOOL IMPROVEMENT PROCESS?</b> 22- Impact of supervisory practices 23- The nature of impact
<b>Research Question-4</b> <b>Categories</b>	<b>WHAT RECOMMENDATIONS CAN BE MADE TO IMPROVE THE SUPERVISION SYSTEM FURTHER?</b> 9- Recommendation for Ministry Inspection 18- Recommendation for evaluation done by students 21- Recommendations for a more effective evaluation 26- Any other ideas about teacher evaluation

The rest of the categories were organized under three headings for a clearer picture of the context and the relevant perceptions of the people involved (see Table 15).

Table 15  
Rest of the Categories Used for the Background of the Research

<b>School profile</b> 25- Communication flow at the organization 27- How to recruit teachers 29- Meetings held at school 34- How to recruit assistant heads
<b>Profile of the subjects</b> 1- Kinds of in-service training attended by teachers
<b>Perception of a good teacher and effective school</b> 2- Perception of a good teacher 3- Perception of a good school 20- Perception of an ideal supervision 36- Principal's perception of the organizational structure

### Step 11: Compiling the Data into a Booklet

Once all the processes were completed 90 pages of data were compiled into a booklet to give the researcher an organized quick reference to the different stages of the analysis at the writing up stage.

### **Step 12: Pre-writing Stage**

The compiled data booklet was used to construct understanding before the write-up stage. The researcher looked for the ways to explain, describe, categorize and summarize the data. Moreover, in order to display the results in a comprehensive way the evidences were weighed and cross-checked in relation to the respective subjects. Finally, examples and quotes were chosen with a great deal of care in order to verify the data.

### **Step 13: Write-up**

Triangulating the study by gathering data from different subject groups by using different data collection instruments and methods allowed the researcher to present the results in a comprehensive frame. Therefore, the results of the data analysis coming from the interviews and the critical incidents were integrated with the information driven from the written documents during the write-up period in order to draw a coherent picture of the supervisory practices at the school. All the data were presented under the following seven titles attained through the analysis process:

- 1- School Profile-data were used to present the context of the study in methods chapter
- 2- Profile of the Subjects
- 3- Perceptions of the good teacher and effective school
- 4- Types of supervisory practices carried out at the school
- 5- Administrators', department heads', teachers', and the students' perception of the supervisory practices in terms of their strengths and weaknesses.
- 6- The impact of the supervisory practices on teaching and learning process, teacher development and overall school improvement.
- 7- Recommendations to improve the supervision system further.

To sum up, through the data analysis process explained above, the researcher constantly made direct links between the analytical thoughts, the original research design, the research questions and her intellectual puzzle. Therefore, the steps undertaken by the researcher's discretion helped her make the data comprehensive and manageable. These steps were generated not through a step by step menu, but through a time consuming hands-on experience analyzing data, looking at themes and patterns, solving problems, reflecting, thinking backward and forward comparison, categorizing, and interpreting and drawing conclusions. Figure 4 presents all the steps followed by the researcher in data analysis process which started by transcribing, formatting and filing the hard copy of the transcribed data followed by data analysis through the steps 4, 5, 6, 7, 8, 9, 10, 11, 12. The process was completed by the write-up stage.

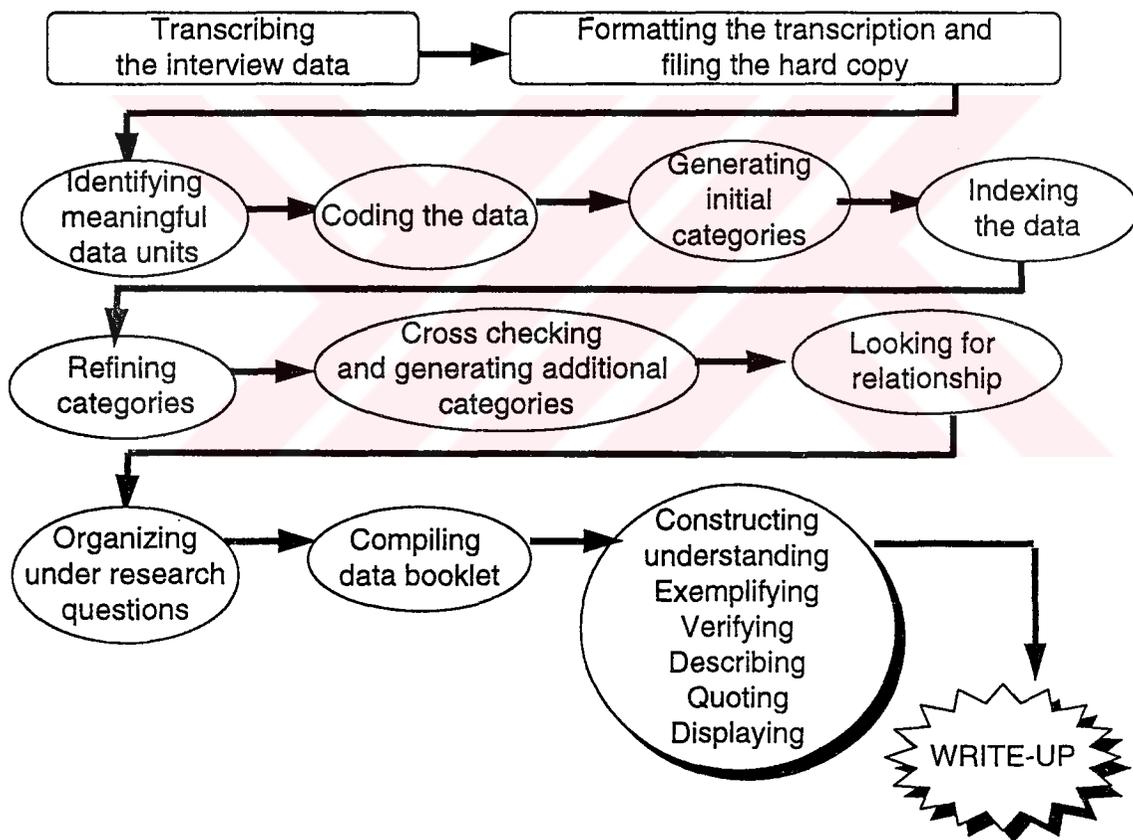


Figure 4.  
Overall Data Analysis Steps

## Validity and Reliability Issues During Data Collection Stage

As Lecompte and Goetz (1979) point out the value of scientific research is partially dependent on the ability of individual researchers to demonstrate the credibility of their findings. Thus, one of the essential qualities of any scientific research should be the trustworthiness of its findings/diagnoses, which would as an effect lead into their being generalizable and accountable or not. This is also the case for qualitative research studies and that is why internal and external validity and reliability constructs in such studies are regarded questionable by some researchers.

It is the known fact that human behavior is never static and no study can be replicated exactly, regardless of methods and designs used. Moreover, uniqueness and complexity of phenomena make it difficult to replicate. Lastly, the qualitative process is subjective and no researcher works just like another.

Having born in mind the account of these concerns on validity and reliability of the research, the following measures were taken by the researcher in order to address reliability and validity concerns.

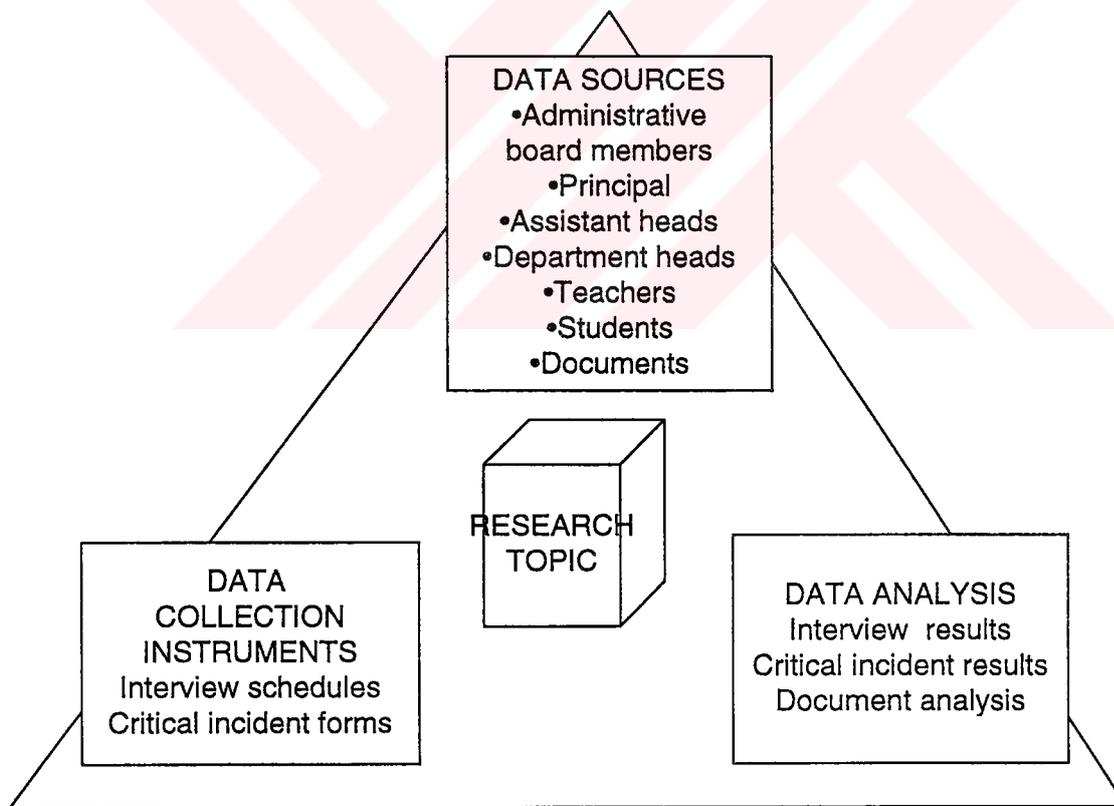
1. The researcher used triangulation in the study by means of subjects, data collection methods, and data collection instruments described in detail in this chapter (see Figure 5).

Gathering data from different subjects by using different data collection instruments and methods allowed the researcher to draw a comprehensive picture on the research topic, as is emphasized by Mathison (1988) as well:

The value of triangulation is not as a technological solution to a data collection and analysis problem, it is as a technique which provides more and better evidence from which researchers 'can construct meaningful propositions' about the social world. The value of triangulation lies in providing evidence such that the researcher can construct explanations of the social phenomena from which they arise (p. 15).

2. Interview was chosen as one of the data collection methods as interview is considered to be suitable for capturing the perceptions (Maxwell, 1996). A semi-structured interview guide consisting open-ended questions was prepared. The value of open-ended questions is explained by Patton (1987) “for purposes of qualitative evaluation, good questions should, at a minimum, be open-ended, neutral, sensitive, and clear (p.122).” The researcher prepared some prompts to use during the interviews however, she did not use them to lead the subjects’ perspectives on the phenomena. The open-ended questions enabled the subjects to express their perceptions free of any impose coming from the researcher. This allowed the researcher to collect valid data on research questions.

3. The open-ended questions were prepared first in English and then were translated into Turkish. The data collection process was decided to be in Turkish even with the English teachers and the English Language Department head in order not to lose any information coming from the language problem.



**Figure 5.**  
Method of Triangulation in the Study

4. The researcher consulted two colleagues on the interview guide to check the meaning and wording.
5. The open-ended questions were piloted with 2 teachers and one department head working at another school to see if there is any misunderstanding coming from the wording.
6. The researcher had visited the school several times before she started the study to establish the rapport with the interviewees. She first met the department heads in their offices and talk to the teachers coming to the department office at breaks. All these enabled the interviewees to express their views freely.
7. Another threat to valid description as pointed by Maxwell (1996) is the inaccuracy or incompleteness of the data. All the interviews were recorded with the permission of the subjects in this research as it is recommended by Maxwell. This made it possible for the researcher to listen to the interviews as much as it was needed not to lose any information.
8. Recording also enabled the researcher to observe the emotions, and body language of the subjects while they were interviewed.
9. The researcher transcribed all the interviews herself. This enabled her to listen to the interviews again and to indulge in the data more.
10. The researcher feels that it is worth mentioning that all the interviewees declared the interviews functioned as a 'therapy' session, giving them an opportunity to express their feelings to someone coming outside the school. This enabled the researcher to establish rapport during the data collection period.
11. The researcher paid great care to go through the same sequence before, during and after the interviews. Great care was paid to create the same conditions during the interviews such as seating arrangement, no interruptions so on.
12. The researcher described all the steps taken before and during data collection and data analysis stages explicitly and in detail in order to make it easier to replicate the study.
13. Written documents were used alongside the other methods of data generation described above. Document reviews provided opportunities for triangulation of

evidence. Reviewing documents helped the researcher to ensure that the research stays attuned to the historical and organizational context within which findings should be understood (Tutty et al., 1996).

14. Sampling was done according to a set of criteria described in detail in this chapter in order not to get bias perception on the topic studied in the research.

15. The findings included 'thick description' (Miles and Huberman, 1994) for readers to assess the potential transferability, appropriateness for their own settings. The findings are intellectually and physically accessible to potential users.

### **Limitations of the study**

The sample of this study is limited to the members of Administrative Board, the principal, the assistant heads, the department heads, the teachers and the students at a private school in the 1996-1997 school year. Within this group, two members of Administrative Board, the principal, two assistant heads, six department heads, 15 teachers and five to seven students from each grade level were selected as the sample of the study. So the result of this study is limited with the perceptions and expectations of the sampled group.

Also, since this is a case study concerning only one private school, the findings of the study cannot be directly generalized to other private and public schools. Each school has its own special context. However, the results can be used as perspectives and insights from a specific case for other schools.

Finally, another limitation of this study is its methodological stance. Firstly, interviews and critical incidents provided the primary data in the study. Therefore, inherent problems associated with this methodology namely honesty during interviews, interview time constrains for both the interviewer and interviewee, lack of diversity, presented certain limitations in this study. Second, the researcher intended to observe classes with the principal while he was observing a teacher's lesson, and to do a follow-up interview to analyze the supervisory practice. However, this could not be done due to principal's reluctance to do so.

Despite these limitations, it should be noted that study of this nature focuses attention to critical issues facing administrators in all school systems. The maintenance of the quality of the teaching system and its ability to address the needs and expectations of its students can only be maintained by a continuous monitoring and a reactive pursuit of improved teaching techniques. By examining the supervisory practices at a private school, this study hopes to analyze and provide suggestions in order to achieve such improvements.



## CHAPTER 4

### RESULTS

The purpose of this study is to describe the instructional supervisory practices being carried out at a private school in terms of their contribution to quality teaching and learning, teacher development and overall school improvement process and propose recommendations to improve these practices. Mainly, interview and critical incident techniques were used to collect data. The documents received from the school were also examined and relevant data were incorporated into the presentation of the findings. The data were triangulated by comparing information gathered through analysis of direct interviews with five groups of subjects. These were the principal, members of the administrative board, assistant heads, department heads, teachers and students. By doing so it was hoped that the results would give a multi-perspective picture of the supervisory practices and their effectiveness. The data were analyzed through qualitative content analysis. This chapter presents the findings of the study under the following subheadings: profile of the subjects; perceptions of a good teacher and an effective school; supervisory practices carried out at the school; how these supervisory practices are perceived in terms of their strengths and weaknesses by administrators; department heads, teachers, and students; the impact of the supervisory practices on teaching and learning process, teacher development, and overall school improvement process; recommendations to further improve supervision system.

## **Profile of the Subjects**

The subjects of this case study include an administrative board representative, the educational general manager, the principal, the educational consultant, six department heads, three assistant heads, 15 teachers and 50 students of various grade level.

The member of the Administrative Board interviewed has been working on the board since it was founded. He is acting as an 'advisor' to the General Manager. He worked at the Ministry of Education in different positions such as Local Educational Directorate, Ministry of National Education Inspector and an Advisor to the Minister of National Education before he started working on the board.

The Assistant General Manager responsible for educational issues has also been working at the school since it was founded and he has occupied his present position for 6 years. He also worked as the principal of the school before he became an Assistant General Manager. His field of study is Science. He was educated in the UK in the teaching field of Science and Math based on English medium. He worked as a teacher and as the principal in various Anatolian High Schools. Almost all the teachers comment regarding his positive influence on the school in terms of the educational improvements, and promotion of positive motivation at the institution. The teachers, assistant heads and the department heads indicate that he has established both a friendly and professional atmosphere at the school. One teacher says he always interacts with students when he visits the classes for observation, even once he gave an example on the board, which she did not know before and learned with her students. She adds that he knows English well enough to follow any English medium classes. One English teacher indicates that he used to make frequent visits to the classes and used to like active lessons when he was the principal. It is mentioned that he used to advice teachers on giving importance to the principles of Ataturk and student motivation, emphasizing that quiet students should be encouraged to participate in the lessons.

The current principal has been working at the institution for 8 years. He has been in the education profession for 40 years. During these 40 years he worked at the Ministry of Education as a teacher, a principal, a Ministry Inspector and a Local Educational directorate. He worked as an assistant principal for 2 years before he became the principal at this school. His field of study is Mathematics.

An educational consultant has just started at the school due to the administration feeling the need for such a position. He started teaching as an Elementary school teacher and climbed up the career ladder. He worked as an instructor at the Faculty of Education of Gazi University. He has various publications on education. He talks very enthusiastically about the changes he is planning to conduct at the school. He says that he has been hired to enrich the quality of the education at the school.

The three assistant heads chosen for this study function at the first and third grade levels at Middle school, and the second grade level at Lycee. The assistant head responsible for the first grade level at the Middle school has been with the organization for 9 years, one year as a teacher and 8 years as an assistant head. Her field of study is English. She says that she is in charge of preparatory classes as well. The assistant head responsible for the third grade level at the Middle school has been in the education profession for 27 years. He worked as an Elementary school teacher for 12 years and as an Elementary school inspector for 15 years. He has been an assistant head for 2 years since he started at this institution. The assistant head responsible for the second grade level at Lycee has been working at the institution for 8 years. She has just been appointed as an assistant head this year. Her field of study is Science.

All six department heads started their career as teachers at the institution and were appointed to this position. They have approximately 20 years of experience in their fields. The Social Studies, Math, Physical Education, and Turkish Literature department heads had retired from other institutions and then started teaching at this school. Except for Turkish Literature and Social Science department heads, who have been at this position for 1-2 years, the other four department heads have been carrying out this position for 8 years. The Science department head says that she started her

profession at the 'dersane', which the founder of the school previously had run. She was transferred to the school as a teacher and then was appointed as a department head.

The teachers, who are the largest group in this study, represent different features in terms of their professional background, gender, experience in teaching and experience in the school. Of the teachers sampled, six have more than 20 years experience, six between 10 and 15 years of experience and three less than 10 years of experience in teaching. Three groups are formed in terms their experience in the institution as well: five teachers have less than 5 years of experience; five between 5 and 10 years of experience; and five more than 10 years of experience. As for the professional improvement, except for one teacher, the Religion teacher, all the selected teachers have attended either school-based training courses, which are mentioned under school profile in this chapter, or external in-service training courses. Teachers mention that they have attended in-service training courses mostly held by the British Council, the Ministry of Education or some other private organizations such as the Rotary Club. These courses focused on a variety of topics, including seminars on ELT and teacher training certificate programs held by the British Council, Cambridge, the Rotary Club, and/or the Ministry of education; in-service training on Maths and Logic, evaluation of the contents of the books, courses for basketball referees, new techniques for Physical Education teachers, excursions related to geography, education administration, and educational paperwork held by the Ministry of Education.

The sample represent six grade levels and the preparation year students. At the middle school level 1st, 2nd, and 3rd grades and at the Lycee level 1st, 2nd, and 3rd grade students were included in the sample. From each of these groups the first, or the middle, or the last seven students on the attendance list were selected for group interviews. This selection allowed the researcher to talk to a sample group of students of each grade level.

All the administrators, teachers, and students whose profiles are briefly described above represent different constituencies in the school selected for the study. This representation allowed the researcher to see the issues related to the research

questions from different points of view leading to a more realistic understanding of the structure and the process of the supervisory practices practiced at the school.

### **Perceptions of a Good Teacher and an Effective School**

No insight into the qualities needed to become a good teacher can fully be defined without both a review of pertinent literature and review of the perception of the practitioners themselves. In a review of the pertinent literature, there is a wide range of qualities that are commonly used to describe a good teacher. Since the description of a good teacher is critical to both establishing and implementing a teacher assessment system, the concepts of 'good teacher' and 'effective school', from the perspective of subjects studied are investigated in this study.

#### **Concept of a 'Good Teacher'**

The findings on subjects' conception of good teacher fall into three categories: personal characteristics, professional skills and interpersonal relations.

#### **Personal Characteristics**

As for personal characteristics the data reveal that there are eight main characteristics defined by the interviewees:

- resourcefulness,
- reliability,
- emotional maturity,
- patriotism and ethics
- considerateness,
- buoyancy,
- attractiveness, and
- objectivity.

**Resourceful.** Among the above seven characteristics, resourcefulness is the trait which has been mentioned by most of the teachers (11 out of 15), department heads, assistant heads, and the principal, but not by any of the student groups as being the most desired skill. Teachers perceive resourcefulness as being creative, imaginative, adventurous, and progressive. They believe, in a simplistic term, a teacher should read not only subject matter books, but also magazines and newspapers in order to follow the recent events in the world, and go to the movies and attend plays in order to improve their general knowledge. Furthermore, he/she should attend seminars to become aware of the new ideas in teaching and be able to use the new technology. One English teacher, who has been working at the school since it was founded says a teacher “must” be progressive, that is, open to new ideas in today’s world such as the internet, which has created a borderless map.

**Reliable.** Being reliable is defined as being consistent, punctual, honest, sincere, and being able to take responsibility. One department head emphasizes that they know which teachers they can rely on and which ones they cannot. For example, she says some teachers follow the given job from the beginning to the end when given the responsibility, such as preparing exam questions. These teachers prepare the draft exam questions, get suggestions from the colleagues and the department head, make the necessary changes, and lastly prepare the final version of the questions. However, there are other teachers whom are given the same responsibility, but must be checked several times “to get the same job done.” Assistant heads share the same concern by saying that punctuality is very important in their job, but they sometimes have problems due to the irresponsible teachers. Almost all students mention that they expect their teachers to be sincere. For example, they sometimes tell their concerns about one lesson to a teacher, thinking that he/she can help them but to their surprise the following day the teacher to whom they have talked, comes to class mad. He/she shouts at them by asking why they have talked about him/her to another teacher. Therefore, the students say even if they sometimes have problems they do not want to talk about it with any teachers.

**Emotional maturity.** The importance of emotional maturity is emphasized as being trait of a 'good' teacher. It is mentioned that teachers should be healthy, not only in body, but also in mind as well. One of the teachers makes the point clear by saying that a 'good teacher' should present emotional maturity in terms of his/her reactions towards students. He says a 'good teacher' should know what to do based on the circumstances and should be consistent about these reactions. If he/she is mad at one student concerning a particular behavior, but then does not follow the same reaction for another student he/she will be perceived as being inconsistent and perhaps even swayed to show favoritism toward either a student or towards a group of students. They contend this does not represent the emotional maturity of being a 'good teacher'.

**Patriotism and ethics.** Being patriotic and ethical is also considered very important. The subjects believe that a 'good teacher' respects Ataturk's principles and the celebration of the national days. One senior teacher emphasizes that today's teachers should not only know the Kemalist Philosophy in education, but should also believe the tenets of this philosophy which are nationalism, secularism, statism, republicanism, populism, and reformism. Another teacher explains that the staff including the teachers, assistant heads, department heads and the principal should be proud of working at this school. She emphasizes if a teacher complains about the school to a parent who is the customer, they are violating the loyalty to the school. In a sense nobody should talk beyond the organization. She adds that if he/she has problems he/she should solve these problems with the management or resign. Otherwise, complaining and working at the same time spoils the work ethics in the school.

**Considerateness.** Considerateness is pointed out as being friendly, helpful, patient, polite, tolerant and understanding. A group of students believe that teachers should remember their past experiences as students themselves, and put themselves in the students' shoes. They should try to see the actual reasons behind failure and try to understand the real problem. A group of junior students honestly mentions that they sometimes can not sleep all night long or have to go to a doctor, the following day after a failure. Teachers should not say "it is your problem". These remarks indicate that a

good teacher should have empathic skills to understand issues and problems from a students' perspective.

**Buoyancy.** Buoyancy is another characteristic of a good teacher which has been identified by being enthusiastic, talkative, witty, cheerful, and idealistic. Department heads mention that enthusiastic teachers are always recognized in the departments. They are like the locomotives of the group. It is mentioned by the teachers that some teachers keep themselves away from the colleagues and do not share their ideas. Therefore, teachers say that they prefer working with witty and talkative colleagues in the department. They share their ideas and are open to criticism and suggestions. Almost all students want their teachers to be nice and cheerful. Senior students say that in some teachers' lessons they count the minutes to past. Contrary to this, in some lessons they do not realize when they have finished the lesson and the bell has rung.

**Attractiveness.** One characteristics repeated by all the subjects is attractiveness which covers dress, personal magnetism, neatness, cleanliness, personal charm, and appearance. Some teachers say that "we should be careful about our way of dressing, in that, we should not exaggerate our make up and clothing not to distract students' concentration in the classes."

One of the department heads emphasizes the same point by saying that male teachers should wear ties, should not come to class in jeans and should be neat so as to be a good model for the students.

**Objectivity.** Objectivity is mentioned as being both a personal and a professional quality. As for personal characteristics of being a 'good teacher', it is defined to be open-minded, freedom from prejudice, and having sense of justice in general. Along with these seven personal characteristics mentioned as traits of good teachers, it is also pointed out that it is important to be a moral and intellectual 'model' for students. A group of senior students say:

Actually, our teachers should do the things they have advised us to do. If they want us to take the responsibility they should show us that they are taking the responsibility. They sometimes act in the opposite way that they want us to act.

It should not be like the proverb 'listen to the teacher, but do not do what he is doing'.

One teacher shares the same concern with the students:

Teachers are models not only in classes but outside the class as well. They cannot present different behavior outside the classes like 'bukelomons' adapt themselves to the environment. Teachers should be models in terms of their behaviors, their dress and, the way they speak. A teacher having a cigarette lit up while walking along the corridor cannot be a good model for students.

Another teacher tells of one of her experiences. She was using her glass case as a pencilbox. Upon having observed her doing so the following day all the girls, who wear glasses, have done the same. Teachers are examples to their students.

### **Professional Skills**

The professional characteristics emphasized by the subjects in describing their concept of good teacher, can be grouped under five categories:

- teacher attitude towards the teaching profession,
- knowledge of subject matter,
- attitude towards students,
- ability to teach and evaluate effectively,
- attitude towards administrative duties and extra-curricular activities.

**Attitude towards the teaching profession.** All of the subjects, except the students, talked about the importance of the teacher's attitude towards the profession.

The principal says:

Individuals either should have the initial determination while choosing to be a teacher, or should develop determination for the profession after entering the Faculties of Education. A 'good' teacher is the one who says I want to be a teacher. That is why we observe more 'good' teacher characteristics with graduates from Village Institutes and Teacher Training Institute. If someone does teaching for the sake of just making money and sees it only as a source for

job security, even if he/she has a good education, he/she usually can not be a 'good teacher.'

The same concern is mentioned by another subject as well:

One should do the job because he/she wants to do it, not somebody else forces him/her to do the job. I have been working in this field for 40 years. However, I have never criticized the government giving me less or more, but I always evaluated myself as to whether I have done my best or not. Otherwise I can not sleep comfortable, because I love my profession.

One teacher makes the point even stronger by saying that although she was having a nervous breakdown after her husband's death, she returned to teaching immediately because she loves to be a teacher. That helps her to consolidate her sadness. These remarks show that teachers feel strongly about the perception of the teaching profession and see this feeling as being a basic ingredient of a good teacher.

**Knowledge of subject matter.** All subjects mention, 'knowledge of subject matter' as an important quality in being a 'good' teacher. The administration sees the knowledge of subject matter as one of the prerequisites for the teacher to be employed. The principal, the department heads and the assistant heads say that they believe teachers graduate from Faculty of Education with the necessary basic knowledge in their subject matter, and should adopt this knowledge to the level of the students accordingly. It is mentioned by the department heads that if any of the teachers have deficiency in his/her knowledge of subject matter then necessary support is provided by the members of the department. One teacher emphasizes that knowledge of subject matter is a teacher's most powerful tool, that is, if the students realize that the teacher has strong knowledge in his/her subject then they respect him/her. Another teacher explains that most of the discipline problems arise due to the teachers' weaknesses in subject matter. The teacher can not take the notion of the lesson and the students do not find it productive to listen to the teacher.

**Teacher attitude towards students.** Teacher attitude towards students and her/his interaction with them is also mentioned as an important teacher quality by the

subjects. Some subjects even make a stronger statement by saying that it is not the positive attitude only towards students, but it should be the positive attitude towards people in general.

**The ability to teach and to evaluate effectively.** The ability to teach and to evaluate effectively are stressed in detail by each group of subjects. The principal says:

It is not only the subject matter that makes good teaching possible, although many colleges and universities generally operate on the assumption that knowledge of subject matter is all that is necessary to become a teacher and perform the teaching role. It is the matter of knowing common theoretical knowledge about learning and human behavior, control of technical skills of teaching which will facilitate students' learning, showing an attitude that fosters learning and genuine human relationship, coupled with an adequacy of knowledge in the subject matter being taught.

The characteristics mentioned by the administrators, teachers, students in terms of ability to teach effectively are as follows:

- awareness of preparation prior to class teaching
- ability to diagnose student's needs
- awareness of student-centered teaching style
- awareness of individual differences between students
- ability to vary learning situation
- ability to utilize technological equipment
- ability to judge the appropriateness of instructional materials
- ability to relate learning to students' experiences
- ability to define objectives of particular instructional materials
- ability to reinforce certain kinds of student behavior
- ability to maintain the control of the class by means of positive disciplining
- ability to check understanding and if needed review the topic
- ability to descend to the level of the students
- ability to evaluate objectively

**Attitude toward administrative duties and extra curricular activities.**

Attitude toward administrative duties and extra curricular activities is mentioned by the subjects as an important ingredient for a good teacher. Administrative duties are listed as regular attendance, recess duty, attending staff meetings, completing the relevant

administrative paperwork such as grade sheets or special assignments, showing commitment to the improvement of school success, and working in the administration during probation periods.

The subjects indicate that being a teacher does not mean only teaching the subject in class. It requires taking the responsibility of the position. One teacher says:

I do not think that of taking a medical report although he/she is not actually sick is a good sign of work ethic. Furthermore, recess duty is not just standing in the corridor. We sometimes need to take students to the health center, or help them to overcome their worries. We should develop a close relationship with students during the breaks, we should not only encourage the good behaviors, but also help them to modify the wrong behavior in a positive direction.

Extra-curricular activities are explained as the ceremonies held to celebrate National days, department presentations such as poetry, excursions, publishing school magazines, etc. The data reveal that positive attitude towards these activities are determinants of a 'good' teacher. The principal, assistant heads and the department heads mention that although some teachers are volunteer to take responsibility for these kinds of activities and enjoy what they have been contributing, some teachers just try to get away from this kind of responsibility. Students mention the same concern as well. One senior student says that at one of the celebration days most of the teachers were talking with their colleagues and were not interested in what was going on although they were supposed to be in front of their classes. He said that he heard the principal telling the assistant heads to write the name of these teachers and bring it to him after the ceremony.

### **Interpersonal Relations**

The last group of characteristics mentioned by the subjects as being important is interpersonal relations, which underline the importance of teacher attitude towards their peers and parents, as well as superiors, and their students. According to the data teachers spend a considerable amount of time with their colleagues in groups of varying sizes to accomplish much of the school's work. In general, cooperation with

the peers, understanding, having a sense of humor, and sincerity, and making use of the experience of the colleagues are mentioned by 'good' teacher interpersonal relations. One of the teachers says that the interaction among the colleagues in the same department is very important in terms of knowledge and classroom experience exchange. Even the breaks are sometimes used for this purpose. The sincerity among the department members during the material and exam preparation is emphasized as well. Along with colleagues, teacher attitude towards parents is identified as a 'good' teacher quality since it is a private school and parents have high expectation of the school.

In sum, the subjects of the study agree that one teacher should possess certain personal characteristics, professional skills and interpersonal relations (Figure 6) discussed above in order to be accepted as a 'good teacher.' They believe that 'good teachers' are the most important facets of the education system at any level and the teachers who have these accepted qualities make a difference in the classrooms, one can, however, argue that there can be some other requirements to be met in education besides having 'good teachers.'

The 'good teacher' qualities mentioned in this study present a universally accepted framework in a sense, although in the literature, researches have named literally thousands of teacher characteristics over the years. The problem is that the researchers disagree on which teacher characteristics constitute successful teaching, on how to categorize these characteristics, and on how to define them. In addition, researchers use a variety of terms to name what they are trying to describe, such as 'teacher traits,' 'teacher personality,' 'teacher performance,' or 'teacher outcomes.' Hence, the 'good teacher' qualities that emerge from this study are named by the researcher as personal characteristics, professional skills and interpersonal relations, which might be designated with different heading by other researchers. Finally, the descriptors or characteristics have different meanings to different people. However, the researcher of this study feels that certain teacher characteristics can be defined, validated, and generalized from this study to other studies and recommendations can be made from such generalizations for use in a practical way in the classroom.

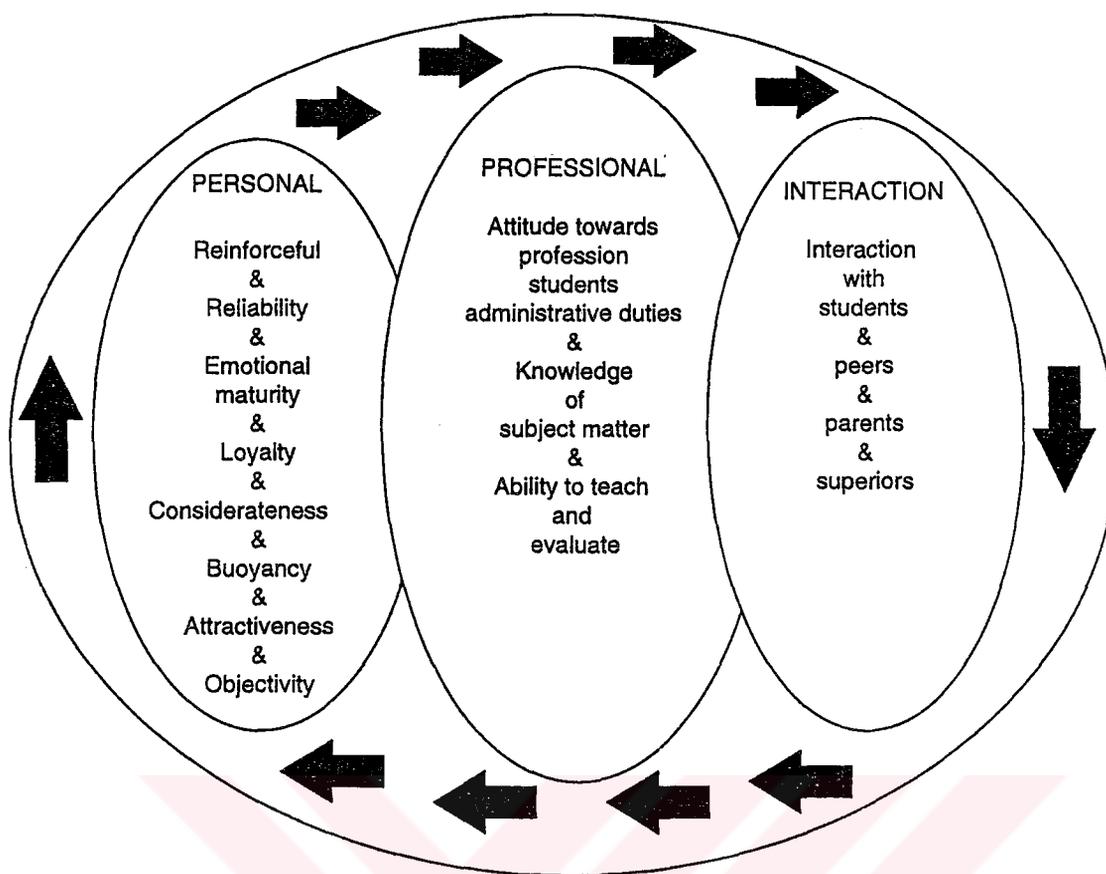


Figure 6.  
Good Teacher Qualities

As for the teacher characteristics, Barr (1958), after reviewing fifty years of research, listed and defined twelve successful traits, some of which are identified in this study as well: dominance, reliability, cooperativeness, drive, resourcefulness, intelligence, buoyancy, attractiveness, considerateness, emotional stability, refinement. Again, what these qualities mean might be different from one setting to another and from one person to another. However, the eight personal characteristics identified in this study-resourcefulness, reliability, emotional maturity, patriotism and ethics, considerateness, buoyancy, attractiveness, and objectivity- along this line have similar meanings as defined by Barr.

A comprehensive study was undertaken by Ryans (1960) with 6000 teachers in 1700 schools over a six-year period to identify the most desirable teacher characteristics through observation and self-ratings. Ryans developed a bipolar list of

eighteen teacher characteristics to ask the respondents to identify the approximate position of teachers for each pair of characteristics on a seven-point scale. The eighteen teacher characteristics were defined in detail and further grouped into three 'patterns' of successful versus unsuccessful teachers:

1. Pattern X: understanding, friendly, responsive, versus aloof, egocentric
2. Pattern Y: responsible, businesslike, systematic, versus evading, unplanned, slipshod
3. Pattern Z: stimulating, imaginative, original, versus dull, routine

As for the items in the second category- teacher attitude towards the teaching profession; knowledge of subject matter; attitude towards students; ability to teach and evaluate effectively; attitude towards administrative duties and extra-curricular activities- named as 'professional skills' by the researcher of this study the qualities mentioned by the subjects of the study draw a similar framework with the ones identified in the literature, although the labeling differs from one researcher to another.

The findings of other researchers as expressed in their literature have given groupings of attributes that are recognized by them as teacher qualities. As one example, Gage (1978) analyzed forty-nine process-product studies and identified four clusters of behaviors that show relationship to student outcomes: (1) teacher indirectiveness, (2) teacher praise, (3) teacher acceptance, (4) teacher criticism. From his findings on teacher effects upon student achievement, Gage presented a list of successful teaching principles and methods.

Another study showing parallel findings was presented by Good and Brophy (1994), that reflected over the last twenty years of research. The points raised as significant factors were clarity, knowledge about the content, variety, with-it-ness, overlapping, smoothness, seatwork, holding students accountable for learning, realistic expectation, realistic praise, flexibility, task orientation and businesslike presentation, monitoring, providing student opportunity to learn what is to be tested and helping students learn how to learn.

Emmer and Evertson (1994) sought to express effectiveness of the teacher based solely on raising student achievement levels, but in doing so they also pointed out teacher qualities. They listed nine teaching qualities that, if followed, would directly reflect on student performance. They were clear rules and procedures for students: consistency, prompt management of inappropriate behavior, checking student work, interactive teaching, academic instruction, pacing, transition, and clarity.

It would appear that the previous findings of the researchers and the thoughts of the individuals interviewed, as is summarized in Figure 6, are on a common tract for defining a good teacher.

### **Concept of 'Effective School'**

The data in this study reveal that there are four main categories related to effectiveness:

- strong school policy in education;
- physical environment and facilities;
- curriculum and academic resources;
- quality human resources and relationships.

#### **Strong School Policy in Education**

All the subjects interviewed agree that an 'effective school' must have a strong, consistent policy, which is identified by having a clear mission statement emphasizing secularism, democracy, and having a consistent discipline and evaluation policy. Most of the teachers mention that today's effective school systems should have a clear mission statement in line with universal beliefs and Ataturk's principles. In their mission statement it should be made clear that their goal is to provide each student with educational opportunities designed to ensure success, to provide a safe and positive environment, to recognize and address individual differences, and to make wise use of society's resources. Moreover, these goals in the mission statement should be understood by the stakeholders, who are the students, parents, teachers, and the school

administration. It is mentioned that 'effective schools' should present a secular system and should not support any political preferences. One teacher says that in the past school administration treated the teachers according to their political preferences, and even the books suggested to schools were in line with these preferences, but now this is not the case. 'Being democratic' is defined as being open to suggestions, respectful to the ideas coming from not only the staff, but also the students as well. Students, teachers, assistant heads, department heads and the principal are in agreement that the lack of discipline is a serious problem of the schools and they expect the schools to take the appropriate actions to prevent, reduce, or eliminate disciplinary problems. One senior department head says:

I am not in favor of strict rules at school, but our students misinterpret the meaning of 'democracy'. Democracy does not mean I will tell everything to you and you will tell everything to me. They need to learn how to ask questions, how to listen to others, and so on. Students who violate rules take away from themselves and from others the learning opportunity which, all students have a right to expect.

Therefore, in general, it is emphasized that an 'effective school' must have a discipline policy and the list of offenses, and the required or recommended disposition in this policy. It should be consistent, realistic and clearly communicated to everybody in the institution. Finally, it is pointed out by the subjects that an 'effective school' must have an objective evaluation system, not only for students, but also for teachers. Teachers and students should also know by which criteria they have been evaluated.

### **Physical Environment and Facilities**

As for the physical environment and facilities, most of the subjects say that an 'effective school' should provide the appropriate environment for teaching and learning. The appropriate environment is defined as being safe, supportive and allowing individual creativity. As for being safe, the teachers and the administrative staff indicate that an 'effective school' should be out of the city center, thereby, providing a quiet and concentrating environment for teaching and learning. Although

students do not agree, the idea that the school should be protected from the outside distracters, by means of walls and gate, with a guard, the teachers and the administrative staff emphasize the positive effect of this protection on teaching atmosphere. However, the principal says that “this does not mean schools should be like prisons or military institutions, guarded and closed to the outside world, but must be controlled from unwanted elements.” One of the groups of senior students say that schools should provide at least comfortable teaching and learning settings so they would not consider skipping class or even playing truant. This could consist of on campus student union facilities offering space for the essential and social needs of the students. Even though, there are a few senior teachers who say that they do not believe that physical environment or teaching equipment will make a difference as to being effective or ineffective.

The data reveal most of the subjects, especially the students, judge an 'effective school' in terms of physical environment and facilities. They believe the differences between the state schools and the private schools are that the private ones have better physical environment and facilities. The teachers, and the administrative staff agree with the students. In light of this belief, it is mentioned that schools should be large enough to provide a library facility, a conference hall, laboratories, computer room, a dining hall, cafeterias and study halls. Furthermore, schools should also include rooms for different extra curricular activities. These should allow individuals to express, expand their creativity and tone other physical skills. The areas should support such activities as poetry, acting, music, art, a spacious playground, a swimming pool, a tennis court, football fields and gymnasiums. The all around individual's physical, mental and inner well being should be addressed by the learning environment.

For example, one of the teachers says that if students cannot find a space to play football or basketball during breaktime, they will of course “kick the walls.” The subjects indicate that classrooms should be spacious, well-lite and heated, and there should not be more than 25 students in each class. Students say that they do not like sharing the same desk with two other students; especially senior students say that they feel as if they were in elementary school when sharing a desk. They prefer having their

own study desk and chair. One student mentioned that they should have private lockers to place their books, personal items and equipment at the school. Finally, it is mentioned that for the facilities to be an 'effective school', it should provide access to and from the school for both the staff, as well as the students. This can take the form of both public as well as private transportation systems and methods, depending on school location and funds available.

### **Curriculum and Academic Resources**

As for the curriculum and academic resources, it is also emphasized that these facilities, mentioned above, should be equipped with recent technology such as various relevant publications, books with teacher copies, raw materials and tools for experiments on certain subjects such as biology, physics and chemistry. Included in this list are computers with hookup to the Internet, televisions with hook up to educational channels, OHP, video cameras and cassette players with feedback cassettes for language classes. Extensive software should support the computer facilities to allow access to multimedia learning tools. The facility should also have gymnastic and sports equipment. One teacher mentions:

Students attending private schools have all the technology in their homes and, when they come to school, they want to see the same things. I should study through internet with my students here at school as well. Teachers should make use of the modern technology, otherwise the students will laugh at us while we try to teach the subjects in a traditional way. It is inevitable that they will not find the school interesting or relevant.

The data reveal that access to these resources should be easy for both the teachers and the students. Most of the subjects, especially the teachers, judge the effectiveness of the school by the fact that it has support units, such as curriculum, testing, counseling and material production. It is mentioned that these units should have experts in their fields to work in liaison with the teachers and students. They, further, say that one of the indicators of an 'effective school' is having a strong and relevant curriculum, which provides the necessary experience and knowledge to the students.

This will address concerns that the students will encounter in their future life. It is clear from the result of the data that the teachers and the students do not see the 'effective school' as providing only the core curriculum, but providing the extra-curricular activities as well. It is indicated that the physical environment and the facilities should make these extra-curricular activities possible. Similarly, testing, counseling and material production units should have experts to support the efficiency of the academic success of the school.

### **Quality Human Resources and Relationship**

The importance of having quality human resources and relationship in obtaining an 'effective school' is emphasized by all groups of subjects. Administrative staff, including the principal, assistant heads, department heads, teachers, support personnel, and even the students form parts of the whole human resources of the institution. It is indicated that the quality of these human resources, at each level of the school, makes a significant difference in terms of the effectiveness. For example, one senior teacher says:

A school can not be effective by having only qualified teachers or only qualified students or only qualified administrative staff. It must be a multi-dimensional relationship. A school might have a very qualified teaching staff, but this will not help the school to be effective so long as it has a weak administrative staff that fails to support the teaching staff or vice versa. There are administrators who can give a rifle to the staff and make them kill people, or administrators who can give them a pen and make them a writer.

It is understood that the positive power of the administration can give the direction to the teachers in a way to promote an effective teaching environment. Qualified administrative staff are identified as ones who are expert in their fields. The data indicate that subjects see the principal as the figurehead of leadership at an 'effective school'. The importance of the principal's leadership is mentioned by all subjects.

Furthermore, the quality of the teaching staff forms a vital role in the body of an 'effective school'. The data show that teachers, as viewed from an administrative position, should be selected according to a specified criteria explained in the school policy. This will give a homogeneous teaching staff. One senior teacher clarifies this by saying that an effective school is like an orchestra performing a symphony. If the musicians are not at the same skill level, then the director will have a hard time setting the tempo and harmonizing the group. Likewise, the principal of a school must try to harmonize the teachers to produce a symphony of students, whose academic achievement meets their future needs. It is also indicated that an 'effective school' is the one that supports staff development providing energy, time and financial support for the teacher's quality maintenance of their skill levels. This, as they have stated, can be achieved by in-service training courses, workshops, group interaction working hours at departments and educational publications.

Similarly, the principal says that an 'effective school' should show the same sensitivity for choosing even its gardener as it does for choosing other staff members. In general, the data reveal that teachers in 'effective schools' should be carefully selected in terms of their professional and personal characteristics and interaction skills. They should be open to make use of the modern technology techniques and equipment. A group of teachers indicate that management and teachers should work hand in hand. For example, one teacher says that management should prepare an acceptable working time-table for teachers. This is due to having to teach five different levels, which requires five different material preparations at home. She adds that a qualified administration does not mean keeping teachers at school longer, but means providing necessary time for the teachers to make themselves ready for their classes. Finally, a school's providing a secure atmosphere in terms of finance and employment is also mentioned by the teachers. For example, one of the teachers says:

An 'effective school' should be aware of the fact that the management should satisfy its staff in terms of employment security and financial support. A teacher should not engage his/her mind with financial problems while teaching

in the class. Furthermore, he/she should not be worried regarding whether his/her contract will be renewed or not.

Finally, as for the quality of the human resources, one of the assistant heads points out that the student body should be of a consistent class, i.e. from the same social background, financial setting and academic skills. This will place the student on an equal ground with his/her peers.

The interaction and its quality between the teachers, administration, students and their parents is stressed as being important to be an 'effective school'. It is emphasized that there should be a clear communication network and a consensus in terms of following the rules and regulations based on school policy. These rules and regulations, as well as the institutional goals, in the school policy, should be shared from top to bottom by all people from each level of involvement. The opinion is stated that the administration should be reliable and communicate with all members of the education team. This opinion goes further to add that a mature sense should be shown to the teachers and students. Finally, one teacher says that an 'effective school' should have a human resources department which packages all these functions nicely and effectively.

In summary, 'effective school' consists of four main categories (see Figure 7): strong school policy in education, the physical environment and facilities, the curriculum and academic resources, and the human resources and relationships. A strong school policy, having a clear, secular mission statement, that is democratic with a consistent discipline and evaluation policy, is a shared consensus of all subjects interviewed, as to an 'effective school.' As is shown in Figure 7, these qualities are all interrelated to each other. Most of the subjects interviewed state that a facility that provides an environment that is safe, supportive and allows for individual creativity is also indicative of an 'effective school.' A significant number of the subjects interviewed feel that 'effective schools' should employ recent technology, in both its equipment and curriculum. When viewing an 'effective school' the human resource, consisting of the principal, assistant heads, department heads, teachers, support

personnel, students, and parents and the relationships between them, cemented by the positive power of a figurehead, can be a strong force in achieving educational goals.

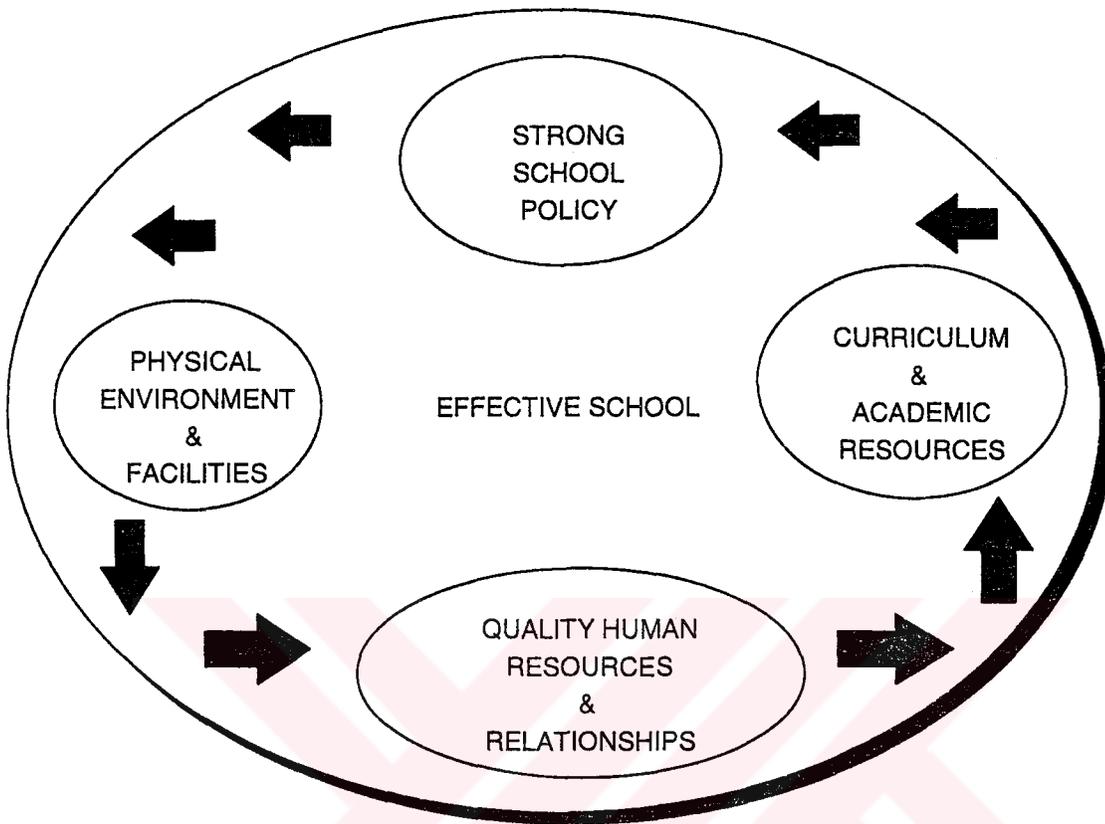


Figure 7.  
Effective School Qualities

These general findings are consistent with the early studies conducted by Coleman et al. (1966) regarding the teacher academic credentials, instructional materials, socio-economic background of students, structure and age of physical plant, and size of the school. It is further supported by Edmonds' study (1979) which pointed the presence of: strong leadership; a climate of expectation; an orderly but rigid atmosphere; communication to students of the school's priority on learning the basics; diversion of school energy and resources when necessary to maintain priorities; means of monitoring student (and teacher) achievement. Further, Goodlad (1982) and Purkey and Smith (1983) pointed to educational innovation, and school organization which were agreed to be a major factor by most of the subjects interviewed. Likewise, Austin

and Reynolds (1990) reported the following characteristics of 'effective' schools: site management; leadership; staff stability; curriculum and instructional articulation and organization; staff development; maximized learning time; widespread recognition of academic success; parental involvement and support; collaborative planning and collegial relationships; sense of community; clear goals and expectations commonly shared; order and discipline.

### **Types of Supervisory Practices Carried out at the School**

The results of the data reveal that there are two types of supervisory practices carried out at the school: the Ministry of National Education inspection and school-based supervision. It has been emphasized by all the interviewees having school-based supervision has resulted from the inefficiencies in Ministry inspection. One of the teachers explicitly states that it is necessary and inevitable to have a school-based evaluation system at a private organization:

The parents whose children attend private schools have higher expectations from the school management than the ones whose children attend state schools. In their eyes their children have to be successful and the school management has to maintain qualified teachers to offer high quality education to attract the parents. Teachers are the most important asset among all of the requirements in order to be an effective school. Therefore, the administration at the school should give the impression to the teachers that they are being watched and assessed.

The same concern is stressed by one of the assistant heads:

Teachers working here should realize that this is a private school and the owner of the school would let only successful, effective teachers work here. Our teachers are aware of this fact. Therefore, it is quite natural that the organization has a school-based supervision system.

The sections below present the data collected on school-based supervision and Ministry of National education inspection (see Figure 8).

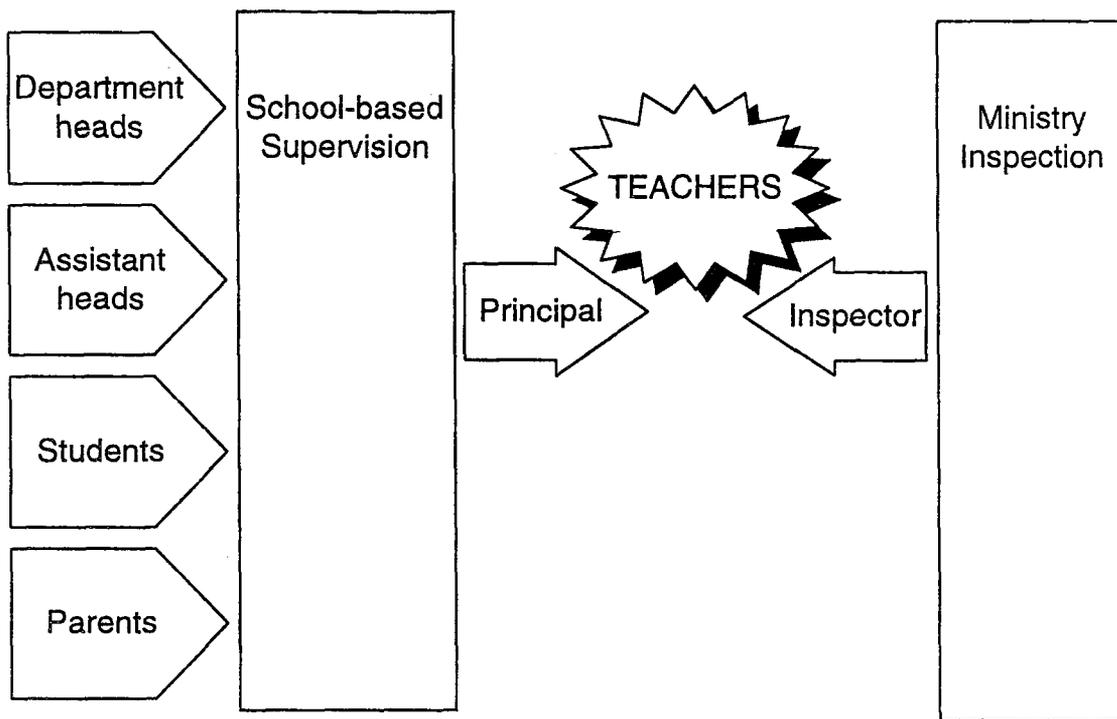


Figure 8.  
Sources of Supervision at School

### School-Based Supervision

The interview analysis yields that although the annual report seems to be the major outcome of the supervision, it is a multi-dimensional process in terms of participants and sources.

The degree of responsibility given to those participants is a broad range beginning with active roles taken by the principal, the assistant heads, and the department heads (see Figure 9). As is seen in Figure 9, the roles carried out by the principal, assistant heads and the department heads are in contrast to the passive roles of the students and the virtual invisibility of the parents. The principal says:

Generally speaking, I am the one who is responsible for the summative evaluation of the teachers, which I believe, as it should be. I personally observe the teachers a sufficient number of times in their classrooms to form a judgment about their performance and provide a basis for a written annual assessment. However, I seek additional information from the department heads, the assistant

heads, who are actually provided with supplementary information by students and also in some cases by parents.

The analysis of interviews and critical incidents shows that the sources of teachers evaluation within the supervision system are based on teachers' classroom based behaviors and beyond classroom behaviors.

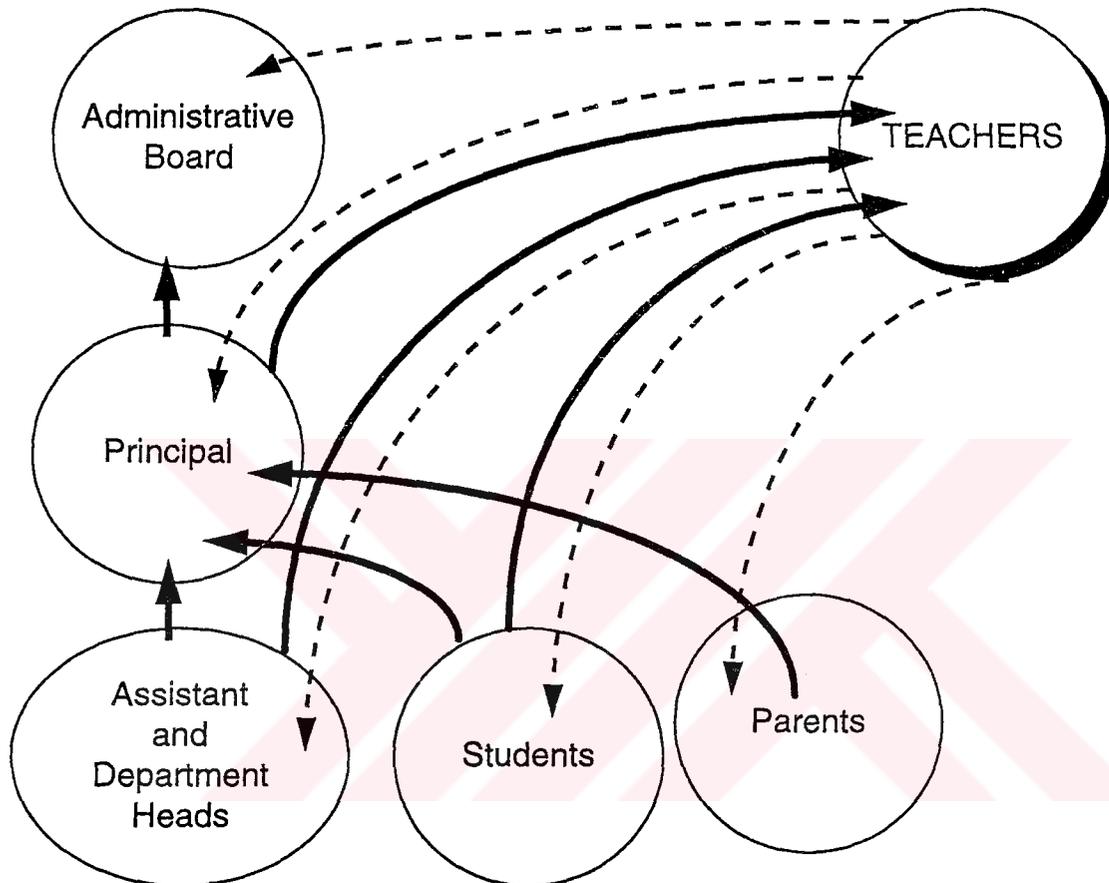


Figure 9.  
Flow of Feedback in School-based Supervision System

The data reveal that administrators seek to evaluate more than teaching competencies. The process extends beyond the classroom into personal and professional attributes of the teachers. For formative purposes teachers seem to be judged on process, the effectiveness with which they demonstrate generic teaching skills in the classroom. For summative purposes personal characteristics and professional attributes are often assessed in addition to process skills.

The findings on teacher evaluation were structured under three headings: classroom based performance evaluation, beyond classroom performance evaluation and summative evaluation of teacher performance.

### **Classroom-Based Performance Evaluation**

Among all the supervisory approaches coming from the traditional to the contemporary ones, classroom observation is always the most practical procedure for collecting formal data about teacher performance. However, the quality of observations and the ways supervisors collect and share data with teachers are the major factors in the success of teacher evaluation systems.

The data reveal that there is no written document as to what the major purpose of classroom evaluation should be, what data must be collected, what criteria should be used, or what limits should be set on the level of teacher involvement. The in-class performance evaluation does not have a systematic procedure in terms of who to observe, how many times to observe, when to observe, and how to observe.

Although the principal emphasizes that he observes every teacher at least once a term, there are teachers who say they have not been observed for a long time, and still there are teachers who say they have been observed at least once every academic year. One of the teachers mentions that she has not been observed for the last five years. Another teacher says that he has not been observed since his first year review. He believes this is due to principal having formed a positive opinion of him. On the other hand, one teacher emphasizes that the principal is the natural member of the class. She explains that he observes her class at least once a year. She adds that the principal most probably makes a program to observe people and there might be some urgent situations which he could not fulfill this program occasionally. It is also mentioned there are around one hundred teachers to be observed at the school, which is too much for only one person to handle. Otherwise the principal says that he tries to observe teachers at least once a year. So, it seems that the principal is not able to or does not observe every teacher regularly either due to a heavy schedule or to the principal's perception that

some teachers do not need to be observed to make a summative performance decision about them.

The data show that, there are some invisible criteria in selecting teachers to observe. First of all the intern teachers, the newly recruited teachers need to be observed until they are known by the principal in terms of their performance. Second, there is observation of those teachers about whom the principal has some reasons. Finally, there are some teachers that the principal does not need in-class observation to reach a decision on them.

The principal explains that nontenured teachers have the priority in his list to be observed, since they need help to adapt themselves to the new school, colleagues and students and to improve themselves in terms of their performance. The rationale behind the intern teacher observation is merely being supportive to help them to be an effective teacher; it is not judgmental. The principal himself observes them informally as much as needed since there is no limit for the number of intern observations. As for the final formal observation he visits the class with the department head and the lead teacher to see if the intern has adopted to the learning and teaching environment and can go on teaching independently from the lead teacher and the department head. The new recruits are observed to see if they have fulfilled the expectation of the school.

For the rest of the teachers, the principal observes the ones about whom he has questions in his mind due to the rumor going around the school such as parents' or students' complaints. For example, one of the assistant principals says that they have scheduled two hours extra math classes for the Lycee second grade social science students. It was hoped that this additional class time would help them answer one or two more questions on the university entrance exam. However, this caused great deal of complaints from both the students and the teachers. The students complained regarding the extra class time in a subject other than their major. Whereas, the teachers complained due to lack of student motivation and desire. To follow these complaints the principal has observed the teacher in class.

Another reason for the principal to observe the students and teachers is the fact of a significantly high failure rate in one specific subject or by a particular group of students.

Having realized that a problem exists, the principal now interviews those involved in the situation. These interviews are conducted independent of the other parties presence. He reviews both the students' side and the teacher's side. After having met with all parties, the principal formulates in his mind the reason for the problem and solutions that he might deem necessary.

Based on this solution he may or may not discuss the matter with any of the parties. He may feel that further discussion may not be needed, in that the mere fact of having shown attention to the matter will be a catalyst for correcting the situation. If however this is not the case, he may discuss the situation with the party that he feels can correct the problem.

After implementing his corrective measures he again monitors the parties and the situation, in particularly to be sensitive to either improvements or deterioration. If an improvement is noted he states that he still continues to monitor.

As an example of the principal's problem solving method, the principal offered:

Let's say that a group of students do not like a teacher's attitude, however, nothing is wrong with the teacher's teaching techniques or knowledge of subject matter. I talk with the students' first and define what they say is the problem. Then, if I feel that I do not fully understand the matter, I interview the teacher.

He further added, "Based on this information I try to understand the problem, this being a personality difference. Then, I either discuss the situation with the students or the teacher." The principal restates that monitoring continues through out his handling the problem.

It is also indicated that the principal sometimes observes the teachers whom he has heard good news about. A group of teachers explains that since this is an English

medium private school, the principal might set the priority according to the different departments such as observing English and Math teachers first.

The last group identified by some of the teachers is the one which in-class observation does not seem urgent to evaluate. If there is no complaint about the teacher or the teacher himself/herself does not ask for any type of help, and the beyond classroom performance presents a 'good' teacher profile, the principal might not feel a need to observe these teachers since the number of the teachers in the school is high. One teacher presents his perspective and remarks this way:

Every principal already knows who the best or the worst teacher is in the organization. How do they know? They just know! They know by coming to work in the same place everyday, by collecting all types of informal feedback on their staff, and by intuitive judgments. To some extent, these informal assessments are as reliable as any judgments we have about class performance.

Parallel to that approach, the class observation procedure draws three stages, namely, 'pre-observation,' 'observation' and 'post-observation,' which actually do not seem to be functioning as it is explained in the literature.

**Pre-observation.** Contrary to the principles cited in the literature for pre-observation, which the supervisor should always schedule visits in advance at a time agreeable to the teacher (Oliva, 1989), the principal does not seem to be in favor of prearranged visits. He believes the drop-in visits introduce an element of simple control tacitly advising the teachers that they are expected to be prepared at all the times. He, himself or through assistant heads either tells the teacher at breaktime that he will visit the class or just enters the class after the bell rings. The principal says:

I do not let them know that I will visit their classes. If I let them they might prepare their plans, they might teach the part they know the best or they might warn students to answer the questions they ask during the lessons. I am not doing this to catch merely their weaknesses but to help them overcome these weaknesses.

As a result, there is no formal preinforming on the principal's side. However, the teachers say that "the first observed is the victim" and the rest of the teachers know that the principal will observe them in a few days. On some occasions, teachers say that they themselves invite the principal to the class when they see him in the corridor at breaktimes. The length of time the principal spends in the class varies according to the teachers' length of tenure. He says he spends a full session with the untenured teachers, whereas, he sometimes stays in class for the first half of the session if the teacher is experienced enough or the class does not seem to be having any problem. He believes these short, quick drop-in visits are more of a monitoring procedure than instructional supervision.

**Observation.** During the actual observation, the subjects, including the principal himself, teachers and students say that the principal sits at a desk preferable at the back row and observes. None of the subjects says that the principal takes notes or fills up formal observation instruments. The principal indicates that he does not take notes during the observation, but after the observation he writes about the observation in his notebook, which he has one or two pages for each teacher. Although the principal does not take notes he says, he evaluates the teachers according to a criteria which he assumes teacher awareness. The classroom based performance criteria, as mentioned by the subjects, under the perception of a 'good' teacher in this chapter, are actually similar to the ones discussed in the literature. In the pertinent literature, Gage (1978), Good and Brophy (1986); Emmer and Everson (1994), several factors have been identified as they relate to effective teaching and student learning. They have been used as a base for the evaluation of classroom performance by numerous supervisors. Many of the qualities analyzed by these scholars are mentioned by all the subjects in this study to be criteria for classroom performance evaluation based on their common sense, although they state there is not a written document to support what they feel.

The principal explains that he observes the teachers' awareness of preparation prior to the class teaching, their ability to diagnose student' needs, their awareness of student-centered teaching style, their awareness of individual differences among students, their ability to vary with the learning situation, to utilize technological

equipment, to judge the appropriateness of the instructional materials, to relate learning to students' experiences, to define objectives of particular instructional materials, to reinforce certain student behaviors, to maintain the control of the class by means of positive discipline, to check student understanding and review the topic, to descend to the level of the students, and to evaluate students' performance objectively.

The principal indicates that although most of the classroom performance data come from the actual classroom performance evaluation, he uses some artifacts such as lesson and unit plans, tests samples, materials, and the teacher's grade book. He believes examination of lesson plans and unit plans indicate whether the course is taught, whether the teacher's pace and focus is correct, how individual student differences are provided for, whether the instructional objectives are clear and the activities appropriate, and whether study and homework exercises are adequate. He adds the quizzes and examinations given by the teacher reflect whether they test what is taught, whether there is a mix of question types, whether the direction is clear. He also emphasizes that teachers' way of grading the exam papers is another dimension in evaluating teachers. He says:

I also analyze the graded paper to see whether he/she is fair in grading, whether he/she is labeling the students as low and high achievers and grade papers accordingly, whether there is nepotism or favoritism in class in terms of grading, and furthermore if he/she has prepared a detailed answer key before grading.

Furthermore, he emphasizes the quality and appropriateness of materials and media, and the way they are incorporated into the instructional process partly reveal the teacher's knowledge, skills, and effort for facilitating learning.

Lastly, he indicates that he evaluates the teacher's knowledge of subject matter if it is in his field. If it is not, his observation is usually of the global variety such as the teachers attitude, the presentation of materials and techniques, student participation and classroom management.

The data reveal that the principal does not usually interact with the class he observes, only for a few instances when the subject in the class is mathematics or science he asks questions to the students related to the topic being taught at the moment.

**Post-observation.** As for post-observation, the principal indicates that he gives feedback in two ways: personal feedback just after observation and general feedback at the staff meetings. He says that he does not show the teachers what he has written about them in his notebook, instead he provides verbal feedback to the teachers after observation. He explains that he is not in favor of giving written feedback since the teachers might be discouraged when they see their weaknesses written on a piece of paper.

On the other hand most of the teachers say that they do not get enough personal feedback from the principal. The extent of the 'so-called' feedback is most of the time just 'thanking' after the observation. The teachers say that if the principal wants to give feedback he usually calls them, and it is usually on the weak points. Some teachers indicate that if he does not call you for feedback that means there is nothing wrong. A group of teachers say that they themselves sometimes go and ask for feedback from the principal. They suggest that observations and pre-observation meetings must be both formative so that the principal talks about specific points to help them improve, and summative so that the principal can use it for the administrative decision making processes. They think that the principal should give feedback not only for weak points but strong points as well, to encourage the teachers.

On the other hand, there is still a group of teachers, who are usually newly tenured, that indicate the principal gives them constructive feedback after each observation. These early talks act as an encouragement hoping to motivate them to become a part of the team.

The principal indicates that there are four general staff meetings held during an academic year and he uses this occasion to give general feedback to the staff, including teachers, department heads, and assistant heads. The data show that he talks about the results of the teacher evaluation, students evaluation of teachers, discipline issues, level

of success in classes in general. The principal exemplifies the points he has seen in classes without giving the name of the teacher. For example, he advises that teachers start the lessons prepared, on time, and to take the recess duty serious. If there is a significant failure in one subject it is also discussed at the general staff meeting. Most of the teachers think that these staff meetings are very fruitful in terms of receiving general feedback. However, some teachers say that because the principal does not give the name of the teachers when he talks about the negative and positive experiences in observation, if the teacher with whom the comments are about is already irresponsible, he/she will not take the feedback personal. This makes the general feedback opportunity useless. Therefore, teachers are definitely in favor of getting personal feedback from the principal.

As a result, regarding the classroom based performance evaluation, the principal is the only person in charge. The frequency and the length of visits to the classrooms vary greatly between nontenured and tenured teachers. Generally, the principal collects data concerning the teaching and learning processes, personal data, and professional characteristics of teachers and products of teaching. As for the class performance evaluation (see Figure 10), he does not conduct a pre-observation meeting with the teachers and he prefers unannounced drop-in visits to the classes. As shown in Figure 10, observation includes only listening to the lesson without any note-taking or participation. Furthermore, regarding the post-observation, he only talks over the results of the teacher evaluation at the general staff meetings, and sometimes provides the teacher with a personal feedback. It should also be noted that data regarding the department heads and lead teacher is that they perform added supervision of intern teachers to give support, direction and encouragement.

In the literature, there are four models of supervisory practices. Two of these, namely developmental and laissez-faire, emphasize individual goals. The main concern is for the growth of the individual as a means to organizational development. The other two, namely managerial and judgmental, focus on organizational goals. The interests of the organization are paramount (Poster, 1991).

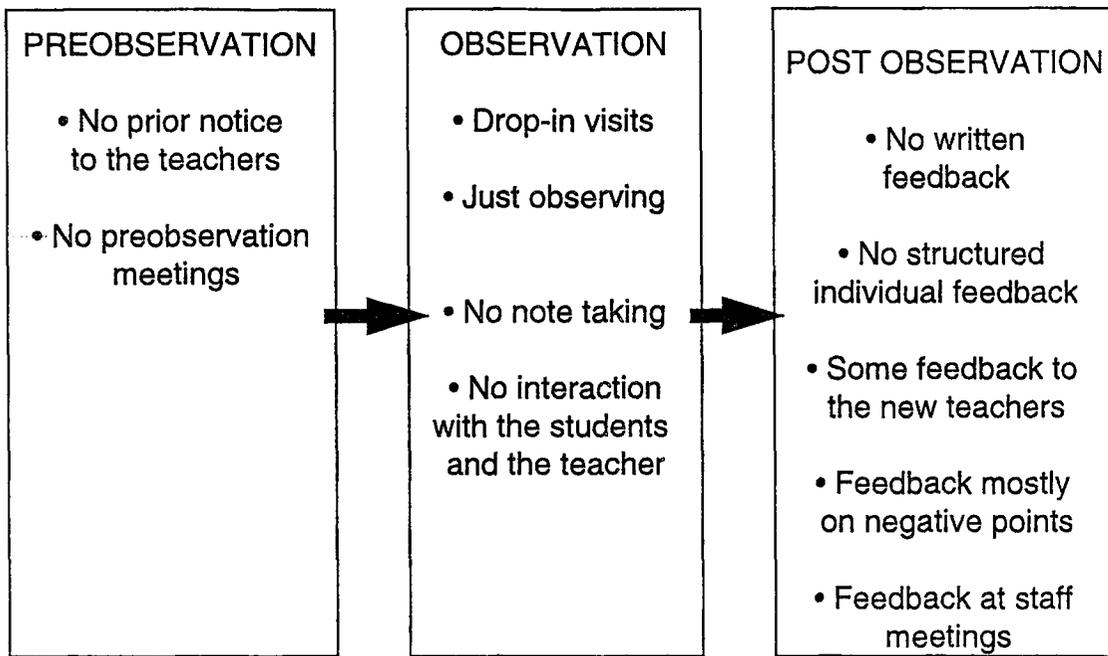


Figure 10.

#### Classroom-Based Performance Evaluation Process

Within these approaches the model at the school presents rather managerial and judgmental features, which the supervising principal feels it his obligation to discover what is happening in various classrooms in the school. The intent is more to see if the teacher is carrying out approved policies, procedures, and programs, rather than to provide assistance to the teacher for the improvement of instruction. As the most simplistic definition, he feels it incumbent upon himself to find out if the rooms are kept clean, boards are neat, property protected, and the children are disciplined.

#### Beyond the Classroom Performance Evaluation

As mentioned previously in this chapter, evaluation of teacher does not merely include classroom performance, but also covers the teachers' attitudes towards administrative responsibilities and extra-curricular activities. Although the principal is the one who is responsible for classroom performance evaluation, he says he gathers data for general performance from different sources such as department heads, assistant heads, students and parents. The teachers mention the same criteria that is used to

evaluate them beyond classroom performance. The principal emphasizes that as teachers work with their friends and department heads in departments and they are in close relationship with the assistant heads, students, and parents, what they have been doing outside the classroom is as important as their classroom performance. Actually the performance outside the classroom may be a mirror of classroom performance. The principal indicates that he tries to get most of the beyond classroom performance evaluation from assistant heads and department heads. He asks them to write a report for individual teacher in their department or on their corridor. However, the department heads and assistant heads do not seem to agree with this. For example, the English department head says:

We are not the authority to decide on a teacher's future, it is the principal. Therefore, we do not want the principal to use us as a source to dismiss someone. We would like to provide information to the management verbally about what is going on in the department in general, but not, on an individual basis, and only when and if asked. However, writing a report about someone is a big responsibility that should not be put on our shoulders.

Since the department heads and the assistant heads do not want to write reports about individual teachers, the principal says that he asks them to report on only the extreme cases. However, the department heads and assistant heads do not want to take that sort of responsibility either. One department head says "it is not written in my job description that I am the person in charge of evaluation of teachers' performance."

As a result, the data show that the principal is provided with only general verbal information about the teachers' performance outside the classroom. This general information falls into several dimensions. First, the data reveal that it is important for a teacher to assist in upholding and enforcing school rules and administrative regulations. Within this context he/she should perform related duties as assigned by the administration in accordance with the Ministry of Education policies and practices. All the subjects indicate that these policies and practices are sensitive towards tardiness, recess duty, time keeping, presenting responsibility for the administrative duties such as handing in the assignments properly and on time and positive attitude in attending

the ceremonies (such as National Days) held at school. For example one assistant head says:

Teachers may not realize but administrative duties are as important as teaching the subject matter in class. Last term most of the teachers handed in the grade sheets at the last minute, which made me irritated because I stayed in my office until 6 o'clock to put them on the computer. A teacher must be serious about his/her job, including his attitude towards management, colleagues, and students, this is taking on the responsibility and should be done without getting a second warning or from us having to follow the assignment.

Secondly, it is emphasized that a teacher should make provisions for being available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms. It is indicated by all the subjects that every teacher has a certain day for parent-teacher meetings. For example, department heads and assistant heads say that they can easily observe the teachers' attitude towards parents and students while they are talking in the department room or administrative office. There are teachers who even spend their recess time to teach or to talk to their students over a problem, and according to the principal, assistant heads, department heads, teachers, and the students these activities are signs of teachers' responsibility to their job. Third, attending and participating in general staff and department meetings, cooperating with other members of the staff in planning instructional goals, objectives and methods, and assisting in selection of books, equipment, and other instructional materials is mentioned as important. One department head says:

We prepare weekly assignments and quizzes for students. For each week a group of teachers is responsible for doing this task. While working on these kinds of assignments, the discussion held, and the attitude presented by the member of the department give us the idea about his/her personality. We can tell if he/she has done prior preparation and even if his knowledge of subject matter needs to be improved.

Moreover, the data reveal that working to establish and maintain open lines of communication with students, parents, and colleagues concerning both academic and behavioral progress of the students is emphasized as an important aspect of performance outside the classroom.

The principal also places as much importance on the outside-of-classroom work as he does on in-class performance. He considers the beyond classroom performance to be a mirror for classroom performance. The evaluation of this beyond classroom work by the principal is based on general performance evaluation data from department heads, assistant heads and students. However, the information from the department heads may be flawed due to the fact that they do not want to be a part of any evaluation which may be used in a dismissal. One item that the principal feels important to the beyond classroom work is the pro-active administration of the school consisting the enforcement of the school rules and the administrative regulations.

The principal, further, defines the beyond classroom works as being sensitive towards tardiness, recess duty, time keeping, and a positive attitude. He goes further to state that the teacher should be available for student and parent meetings. This can also take the form of the teacher spending their outside class time to teach or just to talk to the students about their problems. The beyond classroom works can also be taking on added duties within the school's administration in staff and department meetings, planning instructional goals, objectives and methods, the selection of books, equipment, and other instructional materials.

### **Summative Evaluation**

It is the case that any school-based evaluation system calls for the rating of teachers although this function of evaluation is often denied by administrators. The data indicate that the principal bears the primary responsibility for making judgments about the competence or incompetence of teachers. However, he also mentions that he does not rely on one source or one piece of information while writing the final report about teachers to the upper management, which consists of the general manager, assistant general manager, and the school owner. His view is parallel to Harris et al. (1979),

stating that it is crucial that decisions concerning ratings be based on relevant, descriptive, and verifiable data.

The principal mentions that summative evaluation is the combination of the class-based and beyond class performance (see Figure 11). As shown in Figure 11, the class-based and beyond classroom performance criteria are interrelated to each other in that, a teacher cannot be counted successful if he/she is good at only class-based skills or vice versa.

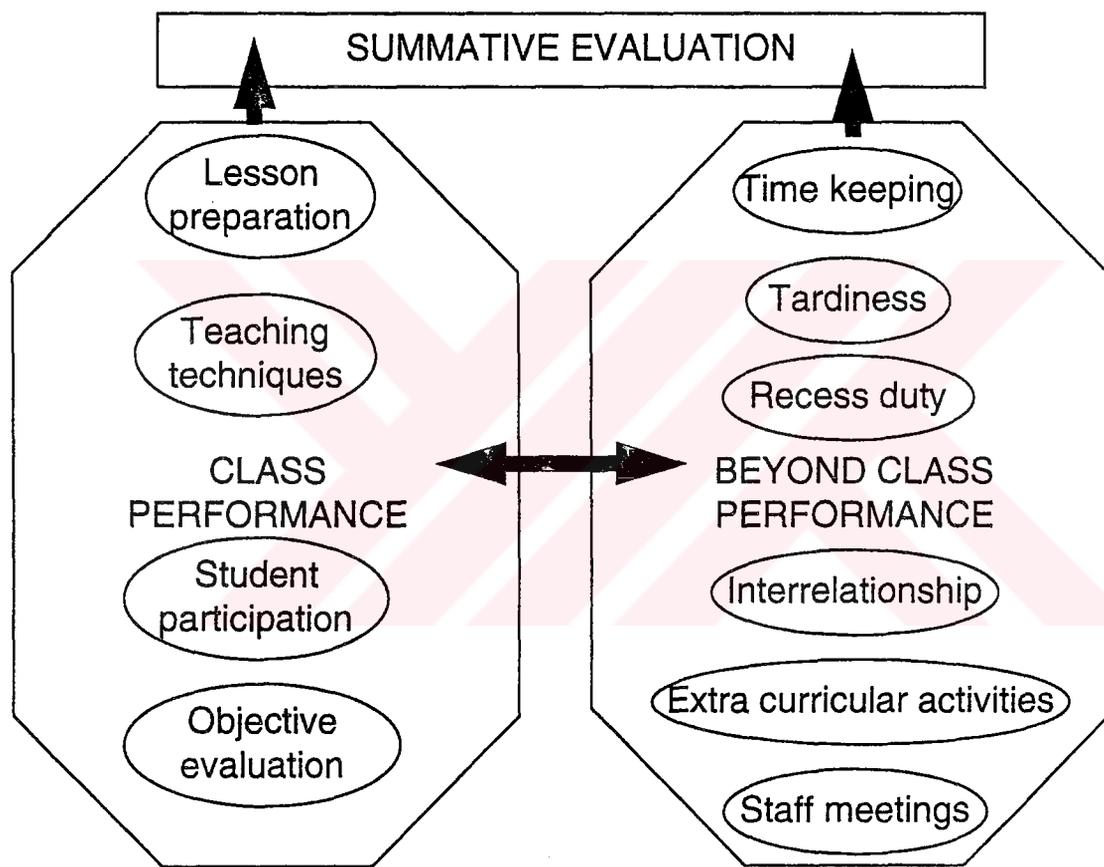


Figure 11.  
Criteria for Evaluation

The principal also says that in addition to classroom based and beyond the classroom performance evaluation he looks for some more data from other people such as students, and in some cases from parents to come to a conclusion about a teacher.

As for students, the result of the data shows that there is a kind of formal teacher evaluation system by the students in the organization besides the informal feedback coming from them to the administration, especially to the assistant heads. The questionnaire is prepared by school counselors and are given to the students to be filled in during class hour once every term. The questionnaire (See Appendix S) consists of fourteen 'yes-no' type of questions related to the school's performance and teacher performance. The ones related to teacher performance, which are the majority of the questions, ask students in general and by name of the subjects teachers, if they are happy with their teachers' teaching techniques, if the exam questions are the reflection of what has been taught in class, if the English classes are effective in preparation year, if they find their teachers effective in terms of their knowledge of subject matter, if they find the student-teacher interaction effective, and if their teachers pay attention to their problems and spend time on helping the students overcome difficulties. The data coming from this questionnaire are presented to the principal after being analyzed by the counselors. The principal says he talks about the results of the data at the staff meetings. The principal takes a subject based approach with his presentation at the staff meetings. He makes reference only to the grade levels and subject type with a percentage of responses to each question. For example, he says " 50% of the 3rd grade students did not like the English teaching techniques."

Although the attitudes regarding the value of student evaluation vary within the organization, from teacher to teacher, and from student to student, the principal says that the students are the intended recipients of the instruction and other cues in the classroom, and they may be the best judges of the learning context. Once again, the acceptability and usefulness of student input will be discussed under the second research question.

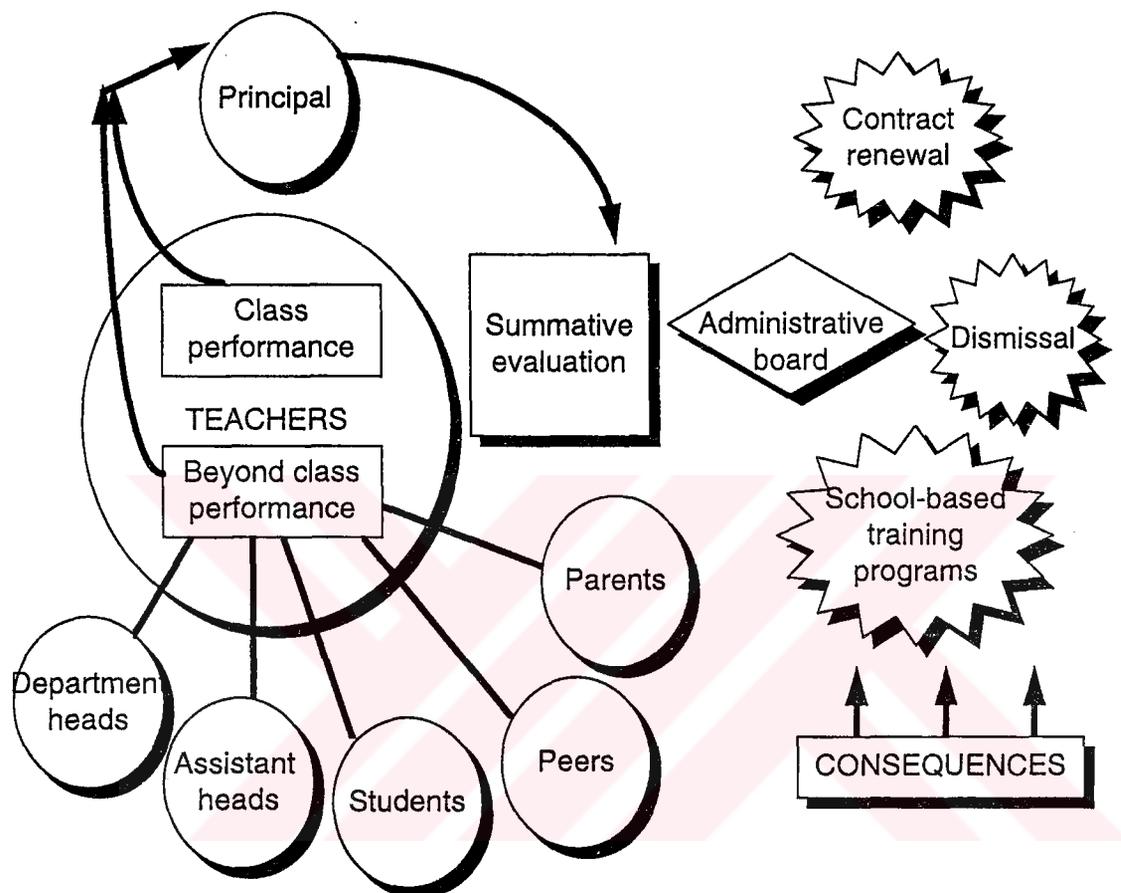
As for the potential information coming from the parents, the principal says that he does not take this information as a base for his evaluation of teachers. Most parents tend to present their complaints coming from an emotional outburst, but not their constructive criticisms about teachers. He emphasizes that the parents usually come to the administration to change their children's teacher, or to complain about the teachers

due to his/her unfair grading or treatment of their child. For these kinds of complaints he says he first listens to the teacher. Although there might be a misunderstanding between the teacher and the parents, this is a private school so they have the right to complain about the teachers.

As the literature suggests, there are multiple purposes for evaluation, which are generally divided into two major areas: formative evaluation, which is the assessment of teacher performance by an instructional supervisor during the academic year for the purpose of improving instruction, and summative evaluation, which is the assessment of the teacher performance by an administrator for the purpose of making decisions about tenure, retention, career ladder, merit increments and the like (Oliva, 1989). Although the evaluation system at the school seems to focus on improvement of instruction as one of its purposes, it aims ultimately to rid the organization out of incompetent teachers. School-based supervisory practices carried out at the school seem to be mostly summative and the supervision system is mostly designed for evaluating teachers for administrative purposes. The principal seems to be vested with organizational authority for decision making about staff, including teachers, department heads, and assistant heads. This is performed by writing annual assessment reports to the upper management consisting of the general manager, assistant general managers and the school owner.

As a result, with the information coming from all of these sources, the principal says that he writes two reports about the teachers (see Figure 12): one is to the upper management, the other to the Ministry of Education. The principal and the teachers believe, with the fact that this is a private school management, they are obliged to eliminate the weak teachers and maintain the qualified ones. The principal indicates that they need to keep the qualified and enthusiastic teachers who can contribute to the school improvement. He emphasizes that he only writes the report to the upper management and it is their duty to decide if they renew the contract with the teacher or not. As is shown in Figure 12, the principal also uses the results of the evaluation to identify the need for school-based training programs to improve the quality of teaching and learning context in the school. He indicates that the other report to the Ministry of

Education is a kind of form and it is filled out by himself for each teacher once a year. The questions in the form rate the teachers out of 100. The principal says if the teacher gets more than 80 for a few years then the teacher gets a 'thank you' letter, and one salary bonus from the Ministry of Education.



**Figure 12.**  
School-based Supervisory Activities

### Ministry of Education Inspection

In the Turkish Education system, all primary and secondary schools have to be evaluated by the Ministry of Education inspectors regardless of whether they are state or private institutions. The results of this study indicate that the ministry inspectors rely on simplified definitions of evaluation, procedures and processes that have remained

virtually unchanged on paper for years. The school also receives ministry inspectors regularly to evaluate teachers' performance and judge their conformity to state-specified curriculum guidelines.

The principal indicates that there are two types of ministry inspection: one for administrative performance of the school, which is held every three years and one for teacher performance, for which there is no specific frequency. As for the administrative inspection, the Ministry Inspectors last came to school two years ago. The principal and the assistant principals say that the area of inspection is mostly the school and its context, namely curricular policies; general organization and deployment of staff; composition and organization of the governing body; links with parents, outside bodies such as Ministry of National Education, Teacher Organization, Educational Department of Universities and other schools; the pattern of meetings with staff and with parents; school activities and routines, including calendar of events, assessment and recording systems, departmental reports, examination results, student-related paperwork such as 'dismissal papers' ; staff evaluation and development arrangements and arrangements for induction and probation; and lastly financial and management systems. The principal says that the inspectors come as a group and stay at school for 4 or 5 days and then write a report about the administrative performance of the school to the Ministry of Education.

Regarding the inspection for teacher performance, the subjects mention that the school had its last Ministry Inspection two years ago, and the interval between two inspections may vary in terms of the length scale and the content. Some teachers say they have had Ministry Inspection every two to three years, some every five years, some every eight years. Some teachers even mention that they have not been inspected in the last seven years. The variation is due to having different groups of inspectors for different subject matter. If one year Mathematics and Science Departments are inspected perhaps the following year it is English or Art Department's turn to be inspected.

In general, teachers indicate that when an inspector, for one particular subject, visits the school he/she has one meeting with the whole department and then

individual meetings with every teacher in the department. During the general meeting, he/she talks about the area of inspection, which is divided into two: inspection of required paper work and class performance observation. It is mentioned by the teachers that the inspectors want every single teacher to have a teacher file which consists of the required papers such as those required by issues of Ministerial Regulations Journal (Tebligler Dergisi); yearly departmental syllabus; daily plan; grade notebook; example of exam papers and their keys; examples of graded exam papers. At the general meeting with the department members the inspectors inform teachers about the number of class visits. The visit is two times for the ones who have experience less than five years and once for the ones with more than five year experience. During inspection they examine one lesson. They want the teacher to present a sample lesson which does not consist of either exercises in class or oral exam during the extent of the lesson. One Turkish teacher says that they have six hours in a week and divide their hours like writing, grammar, reading and understanding. However, the inspector asked them to present a lesson which shows examples of all these in a one- hour lesson. Teachers say that after this general meeting the inspector meets every teacher to decide on the best time to visit the class.

What the inspector does during the observation varies. The teachers say what they do depends on whether they are the subject specific inspector or not; their quality in the profession and their attitude in inspection. They indicate that if the inspector is not a subject specific inspector then he/she just observes the general atmosphere in the class such as the flow of the lesson, students-teacher interaction, and the teacher's ability to use different teaching techniques. It is emphasized by the principal, assistant heads, department heads and the teachers that the subject specific inspectors take into account the teacher's knowledge of subject matter and the quality of the lecture. Teachers say that the quality of the inspector is recognized when they are in class, not only by the teachers, but also by the students as well. For example, there are inspectors who interact with the class by asking common questions to the students at the end of the lesson. Contrary to this, there are those inspectors who sleep at the back of the class

during the observation. There are also inspectors who over step their bounds and teach the lesson to the students and insult the teachers in the eyes of their students.

As for the attitude, it is indicated that some inspectors let the teacher calm down beforehand by having a friendly talk, however, some of them treat the teacher with a very bossy condescending manner. This causes frustration and friction between the inspector and the teacher. One senior teacher says that some inspectors are polite and they enter the class with the teacher, however, some do not care and enter the class after the lesson has started. They do not consider that they might spoil the students' and the teacher's concentration.

Students find the Ministry Inspection more formal than the observation performed by the principal. However, they say both of them do the same thing: at the back of the class. During the observation, the subjects, teachers and students, say that inspectors sometimes seem to be writing things in a notebook while they are at the back of the class. However, the teachers say that they are not sure what the inspectors are writing since they have never been shown the final written report. Some senior students say that they do not believe "the inspectors are writing anything serious, they might just be doodling."

After the observation, the data reveal that teachers are not provided with any form of written feedback by the inspectors. However, they might be provided with some sort of oral feedback depending on the style of the inspector. Teachers explain that if the inspector is happy with the lesson he/she does not give much feedback. He either just thanks the teacher or leaves the class without saying anything. However, if he/she is not happy with what happened in the class, he warns the teacher on the weak points, which are, most of the times, related to simple procedures. Some of the teachers indicate that some inspectors have post observation meetings with the members of the whole department and talk about the weaknesses in general and suggest better ways to handle the lessons. For example one Turkish teacher says that they have had one hour 'reading' class which the students read novels, the inspector criticized this by saying that the teacher might not be objective in choosing the right books for the students.

The principal says that Ministry Inspectors follow exactly the same teacher performance evaluation procedure as they follow in the state schools. He further explains that before the Ministry Inspectors visit the school the administration prepares the “State Civil Servant’s Personnel Reports (T.C Devlet Memurlari Sicil Raporu)” for each teacher (see Appendix T). The report consists of two parts: the background information and the performance in teaching and administration. The school administration fills out the part for the background information for everybody including the assistant heads and the department heads, not only for teachers. When the Inspectors come to the school they collect these forms from the principal. After they evaluate the teachers the inspectors fill out the second part for teaching performance.

It is also indicated by the principal that the inspectors fill out the same forms for assistant heads and department heads for their performance in administration. However, he says that the inspectors do not permit the principal to see these forms after they have filled them out. He adds that the inspectors present these forms directly to their superiors at the Ministry. At the Ministry each teacher has a file where these evaluation reports are kept.

In reviewing the data that is examined by the Ministry of Education Inspector a copy of the State Civil Servant’s Personnel Reports (T.C Devlet Memurlari Sicil Raporu) has been obtained and is attached in Appendix T. The form apparently is a standard form that is used for the review of all civil servants. It is not a custom form solely meant for the teaching profession. Basic personal data is covered on the first page consisting of name, birth date, position, personnel number, first date in the profession, and date of employment within the Institution. The form also has a section on the first page to give the names of other institutions with which the individual being examined was employed within the last four years. The second and the third pages are divided into three sections, that being a section for the practitioner, a section for the first line supervisors, i.e., assistant heads, department heads and a third section for the personnel that intend to take foreign positions.

The first section which deals primarily with teachers (however, those department heads and/or assistants heads that also fill a teaching position will be

evaluated in this section as well as the second section) is based around 10 general questions that address responsibility and enthusiasm towards the job, the knowledge of the subject matter, oral and written clarity, effort toward self improvement, working ability within groups, objectivity, discipline, and their relationship with peers and superiors. The point total is 100. Failure to achieve 59 points warrants a negative assessment report.

The end product, whether it is a positive or negative assessment by the Ministry inspection, is cumulative of all assessments made within the given department. It is usually a general grade given to the whole department out of five and the written report filed with the Ministry of Education. This grade is announced to the staff at the general staff meeting by the principal.

One department head says that if any teacher gets a 'very good' report from an inspector this teacher is rewarded with a 'thank you' letter by the Ministry of Education and if this occasion is repeated for three inspections, the teacher is complimented by a reward of one additional month's salary.

To sum up, the Ministry of Education Inspection held at the school does not go any further than checking a few required documents and observing teachers once or twice in the classroom setting. The emphasis tends to be on providing teachers with a statement of where they stand or how they compare with other teachers, rather than on description of the kinds of things they are doing and how that data might be used to enhance or improve their performance. There appears to be little feedback for the teachers, especially in the written form. The quality and training of the inspectors is questionable as pointed out by the statements received from the teachers, assistant heads, department heads and the principal.

### **Administrators', Department Heads', Teachers' and Students' Perception of the Supervisory Practices in terms of their Strengths and Weaknesses**

This section presents the perceptions of the study participants regarding the effectiveness of supervisory practices carried out at the school. The perceptions of the

supervisory practices in terms of their strengths and weaknesses by administrators, teachers and students are presented in two subheadings: effectiveness of school-based supervisory practices and effectiveness of Ministry of Education Inspection.

### **Effectiveness of School-Based Supervisory Practices**

The data reveal that almost all the subjects, except one teacher, find the concept of school-based evaluation perfectly acceptable for various reasons. Most of the reasons are the natural results of being a private school, which makes the administration feel obliged to answer the high expectation of parents for the success of their children. Administration believes that they need to attract their customers by providing quality education. In order to have quality education, effective teachers are a prerequisite. Similarly, teachers agree that to satisfy the expectation of the parents the management needs to first recruit knowledgeable teachers, and then assess the performance continuously in order to both maintain the effective and highly qualified teachers and give training opportunity to those who are apt to eventually become effective teachers.

One teacher says it is a mutual agreement between the teachers and the administration that the school provides the teachers with necessary conditions for the quality education, such as, a supporting and accepting environment and training opportunities. In turn the teachers provide the students with the quality instruction. She adds that “for the administration to make this process work they need to give the teachers the feeling that they are controlled. As a cultural norm we are not used to evaluating ourselves and if we realize that we are not controlled we tend to take it easy.” The principal further indicates that the administration controls the teachers to improve the standard of learning and teaching context at the school.

One senior teacher says that evaluation by the administration works in two ways. First, there is an understanding that nobody can do any job perfectly. Everybody needs to be given feedback on the jobs he/she is doing. This feedback should not be thought of as something negative. Teachers should take advantage of this opportunity

and try to improve themselves. Second, if someone is doing the job right, then his/her performance should be recognized by the administration. On the contrary, one teacher who resents evaluation says that as long as the teachers are selected carefully and are trained through a quality program, there is no need for an administrative evaluation. She adds that “each teacher should have a sense of self-evaluation. We do not need to be evaluated by others, except students who can give the most reliable data about what is going on in class.”

The study subjects, with the exception of the one mentioned above, seem to generally agree that the evaluation of teachers’ performance in any supervision system is perfectly acceptable and needed. However, they have serious concerns about the way the evaluation is performed and how it is used in the supervision process. In general, almost all subjects criticize the supervisory activities in terms of the following aspects:

- clarity of the purpose in teacher evaluation,
- criteria and instruments used for evaluation,
- way the class observation is conducted,
- feedback and reinforcement presented to the teachers,
- reliability of the evaluation,
- effectiveness and the efficiency of the supervising person, and the relationship between the supervisor and the teacher, and
- student and parents evaluation used for as part of teacher evaluation.

### **Clarity of the Purpose in Teacher Evaluation**

As for the clarity of the purpose of the evaluation, the teachers say that for an evaluation system to be successful, it must present a consistent attitude and approach. This approach should state what the evaluation system can be, can do, and tell what is its ultimate purpose. The principal explains that the primary aim of the evaluation system in this private school is to improve the teaching quality. This improvement is achieved first by supervising the teachers continuously, second by helping the ones who show promise of future improvement of the educational system in the school. In contrast, the teachers argue that there is a contradiction in the purpose of the evaluation. They content that the school employs a ‘watchdog’ approach to evaluation, which is traditional in its methodology. This traditional approach is similar to what

McGreal (1983) presents, a constant eye on the actions of the teachers. Therefore, the very nature of the system is summative, which has the tendency to promote the use of the evaluative data gathered for administrative decision making staffing decisions. They add that if the primary aim was to improve the quality and effectiveness of the classroom instruction, the system and its parts would then be developed in such a way as to clearly complement the stated purpose.

### **Criteria and Instruments Used for Evaluation**

Parallel to the clarity of the purpose of the evaluation, the teachers complain about not having a standard criterion in terms of

- who is to be evaluated,
- what is to be evaluated and
- what kind of instruments are needed for the evaluation.

The principal says that there is not a written set of criteria or any instruments used for teacher evaluation. Even the Ministry of Education does not have a consistent system. He adds that he explains the criteria at the staff meetings and reminds the teachers by which criteria they will be evaluated. One senior department head indicates that the untenured teachers are given a written criteria for evaluation, however, tenured teachers do not need a criteria since they are supposed to know what is evaluated.

On the whole, the teachers indicate that these staff meetings are not informative in terms of evaluation criteria. They say that they assume the invisible criteria by their common sense or after working long enough at the school to know the standards. From these assumptions they act accordingly. These assumed minimal standards are primarily administrative or personal in nature. They may adhere to school policy, appearance, professional attitude, personal relationships with other staff, students, parents and/or other community relationships. The teachers further feel that the administrators could assess them by informal and nonobtrusive methods. However, they consider that by not being written, there is a license that allows the administrators to interpret the standard as they wish. They point to the fact that there are teachers still

employed at the school who violate even the minimal standard requirements. By the lack of definition and failure to enforce known standards, conjecture on the part of the teachers points to relationships beyond the school doors. One assistant head shares the same concern by saying that she sometimes has “a hard time while answering the teachers’ questions related to the criteria. For example, the administrator sometimes does not renew one teacher’s contract and his/her colleagues question the reason why. What are the criteria? The assistant head further adds that she refers them to the principal for clarification since no written criteria exists.

Likewise, the department heads find that there is a lack of review policy when it comes to their evaluation. For example, one department head approached the principal asking how he evaluates her position. Rather than being faced with explaining the criteria, the principal avoided the issue and complimented her performance, giving no reasoning or method by which he based his comments. His approach was that “no news is good news”. Based on this approach she would only hear from the principal if there was something wrong. As it was, he termed her attitude as being “a sister or a mother” to the rest of the department members.

Another department head indicates that she has rejected writing a report on the performance of the department members. She points out that she does not have a job description requiring her to do so, adding that it is a big responsibility to write a report on teachers. She states that before she could write such a report she would need a standard set of criteria on which it could be based.

In general, teachers believe that even if they behave according to the assumed common sense criteria it is not the objective to evaluate the teachers regardless of grade level, subject matter, ability levels of students, experience, training, physical settings and so on. There is a common consensus among the teachers interviewed that a given criteria should be established by which evaluations can be made. However, they argue that any wise individual can see that this unwritten criteria tend to address relatively general areas of competence, deal with ambiguous definitions, and address a number of characteristics or traits. There is virtually no evidence to support their impact on students and what they learn in school. Hence, they say they believe this ‘watchdog’

attitude promotes the notion of a system designed primarily for administrative purposes. By being of a nondescript manner, it is felt that time and energy of the supervisors and teachers is directed toward relatively unproductive areas. For example one teacher says that by not complying with the recess duty rules he does not feel that this should be construed to show him as being a 'bad' teacher. Finally, it is felt by all interviewed that some policy would be better than no policy.

### **The Way the Class Observation is Conducted**

Another concern mentioned by the subjects is the way the class observation is conducted. The problem of establishing an appropriate relationship between the supervisor and the teacher within the evaluation system is difficult and often exacerbated by traditional sense. In the literature, most often the supervisor acts as a part of the instructional improvement system and is presented as a cooperative, nonthreatening experience occurring between two consenting adults. Suggestions and recommendations for supervisory activities like conferencing styles, goal establishment, teaching behaviors, data collection methods, level of involvement, and future personnel contracts are arranged with the concept that they are mutually beneficial, and in a collegial relationship. However, the results of the data draw ambiguous pictures of the school. Most of the teachers say that no matter what is said in the philosophy statement about evaluation, they are relatively passive participants in the process. The principal determines when visits will be conducted without asking the teachers. Visits to the classes are conducted without advance notice or information. The data coming from the interviews and the critical incidents show that the principal also keeps the information gathered by himself and completes the documentation himself. He also does not share the results with the teachers.

However, the principal says that he prefers unstructured visits to the classes to see the natural atmosphere of the teaching and learning context. He indicates that if he informs the teachers beforehand they might put extra effort to present a better lesson, they might inform their students to behave accordingly, or even they might teach the subject they themselves and the students know the best.

Only a few teachers agree with the principal on this approach. Others do not. They say that it has to be accepted that they have a long tradition of the autonomy of the class and having an outsider during class observing and sometimes just doodling spoils their lesson. Even highly competent teachers may be persuaded to wonder whether their lesson plan is a correct approach. The data reveal that there is always the element of stress for both students and the teacher in the classroom observation process. This is due to the status of the observer and the importance of the occasion.

Some of the teachers argue that the principal and some teachers might believe that unstructured visits will both ensure that the lesson is natural and will relieve tension. However, they explain that there are many occasions during the school week when a lesson may be low-key, but still accepted to be effective. Given the unstructured visit of the principal to the class setting, rather than a natural class, for all parties, teachers, students and the principal, an artificial setting will occur. In over-reacting to the presence of the principal, the teacher may feel it necessary to take a center-stage approach. This situation will be sensed by the students.

One teacher states that the principal should realize that his nonintrusive monitoring and physical presence modifies the setting and result in false impressions. He further clarifies that at one time the school used microphones in the classes to monitor instructors' presentations. Even though this is unintrusive, as the teacher expresses it is 'unethical,' this method gave distorted results due to students being aware of the monitoring by microphones.

One department head presents another argument by saying the students see their teachers as a respectful myth in the class and when the principal comes and observes him/her, the students, especially the junior ones, do not feel good about it.

From the perspective of the students, they do not believe that it will make any difference whether the principal comes to the classroom either unannounced or announced. They feel that they have to behave accordingly in either situation. The teacher, as they see it, will treat them based on their performance and behavior during the visit. Therefore, students especially senior students, indicate that it is inevitable that both they and their teachers change their behaviors in the positive direction during the

observation. They say when the principal visits the class for observation everybody listens to the teacher very carefully and the teacher puts all his/her effort to teach effectively but when he leaves the class everything just reverts back to the old setting again. Almost all students say that the principal does not stay long enough in the class to understand what is actually happening. They say that he just sits at the back of the class and does not interact with the students.

### **Feedback and Reinforcement Presented to the Teachers**

Another criticism made is about the feedback and the reinforcement presented to the teachers, namely reinforcement after the class observation and reinforcement given as an overall performance evaluation. As for the appropriateness of the reinforcement after class observation, in the literature, regardless of the choice of any evaluation model whether it is clinical or traditional, it says that the teacher needs the assurance that time is being made available reasonably near to the lesson observation for a discussion of the outcomes. It is argued that it is irrelevant whether the lesson has appeared to the observer to be trouble free or to raise a multitude of issues: the teacher's needs do not necessarily equate with the observer's perception (Poster, 1991). The administrators and the teachers draw an ambiguous picture compared with what is said in the literature in terms of their perception of the reinforcement following the evaluation. Concerns mentioned by these two groups of subjects actually fall into the same two categories: feedback just after class observation, and the reinforcement coming after the summative evaluation.

For the feedback after the class observation, the principal states that he provides some feedback to everybody in his or the assistant head's office or at the general staff meetings. He explains that during this postobservation meeting he emphasizes the positive points and then the areas in which the teacher needs to improve.

There is also a group of teachers saying that the principal gives them feedback and suggests better ways to improve the instruction in class. However, a large group of teachers complain that they do not get any feedback from the principal. They actually say that if the principal is satisfied with the teacher's performance in class he does not

give any feedback. He sometimes just thanks the teacher or leaves the class without saying anything. They further add if he is not satisfied, he calls the teacher to his office and talks about the performance.

Some of the teachers feel insulted since he does not say anything about the class observation and they do not want to go and ask about it. One senior teacher says that she believes that she is an effective teacher and she wants her performance to be recognized by the administration. Therefore she expects the principal to provide individual feedback, not only on weak points, but also on strong points as well. She explains that at the general staff meetings the principal usually talks about the problems in general and the person who is causing the problem is usually already irresponsible, then he/she does not care about this warning.

In general, the data coming from both the interviews and the critical incidents reveal that, even if it is criticized as not being constructive, there is some sort of oral feedback. However, there is no written feedback shown to the teachers. The principal argues that he is in favor of being open, but as long as he provides oral feedback, there is no need to show a written document to the teachers. He believes when people see their weak points on a piece of paper they get disappointed and their attitude and performance may decrease.

On the contrary, almost all teachers expect individual oral and written feedback, rather than anonymous examples at the general staff meeting.

The data reveal that contract renewal seems the only reinforcement on the teachers' side although the principal says that they have given plackets to the teachers who have shown high performance in terms of extra-curricular activities during the academic year. The principal says that his final overall performance report should not surprise any teacher. He says that he warns a teacher several times during the year of not meeting the required standards.

On the other hand, teachers, department heads and assistant heads explain that the contract renewal time is the most frustrating time of the year since without feedback they cannot guess what will happen to them. For example one department head says that she has seen teachers start smoking at the end of the term until their contract is

renewed. She indicates that the administrators renew the contracts in June and if a teacher's contract is not renewed he/she has a hard time to find another job. This is due to the fact that by that time all the other schools have finished their staff arrangements. One teacher mentions that this attitude towards evaluation causes unavoidable competition among teachers. However, he says that this competition is only based on having a place in school and not for a higher salary or incentives. The principal says that the school does not have a merit system. He argues that it is a very sensitive issue and, to have a system such as that, the standards should be very strictly identified.

In general, the data indicate that as a result of this type of administrative judgment, the principal/teacher relationship often deteriorates causing both individuals to question the value of the procedure and the purpose it serves. It is emphasized that attitudes towards the evaluation system become so negative and emotional that there is virtually no chance of the evaluation having a positive effect.

### **Reliability of the Evaluation**

The reliability of the evaluation is brought up as a criticism by the subjects. The reliability is discussed in terms of the number of visits held by the principal to each class, the duration of the visits, the criteria and instruments used for evaluation, and filing of the documents. Although the principal says that he observes each teacher at least once each term, considering the number of teachers, around a hundred, it is more than one individual can handle. Teachers actually say that they are aware of this fact, and they assume that the principal has other priorities to be performed. Their main concern is that, even if the principal could observe them once every term, he still could not get the whole information about a teacher. The second criticism is the length of time spent in class. Even students argue that the principal stays in class for only about 20 minutes. They say that this is too short a period to catch the flow of the lesson and to understand the effectiveness of the teacher's performance. Moreover, teachers believe that without having a standard criteria and evaluation instruments it is unlikely to be able to say that this method can be objective. Lastly, although the principal says that he takes notes department heads, assistant heads and teachers indicate that the

principal takes sparse notes and, even if he does, it would be difficult to handle adequate information about all staff in the school.

### **Quality of the Supervisors and the Relationship with the Teachers**

The quality of the supervisors is mentioned as being important in any evaluation procedure. The school principalship has been the subject of hundreds of studies over the past 30 years. During the last decade, the importance has centered on the principal as an instructional leader, who is accountable for the academic achievement of the students. He has the direct responsibility for improving instruction. Learning rests in the hands of the school principal. However, more recently, it is suggested that there should be a diminution of the principal's role as an instructional leader. Discussion of these efforts usually reflect a political orientation and a concern for authority and power, with either teachers or the principal seen as appropriate leaders. No matter whichever direction this discussion takes, the principal's role is still in delivering quality education and has long been recognized as an important organizational characteristic of schools. Similarly, the studies having tried to find an answer to the question 'What does an average principal do in an average school?'. The studies have fallen into two categories in the literature (Hoy and Miskel, 1987; Hendrix and McNichols, 1984): those that have focused on the general role orientation and those that have focused on the individual tasks or dimensions of the job. However, a wise person would see the picture of the interactive nature for these activities. The principal functions as the building manager providing the foundation for the operation of the instructional program and in the same way providing effective instructional programs, thereby, affecting the building management functions of the job.

Recently, NASSP (the Principals Assessment Center of the National Association of Secondary School Principals in the US) has aimed at determining the extend to which participants possess skills needed to succeed as a principal. In 1995, the center published an assessor's manual which has four groups and twelve dimensions. Those dimensions are administrative skills, namely problem analysis, judgment, organizational ability, decisiveness; interpersonal skills which are

leadership, sensitivity, stress tolerance; communication skill (verbal and written communication); and other dimensions such as interests, personal motivation and educational values. No matter which direction this discussion goes, in this sense, the principal's role of delivering quality education has long been recognized as an important organizational characteristic of schools . How the principal allocate discretionary time to the various tasks should be the center of the debate.

The quality of the supervision, the principal, assistant heads and department heads carry out in the school can be examined in two broad categories: leadership qualities; and serving as instructional resource.

The data reveal that almost all teachers believe that supervisors, the principal, the department heads and the assistant heads should know the importance of their position. They should present good role models in teaching and learning context in terms of their dress, behaviors and knowledge in their specific area. The teachers expect especially the principal, the department heads and partly three assistant heads to have certain leadership qualities which are identified in two groups: personality traits and administrative skills. They indicate that they want to see supervisors as assertive, cooperative, decisive, dependable, adaptable to situations, alert to social environment, energetic, persistent, tolerant of stress, approachable, mature, understanding, willing to assume responsibility, ambitious and achievement oriented.

These findings show that it is easy for the teachers to observe these qualities with the department heads and the assistant heads since they have more chance to work together. Teachers say that they believe that their principal has these qualities as well, the problem is he does not make himself visible enough at the school. Teachers add that "he is at the school but we do not see him much in the corridors or at the department or teachers rooms. We know that he is in his office, which shows us that he is the authority, but we want more than this." For example one teacher explains that last year the principal attended the school-based in-service training with them, which made them happy. As for administrative skills, the principal is expected to have the skills such as:

- communication skills
- leading, administering and managing the school
- assessing students' needs to implement and evaluate educational programs
- providing for public relations with the school community
- ensuring communication and feedback; supervising the staff, and evaluating individual's performance based on criteria and standards
- making direct observations and providing specific feedback to the staff to encourage continuing improvement in performance
- demonstrating commitment to students, employees, patrons, and the educational program
- establishing an environment of trust and promoting a positive climate throughout school
- providing structures and processes for school-based decision making to permit the staff, students, and parents to participate as appropriate in developing and accomplishing school goals
- encouraging staff development
- administering a cocurricular program for students based on their needs and interests
- communicating and cooperating with other administrative units to achieve the National Education goals.

The subjects interviewed believe that the principal has these qualities with the exception of evaluation methodology and feedback. He also needs to address the contract renewal policy, mentioned in this chapter.

Similarly, teachers openheartedly explain that their department heads are protective of the group members and have organizational ability. They mention that the department heads and the assistant heads have the ability to plan, schedule, and control the work of others. Moreover, it is mentioned that they present the ability to deal with a volume of paperwork.

Almost all teachers mention that the supervisors, especially the principal, must be an instructional resource in that, they should be more experienced than a teacher in terms of the knowledge of subject matter, educational psychology, child psychology, techniques in teaching and so on. The data reveal that the teachers definitely want the principal to know English, since it is an English medium private school. The teachers who teach their lessons in English strongly emphasize that when the principal visits the classes he just tries to get the gist of the lesson as he does not know enough English to

fully comprehend the lecture. For example, one science teacher says she should respect the expertise of the principal, however, when he comes to the class the principal just listens and after the lesson he does not even give feedback. She adds he can not give feedback on the knowledge of subject matter as he does not understand what she has taught in class. She criticizes that the principal does not even ask what she is going to teach beforehand in order to get some idea of the topic.

On this issue the principal admits that he did not receive education in English, however, he has tried to learn some English. Moreover, he emphasizes that if a teacher is hired it means he/she has the relevant education background on the subject matter. He, further adds, his primary focus is not the subject matter knowledge, but on the other teacher qualities while evaluating teachers' class performance.

Another teacher indicates that he must have confidence in those to whom he turns for help, in this case the principal. He makes his point stronger by saying that the teachers improve their knowledge and teaching skills by attending the in-service training programs. In turn they come back to school from these courses and are evaluated by the principal, who has never been appraised of these recent changes.

One senior teacher looks at the point from a different angle and he explains that the principal has two roles: a helping role and an administrative role. Within the helping role he is supposed to coordinate instructional programs, assist in the orientation of new and beginning teachers, assist in the development of curriculum guides and other publications, develop and prepare new instructional media, assist in the evaluation of school program, visit the classes, teach demonstration lessons, and hold individual conferences with the teachers. As for the administrative role, he is supposed to handle many routine administrative duties. He indicates that the principal is actually mostly administrative head in this school. Even when he visits the class it is still administrative not in a helping role. He explains that "if the principal plays a 'helping role' in this school, then it is unlikely he could administer a school this big. Further, it is unlikely for the principal to have knowledge in each subject matter." He says that he has worked for the Ministry of National Education a number of years and it is the responsibility of Ministry of Education Inspectors to evaluate the knowledge of

subject matter. They are the subject matter inspectors. He admits that this is a private school and the principal shoulders a great deal of responsibilities including an overlap with the Ministry Inspectors.

In support of the department heads points, the teachers also see the principal in more of an administrative role and the department heads in the supervisory role. The teachers believe that their department heads are experts in their field and they create a very friendly, and constructive climate in the departments. One assistant head states a similar opinion:

Department heads should definitely be experts in their particular subject. By being so, they can help the teachers prepare the course syllabus, lesson plan, and exam questions. The teacher in many instances must rely on the knowledge of the Department head. They need to either know the right answer to the question, or otherwise know where to find the answer.

### **Formal Teacher Evaluation by Students**

The last point criticized about the supervision system at the school is the formal teacher evaluation performed by students. As mentioned before in this chapter, each term students fill out a teacher evaluation questionnaire prepared by the school counselor. Almost all teachers criticize this evaluation being performed by students. However, their criticism vary. There is a small group of teachers who say that students can definitely not evaluate their teachers due to various reasons. Some of these reasons are related to the maturity level of students, the objectivity of their evaluation, and the level of their knowledge in a particular subject. However, there is still a large group of teachers who say that the idea of asking students to evaluate their teachers is perfectly acceptable since the teacher and the students are the only participants in the learning experience and teaching context. What these teachers criticize is the format and the content of the questionnaire.

The first group of teachers, who says students can not evaluate their teachers, say that their students do not take these forms serious and even if they take them

serious, the students are not mature enough to evaluate their teachers objectively. For example, one teacher explains that the students evaluate their teachers according to the grades they receive since grades are very important for the students at this age. He adds if the student gets nine from a teacher this teacher is very effective and competent in the eye of the student, but when he/she gets low grades the teacher is not effective at all. They tend to blame a low grade on the failure of the teacher not on their failure.

Another teacher makes the point clearer by saying that it is the matter of motivation level in each class. In one class the teacher might be very effective due to different reasons, such as the homogeneity of the class, but in another class the techniques he/she used might not work and students might evaluate this teacher in the negative direction. Another senior teacher explains that students at high school level are very emotional because of the nature of their adolescent period. Due to this fact they can not judge the behaviors in the class objectively. For example, if a teacher calls the students to the board he/she might think that the teacher is mad at him/her and doing this just to punish him/her. On the other hand another student might think that the teacher is not calling him/her to the board on purpose because this teacher is mad at him/her. It is mentioned by one teacher that “as another example of emotional insecurity within the students, one needs only to consider the example of a student who has been scolded by a teacher and always thinks that the teacher is consistently mad at him/her.” In many instances the teacher may not even remember the specific incident, however the student may never forget the incident.

Another concern mentioned by the assistant heads, department heads and the teachers about students’ evaluating their teachers, is the level of students knowledge in particular subjects. One assistant head emphasizes that there are questions asking students to evaluate their teachers’ knowledge about the subject matter. She says it is unlikely that a student can do this since the students cannot know more than the teachers on the subject matter.

Some teachers, who are in favor of student evaluation, explain that the school counselor has prepared these questionnaires without obtaining suggestions from teachers. The format and the content of the questionnaire are therefore, open to

discussion. One teacher says that “the questions are ‘yes-no’ type of questions which do not allow the students to explain why ‘yes’ or why ‘no’.” Secondly, the questionnaire is asking general information about all teachers regardless of the subjects and teachers. Therefore, “if the student answers ‘no’ to the question ‘Do you learn the topics in class?’ What if this ‘no’ means an ambiguity in the question. It might mean that this particular student has not learned all the topics in one lesson or he might not have learned any of the subjects in the curriculum or he might have learned some of them or so on.”

On the contrary, most of the students, especially all senior students explain that they can evaluate their teachers in terms of their knowledge in the subject matter area and their effectiveness in class. As an example of students’ evaluation of their teachers’ knowledge, one senior student states:

One teacher has been transferred from the middle school to our high school. He has taught so long at the middle school without improving himself. My friends and I have realized that his knowledge is not up to our level. In fact we know as much about the subject as he does.

Students agree that the questionnaire is designed poorly in term of the format and the content. However, their concern is different from the teachers’. Some students are afraid to evaluate the teachers even with this questionnaire, even though it does not ask the name of the lesson and the teacher. They emphasize that although the forms are filled in during class time when the counselors are in class some teachers come and ask why they wrote negative things about the teachers. The students, further add, that some teachers have reverted to using their own evaluation form. However, after the students reply to the teachers’ form, in what they consider to have been objective manner, the teacher is disappointed with the results.

The students believe that neither the counselors nor the teachers take these forms seriously. They indicate that even if they try to evaluate their teachers objectively nothing changes, and they are not informed about the results. Therefore, they emphasize that these forms are useless on their side and they do not write the truth

regarding the teachers. The students repeat their fear of bad treatment if they honestly respond to the questions. Interestingly, the principal, department heads and the assistant heads share the same concern that the questionnaire is not effective in terms of the format and the content.

Parental involvement is seen by the administration and staff only to occur when they have a problem with a teacher and, therefore, lend little credibility to the periodic and nonscholastic judgment by parents. These visits are seen as informal “chit chats” that are used only to placate the parents as outside stakeholders.

In summation, it can be said that there is a consensus between both practicing educators and imminent educational literature as to the need for a teacher evaluation system. It is also a shared belief by all of those subjects interviewed that a teacher evaluation system needs to be an integral part of the tools by which effectiveness in the classroom is gauged and achieved. They further believe that only a school based assessment system can perform an effective teacher evaluation. They see it as solely the responsibility of the school administration for implementing the system by which improved teaching standards and teaching context can be achieved. The teachers’ philosophy regarding evaluation is that they are relatively passive participants in this process.

As Oliva (1989) points out, no aspect of teaching can be more threatening to teachers than evaluation of their performance and no aspect of the administration can be agonizing for a conscientious administrator than evaluation of a teacher. The ‘watchdog’ approach, as some of the teachers interviewed choose to term the current evaluation process, is seen as being intrusive. They also see the system designed primarily for administrative purposes such as contract renewal.

In regards to the casual class visit Poster (1991) states:

The old method of walking through classrooms and occasionally shadowing the timetable of a particular teaching group are a poor substitute for the rigor of a structured attempt to improve the learning of pupils and the professional development staff (pg. 51).

In line with this statement, the interviewed teachers point out that the unstructured visits by the principal to the class creates an artificial setting and false impressions of the situation. It is also strongly noted that the teachers definitely want the principal to know English since it is an English medium private school. For his evaluation to be relevant his understanding of the context is needed.

In reinforcement of Oliva (1989), the principal/teacher relationship during evaluation periods has a tendency to deteriorate causing both parties to question the value of the current procedure and the purpose it serves. Conjectures and rumor, rather than fact and reason, undermine the evaluation process. The evaluation system has become so negative and emotional that there is virtually no chance of the evaluation having a positive effect.

In various studies the principal has been viewed as building manager, administrator, politician, change agent, boundary spanner, and instructional leader (Hendrix and McNichols, 1984; Hoy and Miskel, 1987). Most of the teachers and department heads interviewed agree that principal should have two prime roles, that of a helping role (instructional leader) and an administrative role. By the data gathered, it would appear that the principal is fulfilling the administrative role. Whereas, the department heads are seen as creating a constructive climate in the departments. They are also consulted as experts in their field. The teachers portray them as nurturing a friendship between all of the members of the staff. It can be said that they are the helping role within the school.

Regarding the issue of student involvement in the evaluation process, teachers have expressed that it is perfectly acceptable since the teacher and the students are the only participants of the learning and teaching positions. The prime concerns are the student's objectivity due to their immaturity and the format/content by which the questionnaire is being presented to the students. Given a careful review of the these two concerns, a balance could be achieved by which constructive data is gathered.

Very little is said by anyone interviewed regarding the role of the highest stake holder in the system, that the parents should have in teacher evaluation.

Finally, as stated above some policy would be better than no policy. All people involved, the principal, the department heads, and the teachers show concerns in regards to evaluations but there is divided opinion as to what should or even what could be done to bridge this gap.

### **Effectiveness of the Ministry of Education Inspection System**

The Ministry of Education believes that each child has unique educational social and emotional needs that require quality instruction by all staff members. Therefore, the Ministry of Education Inspectors, as being professional employees in the Ministry have the responsibility to see if the needs of the students are being met. It is explained by the Ministry that one way to meet this responsibility is to have a teacher evaluation procedure that is designed to improve the quality of instruction. The explanation made above sounds perfect to anybody no matter if he/she is in education or not. However, the data reveal that it does not work like it is written in actual learning and teaching context. The system is criticized as having

- poor quality inspectors,
- being judgmental, and subjective.

### **Poor Quality Inspectors**

Almost all teachers indicate that the Ministry of National Education inspectors are incompetent. Although they are subject specific inspectors they do not have enough relevant knowledge in the subject matter by which they evaluate the teachers. Furthermore, they do not know enough English to follow English medium lessons. For example, one Biology teacher says that the inspector came to observe her in class yet he did not know any English. She adds she is not sure what he evaluated. Another senior teacher says:

I had some colleagues who did not know how to fill up their Turkish grammar class for even 6 hours of study in a week. One of these same teachers became a

Ministry of National Education inspector and was required to evaluate my performance. How can I trust such a system that is supported by incompetence.

Especially English teachers explain that most of them have attended in-service trainings and are aware of the recent improvement in the field, however, since Ministry inspectors are not seriously interested in the profession they are out of date in terms of teaching techniques. Another senior teacher indicates that he has seen “inspectors fall asleep in the back of the class” and he and the students held the lesson “by whispering not to wake him.” It is also indicated that some of the ministry inspectors dominate the discussion during evaluation, since the system encourages high inspector / low teacher involvement. One teacher emphasizes that inspectors do not even present a professional appearance, which would make students and the teachers respect them. Their attire is inappropriate for their position, further personal hygiene plays a role in the demeanor of an educated person. Lastly, it is mentioned that it is not only the competency problem. The system does not have enough inspectors.

### **Being Judgmental and Subjective**

The data reveal that the teachers see the ministry inspection ‘judgmental’ in nature. It is explained that the inspectors come to class with biased ideas about teaching. First of all, when they come to school they gather information about the teachers from the principal and in some cases from the assistant heads and department heads. Secondly, one teacher says that “the inspectors have a set of criteria in their minds which is stated usually in the form of traits, characteristics, styles or behaviors that constitute what is important for the Ministry of Education.” He explains that “the problem is this criteria usually emerge from an evaluation committee in the Ministry of National Education who have the same judgmental attitude about learning and teaching context.” Therefore, there appears to be a conflict between the teachers’ and the inspectors’ concept of evaluation. One teacher presents his concern by saying “it is unlikely that an inspector would like a lesson; they always find something negative to say.” He adds “It is inevitable that the teachers are discouraged as a result of this

process.” Another senior teacher emphasizes that “the inspectors are so-called perfectionist. That is why they criticize everything and anything.”

It is emphasized that the teachers do not believe in the Ministry Inspection system since recently the inspectors evaluate the teachers according to their political preferences. Even, one senior teacher says that the inspectors were more knowledgeable in the past and she can not see this kind of inspectors in the new generation. She shared one of her experience by saying that when she was at her early years in teaching one inspector gave a sample lesson to all the department members, which helped them a lot. She emphasizes:

To improve something there needs to be an efficient feedback system however, today’s inspectors evaluate judgmentally and advice the teachers to do this or that in general at the post observation meeting, which is not held with all the department members. The inspectors do not place any effort or importance on improving the instruction.

Almost all teachers say that they consider the Ministry Inspection system as being ‘subjective’ due to the way it is carried out. The teachers explain that the inspectors evaluate the teachers’ class performance and the minimal papers, such as the required issues of Ministerial Regulations Journal (Tebligler Dergisi), yearly departmental syllabus, daily plan, grade notebook, example of exam papers and their keys, and examples of graded exam papers. One teacher says that the inspectors place even more importance on these papers than the in-class performance of a teacher. He adds if the teacher is missing any small piece of these documents he/she is criticized seriously by the inspector. As for the class performance, it is indicated that they disturb the class dynamics, which irritates the teacher and the students. One teacher emphasizes that “what the inspectors see is not the natural learning setting and the teaching context, since they observe each teacher only once or twice during the teachers’ tenure in the profession and the evaluation is seen as only synonymous with minimal observation.” Therefore, most of the teachers believe that Ministry Inspectors

can easily be cheated. For example, one teacher openheartedly says that “if a teacher wants, he/she can present a very different image in the 40 class, which is supposed to be acceptable by the inspectors. He/she might prepare a very attractive lesson that is parallel to the inspector’s assumption.” One department head shares the same feeling and she says that “inspectors cannot judge the teacher within this short time and that is why the school has its own school-based evaluation system.”

Most of the students agree that their class atmosphere changes when the inspector comes to see a class session. For example one senior student says that “suddenly the teacher becomes the most friendly, knowledgeable person in the world; the most hardworking students are asked questions; unexpected type of praises are provided; everything is just nice and smooth in the class.” Another group mentions that they sometimes dare to ask the teacher why they cannot have the same lessons which is presented when the inspector is in class. Lastly, the principal and assistant heads have the same concern that inspectors cannot evaluate the teacher after only one or two observations

To sum up, the Ministry of National Education Inspection system is considered by all those subjects interviewed as being unsuccessful and of poor quality. They further feel that, since it is a compulsory act, the Ministry should take immediate and reliable precautions to insure that those inspectors who do represent the Ministry of National Education are competent and knowledgeable in what ever subject area that they inspect. The primary goal should be to maintain high standards for the sake of the public, the teachers, the students and even the inspectors themselves. The inspectors should be familiar with the latest teaching techniques and up to date data regarding the particular subject being addressed. Further, it might be wise to explore the effectiveness of the school based evaluation system.

## **Impact of Supervisory Practices on Teaching and Learning Process, Teacher Development, and Overall School Improvement**

The data, coming from the interviews and the critical incidents, below presents the impact of the supervisory practices on teaching and learning, teacher development and overall school improvement under two subheadings: school-based supervisory activities and Ministry of National Education Inspection.

### **Impact of the School-Based Supervisory Activities**

As is mentioned in this chapter, school-based supervisory practices are carried out mainly by the principal and partly by the assistant heads and the department heads. As for the necessity of these practices, all the teachers, department heads, assistant heads, students, and the principal admit that they need a supervision system to assure quality education in the school. It is explained that the teachers in one institution are like the stones at the base of the house so they need to have expected requirements to carry the load above them. Therefore, they should be given special care to be maintained as a strong foundation. Through out the evolution of education, supervision has always been seen as a continuing and necessary monitor of teachers. Oliva (1989) emphasizes the need of supervision by stating:

The supervisor, in a sense, is like a preacher who strives to make his or her parishioners into sinless beings. When all churchgoers have reached this happy, utopian state, the need for the minister will have been obviated. Since, it is not likely that all humans will achieve this state of sinlessness, however, the task of the preacher will not be relegated to obsolescence.

It is indicated that by the fact of this being a private school greater sensitivity must be given to meeting minimum teaching requirements. These reasons are discussed elsewhere in this chapter, such as the inevitable competition in the private education sector to attract the customers-parents, development of school programs and methods

of instruction to keep pace with the changing time. Although those people interviewed felt that the current school supervisory practices did not exemplify good supervisory practices, the data represent three different perspectives in terms of the impact of supervisory practices on the learning and teaching, teacher growth and the overall school improvement. A large group of teachers, 9 out of 15, two department heads, two assistant heads and all groups of students believe that supervision has positive effect on the learning and teaching, teacher growth, and overall school improvement. Contrary to this, 3 out of 15 teachers and one department head say that supervision has a negative effect due to various reasons. Lastly, 3 teachers and one department head see the supervisory practices neutral in terms of its effect. They believe supervisory practices have no effect on teaching and learning, teacher growth and overall school improvement.

The data reveal that the big portion of the diversity on this issue is coming from the discussion on whether supervision is an evaluation position or not. This leads to more questions in teachers' minds: What is the purpose of the supervision? Is the principal an evaluator or a supervisor? All of the subjects see the supervisory practices as administrative assessment based on data obtained both within and outside the classes for the purpose of making personnel decisions, such as contract renewal, tenure, teaching assignments, and placement on a career ladder.

There are those practitioners who believe that supervisory practices in the school have a negative impact on the teaching and learning context, teacher development and overall school improvement. They further argue that the 'evaluation' nature of the supervisory activities causes fear of dismissal, frustration, unneeded competition among teachers. For example, one social science teacher says that she has been working at the school for 8 years but still experiences the fear of dismissal. First, she explains that even if she is sick and, therefore, needs a doctor report to be absent, she refrains from doing so. She fears that management might think that she takes her duties lightly. She says that even though she is sick, she still comes to school and she is worried that she may perform low at recess duty or during in class teaching period. By the fact that her performance during an ailment is at a lower level than normal, due

primarily to the sickness, she fears that the administration will not recognize the true cause of her low performance. This she says, could lead to problems at contract renewal time. Furthermore, she says if she gets mad at one student due to his/her failure to show improvement in one of her classes she regrets doing so for fear that the student's parents might come to the school and complain about the teacher, which might again affect her contract renewal. Lastly, she emphasizes that she puts high energy both for class teaching and for extra-curricular activities to prove to the administration that they need to renew her contract each year. She explains that although there are new recruits to whom she can transfer some of her extra-curricular activities, she does not want to do this. In doing so she thinks that this might give the administration the idea that she can be replaced by the new recruits. She is saddened by the fact that this causes unneeded competition among the teachers. On the whole, she says having to do all of this after teaching for eight years in the same institution, she feels frustrated. One assistant head shares the same concern by explaining that in May all the teachers experience this same frustration. She says she believes the supervisory practices have positive impact on learning and teaching context, teacher development and overall school improvement, however, the manner in which they are conducted causes a negative impact on the way teachers carry out their classroom responsibilities, and the way they feel about their place in the school.

There is one counter argument by one assistant head, who has been working at the same school for a long time. She says that:

The contract renewal process is a little over exaggerated by the teachers since I have not realized that sort of frustration for the past 3 years as an assistant head. The ones who have caused problems are still behaving in the same way they were before. We have the indemnification system by which the administration pays some amount of money to the teachers if they dismiss a teacher without a definite reason. Some colleagues are after this money. They barely meet the minimum teaching requirements. They would be happier if they were dismissed by the administrator.

She emphasizes that she agrees with her colleagues who express the opinion that teaching effectively without any sort of control is the matter of teacher's moral values. However, she says that although there seems to be a strict control there are still some teachers who would manage to cheat the system. She points out another concern. Recently there has been the tendency among the teachers' to be transferred to the State schools. She says that, first, after working 10 or 15 years in the private sector, the teachers get exhausted. Moreover, the Ministry of National Education provides a better retirement system in comparison to the private school sector. Therefore, she clarifies the point by stating that there are teachers who would like to be transferred to the Ministry system, but instead of resigning from the school they wait for the administration to dismiss them and pay the indemnity. She explains that thus far the administration has never dismissed a teacher without paying indemnity. On the other hand, she happily indicates that there are some conscientious teachers in the institution who really think about leaving the school, but still try to meet the requirements until the last day of their work.

Another concern is mentioned by one department head that the teachers feel themselves obliged to tolerate unacceptable student behavior since they fear the student's parents might come to school, complain and their contract not be renewed.

Another department head indicates that she does not believe that the supervisory practices result in any kind of improvement at the school since it is summative in nature. She explains that in order to take a positive approach to a given situation, the evaluation should be followed by constructive feedback in order to improve the quality of instruction. She emphasizes that the evaluation performed at the school is only a quick one, without any follow up sessions on the side of the teachers. She explains that the staff is not aware of any evaluation criteria used by the supervision and no systematic feedback is provided after the evaluation. She indicates that feedback is given at the general staff meetings or short verbal warnings are given on the weak points. However, this can not be counted as a real improvement oriented sessions instituted to help the school improvement.

One Science teacher shares the similar concern by saying that she does not think, that the supervisory practices have any impact at all on the learning and teaching context, teacher development and overall school improvement. She says it is the matter of the teacher's personality. She explains that she does not gain anything from the supervision system in the present form at the school. She says she would maintain the same quality teacher attributes even if there was not supervision at the school. Whether or not the principal observes her in class session or, whether or not she was in the private sector, she would not compromise the quality in teaching. She indicates that it is the matter of the personality, and the functioning level of the teachers development. She explains teachers should not be treated as a homogeneous group since teachers function at different stages of cognitive, personal and moral development and at different stages of concern. The supervision system in the school does not take this reality into account, which "makes the supervisory activities useless." She further adds:

It is against the human nature if one teacher puts all his/her effort to be seen effective during the evaluation and then cheat the administration. He/she can not keep up this false change. If this is not his/her true nature, he/she will eventually show their real face. Therefore, the belief that supervisory practices can have a positive impact on the teacher's performance, in that, they will improve themselves only through periodic inspection, is not acceptable.

On the other hand, many subjects including teachers believe that the positive impact of supervisory practices is actually inevitable. They believe that supervisory practices do effect the teacher development, which in turn effect the quality of teaching and learning context. They contend "quality teaching and learning context with quality teachers will inevitably lead to overall school improvement." This group of teachers fully acknowledge that supervisory evaluation will always be present in school settings, however, they believe that only by choosing teachers, which have built in teaching qualities, can school improvement be achieved. In other words without quality teachers, supervisory practices will contribute little to the school improvement.

They further feel that this improvement can be brought about by supervisors promoting teacher awareness of being adaptive, more thoughtful and more cohesive in

their work. This relates to a professional educational bureaucracy as noted by Sergiovanni (1982). He describes schools as professional educational bureaucracies. In his definition, unlike the traditional bureaucracy in which the management control is direct and worker behavior is harmonized by a system of a close supervision, the professional educational bureaucracy is characterized by a great deal of decentralization. The supervision is general, at best, and the teachers are considered to be expert specialist. They should be provided with discretion in their work due to their professional training and certification. There are teachers who work individually without supervision. They work independently of other teachers and support staff but closely with students. Teacher autonomy is reflected in the structure of the school systems, resulting in what may be called their structural looseness. The teacher works alone within the classroom, relatively hidden from colleagues and supervisors, so that he/she has a broad arbitrary ownership within the limits of the classroom.

Within this framework professional educational bureaucracy in schools shares with other organizational designs certain universal characteristics for survival. The work of all divisions within the central organization must be coordinated in order for the prime task to be accomplished and, thereby, the organizational goals realized. In unison with these thoughts the same large group of teachers feel that quality can only be achieved by a highly selective process of teacher recruitment.

The positive impact mentioned by the subjects falls into two related categories:

- teacher development, and
- school improvement.

### **Teacher Development**

In regards to teacher development, subjects agree that it can not be expected for everybody to receive the same advantages from the supervisory practices. It is true that teacher development coming from the positive impact of supervisory practices relates closely to the level of a given teachers' developmental stage. However, they say two dimensions are indicated:

- professional, and
- personal development.

**Professional teacher development.** The professional side of teacher development is explained as the teachers' own desire for the enrichment of their knowledge, their teaching techniques and their awareness of the available opportunities for improvement. One teacher mentions "the evaluation system turns on the lights in a true teachers' heart to be productive. This happens only if they are ready to improve themselves." Another senior teacher says that it is only a matter of being self conscientious. She explains "Even the average teacher should feel this inside. You are doing this job first for your satisfaction and then to improve 15-year old students." Another senior teacher states that she has been working as a teacher for 33 years and always has tried to improve herself in various ways. By doing so, she can contribute to the students academic achievement. However, she emphasizes that each school system has norms, which even a new recruit adopts himself/herself to in a very short time. She adds that most of the time this norm is identified as working just enough and getting the job done with the minimum effort. She says that the teachers who put more effort for improvement are called a 'fool'. She believes that evaluation has an impact on teacher development but some teachers do not want to show it due to the self obligation to follow the group norm. She explains that this is why some teachers do not attend the seminars, although they may want to in their heart. This shows that peer pressure even exist in higher educational levels.

Another teacher mentions they are aware of the necessity of enrichment of the knowledge, since the new generation is becoming very knowledgeable of the technological improvements. He says that if students were the most important participants of the evaluation procedure, then the teachers would be responsible to the students first. The teachers would need to update their knowledge. He adds, he and his friends feel this reality and are trying to improve themselves by searching and reading about recent technology advances. It is mentioned that these improvements are not only related to subject matter books but related to recent development in their field, as well. He says that sometimes the topics in the books are out-of date and, as teachers, they feel obliged to find out the recent changes on particular issues.

One teacher, who has been working at the same institution since he became a teacher, shares his first evaluation experience. He explains that the principal came to visit the class and after observing the lesson the principal said “I believed that you will be an effective teacher in the future.” This influenced him so much that he worked even harder to make the principal happier and prove him right. He adds that since then, he has always observed the more experienced teachers in order to gain better teaching techniques. Moreover, he explains that students’ desire for a particular teacher also makes the teachers feel self-satisfied and search out better ways to present lessons to their students.

One group of senior students explain that evaluation helps teachers see their strengths and weaknesses. If they desire to be successful teachers, they should try to improve their weak points and use these improvements on future students. Another junior group of students mention the same point by saying “After the evaluation our teachers know our needs for the subject and try to teach accordingly.” Students believe that if teachers can improve students by evaluation and help them to improve their weak points, then they say this is “the same way teachers can be improved by evaluation.”

In order to meet or exceed supervisory expectation many teachers point out that evaluation has the impact on awareness of the possibilities for professional development. For example, one teacher believes that the evaluation system has forced him to develop himself. He explains that he is open to innovations and follows the new seminars to learn the new techniques. He says that he is not attending the courses for the sake of attending, but he uses the ideas which he has learned in these seminars in class. He indicates that although he sometimes feels exhausted, seeing himself successful in the class relieves this feeling and justifies the extra effort. One department head emphasizes that teachers see the importance of staff-interaction workshops held at school. He states that the interaction between the members of the staff shows them that they have a great deal that can be learned from each other.

**Personal teacher development.** As for the impact of the supervisory practices on the social development of the teachers it is mentioned that teachers are more

enthusiastic about the responsibilities given on the special days and ceremonies. This develops teachers' social abilities. For example, one Turkish Literature teacher explains that she participates in many social extra-curricular activities such as preparing a school play or poetry reading. She says that the principal and the department like what she has been preparing so she feels satisfaction. She tries to do better each time and, therefore, is asked to do it again. She indicates that if one teacher is enthusiastic about these kinds of extra-curricular activities the possibility of her/his staying at the school is higher than the teacher who is not interested in social activities. She adds that she is happy doing all these extra curricular activities. She also feels herself improved. This gives personal gratification. Another teacher explains that since the evaluation also covers the relationship with colleagues, administration, students and the parents, the teachers become more concerned about the quality of their relationship in general. This improves teachers' social skills and enhances their ability to deal with people.

### **School Improvement**

As for the impact of the supervisory practices on school improvement, most of those interviewed believe that it is inevitable that supervisory practices ultimately have a positive impact on the school improvement in various ways. Some of those impacts are the maintenance of qualified staff, the encouragement of self-satisfied teachers, and decisions on school-based training programs. The subjects believe that the primary aim of the school is giving quality education to the students. All the subjects agree on the fact that for a quality education to be achieved, having qualified teachers is the prerequisite. One teacher indicates that the school maintains strong staff in terms of subject knowledge, with a positive attitude towards self and school improvement.

Similarly, one group of students say that if the teachers are strong in one school, then that school will have more students. This in turn means that the owner will earn more money and can provide more benefits to the teachers. This results in improvements in the school. One senior department head explains that the school used to be much larger 5 or 6 years ago, but the competition brought on by an increase in the

number of private schools and has prompted the administration to eliminate those teachers that were not open to new developments and committed to self improvement. She indicates that the evaluation system is working very efficiently in that sense. This has resulted in what the school has, at the moment, a group of committed teachers.

The data reveal that the administration does arrange a few training programs for the teachers, however, the appropriateness and effectiveness of these programs is open to discussion. The principal and the department heads admit that they decide on the school-based training programs according to the results of the evaluation. One senior teacher explains that the principal decides on the training program with the department heads and the assistant heads. It is indicated that department heads lead these school-based seminars with experienced teachers and if outside help is needed, then it is requested from local university instructors.

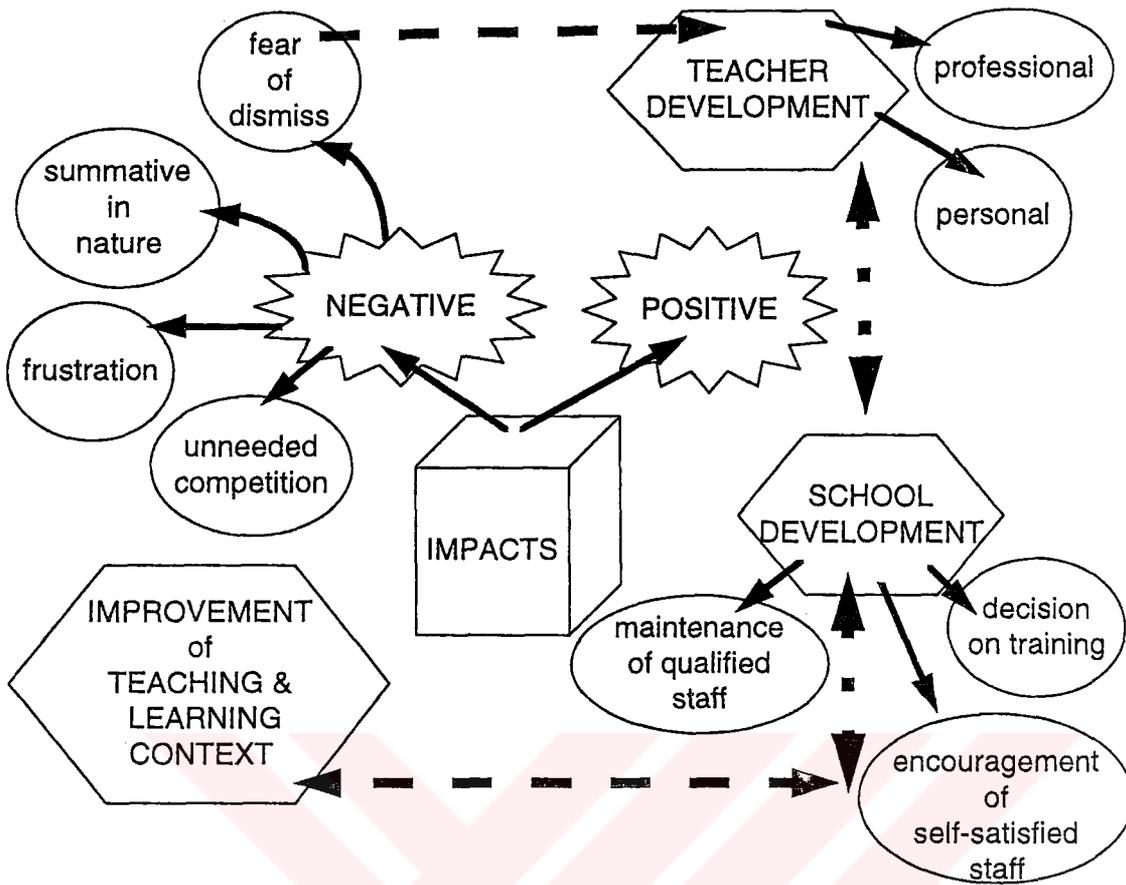
Two seminar programs, held in 1994 and 1996, were presented to the researcher in response to her request for examples (Appendices U, V). The documents show that both of the seminars lasted two weeks, from 8.30 to 12.30 daily, just before the new academic year start.

The one-page program (Appendix U) gives information about the groups, the program of the seminar and the dates, and the process of the program. The meetings are held under 7 groups, six departments and the counseling department. The program shows that the first one week is allocated to exchange the knowledge on each subject matter. Basically, each teacher prepares one topic and presents that to the teachers in the same department. As a follow up, the weaknesses and strengths of the presentation is discussed in the departments. The program for the second week seems to be a preparation week, during which each department prepares their yearly programs, materials, draft exam questions, and assignments. The issues related to relationship with the students and parents, responsibilities such as recess duty, and extra curricular activities were discussed during this second week.

As a result, the data reveal that the school-based supervisory activities have some degree of positive impact on the teaching and learning context, teacher development and overall school improvement. However, these supervisory activities

are described in contradictory terms by those interviewed. They describe them as expanding or constricting teacher's prerogatives, narrowing or opening teacher's options, and restricting or freeing teacher's behavior. It solely depends on the perspective of the teacher interviewed. The schools can choose different supervision mechanisms to reach their goals. However, Sergiovanni (1982) discusses that the school as a professional educational bureaucracy relies heavily on the standardization of work processes and the standardization of outputs as coordinating mechanisms. This in turn spoils the virtue of teacher autonomy or teacher sole discretion in the classroom. Consequently, this discretion and standardization of the work processes and outputs presents a pessimistic picture of those teachers who are free to do as they want so long as they follow the same curriculum, keep to the same schedule, and accomplish the same results. He further argues that the consequences in many cases from relying on the standardization of teaching work processes and teaching output in order to achieve coordination is a mundane monotonous job for teachers. The net result is probable a negative effect on student learning. Therefore, teaching becomes a routine activity and teachers become implementors of directions, rather than creators. Little is left to the imagination. It is believed that control is inevitable until everybody has the grasp of understanding the moral values in the work place and do their best for the sake of themselves and the success of the institution. This supports the need for selection of those teachers with the built in teaching qualities, the desire for self satisfaction and the concern for the students.

To sum up, (Figure 13) school-based supervisory activities have both positive and negative impacts on the teaching and learning context, teacher development, and overall school improvement. However, even the negative impacts, which are identified as fear of dismiss, summative nature of evaluation, frustration and unneeded competition by the subjects results in positive direction regarding the overall impact. As is shown in Figure 13, these negative impacts force the teachers to develop themselves personally and professionally. This teacher development leads to school improvement which eventually effect the teaching and learning context positively.



**Figure 13.**  
Impacts of School-based Supervisory Activities

### Impact of the Ministry of National Education Inspection

Though most teachers interviewed feel that there is relatively little if any impact on the teaching and learning context, in closely reviewing the data it can be seen that the Ministry of National Education does play a role in the evaluation of teachers and, thereby, does add to the improvement of the school, even if it is to a limited degree.

Maintenance of school certification (see section 4.2 for further explanation) is vital to future enrollment and any ability for the administration to show competence in their control of the school. The school administrators point out the importance that is

placed on their ability to achieve and maintain the school's certification by the Ministry of National Education.

Inspection by the Ministry of National Education requires that the school maintains the school records in a specific form. This form, though administrative, is used to acknowledge individual teacher for their performance. This acknowledgment is shown by issuance of letters of outstanding performance. The school recognizes this letter as an achievement on the part of the teacher and does give credit for having received such a document. During the contract renewal periods the school give special considerations to those teachers who have received letters of recognition.

In addition to these reports, recognition may be generated by an individual inspector upon his review and class visit. He may find the teacher deservant of such recognition based on observations during a class visit. Though little regard is shown to the significance of Ministry inspectors on the evaluation, it is a recognized achievement to have letters from the Ministry of National Education.

The data show that the Ministry inspector gives a review of his/her findings to both the teacher, department head and the principal. The quality of this review is questioned by a number of teachers. They question both the findings and the quality of the inspector issuing the findings. The review, however, never does take on written form.

This fact alone should weight heavy on the administrators when it comes down to them relying on any observations made by the Ministry inspectors if used as the basis for supplementing their own observations. The prime basis for the Ministry inspectors' review is in general departmental, not individual.

Consequently, though mandated by law, the Ministry of Education inspection serve little influence on the teacher evaluation and teacher improvement, and, therefore, school improvement, if any, is minimal in terms of teaching. In fact, most teachers resent the fact of any evaluation by inspectors they see as non-academic and not knowledgeable of teaching skills and practices. They further feel this to be a hindrance to their class time and a waste of their energies.

In contrast to their view point, the school administrators prepare extensively for the inspection and place a great deal of importance on its occurrence. However, this inspection only serves to audit the administrative side of the school and, therefore, as contended by the teachers, does not add significantly to the teacher evaluation and teacher improvement.

The Ministry of Education's stated role is to improve and maintain minimal educational levels. However, due to either staffing and/or lack of direction within the Ministry of Education, it fails to foster a program leading to competent teacher evaluations and teacher improvement programs

### **Recommendations to Improve the Supervision System Further**

Throughout the evolution of the supervision in schools, different supervisory approaches namely, developmental, laissez-faire, managerial, and judgmental have assigned a variety of roles to the system and inevitably to the supervisors. However, the primary role is always seen as the improvement of instruction through individual and group assistance to teachers. What changes in these supervisory practices are the way they conduct these supervisory practices and the outcome the teachers get out of this procedure: intrinsic and extrinsic motivation. For example, the motivational model of Maslow and Herzberg indicate the need for the functions of education and supervision to combine to facilitate teacher development. The administrative function of a school should provide for Maslow's lower-order needs and Herzberg's hygiene factors that enable teachers to reach the plateau from which supervision for improvement of instruction can proceed. The supervisory function should provide a base in context to Maslow's higher stages of need and for Herzberg's motivational factors. In the education sector what is mostly observed is conventional schools, which foster hierarchy, dependency, isolation, and mistrust, fail to provide for lower or higher motivational factors. Congenial schools, which provide for friendly social interaction but not for professional dialogue, responsibility, and improvement, fail to provide the

stimulation necessary for professional growth and self-actualization. On the other hand, collegial schools provide the trust, support, professional interaction, choice, and challenge necessary to meet both lower and higher order human needs and to develop internal motivation based intrinsic satisfaction.

In an attempt to fully address the higher stages of personal needs and motivational needs of this school's staff, this section will present recommendations, as presented by the subjects of this study, in order to improve the supervisory system of the school.

The recommendations presented are grouped by two subheadings. These groupings are:

- recommendations on more effective school-based supervisory practices and
- recommendations on more effective Ministry of National Education Inspection.

### **Recommendations on more Effective School-Based Supervisory Practices**

As can be seen from the discussion of the results of this study, the subjects have agreed that the concept of evaluation is perfectly acceptable. However, their primary objections center around the way evaluation is performed. In general, almost all subjects criticize the supervisory activities in various ways discussed in the previous section. However, they have also genuinely suggested ways of having a more effective supervision system at the school. They indicate that they believe the institution has the power to overcome the difficulties. However, they must take the necessary precautions at the appropriate time. Grouped below, by subheadings, are the suggestions and concerns of the interviewed subjects:

- 1- Purpose and criteria for evaluation in the supervision system
- 2- Classroom observation
- 3- Feedback and reinforcement
- 4- Technical aspects of supervisory practices
- 5- Supervisor qualifications
- 6- Student evaluation and other Inputs

### **Purpose and Criteria for Evaluation in the Supervision System**

As for the clarity of the evaluation purpose in the supervision system and the necessity of standard criteria and instruments for this evaluation, almost all subjects, excluding the principal, think that the purpose of evaluation should be made clear so that all personnel, including assistant heads, department heads teachers, the general manager, assistant general manager responsible for education and the principal have a common understanding of what and how to evaluate. Although the principal says that the teacher evaluation in their supervision system is improvement oriented, the teachers and the assistant heads and the department heads believe that this evaluation is rather judgmental. They would like to have more of an improvement oriented evaluation, rather than the principal's summative evaluation, which is inevitable due to his administrative role in the school system.

One senior department head says that the principal should handle the problematic situations by giving suggestions and having a collegial relations. He believes that there must be an evaluation system with mutually accepted purpose and mutually accepted benefits, otherwise, the situation will be like the one in a Turkish saying: if you do not control your daughter she will marry either the drummer or the piper, which means either way the father will not be satisfied. Another department head emphasizes that she evaluates the teachers' performance formatively and encourages them but she believes that is not enough since the encouragement she gives is at her personal discretion. There should be some synthesis of scientific and human resources approaches to supervision. By following a scientific approach, supervisors should continue to work with teachers for the improvement of instruction by encouraging them to perfect strategies, try out different models of teaching and examine their styles. On the other hand, the same supervisors should be conscious of and work with teachers toward achievement of loyalty to the group, commitment to the organization, positive attitudes toward their job, mutual trust, and effective communication within the system. Furthermore, peers should become more involved in helping colleagues in that, teachers within departments, grades, and teams should develop skills and attitudes of willingness to help each other. If these peers could carry the heavy responsibility for

formative evaluation, with the assistance from the designated instructional supervisor, as needed, the principal could remain charged as he is now with the task of summative evaluation.

Another concern is mentioned by a department head that the school does not have a consistent school policy which covers the topics such as institutional mission statement; nature of students; behaviors to be taught to the students; recruitment procedure; discipline issues; quality of educational environment such as number of students in each class; time table; and teacher evaluation. One teacher reinforces this by saying “there is not a written consistent document at school and the ones they do use or show when problematic issues arise, are the ones that are used in state schools.” He adds “if they are a private school, and getting money from the parents by persuading them that they are going to give their children a better education they should define what better means, in terms of human resources, with the consistent rules and regulations. These rules and regulations should identify the school-based supervisory activities.” The subjects believe that supervisory activities are not only “evaluation of the teachers.” The data reveal that the subjects account even recruitment and dismissal policy related to the school-based supervision system since they are the outcomes of the activities carried out at school.

As for the recruitment policy, one recently appointed assistant head says that the school should have a recruitment policy which will not allow any form of favoritism or nepotism. People should not be accepted as teacher to the school just because they are somebody’s relative. She shares her experience when she first applied for work in one of the prestigious schools in Ankara. She was first given an exam on knowledge of subject matter exam in English and English proficiency. She was also required to teach a given topic in front of a jury. She suggests that the school should have that kind of strict recruitment policy. She says she wishes the applicants could be observed while teaching a group students since the students are the ones who could evaluate the best. One teacher suggests on the same concern by saying that the applicants should be evaluated in terms of their love of the profession; good interrelationship skills; awareness of the expectation of the private school; and ethics.

The data indicate that administration should be very careful about clarifying the process of evaluation as to how often each teacher is to be evaluated, how the evaluation procedure is to work, what will be evaluated, and how the evaluation data is interpreted. As to what is evaluated, one teacher suggests that the percentages of each performance area should be identified with observable competencies of teachers such as the preparation for instruction; classroom performance in terms of using different teaching techniques; assessment of students in terms of exam preparation, grading objectivity and timeliness; classroom management; professional leadership; and basic communication skills. He also adds that the length of tenure in the profession and length of employment at the school should be taken into consideration. He explains that the total percentage these fields should give an idea about teachers otherwise the evaluation can not be judged as objective and consistent. Another teacher suggests that the administration should even ask teachers, department heads and the assistant heads to help them while preparing the criteria. She emphasizes that the teachers are the ones who are aware of the classroom atmosphere and the students. They should participate on these kinds of decisions.

Further, the data indicate that teachers expect the administration to have a clear dismissal policy based on teachers' evaluation. They feel uncomfortable due to some of their colleagues having been dismissed without any obvious fair reasoning based on performance evaluation. These colleagues had seemed to meet a presumed unwritten criteria for employment. To add to their discomfort, other teachers who they had thought were not meeting this unwritten criteria, are still at the school. Their discomfort comes from their failure to perceive the unknown evaluation criteria.

Dismissal which is one of the outcomes of the evaluation procedure in the school-based supervision system is identified as a 'nightmare' by the subjects. Various reasons for dismissal are not having known the criteria causing dismissal and being informed about the decision late. For example, one assistant head says that she herself suggested the principal to give a termination letter to the teacher being dismissed, explaining why they have been dismissed. She even says that these reasons should be made clear to the other teachers at the school. There is always gossip speculating the

reason since they are not known. She suggests the school give up paying the indemnity for every dismissal. Thereby, people will gage their performance not hoping to receive the indemnity. Almost all teachers want to be informed regarding the results of the overall performance evaluation early enough to allow them to find another position in another school.

It is further believed that in some instances an administrative judgment has been made solely due to financial considerations. In these instances the school would be liable to pay indemnity payment to those teachers who appeared to be inefficient in teaching ability.

One assistant head explains that some teachers are waiting to be dismissed in order to obtain the indemnity. She says that after becoming the assistant head she has become aware of these realities. She says that she advises the principal to call these people and warn them that if they do not change in a positive way, they will be dismissed without the indemnity. She believes that sometimes this will work on some teachers. While on others it will have an opposite affect. Some people will continue to wait for their indemnity. They can never be beneficial to the school. She suggests that the administration should have a consistent dismissal system and then be brave enough to use that system. Those teachers who continue to just put their time in for the indemnity should be dismissed. She states that if the other teachers see that the administration is strict on this issue they will take the job seriously. A group of senior students talk about the inconsistency in terms of rules and regulations, in that, if teachers do not want to do something the students have asked to do, they say that it is forbidden because the administration says so. However, the students say that if the teacher want to do the same thing himself/herself they do not mention anything like it is forbidden by the administration. The data shows that even the senior students realize that there is not a consistent written criteria at the school.

As for the instrument used during the evaluation, the principal admits that he uses a notebook to write about the teachers' performance. Those notes are not in a consistent form and do not address uniform issues from teacher to teacher. He further states that he gets a general perception of the teacher as they relate to the class and this

can be kept in his mind. However, it is highly recommended that the school should have its own evaluation instruments. One teacher says that these issues might be thought of as only little details, but he believes that a professional school should show its competence with these written documents. It will ultimately reflect in the success of teaching and learning context.

On the whole, the data clearly indicate that the school should implement a study to establish:

- a- A clear mission statement
- b- A definition of quality teacher standards
- c- A recruitment policy
- d- A dismissal policy
- e- An teacher evaluation policy
- f- Instruments to clarify the processes.

It would be wise to establish a review board consisting of members from both the administration and the teachers to take under study the items listed above. Further, once enacted any such policies and/or procedures should be periodically examined by a like review board to assure their relevance.

### **Classroom Observation**

As for the way in which the class observation is conducted, among all the subjects, teachers adamantly reject the method by which classroom observations are conducted. This basically consists of the principal coming to observe the teacher's classroom performance without notification the teacher. Most of the teachers agree that the principal should inform them ahead of time that he intends to visit the teacher's class. They contend that the visit should be made in order to improve their instruction, rather than just to see if the teacher is carrying out approved policies, procedures and programs, for the school does have any such written documents. One teacher says that the principal should inform them at least before the class period on the same day due to several factors affecting teachers' classroom performance. The teacher might not feel well on that day; the topic might not be challenging for the students and the teacher might be presenting a rather passive instruction requiring little participation; the first

hour of the day students might be sleepy; and the last hour the same group might be tired, even testing may be scheduled. All of these are reasons for consulting with the teacher ahead of time.

One science teacher suggests that the principal should ask the teacher what he/she is going to teach in class beforehand. By the fact that he knows little English, it is very difficult for him to follow a lesson, the subject of which he does not have any idea about. The same teacher adds, if he does this, they will respect the principal more since they will know that he is not just coming to class for the sake of fulfilling his responsibility as a principal.

One senior teacher suggests that the principal should come to class prepared for observation, that is, he should enter the class with instrument clearly defining what to evaluate.

Another teacher advises that if the principal insists on unstructured class performance observation, he should at least observe teachers twice, one structured and another unstructured, and come to a conclusion accordingly. He suggests that observation should be held in one successful and one unsuccessful class to evaluate the teacher objectively. The data reveal that all subjects agree that when the principal visits the classes what he has seen is “a bunch of acting students and a teacher” for a short time just to establish the authority role. The principal sees what he expects to see.

On the other hand, what the students suggest regarding the class visits is rather different from what teachers suggest. Students, especially senior ones, suggest that the principal should come to class in the middle of the lesson, thereby, observing the natural flow of the lesson. The teacher cannot then change what he/she has been doing to artificially give a false impression. Another suggestion from students is that the principal should stay outside the classroom, after he has a short visit in order to hear if there are any changes in the class atmosphere. The class may reverse to the usual teaching and learning environment, the teacher may treat students in a different way or the students may not usually listen to the teacher and in turn cause discipline problems.

One group of teachers suggest that the principal and the assistant heads do not need to come to class to observe teachers. They can get more information by listening

the classes from the corridors. One group even exaggerates the alternatives by saying that there should be video cameras in classes to allow the administration to see what is going on within the classes.

The data reveal that the teachers want the principal to take into consideration the individual differences between the teachers. One teacher says that they evaluate the students as individuals. The principal should treat the teachers in the same manner and should not place all of them in one category. Besides universal qualities he should provide some flexibility to the teachers, allowing them to teach in the manner they feel appropriate.

In particular, items that should be addressed in regards to classroom observations should be:

- Notification of class visit
- Length of class visit
- Who should be involved in class visit (Should someone other than the principal be involved)
- Number of visits per year
- Potential for pre-prepared lectures
- Other alternatives

It is obvious that this is a sensitive topic and only through administrator/teacher discussion can a mutually beneficial resolution be found.

### **Feedback and Reinforcement**

As for the appropriateness of the reinforcement presented after evaluation, parallel to the discussion presented under the third research questions the data reveal that teachers are unsatisfied and unhappy about the reinforcement given after the class performance observation. They are also unhappy regarding the reinforcement given after the overall evaluation of the teacher each year. They find it lacking in terms of the nature and appropriateness of the reinforcement.

The teachers definitely want the principal to give them constructive feedback after each class performance observation. They emphasize that the school should have an efficient feedback system. One department head says that the principal should give

individual feedback to everybody after his class performance evaluation. She even emphasizes that this individual feedback should be documented in a written document. It should be signed by both the principal and the teacher. This would prevent misunderstandings in the future. If the teacher has some points that the principal wants him/her to work on after the first observation and, if he/she does not show any improvement until the second observation the principal can show him/her this first observation. The teacher may then be asked the reasons for no improvement. The department head shares one of her experience by saying, "once the principal has observed a teacher's class performance and had told him to improve his weak points." However, she says that when she asked the teacher about the results of the evaluation he told her that the principal did like the lesson very much. She emphasizes that this misunderstanding may have been caused either by the nature of people wanting to see the positive side of the feedback and ignore the negative points or by the tendency of people not wanting to share negative feedback. thinking that if they tell their negative points it might be held against him/her in the future. This could be prevented by written feedback.

One senior teacher emphasizes the same concern by saying the principal should give feedback to everybody. He should drop his tendency to give feedback to only the novice, new recruits or the weak ones. She says that she wants her achievement to be recognized. She expects the principal to take the class observation action as an opportunity to praise the work done by experienced teachers. She believes that by not being called after the observation, which basically means there is no problem to be talked, is a way of ignoring the effective teachers.

One senior teacher suggests that the school should arrange a seminar on how to give feedback and how to take advantage of feedback and everybody should attend that meeting. This will allow everyone to come to a consensus, not to misunderstand each other. She emphasizes that even though it is always the administration who fails to give appropriate feedback, sometimes some teachers do not know how to treat the feedback constructively. On the whole, almost all teachers suggest having a feedback session

after the class performance observation and even a written document signed by two sides, the teacher and the principal.

Subjects identify the nature of the reinforcement given after the overall evaluation each year into two groups: dismissal or staying at the school another year, both of which are suggested to have a written procedure and product of a mutually signed document.

The teachers say that if they meet the required standard in the administrators' mind during the first year, then the outcome is the administration allows them to remain in the school another year. The data reveal that what teachers want is more than that: reward in terms of recognition by the administration, and financial support. For example one senior philosophy teacher says that the administration should not be tough in terms of recognition of the teacher achievements. She says that giving only a verbal "thanks" is not enough to make teachers feel gratification. She suggests that the administration should give written 'thank you' letters or a 'placket' to the deserving teachers. This will encourage them. This is also consistent with the school career ladders concept used in other schools systems. For example, Governor's Review Commission of the State of Georgia stated the intention of a career ladder program as follows:

It is intended that a professionally competitive base salary coupled with career development incentives will provide a framework for a balanced and comprehensive system of teacher compensation that will recognize proficient and productive performance of teachers and to reward them for it (p.1)

Otherwise these teachers will feel that they have been put on the same scale as the less efficient teachers. She adds that this does not mean insulting the other teachers but means encouraging the others to take this as a model for themselves. She emphasizes that teachers are not any different than the students in terms of their expectation for being praised or recognized. One physical education teacher points out the same concern by saying that the administration should recognize the extra effort put on the extra-curricular activities such as 19th May activities and should thank the

participants. She says that she does not mean these kinds of recognitions are not given by the administration, but she says those that are given are not enough. The physical education department head agrees with the physical education teacher by saying “since it is a private school, and the success from the extra-curricular activities, such as winning a match, lets the school appear in the newspapers and the TV. This means a form of advertisement for the school.” However, he says that they do not get enough recognition from the administration and, as a department, they themselves praise the teachers. When they present their request to be recognized he says that the owner of the school says that “the parents are not asking how many matches the school win, but how many students enter the university from the school.” He says that he admits this is reality, but if as a department they put a lot of time and prepare themselves for the matches, days and nights, they should be recognized and praised and this should be reflected in their performance evaluation. If there are not enough desired number of students who enter the university, that is the problem of the teachers who teach these subjects and they should put in extra time as the other teachers do to be more successful.

Another teacher emphasizes that if the administration thinks that these kinds of recognition will spoil the staff, he believes that “no one will be spoiled so long as the praising criteria is consistent and held in accordance with the mutually agreed standards.” One department head shares her experience by saying that one of the teachers in her department took the students for an excursion last year. The hotel manager has sent a ‘thank you’ letter to the teacher since she handled the students very nicely all these days. She says that the administration should even let the teacher know that they have received this sort of letter. She says that the administration should be more serious about encouragement techniques. This means that they should not treat the teachers with the traditional belief that “if you praise the person he/she will get spoiled and will not take the job serious anymore.” Another department head says that the last time she remembers the principal reinforced them was 3 years ago when he sent ‘thank you’ letters to all department heads. She says that to be a department head in a private school requires a lot of commitment in terms of energy and time. The principal

should realize this and should encourage not only the department heads but also the teachers who deserve recognition as well. She adds that “at the general staff meetings some brave teachers ask why their achievement has not been recognized and the only answer is it might have been forgotten.” She says she “cannot accept an answer like that from the administration since one of the primary duties of the administration should be providing reinforcement, both objectively and timely.”

Moreover, the data reveal that the administration should take other actions to encourage teachers such as by writing a good report to the Ministry of National Education or writing a satisfying recommendation letter.

Similarly, teachers want a system to give them the feedback for their overall performance during the year. One assistant head says that when he was appointed as an assistant head he asked the principal to evaluate his performance every year and let him know the results. He says that the principal has called him at the end of the term and told him his opinions on his performance. He adds that the principal performed that only because he had asked. However, he suggests that the principal should do that for everybody preferably written rather than verbally. The data indicate that the subjects want a system which will allow merit pay according to the different achievement levels presented by the teachers. Although one teacher says that she has worked at the ‘dersane’ also belonging to the owner of the school and they were paid according to their performance. She explains that “this caused a very competitive atmosphere among the teachers which kills cooperation. Teachers tend to hide their materials or keep themselves aloof from the others.” However, all the other subjects mention that they would be happier with a merit system. Some teachers even say that when they put extra effort into their performance such as preparing more quizzes to check the students’ knowledge, they are either called a ‘fool’ by the others, saying that they are getting the same salary, or they are accused of breaking the norms and the administrator will want everybody to work at the same speed.

On the whole the data suggest that the school should review the requirements and then decide on a specific feedback system in terms of the class performance and the overall performance evaluation. This feedback system should be in a written form

and be given to all instructors no matter their length of employment. The feedback system should identify both strong and weak points and should recognize achievement as well as failure. The feedback should be timely and should reinforce a teacher in the areas where they are lacking.

### **Technical Aspects of the Supervisory Practices**

The suggestions made on the technical aspects of the supervisory practices at the school fall into three groups:

- the number of the class performance evaluations,
- time spent in class for evaluation period, and
- the criteria and instruments used during evaluation.

Regarding the number of visits teachers believe that the principal can perform most of those people interviewed state that they are not evaluated even once every academic year. Most of the teachers suggest that there should be more class visits which are improvement oriented and the principal should share the work load by getting help from the department heads. One teacher even says that there is no benefit for the teacher if the principal observes a lesson which is not in his field and worse, that the lesson is in English. Therefore, they believe that it is more than acceptable for the principal to share his responsibility with the department heads.

Emphasis should continue on observable teaching competencies with some added attention to product. Distinction should be made in the competencies to be evaluated for formative purposes and those to be assessed for summative purposes. In working with teachers in a formative setting, supervisors should collect and interpret data mainly on classroom performance. Those supervisors and line administrators, charged with the responsibility of making summative evaluation should judge not only classroom performance, but also personal and professional attributes. Teachers should agree in advance with school administrators on which behaviors will be assessed, how they will be measured, and how results will be used. The end product, which is the achievement of the learners should be taken into account as well. One department head

emphasizes that department heads should be given more power for evaluation since they are the ones who have continuous relationship with the teachers. She adds that this power should be written in their job description otherwise it will never work objectively since nobody will want to take a responsibility of commenting on one teacher's performance. Moreover, a group of teachers even say that there should be a team consisting of other staff whose responsibility is not only evaluation but also to provide assistance to the teachers for their weak points. As for the time spent in one class during observation, all the subjects including the students, teachers, assistant heads and the department heads suggest that the principal should spend more time in the classes. They state that whoever evaluates should be there at least for the full lesson.

### **Supervisor Qualifications**

As for the efficiency of the supervisors and the appropriateness of the relationship between the supervisor and the teacher, the data indicate that the teachers want to see the supervisors as professional people in their field. They argue that the supervision position is usually held by previous teachers so they do not have academic knowledge and skills necessary to carry out the responsibility of evaluation. One senior teacher says that supervisors should be trained as supervisors. Oliva (1989) gave a clarification of this in one of his 10 ways to improve supervisory practice. He mentions that supervisory roles should be clarified and supervision's long-time marriage with administration should be transferred to the foci of supervision. Job descriptions of the supervisor's duties should be written and differentiation of responsibilities among various types of supervisors should be made, which means having two types of supervisors: the staff specialist, whose role is to help teachers to improve instruction, and the line administrator, whose task is to evaluate teachers for the purpose of making personnel decisions. Oliva further states that the evaluations should be performed by people experienced in their field. He says in the education sector, due to several factors such as political preferences, favoritism, and nepotism, some of these supervisors are not even experienced teachers. They are sometimes young, inexperienced previous

teachers. He says that it is against the nature of the career ladder since one cannot be a captain without being a lieutenant first. Another department head says that in the past there used to be strict rules required for one to be a principal. One requirement was receiving a good inspection report for at least 5 years. However, she says that there are principals whose primary responsibility is to evaluate teachers and whose qualifications are inadequate to perform such a role.

It is suggested that the supervisors should be required to attend in-service training seminars in order to update their knowledge and skills in supervision. One department head says that the principal and the assistant heads have had the opportunity to attend in-service courses on teacher evaluation and administration however, the department heads have not been sent to these kinds of courses, which they should have been sent. Both the Ministry of Education and the private school system do not see teacher evaluation as a necessary role for the department heads. One teacher explains that those who will observe her should be more knowledgeable than her, otherwise she will not take their advice. All the subjects strongly advice that the school should have a principal who knows English sufficient to follow the English medium classes.

Regarding the appropriateness of the relationship between the supervisors, in this study the general manager, assistant general manager responsible for the education, the principal, the assistant heads, the department heads, and the teachers, the data reveal that it does not present a positive picture in the subjects' eyes. Teachers want to see a closer relationship between them and the administration. For example, one teacher says that the owner of the school should personally discuss with the staff their mutual expectations. She adds that "this is his school, in a sense his property, so he should take the responsibility to provide a clear communication between the administration and the staff." Another teacher complains that "There are administrators who do not even know the owner and these people sometimes comment on his performance." She suggests that "The administrators should know each teacher working at the school in terms of their personality and knowledge of subject matter." One assistant head shares the same concern by saying that she knows some teachers

who have never entered the assistant heads' or the principal's office since they do not feel themselves comfortable. She suggests that this should be solved by taking mutually accepted actions. They expect the principal to extend invitations for them to come and talk freely, and then the teachers would be more inclined to take the notion.

One department head emphasizes that the administrators should spend more time with the staff. She explains that this can be done by coming to the teachers' lounges or department offices and talking to the staff informally or having more staff meetings. She explains that a clever administrator should take advantage of these informal talks. She suggests that they should have a comfortable environment and have interested supervisors. This way the teachers would not leave the school as soon as their classes finish. She says that this does not mean that they do not have staff meetings, but these staff meetings are not enough. Moreover, during these meetings some other issues are always discussed and the communication problem is always neglected. She advises that first, the administrators and the staff should come together and give suggestions to each other. Secondly, the action should be taken immediately. Finally, follow-ups should be handled at least after each term. The staff and the administration should check the suggested items one by one and assess how many of them have been implemented. The remaining items should be reviewed to see what can be done, and why they have not been implemented. Another teacher suggests that if the administration does not have time to hold these kinds of meetings they should prepare detailed questionnaires and solicit teachers' suggestions on the school issues. One senior department head says that this will even give the staff the desire to work more. They will feel themselves important by having been asked their ideas and opinions. In general, teachers say if they are to be evaluated, they should also evaluate the supervisors' performance.

### **Student Evaluation and Other Inputs**

The subjects suggest that the principal should gather data from different sources besides in class observation. He should also be discussing performance with the department heads and the assistant heads. He should also delegate evaluation on a

departmental basis and reassign some of his administrative duties. The data reveal that these additional sources should also be the students, parents and peers, the teacher being evaluated, educational materials created by the teacher, test results of the classes taught by the teacher, and lastly seminars and inservice training attended by the teacher.

**Student evaluation.** Regarding the suggestion of gathering information about the teachers from their students, as is discussed elsewhere in this chapter, some teachers argue that students cannot evaluate their teachers. However, most of the subjects agree that students can be a reliable source for teacher performance evaluation since they are the ones who spend most of the school time with the teachers. In actuality, most of the subjects believe that the information gathered from the students should not be taken for granted. However, it is suggested that the methods of gathering this information should be handled and reviewed with discretion since it is a very sensitive issue for both sides: teachers and students. The results of this study reveal that the formal teacher evaluation by students does not seem to be accepted by the subjects. This is due to the various weaknesses such as the way the questionnaire is prepared, the nature of the questions in the questionnaire, the way it is conducted, and the way the data gathered is interpreted and used.

First of all, the teachers say that if the administration wants to give a kind of formal questionnaire to provide them with the information about the teachers it should be taken serious during the preparation period. The teachers, they say, should have been asked for suggestions while designing this questionnaire. One teacher says that she understands that it is the counselors' job to prepare this questionnaire but the teachers should have been asked for help in terms of the content of the questionnaire.

Secondly, all the subjects, including the principal, assistant heads, department heads, the teachers and the students believe that the nature of the questions in the questionnaire are open to discussion. There are questions asking students to evaluate their teachers' knowledge of subject matter. Most of the teachers and the students think it unlikely to get an objective answer. However, there is still a small group of teachers and a group of senior students who believe that it is happily acceptable to ask students to evaluate their teachers' knowledge of subject matter. It is not the responsibility of

the students to do so, however, since the other authorities exist in the institution such as the principal, assistant heads, the department heads and other colleagues. Therefore, it is suggested that the questionnaire should consist of questions which will make sense for both sides and, if possible, should be open-ended rather than always 'yes-no' type of questions.

Listed below are the questions which the interviewed subjects suggested be incorporate into the students' teacher evaluation form.

- Do you get an answer from your teachers when you ask a question?
- Do you ask questions freely in the classes?
- Can you ask your teacher the topics which you have not understood?
- Does your teacher give equal time and attention to everybody in the class?
- Does your teacher give you time and opportunity to prepare yourself for the exams?
- Can you share your problems with your teacher?
- Does your teacher review the topics when asked?
- Is your teacher objective in terms of his/her treatment of the hardworking and lazy students?
- How does your teacher treat the students in general?
- Does your teacher prepare exam questions related to the topics he/she has taught in the class?
- What is your relationship like with your teachers?
- Do you understand the topics in class? if not? why not?
- Do you listen to your teacher in the class? if not? why not?
- Which subject do you like the most? why?
- How would you like your teacher to teach the topics?
- What would you like your teacher to do more for you to understand the topics better?
- How would you describe an effective teacher?
- How would you describe your teachers' behavior in the classes?
- How do your teachers treat you?
- How do your teachers teach the subjects to you?
- Do your teachers try everything to teach the topic well or do they just teach and leave the class?
- How do your teachers check if you have learned the topic or not?
- How would you like him/her to check if you have learned or not?

These questions came about due to the following responses received from those people being interviewed.

Both a senior and a junior student question the objectivity of their teachers. They state respectively, teachers are involved with discipline problems rather than addressing the needs of the other students in class. Inversely, they state that questions from less successful students are ignored in favor of those posed by hard working students. They question equal treatment of time and attention to all students.

Along the same tract, a great deal of students state that some teachers offer little if any authority in class. Inversely, they characterize some teachers as being higher disciplined and dedicated strong teachers. In this regard, the students categorize the teachers as either those who care little about discipline in class and those who are strict regarding the rules. The students say this confuses them and they spend time learning which type a given teacher is. Hence, it is suggested that there should be questions asking if the teacher has the authority in class for the sake of the better learning environment and if they do their best to teach more or if they sacrifice themselves for their lesson.

A group of seniors state that some teachers, when asked to revise a lesson for ease of understanding, chide the students stating that the subject is easy and if they would listen more closely they would understand. They say they regret having asked and they give up asking for revisions. Another student states at the beginning of the term their concentration is poor and they fail to understand some topics. When they ask their teacher for help they feel the teacher will make fun of them saying they have studied these topics before. One junior student says “sometimes we tell our teachers, especially in Maths, Physics, or English, that we need more exercises. The response is insulting. He/she feels that they are doing even more than enough exercises on the topic.” Another student says some teachers write the topic of the lesson on the board, do only a few examples, and think the students understand. On the contrary he says, “We do not understand. We need more examples.” Therefore, they want these issues regarding teacher review of topics questioned.

Some students mention that some teachers are interested in their lessons, but not the students. One student says he was sick and could not do his homework. He told his teacher. The teacher showed no empathy and was mad at him. In contrast, the

students say some teachers call the student at break time and help them with lessons they have missed. Therefore, the students suggest that there should be questions whether teachers have close relationship with the students, or have interest in their students personal life, if teacher and the student relationship is friendly, how friendly, and if the students talk to teachers without fear.

A group of senior students also advise that the teachers should know the nature of the students in the school. What the students think might surprise the teachers. They explain they are aware of the recent technology. Most of the students have computers and different programs at home. Hence, they ask if the teachers are capable of making the lessons more relevant to the students. This factor is also expanded by Oliva (1989) when he pointed out that supervisors should make greater use of technological aids if teachers accept. Classes could be videoed and analyzed with the help of the supervisor. Media should become less of a mystery and more of an aid to both teachers and supervisors.

Lastly, it is suggested that there should be questions asked regarding the exams being given in classes, such as if the exam questions are the reflection of the topics studied in class. The students say that in some classes they study 'a', but the teachers ask 'z', or if the exam questions require only the memorization from the notes and does not encourage analytical thinking.

As for the way this formal evaluation is conducted, the data reveal that it is distributed once every term for all of the students by the counselors. The students say that they should be told about the rationale behind this questionnaire since they do not understand what purpose it serves. They say that they answer these questions in general so there is no specific information about any specific teacher. They suggest that it should not be anonymous in terms of the teachers. They do not want to write their names on the form but they would like to write their teachers' names. They suggest that at least these questionnaires should be evaluated in terms of level of teachers or in terms of individual class. The teachers, assistant heads and department heads agree with the students' suggestions.

Students also suggest that the teachers should not take the negative results personally and should not have a negative response to the students if they want the students to answer honestly. The students emphasize that they want to trust the counselors. One teacher shares the same concern by saying that the students should feel that they can trust the counselors in that, what the students have written will not be read by anybody other than the counselors. She emphasizes that since the students are scared they do not answer these questions honestly. A group of junior students say that some friends even changes their handwriting while answering these questions since the teacher or the counselor might recognize the handwriting. They also add that while answering the questions, their friends, usually look around and if they see what they have written, their friends make fun of them during the breaks. They may even threaten them, that they will tell the teacher what has been said. Therefore, they suggest that if the counselors have to give these questionnaires at least they should take it serious and make students assure privacy while answering.

As for the way the information gathered from the formal evaluation is used, the data reveal that no one takes this questionnaire seriously due to the weaknesses mentioned before. A group of senior students say they are not informed regarding the results of the questionnaire, furthermore, nothing changes after these forms except that the teachers appear mad at them. They say that they will graduate this year, but the purpose of this evaluation, if there is any, should be made clear to the junior classes. That way the data gathered may be used to make improvements to the education provided the students.

The teachers suggest that instead of the principal talking about the results of the student evaluation, the time should be spent on how the student evaluation can be redesigned in order to bring about school improvement. On the whole the subjects believe that if the suggestions are taken serious by the administration the formal evaluation performed by the students can definitely have an impact on the teaching and learning context, teacher development and the overall school improvement.

The data reveal that this formal student evaluation questionnaire is not given to the preparatory students. These students say that they should be given this

questionnaire as well as the other students since they have a few teachers for whom the data gathered would be even more relevant.

On the whole, the teachers have not fully expressed their concerns. They, for the most part, do not feel that students should be the source of judgment when it comes to the teachers' knowledge of subject matter. They also feel that students should not be the source of content of the questionnaire. For example, one senior teacher says "after all these years if I reject this evaluation, the administration might think that I do not feel myself self-confident enough to be evaluated by my students." She explains further "Instead I find my own way to provide better instruction by using my own questionnaires."

In essence, most of the teachers interviewed feel teacher evaluation by the students is an essential source of constructive feedback so long as it addresses teaching methodology rather than course subject matter. It remains their contention that the student evaluation form does not present an adequate assessment by which they can derive a positive feedback.

Teachers do not want to be 'pedant' since the counseling office does not require any help from them. They believe it should be the responsibility of the counseling office to prepare the necessary materials. One teacher explains that it is a very strong unit. They have a program general manager, an assistant program manager, and 3 or 4 counselors. They believe in the use of research, and they get help from Hacettepe University. Therefore, the unit has the capacity to handle this kind of job. However, he explains that the unit might fail to realize the fact that they should do it with the help of the teachers and the students, since what they are dealing with is subject to the teachers and the students. Lastly, one senior teacher explains that there is the group norm, by which most of the teachers do not reject the things coming from the administration. They however, criticize that they will probably say 'miss, you know better than us so come and help us in your spare time', which is an extra burden for the teachers. The data reveal that one of the prime negative impacts to obtaining positive evaluation for the administration is the fact that the potential person has to do these jobs while doing

their usual work load. This even makes the teacher look like a 'fool' in the eyes of his/her colleagues.

It is also suggested by the teachers and the students that the administration can also gather data in an informal manner. For example, one group of students says that the results of the questionnaires usually show the mean performance of all teachers within the school. It does not give an idea regarding a specific teacher's behavior. The counselors could arrange meetings with classes and talk to the students regarding their teachers. This hopefully provide better instruction for specific teachers. They explain that in that way the counselors will know which teacher the students are talking about. However, the students say that the counselors should make sure that they do not give the students' name to the teachers.

For example, one student says that some teachers treat the students in a negative way, when they hear that a student is complaining about them. Another group of students say that the counselors should visit the classes more often. Then there would be a rapport between the counselor and the students. They emphasize that they only see some of the counselors pictures in the year book. This makes the students curious about the counselors' personality and they are hesitant in telling their opinions to the counselor. The students suggest that the counselors should come at least once a month. They explain that by the fact that the counselor comes only once a term and the fact that the student does not study with that teacher the following term, their suggestions are not relevant. The teacher will then be working with another group of students.

In contrast, some students say that since it will not help them, they take teacher evaluation less seriously. One senior group suggests that these meetings can be arranged by the counselors in terms of place and time, however, they prefer a teacher who has not been teaching them during that term to run the meeting. They explain that they would feel comfortable while talking to the teacher, since a teacher will understand them better than the counselor. They add that they believe that the counselors are the experts on this issue and it is their job, but they cannot understand what is going on in class from a teacher and a student perception. The same suggestion is repeated for the counseling classes.

The school has one hour counseling class every week. The students state that during that hour the rationale behind the evaluation forms should be made clear and they should receive the results of these questionnaires. Further, they believe that something should change in the classes as a result of these forms. They suggest that if a teacher who has not been teaching them this term, runs the class and they can talk about the issues more freely. Only then can improvement be made. They feel that a rapport can be created between them and this teacher. This teacher can take notes on the positive and negative points mentioned by the students and the necessary actions can be taken immediately. One group of students even suggest this verbal data gathering is a better method. They feel that it takes a long time for the counselors to analyze the written data. The data reveal that in actuality, the students want to talk to their teachers openly, face to face, about not only the negative but also the positive point of teachers.

One student suggests that they should encourage the teacher if the teacher provides a good lesson, but they should not say anything if the lesson is not of a good quality. She adds that the teacher will understand what they mean by their silence. However, they say that they are afraid to do that. Some students explain that they can not even talk to their parents about the teachers since the parents have the prejudice that most of the time it is not the teacher, but most probably the students, who cause the problems either by not studying enough or breaking the discipline rules. They further add that even if they sometimes believe that their parents will agree with them, they can not tell their parents because they might come to school, talk to their teacher and their teacher get mad at them. One student says they have to trust somebody at school, but they do not know who.

Similarly, a group of teachers suggest that the principal can gather information from students informally while chatting with them or he can call a few mature students from each class and ask their opinions and suggestions for the classes. Although some teachers are not in favor of this idea, those that do support this idea, say that this will help improve the information the questionnaire provides.

Teachers also suggest using teacher-made questionnaires in the classes to gather information about their teaching styles. In general, they say that if the teacher is self-confident enough he/she should not wait for the administration to do something to gather data from the students. He/she is the only person who knows what is going on in the classes. It is only logical that he/she should have the courage and expend the effort to acquire the information from the students to evaluate herself/himself, thereby, provide better instruction.

For example, one Turkish Literature teacher says that as she does not believe the formal student evaluation can help her to improve her instruction so she uses her own discretion to get information from her students. She explains that first she gives her students some time, 2 months, to get to know her and her teaching style. She adds that during this time she tries to create the rapport with her students in class and she advises them to be open and tell her their criticism in a constructive way, not spoiling their respect for the teacher. Then, she asks them to write a composition about her anonymously. She says she sits at the table and does not pay attention to their handwriting as they might get irritated and not be truthful. She says that the students can give the teachers really reliable data if they trust him/her. She explains that she analyzes the compositions objectively in terms of the positive points and the points needing improvement. She admits that most of the students write positive points but still among these positive ones she tries to find the weak points. In the last stage, she puts all the items in a list and talks in front of the class, sometimes by defending herself, sometimes telling them that they are right and that she will take their suggestions into consideration. She says that after this evaluation she has a good, productive academic year with her students. She admits that she has not suggested this to her colleagues since they might call her 'pedant'. She says that she believes other mature colleagues might be using similar techniques as well.

Similarly, an English teacher says that he has improved himself 100 percent since he came to the institution by self evaluation and by student evaluation. He explains that he has created a democratic atmosphere in the class by showing students that he is always open to the criticism. He says he has prepared questionnaires or just

asked the students to get a piece of paper and write about the problems they have with him, with the lesson, and with the school in general. He suggests that this should be done by every teacher if they want to improve himself/herself.

One senior Philosophy teacher explains that when she first meets a different group of students she introduces herself and the subject matter. She does this because philosophy is not like the courses which students take every year, and they do not have any idea regarding what they are going to study. She says she asks them what they expect from the lesson and the teacher, which most of the time students do not answer. She then explains how she is going to teach the subject to them and tells them if they feel she needs to change her style in the following weeks they can tell it freely. She says that if what they have suggested is acceptable in terms of better learning, she changes her style without any hesitation.

Another teacher shares this philosophy by saying that she does not personalize the criticism on herself, but she asks her students at the end of the term how would they like to study this specific subject in general. She explains that later she analyses the information and decide which items she is doing or not, and take the necessary action to design her teaching style according to the students' desire.

In addition to the suggestions above, one senior department head suggests that the principal can obtain information about the teachers from the graduate students since the teacher is not teaching them anymore, and the students are no longer afraid of the effect of the evaluation. This is a mutually fair situation for the teacher to evaluate the students, and the students to evaluate the teacher. She even says that the graduate students tell about their satisfaction or dissatisfaction of a certain teacher without being asked.

As is seen above, most of the subjects see the students as potential source for teacher performance evaluation and their concern is only how to use this source effectively and objectively.

**Parents, and peers.** Parents and peers are suggested as being another source for the administration to gather data about teacher performance. Students say that the objective parents can be called to talk about the teachers constructively. They say that

the parents are not always on the side of their children, as most of the teachers think. They seem to be supporting the teachers' behavior. They complain only when they think their children's are treated unfavorably. The data reveal that objective peers, if/when needed, should be used to identify some teachers' behavior since peers spend most of the time together.

**Seminars attended by the teachers.** Some teachers suggest that the seminars attended by the teachers can be an indicator for teacher performance evaluation. They say that teachers' success and performance can be seen from the certificate given to the teachers or the course director can be asked to write a report about the teachers at the end of the course. One teacher says that the application of the knowledge gained in the courses can be used as an indicator as well.

**The materials prepared by the teacher.** The materials prepared by the teacher are suggested to be used as a source for teacher performance evaluation. The teachers have already presented their concern about some of the teachers' putting extra time to prepare materials to provide better instruction and other's not bothering to prepare anything like that. Therefore, the principal's using these materials as an indicator for positive teacher performance should both encourage and make these teachers happy. One department head suggests that the assignments performed by the students for the teacher and the quality of these assignments should be taken into account while evaluating teacher performance as well.

**The test results of the classes.** A small group of teachers suggests that the test results of the classes taught by the teacher can be used to determine teacher performance evaluation. It is indicated that the principal use this data at the general staff meetings and ask the teachers the reasons if there is a significant failure rate in one particular subject. However, the objectivity of this suggestion does not seem to be accepted by the majority of the teachers due to the nature of the students in the private school. They say that the students do not form a homogenous group so one teacher who is successful in one class may not be successful in another class. In addition, one teacher says that teacher performance should not be evaluated in terms of the students who enter the university.

**The teacher being evaluated.** Lastly, the teacher being evaluated is suggested as being one of the most reliable source to be used by the supervisor. Teacher say that it is the indicator of mutual trust between the teacher and the supervisor. They explain that they are mature enough to evaluate themselves so the principal after writing the report about them should call them and ask them if what has been written about them is acceptable. Teachers think that it is funny that they can not comment on the things about themselves. If the administration create this trust and openness they believe that most of the ambiguous points in teacher performance evaluation will be handled without hurting both participants of this tentative process: the teachers and the administration.

In reviewing the data presented above, there are many matters discussed and many opinions regarding what is thought to be problematic and is thought to be the solutions to a better process. The grouping of the suggested ways to improve supervision shows the diversity of opinion and the broad range of the problem. It can be seen that solving any one item does not necessarily solve another, but may indeed lead to another problem yet to be discussed. Certainly to state the purpose does not address class observation, nor does a change in technology help the reinforcement of teaching methods. Only by addressing all issues, to different degrees, can a balance of improvement be achieved.

### **Recommendation on More Effective Ministry of National Education Inspection**

The Ministry of National Education Inspection system, whose responsibility it is to evaluate all the teachers throughout the country in order to improve the quality of education, unfortunately fails to meet the requirement of its job assignments. This is due to the reasons discussed under the second research question. However, the subjects say that the Ministry of National Education Inspection system can be redesigned for the purpose of serving its national responsibility. In general, the suggestions made fall into two categories namely:

- having adequate number of efficient ministry inspectors,
- redesigning the inspection system to be an improvement oriented.

### **Having Adequate Number of Efficient Ministry Inspectors**

As for having enough ministry inspectors, the data reveal that the system does not have enough inspectors to handle the evaluation of all the teachers in both the state and the private education sector. One assistant head, who used to work as a Ministry inspector, explains that in the elementary school inspection system one inspector has 150 teachers to work and evaluate. He says that there are only 85 working days, which is the half of the teachers number. It is unlikely that one inspector can travel, settle, and evaluate teachers. Furthermore, it is said that the inspectors usually observe the teachers only once, in some cases twice. The inspector is unlikely to come to a conclusion about the teachers' performance. Therefore, the subjects suggests more class visits by the inspectors. In general, the number of the existing inspectors should be tripled at least.

The subjects mention that it is one thing not having enough inspectors on the contrary it is another thing to have efficient ones. The data indicate that the Ministry inspectors usually are not defined as efficient professional for various reasons as discussed before. The data reveal that it is an ongoing process so the deficiencies start from the very beginning of the inspector selection, and their training accordingly. The subjects, including the principal, assistant heads, the department heads and the teachers suggest that the selection procedure should have a standard criteria, which does not let any favoritism or nepotism enter the appointment process. One senior teacher says that as long as the ministry system selects its inspectors according to their political preferences the system can not be made effective. He adds that "Inspectors should not be biased by either political or religious groups and should be independent of any persuasions when it comes to the evaluation of teachers. Another teacher suggests that the Ministry of National Inspection system should not be tied to the government offices but should be an independent unit under the responsibility of the President.

One teacher openheartedly says that all the inspectors in the system should be changed since most of them do not represent the qualities for the profession. She says that she does not understand how these people become inspectors or were they born inspectors. She says that the inspectors who are evaluating the teachers at the English

medium schools must, not should, know English to follow the lessons and to evaluate the teacher objectively. She asks why she should respect somebody whom she believes less efficient than herself. Similarly, one senior teacher explains that the minimum requirement to be an inspector should be presenting the very efficient teacher qualities in his/her subject matter. Teachers argue that why they should let somebody who has even less knowledge than themselves come to class to evaluate the performance by acting as a so-called superior. Moreover, it is suggested that the Ministry inspectors should have the knowledge of what needs to be done for teacher growth and school success, interpersonal skills and technical skills for planning, assessing, observing, and evaluating instructional improvement. She says that they should be even practicing teachers so they can understand the classroom atmosphere better. However, she adds that these inspectors after being appointed to these positions suddenly forget all about the natural classroom settings and the problems. They observe the teacher performance from an “ivory tower.” It is suggested that the inspectors should be the graduate of administration department of Educational Faculties besides previously having worked as a teacher. However, the existing inspectors should be trained by in-service training courses with regards to their knowledge ,technical and interpersonal skills in supervision and their professional appearance as well.

A large number of the subjects indicate that most of the inspectors do not present a professional appearance, even in the eyes of students. They are not usually energetic, and enthusiastic since most of them are middle-aged or over middle-aged. It is suggested that there should be at least some young, energetic inspectors who are innovative, following the recent changes and open to discussions with the teachers. One teacher explains that most of the time teacher can not discuss anything with the inspector. They are supposed to be superiors and he describes the inspection at the schools, as a “one-way street” in which the inspector comes, observes, writes the report about the teacher, but does not give much chance for the teacher to participate in this process. He says that it is like a ‘secret agent’ assignment so the other participant, the teacher, should not know what is going on before and after the inspection. It is also suggested that they should not wear sloppy out-of date suits.

## **Redesigning the Ministry Inspection System**

As for the redesigning the Ministry inspection system, the data reveal that the purpose of the system should be re-determined and re-defined in the direction of being the more improvement oriented. One senior teacher says that the researches done on this field, including this study, should be presented to the National Education Ministry to allow the authorities to realize the problems. The Ministry, then, should hold a conference, consisting of the members of the universities, the chief of supervisory boards, supervisors, principals and even teachers, to discuss the problems. Inspection system should give importance to the guidance and improvement rather than control and inspection. One teacher says “inspection should not be scary not only for teachers but also for students as well. Another teacher express his feelings by saying that inspection should not be done for the sake of doing a required assignment on both sides: teachers, inspectors and even students. Each participants should benefit from the activity. It is said that there should be a genuine relationship between the inspectors and teachers.

Teachers state that they would happily accept the classroom observation as one side of the performance evaluation as long as the classroom observation criteria is reorganized and developed. They definitely want to make sure in which criteria they are evaluated. The teachers interviewed indicate that most of the inspectors inform them before the class observation. However, they say they would like to have more of a constructive feedback session after the classroom observation. Inspectors should discuss with the teachers the positive and negative aspects of their evaluations. Teachers’ positive behaviors should be emphasized in order to encourage them to do their jobs more productively. One department head states that inspectors should have a cooperation with both the school management and teachers. She further adds:

I do not think that inspectors can evaluate teachers objectively by observing their class performance once or twice. They need to live with us in the school for some time to see the natural atmosphere. They should attend one or two staff or department meetings. People can only help each other if they understand each other’s needs. Inspectors should be practicing teachers, otherwise they will

not exactly understand what is going on in the classes. Therefore, it is unlikely that they can help teachers to improve their performance.

One English teacher suggests that the inspectors should be sent to the in-service training courses as the teachers are. Therefore, they would be aware of the new developments and changes. The system should be adapted to these developments and changes. Adaptation, integration, and latency should be taught in the training and inservice educational programs.

In general it is recognized that inspection by the Ministry of Education is mandated by regulation, however, the mere fact of mandate is not the purpose. The purpose is to standardize minimal performance levels and hopefully to improve the teaching media to serve the Turkish student body.

To summarize, the finding from the observations presented by those interviewed, it is a concensus that the Ministry of Education should look at the role that its inspectors are playing in all schools, whether they be public or private. It should be realized that these inspectors represent the epitome of the Turkish Educational System. They should be looked upon as the upper level of teaching staff, knowledgeable of teaching methodology and psychology of learning. They should carry themselves in a manner suited to the position that they hold. They should be knowledgeable of the subject matter that is being taught in the specific classes that they are inspecting. To coin an old phrase "you can't just talk the talk, you must walk the walk." In recording and reviewing these findings it becomes obvious that many of the inspectors now employed by the Ministry does not measure up to either.

Further, it can be said that beyond the quality of the inspector, there is apparently a lack in the number of inspectors currently in the field. The number of classroom visits should be increased, in order to assure that a greater familiarity with the individual classroom settings can be viewed.

It can also be said that the Ministry of Education should undertake training course, seminars. workshops and continuing educational courses in order to improve the knowledge of the inspectors. A given number of these courses should be mandated

by the Ministry so that the latest methods and technology can be reviewed with the inspectors. These reviews should also give feedback to both the Ministry and the Inspector.

Evaluation of even the inspectors should be undertaken by the Ministry. These positions are not above audit and should even meet higher standards than those imposed on the teachers and the institutions.



## **CHAPTER 5**

### **CONCLUSIONS AND IMPLICATIONS**

In chapter 5, as a direct evolution of this study, it is the intent first to reiterate the conclusions reached in the previous chapters with regard to each research question. Next, the implications for the topic studied are discussed. Finally, the implications for the further studies are presented.

#### **Conclusions**

The conclusions presented below are based on the main research areas of this study: supervisory practices carried out at the school studied; how these supervisory practices are perceived in terms of their strengths and weaknesses by administrators, department heads, teachers, and students; the impact of the supervisory practices on teaching and learning process, teacher development, and overall school improvement process; recommendations to further improve supervision system. However, in order to give a clear picture of the supervisory practices carried out at the school it became obvious that the concept of a 'good teacher' and an 'effective school' need to be addressed first.

## Concepts of 'Good Teacher' and 'Effective School'

### Concept of 'Good Teacher'

In order to give a relevant definition as to what comprises those traits needed to make a good teacher, the subjects studied drew from their own experience and provided a wide, but consistent, view of what they perceived to be 'good' teacher qualities. In this respect, the traits of a good teacher fall into three categories:

1. Personal Characteristics,
2. Professional Skills, and
3. Interpersonal Relations.

Personal characteristics are listed as being resourcefulness, reliability, emotional maturity, patriotism and ethics, considerateness, buoyancy, attractiveness and objectivity. In reviewing all of these traits, a good teacher should serve as a moral and intellectual 'model' for students. Professional characteristics are identified as attitude towards the teaching profession, knowledge of subject matter, attitude towards students, ability to teach and evaluate effectively, attitude towards administrative duties and extra-curricular activities. Interpersonal relations underline the importance of a teacher's attitude towards their students, parents, and peers as well as the superiors.

It is clear that 'good teachers' are the most important facets of the education system, at any level, and the teachers who have these accepted qualities make a difference in the classrooms. Their presence or lack of presence has a direct outcome on the end products of the school system: the students.

Though all of these words portray a 'super teacher' above reproach, the reality differs. The school studied is a mix of teachers, some highly motivated and some just putting their time to make it to retirement. It is the principal's role, as chief administrator, to ferret out those teachers that are of the latter group and to, through developmental supervisory skills, try to influence them to the highly motivated 'good

teacher' level. If all efforts fail it is also the principal's role to take summative actions to replace those teachers that cannot or will not meet minimum standards.

It is the researcher's opinion that the formative aspect of the supervisory functions is being overlooked and that summative actions by the principal is seen as a fall back position. This could possibly be avoided if stronger roles were taken to sharpen the teaching skills and desire of the teachers were tapped.

### **Concept of 'Effective School'**

An 'Effective School' as identified by the subjects of the study consists of four main categories when gauging the school for effectiveness:

1. Strong school policy in education,
2. Physical environment and facilities,
3. Curriculum and academic resources, and
4. Quality human resources and relationships.

By achieving the proper appointment of a strong school policy, within a creative physical environment and adequate facilities, a strong curriculum presented by quality teachers can achieve superior education. This in essence, is an effective school.

It can be said that in the school studied many of these attributes can be seen. The principal is the keeper of all within this realm. It is his responsibility to monitor each of these respects and, within budgetary considerations, maintain the school in all respects. Our study deals primarily with personnel resources. From this standpoint it would seem that an optimum mix of assistant heads, department heads, teachers and support personnel are being employed, but it is an outgoing exercise to maintain quality personnel and/or develop quality into the available staff. The researcher strongly feels that the developmental policies of the school needs to be reviewed and a proactive statement be implemented to train the educational staff teaching at the school. It is far more cost effective to build on the present staff than to pursue other unknown resources.

## Supervisory Practices Carried out at School

The data reveal that there are two types of supervisory practices carried out at the school: the school-based supervision and the Ministry of National Education inspection. The need for school-based supervision is justified due to the parents', who monetarily support the school and, therefore, have higher expectations of the school management, differing from parents whose children attend state supported schools. Therefore, the administration at the school give the impression to the teachers that they are being watched and assessed.

### School-Based Supervision

The school-based supervision system seems to be a multi-dimensional process in terms of the participants and the sources:

- 1- participants- active participants being the principal, the assistant heads, and the department heads, the passive ones being students, and the virtually invisible ones being parents
- 2- sources- coming from the classroom and beyond classroom competencies

Overall the results indicate that teacher evaluation, as the major part of the supervision system, is based on three areas:

- classroom-based performance evaluation
- beyond classroom performance evaluation
- summative evaluation of teacher performance

**Classroom-based performance evaluation.** Class-based performance evaluation is carried out only by the principal. The data reveal there is no written document as to what the major purpose of classroom evaluation is; what data must be collected; what criteria are used; what limits are set on the level of teacher involvement. Furthermore, the school administration does not have a systematic procedure in terms of who to observe, how many times to observe, when to observe, and how to observe.

It is apparent that the principal is not able to or does not have the time to observe every teacher regularly. This fact is either due to a heavy work schedule or to the principal's perception that some teachers do not need to be observed in order to make a summative performance decision.

This study shows that there is a set of unwritten criteria for selection of the teachers to be observed by the principal. The main criteria would appear to be based around service time within the school. Newly recruited teachers are given first priority for observation. Two other criteria groups are listed for observation, those being teachers with whom the principal has had reason to observe and teachers with high failure rate. There are teachers that the principal does not find the need for observation, based on a confidence level he has developed over time.

'Class Observation Procedure' does not seem to follow the three stages recommended in the literature: preobservation, observation, and post-observation. The principal within this study does not seem to be in favor of prearranged observation visits. He believes the drop-in visits introduce an element of simple control tacitly advising the teachers that they are expected to be prepared at all the times.

During the observation, the principal sits at a desk preferable at the back row of the classroom. He does not take notes during the observation, but after the observation he says that he writes about the observation in his notebook. He does not usually interact with the class. The length of time the principal spends in the class varies according to the teachers' length of tenure in the profession and at the school. The following items reflect the unwritten class performance criteria used by the principal to evaluate the teachers :

- teachers' awareness of preparation prior to the class teaching,
- their ability to diagnose student' needs,
- their awareness of student-centered teaching style,
- their awareness of individual differences among students,
- their ability to vary with the learning situation,
- to utilize technological teaching equipment,
- to judge the appropriateness of the instructional materials,
- to reinforce certain student behaviors,

- to maintain the control of the class by means of positive discipline,
- to check student understanding and review the topic,
- to descend to the level of the students,
- to evaluate students' performance objectively, and
- artifacts evaluation such as lesson and unit plans, tests samples, materials, teacher's grade book, study and homework exercises.

The principal evaluates the teacher's knowledge of subject matter if it is in his field. If it is not, his observation is usually of the global variety such as teachers' attitude during teaching, the presentation of materials and techniques, student participation and classroom management.

After the observation the principal indicates that he gives verbal feedback in two ways: personal feedback just after observation, and general feedback at the staff meetings. He is not in favor of giving written feedback. Teachers say that they do not get enough personal feedback. Moreover, if given, the feedback is most of the time on the weaknesses of the teacher. Strong points are usually neglected by the principal.

**Beyond the classroom performance evaluation.** As for beyond the classroom performance evaluation, the principal takes teachers' attitudes towards administrative responsibilities and extra-curricular activities into account. The principal gathers data from the department heads, assistant heads, students and sometimes parents. The principal asks the department heads to give a report on the teachers' performance in their departments. However, the department heads and the assistant heads do not want to write these reports about individual teachers since they do not see this process as a part of their position. Therefore, the principal ends up with only general verbal information about the teachers' performance outside the classroom.

Overall the data reveal that it is important for a teacher to assist in upholding and enforcing school rules and administrative regulations, Ministry of Education policies and practices. The result of the study indicate that these policies and practices are sensitive towards tardiness, recess duty, time keeping, presenting responsibility for the administrative duties such as handing in assignments properly and on time, and showing positive attitude by attending the ceremonies. Moreover, a teacher should

make provisions to be available for students and parents to discuss education related issues outside the instructional day.

The data show that there are teachers who even spend their recess time to teach or to talk to their students over a problem, and according to the principal, assistant heads, department heads, teachers, and the students these activities are signs of teachers' responsibility to their job.

Attending and participating in general staff and department meetings, cooperating with other members of the staff in planning instructional goals, objectives and methods, and assisting in selection of books, equipment, and other instructional materials are mentioned as being important.

Finally, working to establish and maintain open lines of communication with students, parents, and colleagues concerning both academic and behavioral progress of the students is emphasized as an important aspect of performance outside the classroom.

**Summative evaluation.** Summative evaluation is the step which the principal bears the primary responsibility for making judgments about the competence or incompetence of teachers.

The principal writes two reports about the teachers: one is to the upper management, the other to the Ministry of Education. Teachers are not allowed to see these reports since the content of these reports are confidential.

The formal teacher evaluation by the students is accomplished with a student questionnaire prepared by school counselors once every term. The principal informs the staff about the results of the data at the staff meetings. The principal says that he does not gather information from the parents as a base for his evaluation of teachers.

On the whole, teachers seem to be judged first on the effectiveness with which they demonstrate generic teaching skills in the classroom. Secondly, personal characteristics and professional attributes are assessed in addition to process skills in the class. Although the school seems to focus on improvement of instruction as one of its supervision purposes, its aim is to ultimately rid the organization of incompetent teachers.

The second report sent to the Ministry of Education is a kind of form and is filled out by the principal for each teacher once a year.

### **Ministry of Education Inspection**

All primary and secondary schools have to be evaluated by the Ministry of Education inspectors regardless of whether they are state or private institutions. The results of the study show that there are two types of Ministry of Education Inspection:

1. for teacher performance
2. for administrative performance of the school (not related to the subject of this study)

**Inspection for teacher performance.** Ministry of Education Inspectors evaluate the teachers' performance in two areas:

1. Inspection of required paper work such as: those required by issues of Ministerial Regulations Journal (Tebliğler Dergisi), yearly departmental syllabus, daily plan, grade notebook, example of exam papers and their keys and examples of graded exam papers.
2. Class performance observation: Before the class observation the inspector meets every teacher to decide on the best time to visit their classes. Teachers are asked to present a sample lesson during the observation. During the observation the Ministry Inspectors look at the general atmosphere, the flow of the lesson, students-teacher interaction, the teacher's ability to use different teaching techniques, the teacher's knowledge of subject matter and the quality of the lecture given to the students.

One of the points noted by a great deal of the informants is that there are some inspectors that fail to meet the purpose of inspection. Some may sleep during the class lecture, while others may try to teach the lesson and insult the teacher in front of the students.

The data reveal that teachers are not provided with any form of written feedback, but some sort of verbal feedback depending on the style of the inspector after the class performance observation. However, a report which consists of grades from one to five for each department is turned over to the principal by the Ministry Inspectors.

Some inspectors have post observation meetings with the members of the whole department and talk about the weaknesses in general and suggest better ways to handle the lessons.

Before they leave the school, Ministry of Education Inspectors fill out 'State Civil Servants Personnel Reports' (T.C Devlet Memurlari Sicil Raporu) to be kept in the file in the Ministry of Education for each teacher at the school. This report consists of two parts: the background information and the performance in teaching and administration which cover the items such as responsibility and enthusiasm towards the job, the knowledge of the subject matter, verbal and written clarity, effort toward self improvement, working ability within groups, objectivity, discipline, and their relationship with peers and superiors.

Overall the data show that the Ministry of Education Inspection of teacher performance at the school does not go any further than checking a few required documents and observing teachers once or twice in the classroom setting.

**Administrative performance of the school.** In addition to the teacher performance evaluation, Ministry of Education Inspection assesses the administrative performance of the school by judging their conformity to state-specified curriculum guidelines. This portion of the evaluation reviews such items as curricular policies, general organization and staff, departmental reports, exam results and staff evaluation, to mention only a few.

### **Administrators', Department heads', Teachers' and Students' Perception of Supervisory Practices in Terms of Their Strengths and Weaknesses**

#### **Effectiveness of School-Based Supervisory Practices**

The data reveal that almost all the subjects, except one teacher, find the concept of school-based evaluation perfectly acceptable for various reasons. Most of the reasons are the natural results of being a private school, which makes the administration feel obliged to answer the high expectation of parents for the success of their children. Administration believes that they need to attract their customers by

providing quality education. In order to have quality education, having effective teachers is a prerequisite. Similarly, teachers agree that to satisfy the expectation of the parents, the management needs to first recruit knowledgeable teachers, and then assess the performance continuously in order to both maintain the effective and highly qualified teachers and give training opportunity to those who are apt to eventually become effective teachers.

Although there is a common agreement on and acceptance of a supervision system which requires evaluating teachers performance, many subjects have serious concerns about the way this system is conducted in this sense. They question:

- the clarity of the purpose in teacher evaluation,
- the criteria and instruments used for evaluation,
- the way the class observation is conducted,
- the feedback and reinforcement presented to the teachers,
- the reliability of the supervisory activities,
- the effectiveness and the efficiency of the supervising person, and the relationship between the supervisor and the teacher, and
- the student and parents evaluation used as part of teacher evaluation.

**The clarity of the purpose of the evaluation.** As for the clarity of the purpose of the evaluation it is apparent that the school does not have a clear written evaluation system which tells its ultimate purpose. Therefore, there is a discrepancy regarding the perspective of the evaluation system between the principal and the other subjects:

- Principal - The primary aim of the evaluation system in this private school is to improve the teaching quality.
- Teachers - The school employs a “watchdog” approach to evaluation, which is traditional in its methodology. The current evaluation system is seen as being intrusive. Teachers see the system designed primarily for administrative purposes such as contract renewal.

**Criteria and instruments used for evaluation.** The teachers complain about not having a 'standard criterion' in terms of

- who is to be evaluated,
- what is to be evaluated, and
- what kind of instruments needed for the evaluation.

The principal does not see the lack of a standard criterion as a weakness in the evaluation system since even the Ministry of Education does not have a consistent written criteria in its system.

The teachers state that they have to assume the basis of the invisible criteria by their common sense or after having worked long enough at the school to know the standards. These assumed minimal standards are primarily administrative or of a personal nature. They tend to address relatively general areas of competence and a number of the teacher's characteristics with ambiguous definitions. Furthermore, it is not the objective to evaluate the teachers, regardless of grade level, subject matter, ability of students, experience, training, and physical settings.

By not being written, there is a license that allows the administrators to interpret the standard as they wish. Therefore, the teachers feel that there are teachers still employed at the school who violate even the minimal standard requirements. Teachers conjecture that relationships beyond the school doors affects the results of the evaluation.

**The way the class observation is conducted.** As for the way the class observation is conducted, the teachers complain that they are the passive participant in the evaluation system since the principal determines when visits will be conducted without asking them. Visits to the classes are conducted without advance notice or information.

There is always the element of stress for both students and the teacher during the classroom observation process, as these un-announced visits cause over-reacting to the presence of the principal and the teacher may feel it necessary to take a center-stage

approach. The principal's nonintrusive monitoring and physical presence modifies the setting and results in false impressions. Furthermore, the students see their teachers as a respectful myth in the class and when the principal comes and observes him/her the students especially the junior ones do not feel good about it.

However, the principal does not count his monitor as a weakness. He sees these unstructured visits to the classes as an opportunity to see the natural atmosphere of the teaching and learning context. He indicates that if he informs the teachers beforehand they might put extra effort to present a better lesson, they might inform their students to behave accordingly, or even they might teach the subject they themselves and the students know the best.

From the perspective of the students, they do not count these visits by the principal as a strength or a weakness since it will not make any difference whether the principal comes to the classroom, either unannounced or announced. They feel that they have to behave accordingly in either situation. The teacher, as they see it, will treat them based on their performance and behavior during the visit. Therefore, students especially senior students, indicate that it is inevitable that both they and their teachers change their behaviors in the positive direction during the observation.

Almost all students say that the principal does not stay long enough in the class to understand what is actually happening. They say that he just sits at the back of the class and does not interact with the students.

Were the management to use microphones in the classes to monitor instructor's presentation it would be seen as "unethical" by the teachers.

**Feedback and the reinforcement presented to the teachers.** Another criticism made is regarding the feedback and the reinforcement presented to the teachers. Teachers see the feedback given after the class observation and reinforcement given as an overall performance evaluation weak in nature.

For the feedback after the class observation, the principal states that he provides some verbal feedback to everybody in his or the assistant head's office or at the general staff meetings. He explains that during this postobservation meeting he emphasizes the positive points and then the areas in which the teacher needs to improve.

Although there is also a group of teachers saying that the principal gives them feedback and suggests better ways to improve the instruction in class, a large group of teachers complain that they do not get even much individual verbal feedback from the principal.

The overall teacher perception of the feedback given after class performance evaluation is that if the principal is satisfied with the teacher's performance in class he does not offer feedback. Teachers do not want to accept the "no problem, no feedback" approach. Some of the teachers even see this attitude as insulting since even effective teachers want their performance to be recognized by the administration.

In general, the data coming from both the interviews and the critical incidents reveal that even if it is criticized as not being constructive there is some sort of verbal feedback. However, there is no written feedback presented to the teachers. The principal argues that he is in favor of being open, but as long as he provides verbal feedback, there is no need to show a written document to the teachers. He believes when people see their weak points on a piece of paper they become disappointed and their positive attitude and performance may decrease.

On the contrary, almost all teachers expect individual verbal and written feedback, rather than anonymous examples at the general staff meetings.

The data reveal that contract renewal seems to be the only reinforcement on the teachers' side although the principal says that he has given plackets to the teachers who have presented high performance in terms of extra-curricular activities during the academic year.

Contract renewal time is the most frustrating time of the year since without much feedback they cannot guess what will happen to them. The administrators renew the contracts in June and if a teacher's contract is not renewed he/she has a hard time to find another job since by that time of the year all the other schools have completed their staff arrangements. The data show that the attitude towards evaluation causes unavoidable competition among teachers to have a place in the school even without receiving a higher salary or incentives.

The school does not have a merit system. Although this is seen as a weak point in terms of reinforcement by the teachers, the principal argues that it is a very sensitive issue and, to have a system such as that, the standards should be very strictly identified, which brings into perspective the reality of not having a written evaluation procedure.

In general, the data indicate that as a result of this type of administrative judgment, the principal/teacher relationship often deteriorates causing both individuals to question the value of the procedure and the purpose it serves. It is emphasized that attitudes towards the evaluation system become so negative and emotional that there is virtually no chance of the evaluation having a positive effect.

**Reliability of supervisory activities.** The reliability of the supervisory activities is brought up as a criticism by the teachers for various reasons such as:

- the ambiguity in terms of the number of visits held by the principal to each class,
- the ambiguity in terms of the priority to be observed,
- the inefficient duration of the visits,
- the anonymous evaluation criteria,
- lack of relevant instruments used for evaluation,
- lack of efficiency in filling out the documents, and
- lack of efficiency in giving verbal and written feedback.

**The quality of the supervisors.** The quality of the supervisors is mentioned as being important in any evaluation procedure. Teachers assess the quality of the principal, assistant heads and department heads in two broad categories: leadership qualities and serving as instructional resource.

The data reveal that almost all teachers believe that the principal, the department heads and the assistant heads should know the importance of their position. They should present good role models for the teaching and learning context in terms of their dress, behaviors and knowledge in their specific field.

The teachers expect especially the principal, the department heads and partly the three assistant heads to have certain leadership qualities which are identified in two groups: personality traits, administrative skills. They indicate that they want to see

supervisors as assertive, cooperative, decisive, dependable, adaptable to situations, alert to social environment, energetic, persistent, tolerant of stress, approachable, mature, understanding, willing to assume responsibility, ambitious and achievement oriented.

The data reveal that it is easy for the teachers to observe these qualities with the department heads and the assistant heads since they have more chance to work together. Teachers say that they believe that their principal has these qualities as well, the problem is he does not make himself visible enough at the school.

As has been previously mentioned there are a number of administrative skills that a principal must possess in order to be effective. These skills are broad based and encompass both managerial, organization and human resources areas of study.

The subjects interviewed believe that the principal has these qualities with the exception of his approach to 'evaluation' within the existing supervision system.

Teachers explain that their department heads are protective of the group members and have organizational ability. They mention that the department heads and the assistant heads have the ability to plan, schedule, and control the work of others. Moreover, it is mentioned that they possess the ability to deal with a volume of paperwork.

Almost all teachers mention that the supervisors, especially the principal, must be an instructional resource. They should be more experienced than a teacher in terms of the knowledge of subject matter, educational psychology, child psychology, techniques in teaching and so on. Within this role he is supposed to be responsible for fulfilling both administrative and developmental roles.

The data also reveal that the teachers definitely want the principal to know English. The principal admits that he did not receive education in English. However, his argument is that although English remains vitally important for him to be effective in an English medium private school his primary focus is not the subject matter knowledge, but on the other teacher qualities while evaluating teachers' class performance.

Overall the data reveal that teachers see the principal as mostly an administrative head in this school. Even when he visits the class it is still

administrative not in a helping mode, in the sense of being instructional leader. On the other hand, the department heads are described as being in the supervisory role. The teachers believe that their department heads are experts in their field and they create a very friendly, and constructive climate in the departments.

**Student involvement in the process.** Teachers see student involvement in the evaluation process acceptable since the students are important participants in the learning and teaching process. However, the students' objectivity is a concern for teachers since their maturity level and the format and content of the questionnaire might be inadequate for evaluation. Both of these matters should be addressed and a balance should be achieved by altering the way data is gathered.

As for the students' perception on teacher evaluation, although they agree that the questionnaire is designed poorly in terms of the format and the content they, especially all senior students believe that they can evaluate their teachers in terms of their knowledge in the subject matter area and their effectiveness in class. However, their concern is different from the teachers'. First, some students are afraid to evaluate the teachers even with this questionnaire, even though it does not ask the name of the lesson or the teacher. They are concerned about the negative treatment if they honestly respond to the questions. Second, they believe that neither the counselors nor the teachers take these forms serious. Lastly, they indicate that even if they try to evaluate their teachers objectively nothing changes, and they are not informed about the results.

Parental involvement is seen by the administration and staff only to occur when they have a problem with a teacher and, therefore, lend little credibility to the periodic judgment by parents.

Overall the results of this study show that, even if the present school-based system is not satisfactory, the staff believes that only by having a school-based assessment system the effectiveness in the classroom can be gauged and achieved. As stated above some policy would be better than no policy. All people involved, the principal, the assistant heads, the department heads, the teachers, and the students show concerns in regards to evaluations but there is divided opinion as to what should or even what could be done to bridge this gap.

### **Effectiveness of the Ministry of Education Inspection System**

The Ministry of National Education Inspection system is considered by all those subjects interviewed as being unsuccessful and of poor quality. The system is criticized as having poor quality inspectors, being judgmental, and subjective.

Almost all teachers indicate that the Ministry of National Education inspectors are 'incompetent' since first, they do not seem to have enough relevant knowledge in the subject matter in which they evaluate the teachers. Second, they do not know enough English to observe and understand lessons. Third, since some teachers attend in-service trainings and are aware of the recent improvements in the field, they see that the inspectors know little of the recent improvements and are not interested in the profession and are seriously out of date in terms of teaching techniques. Furthermore, inspectors do not even present a professional appearance, which would make students and the teachers respect them. Lastly, it is mentioned that it is not only competency that is a problem with the system, but there are not enough inspectors to perform adequate review of the school system.

The results of the study show that most ministry inspectors dominate the discussion during evaluation. The system encourages high inspector / low teacher involvement. Rather than an evaluation, the review turns from what the teachers' qualifications are, to what the inspector has done or can do.

The data reveal that the teachers see the ministry inspection 'judgmental' in nature. Inspectors gather information about the teachers from the principal. It is the teachers opinion that the inspectors have a set of criteria in their minds which is stated usually in the form of traits, characteristics, styles or behaviors that constitute what is important for the Ministry of Education. There appears to be a conflict between the teachers' and the inspectors' concept of evaluation. The teachers see the inspectors as so-called perfectionist that criticize everything and anything. Furthermore, teachers do not believe in the Ministry Inspection system since recently the inspectors evaluate the teachers according to their political preferences.

All teachers say that the Ministry Inspection system is not 'objective' due to the way it is carried out. The teachers explain that the inspectors evaluate the teachers'

class performance and the minimal papers such as the required issues of Ministerial Regulations Journal (Tebliğler Dergisi), yearly departmental syllabus, daily plan, grade notebook, example of exam papers and their keys and examples of graded exam papers. Teachers believe that Ministry Inspectors can be cheated easily since they observe each teacher only once or twice during the teachers' tenure in the profession. The evaluation is seen as synonymous with minimal observation.

Students agree that their class atmosphere changes when the inspector comes to see a class session and what the inspector sees is not the natural learning setting and teaching context.

Lastly, the principal, department heads and assistant heads have the same concern that inspectors cannot evaluate the teacher after only one or two class observations.

In summation, the reliability of the total supervisory practices of both the school and the Ministry of Education is highly questionable. As it currently exists, it serves little value other than to administratively be able to say "we are in compliance with the governmental requirements for inspections."

### **Impact of the Supervisory Practices on Teaching and Learning Process, Teacher Development, and Overall School Improvement**

#### **Impact of School-Based Supervisory Activities**

All the study sample (teachers, department heads, assistant heads, students, and the principal) admit that they need a supervision system to assure quality education in the school. The supervision is seen as a continuing and necessary monitor of teachers. Even greater sensitivity must be given to meeting minimum teaching requirements due to a) the competition in private education sector to attract customers: parents b) development of the school programs c) methods of instruction to keep pace with the changing time.

Although it seems that practices at the school did not exemplify good supervisory practices, the data on impact of supervisory practices with respect to

learning and teaching, teacher growth, and overall school improvement represent three different perspectives as being positive, neutral and negative.

The diversity of opinion on this issue is coming from the discussion of whether supervision is an evaluation position or not; what is the purpose of the supervision? Is the principal an evaluator or a supervisor? All see the supervisory practices as administrative assessment based on data making personnel decisions, contract renewal, tenure, teaching assignments and placement on a career ladder.

The teachers and administrators, who believe that supervisory practices in the school have a negative impact on the teaching and learning context, teacher development and overall school improvement, state that it is due to the 'summative evaluation' nature of the supervisory activities which cause fear of dismissal, frustration and unneeded competition among teachers. The method by which supervisory practices are applied causes negative impact on the way teachers carry out their classroom responsibilities, and the way they feel about their place in the school. Teachers feel frustrated since they are not aware of any evaluation criteria being used during the evaluation and no systematic feedback is provided after the evaluation.

Teachers express the opinion that teaching effectively without any sort of control is the matter of teacher' moral values. There are some teachers who would like to be transferred to the public school system and are waiting for the administration to dismiss them and pay the indemnity. Furthermore, teachers feel themselves obliged to tolerate unacceptable student behavior since they think the students' parents might complain about him/her, which might effect the contract renewal

The group, who states that the supervisory practices result in no positive impact on the teaching and learning context, teacher development and overall school improvement, believe that this is the natural result of the supervisory practices being summative in nature. To take a positive approach to a given situation, the evaluation should be followed by constructive feedback. However, the evaluation performed at the school is only a quick review, without any follow up session. They believe a good teacher would maintain the same quality teaching attributes even if there was not supervision at the school. They further feel that the supervisory practices are useless,

pointing out that all teachers are treated as a homogeneous group and they consider that teachers function at different stages of cognitive, personal and moral development and at different stages of concern.

A large group of subjects believe that the positive impact of supervisory practices is actually inevitable. They contend “quality teaching and learning context with quality teachers will inevitably lead to overall school improvement.” The positive impact mentioned by the subjects falls into two related categories: teacher development, and school improvement.

**Teacher development.** Teacher development coming from the positive impact of supervisory practices relates closely to the level of a given teacher’s developmental stage in terms of professional and personal development. The ‘professional’ side of teacher development is explained as the teachers’ own desire for the enrichment of their knowledge, their teaching techniques and their awareness of the available opportunities for improvement. The ‘true’ teacher sees the evaluation as a challenge to prove their ability first and, secondly to improve their teaching skills. They teach for their own satisfaction and then to improve 15-year old students. It is the belief of this group that the evaluation has an impact on teacher development but some teachers do not want to show it due to the self obligation to follow the group norm. This shows that peer pressure even exists on higher educational levels.

There is an awareness of the necessity of enrichment of the knowledge since the new generation is more aware of technological improvements, therefore, if students were the most important participants of the evaluation process then the teachers would be responsive to the students’ needs first. This in turn would mean the teachers would need to update their knowledge. It is mentioned that these improvements are not only related to subject matter books, but relate to recent developments in their field, as well. The influence of a positive evaluation feedback has a lasting impact.

Moreover, student’s desire for a particular teacher creates a positive impact in terms of teacher professional development. Having been requested, those teachers feel self-satisfied and obliged to search out better ways to present lessons to their students.

Senior students explain that evaluation helps teachers see their strengths and weaknesses. Hence, they try to improve their weak points and use these improvements on future students. Students believe that if teachers can improve students by evaluation and help them to improve their weak points, then they say this is “the same way teachers can be improved by evaluation.”

The results of the study show that the evaluation has the impact on awareness of the possibilities for professional development since the evaluation system forces teachers to develop themselves through seminars, and staff-interaction workshops held at school. Seeing themselves successful in the class by using the new ideas relieves the feeling of exhaustion and justifies the extra effort. Furthermore, interaction between the members of the staff shows them that they have a great deal that can be learned from each other.

In considering the impact of supervisory practices with regards to the ‘social’ development of teachers, those that take on the responsibilities of special days and ceremonies improve their ability to react and coordinate within a broader sense. The data reveal that if one teacher is enthusiastic about these kinds of extra-curricular activities the possibility of her/his staying at the school is higher than the teacher who is not interested in social activities. This gives personal gratification and enhances the teachers’ ability to deal with people.

**School improvement.** As for the impact of the supervisory practices on school improvement, it is stated that it is inevitable that supervisory practices ultimately have a positive impact on the school improvement due to reasons such as the maintenance of qualified staff, the encouragement of self-satisfied teachers, and decisions on school-based training programs.

The subjects agree that for a quality education to be achieved, having qualified teachers is a prerequisite. Therefore the school maintains strong staff in terms of subject knowledge, with a positive attitude towards self and school improvement. It is the subjects’ belief that the evaluation system is working very efficiently in that sense and the school has for the most part a group of committed teachers.

Students say that if the teachers are strong in one school, then that school will have more students. This in turn means that the owner will earn more money and can provide more benefits to the teachers which further results in improvements in the school.

The data reveal that another positive impact on the school improvement is the school-based training programs arranged by the administration for the teachers. The principal and the department heads admit that they decide on the school-based training programs according to the results of the evaluation. Although it is stated by some teachers the appropriateness and effectiveness of these programs is open to discussion, these practices are counted as creating positive impact.

On the whole, the data reveal that the school-based supervisory activities have a positive impact on the teaching and learning context, teacher development and overall school improvement, although these activities are described in contradictory terms such as expanding or restricting teacher's responsibilities, narrowing or opening teacher's options, and restricting or freeing teacher's behavior. It is clear from the data that teachers have different perspectives and experiences when discussing the supervisory practices carried out at the school studied.

Overall the results of the study show that the supervisory practices carried out at school are described as creating positive impact on the teaching and the learning process, the teacher growth and overall school improvement although some negative impacts, frustration, unneeded competition, and fear of dismissal, are mentioned by some subjects. It is the mutual belief that even these negative impacts lead in a positive direction, which ends up as a positive impact on the school.

### **Impact of Ministry of National Education Inspection**

Though mandated by law, the Ministry of Education inspection produces little positive influence on the teacher evaluation and teacher improvement, and, therefore, little improvement on the school's teachers or teaching methodology is realized. In fact, most teachers resent the fact of any evaluation by inspectors they see as non-academic and not knowledgeable of teaching skills and practices. They further feel this to be a

hindrance for their class time and a waste of their energies. In contrast to their viewpoint, the school administrators prepare extensively for the inspection and place a great deal of importance on its occurrence. However, this inspection only serves to audit the administrative side of the school and, therefore, as contended by the teachers, does not add significantly to the teacher evaluation and teacher improvement. It fails to foster a program leading to competent teacher evaluations and teacher improvement programs.

To sum the supervisory practices impact on the teaching process, it can be said that the school staff agrees on the need for supervision, however, there are differing opinions as to whether the existing practices play a positive, negative or neutral role. It has been pointed out that both positive and negative supervisory practices can have positive results on the school improvement, but the positive results from negative practices are short lived and ultimately has negative effect. Good supervisory practices are a key to fostering a strong, dynamic teaching staff and, as stated elsewhere, will reflect in an academically strong student body.

### Recommendations for Improving the Supervision System

#### Recommendations for School-Based Supervisory Practices

The subjects agree that the concept of teacher evaluation is perfectly acceptable. Their primary objections center around the way evaluation is performed. They believe the institution can overcome the difficulties by taking the necessary precautions at the appropriate time. Their suggestions are grouped under the following issues:

- 1- Purpose and criteria for evaluation,
- 2- Classroom observation,
- 3- Reinforcement and feedback,
- 4- Technical aspects of supervisory activities,
- 5- Supervisor qualifications, and
- 6- Student evaluation and other inputs.

**Purpose and criteria for evaluation.** All subjects, excluding the principal, think that the purpose of evaluation should be made clear so all personnel have a common understanding on what and how to evaluate.

The staff would like to have more of an improvement oriented evaluation rather than the principal's summative evaluation, although summative side of the evaluation seems to be inevitable due to his administrative role in the school system. The teachers suggest having an evaluation system with mutually accepted purpose and benefits. They state that an evaluation should be directed toward teachers' performance, giving attention to the developmental aspect and encouragement where needed. There should be some synthesis of scientific and human resources approaches to supervision by following a scientific approach. The supervisors should continue to work with teachers for the improvement of instruction by encouraging them to improve strategies, to try out different models of teaching and to examine their teaching styles. On the other hand the same supervisors should be conscious of and work with teachers toward achievement of loyalty to the group, commitment to the organization, positive attitudes toward their job, mutual trust, and effective communication within the system. Furthermore, peers should become more involved in helping colleagues. Teachers within departments, grades, and teams should develop skills and attitudes of willingness to help each other. If these peers assume the responsibility for formative evaluation, with the assistance from the designated instructional supervisor as needed; the principal can carry out the task of summative evaluation.

It is stated that the school must have a consistent policy which covers the topics such as institutional mission statement; nature of students, behaviors to be taught to the students; recruitment procedure; discipline issues, quality of educational environment and teacher evaluation.

The policy should present consistent rules and regulations which can be identified by a set of clear-cut criteria for recruitment and for a continuous evaluation process afterwards.

The recruitment policy should not allow any form of favoritism or nepotism. The applicants should be evaluated in terms of their love of the profession, good

interrelationship skills, awareness of the expectation of the private school and ethics, besides their subject matter knowledge.

The results of the study indicate that the administration should be very careful about clarifying the process of evaluation in terms of:

- how often each teacher is to be evaluated,
- how the evaluation procedure is to work,
- what will be evaluated- the evaluation criteria, and
- how the evaluation data are interpreted.

As for the evaluation criteria, it is suggested that each performance area should be identified with observable competencies of teachers such as

- the preparation for instruction,
- classroom performance in terms of using different teaching techniques,
- assessment of students in terms of exam preparation,
- grading objectivity and timeliness,
- classroom management,
- professional leadership,
- basic communication skills,
- the length of tenure in the profession, and
- length of employment at the school should be taken into consideration.

The staff wants to be involved in the evaluation criteria decision since they believe the teachers are the ones who are aware of the classroom atmosphere and the students. They should participate when making these kinds of decisions.

The data indicate teachers see dismissal as one of the outcomes of the evaluation procedure, therefore, they expect a clear and consistent dismissal policy based on teacher evaluation. Teachers being dismissed should be given a termination letter explaining the reason of dismissal. These reasons should be made clear to the other teachers at the school as well. The school should make the 'indemnity policy' clear, therefore, people will not gage their performance hoping to receive the indemnity. Those teachers who continue to just put their time in for the indemnity

should be dismissed since they can never be beneficial to the school. The termination letter should be sent early enough to allow the staff to find another place in other schools.

The results of the data show that the senior students realize that there should be a consistent written teacher evaluation criteria in the school.

As for the instrument used during the evaluation, it is highly recommended that the school should have its own evaluation instruments, which are the indicators of being a professional school.

On the whole, the data clearly indicate that the school should implement a study to establish:

1. A clear mission statement,
2. A definition of quality teacher standards,
3. A recruitment policy,
4. A dismissal policy,
5. A teacher evaluation policy, and
6. Instruments to clarify the processes.

It would be wise to establish a review board consisting of members from both the administration and the teachers to study the items listed above. Further, once enacted any such policies and/or procedures should be periodically examined by a like review board to assure their relevance.

**Classroom observation.** Teachers adamantly reject classroom observation procedures. They believe the principal should inform them ahead of time at least before the class period on the same day. The principal should ask the teacher what he/she is going to teach in class beforehand and should come to class prepared for observation, that is he should enter the class with an instrument clearly defining what is to be evaluated. If the principal insists on unstructured class performance observation he should at least observe teachers twice, one structured and another unstructured, and come to a conclusion, accordingly. Another suggestion is observation should be held in

one successful and one unsuccessful classes to evaluate the teacher objectively. The principal should treat the teachers as individuals

Students suggest that the principal should come to class in the middle of the lesson thereby observing the natural flow of the lesson. They say that the teacher cannot then change what he/she has been doing to artificially give a false impression. Another suggestion is that the principal should stay outside the classroom after he has a short visit in order to hear if there are any changes in the class atmosphere.

Teachers also suggest that the principal and the assistant heads do not need to come to class to observe teachers, they can get more information by listening the classes from the corridors.

In particular, items that should be addressed in regards to classroom observations should be:

- Notification of class visit,
- Length of class visit,
- Who should be involved in class visit (Should someone other than the principal be involved),
- Number of visits per year,
- Potential for pre-prepared lectures, and
- Other alternatives.

**Feedback and reinforcement.** Teachers are unsatisfied with the feedback given after the class performance observation and the reinforcement given after the overall evaluation each year. They find it lacking in terms of the nature and appropriateness.

On the whole the data suggest that the school should review the requirements and then decide on a specific feedback system in terms of the class performance and the overall performance evaluation. This feedback system should be in a written form and be given to all teachers, no matter their length of employment. The feedback system should identify both strong and weak points and should recognize achievement, as well as failure. The feedback should be timely and should reinforce teachers in the areas where they are lacking.

The school should arrange a seminar on how to give feedback and how to take advantage of feedback and everybody should attend these kinds of seminars. This will allow everyone to come to a consensus, not to misunderstand each other.

Subjects suggest that the school should provide a mutually accepted written contract renewal policy, based on teacher performance evaluation. This policy should not only focus on dismissal or contract renewal. The data reveal that teachers want more than that: reward in terms of recognition by the administration, and financial support. Teachers expect to be praised or recognized through a consistent criteria on which there is mutual agreement. Furthermore, it is suggested that there should be a system which will allow merit pay according to the different achievement levels presented by the teachers.

Moreover, the data reveal that the administration should take other actions to encourage teachers such as writing a good report to the Ministry of National Education or writing a satisfying recommendation letter.

**Technical aspects of supervisory practices.** The suggestions made on the technical aspects of the supervisory practices at the school fall into three groups:

- the number of the class performance evaluations: Teachers suggest that there should be more class visits which are improvement oriented. The principal should share the work load by soliciting help from the department heads.
- time spent in class for evaluation period: More time should be spent in class.
- the criteria and instruments used during evaluation: Emphasis should continue on observable teaching competencies with some added attention to product. Distinction should be made in the competencies to be evaluated for formative purposes and those to be assessed for summative purposes. In working with teachers in a formative setting, supervisors should collect and interpret data mainly on classroom performance. Those supervisors and line administrators charged with the responsibility of making summative evaluation should judge not only classroom performance, but also, personal and professional attributes. Teachers should agree on which behaviors will be assessed, how they will be measured, and how results will be used. The achievement of the learners should also be taken into account as well.

Department heads should be given more power for evaluation due to the fact that they are the ones who have continuous relationship with the teachers. This kind of responsibility should be identified in their job descriptions as well.

Teachers also suggest that there should be a team consisting of other staff whose responsibility is not only evaluation, but also, to provide assistance to the teachers for improving their weak points.

**Supervisor qualifications.** As for the efficiency of the supervisors, who are the principal and partly the assistant heads and the department heads, and the appropriateness of the relationship between these supervisor and the teacher, the data indicate that the teachers want to see the supervisors as professional people in their field with academic knowledge and skills necessary to carry out the responsibility of evaluation. They want supervisors who are actually trained as supervisors. The system should have consistent requirements for being appointed as supervisors such as the length of tenure in profession, relevant education and experience.

Supervisors should be required to attend in-service training seminars in order to update their knowledge and skills in supervision.

Although both the Ministry of Education and the private school system do not see teacher evaluation as a necessary role to the department heads they should support the principal in this sense. Therefore, they should attend these teacher evaluation seminars as well.

All the subjects strongly advice that the school should have a principal who knows English sufficient to follow the English medium classes.

When considering the relationship of the principal and the individual teachers, the teachers want a closer relationship. The owner of the school should personally discuss with the staff about their mutual expectation. He should take the responsibility to provide a clear communication between the administration and the staff. The administrators should know each teacher working at the school in terms of their personality and knowledge of subject matter.

The teachers suggest that they should have a comfortable environment and have interested supervisors. Administrators and the staff should come together and exchange suggestions to each other. Those items agreed on immediate action should have follow-ups initiated at least after each term in order to see how many of suggestions have been implemented. The remaining items should be reviewed to see what can be done, and why they have not been implemented.

They expect the principal to extend invitations for them to come and talk freely with him. Then the teachers would be more inclined to take the notion to visit the principal. The administrators should come to the teachers' lounges or department offices and talk to the staff informally or have more staff meetings.

Another suggestion by the teachers is to prepare detailed questionnaires and solicit teachers suggestions on the school issues.

Teachers believe that they should evaluate the supervisors' performance as well as having their own evaluation.

**Student evaluation and other inputs.** As for gathering information regarding the teachers from their students, the results of this study reveal that the formal teacher evaluation by students does not seem to be accepted by the teachers. This is due to the various weaknesses of the form such as the way the questionnaire is prepared, the nature of the questions in the questionnaire, the way it is conducted, and the way the data gathered is interpreted and used. Therefore, it is suggested that the methods of gathering this information should be handled and reviewed with discretion since it is a very sensitive issue for both sides: teachers and students.

While some teachers argue that students cannot evaluate their teachers most of the subjects agree that students can be a reliable source for teacher performance evaluation since they are the ones who spend most of the school time with the teachers.

Teachers believe they should have been asked for suggestions while designing this questionnaire, although it should be the responsibility of the counseling office to prepare the necessary materials. Furthermore, it is suggested that the questionnaire

should consist of questions which will make sense for both sides and, if possible, should be open-ended rather than always 'yes-no' type of questions.

As for the way this formal evaluation is conducted, the students say that they should be told about the rationale behind this questionnaire since they do not understand what purpose it serves. During the counseling hour the rationale behind the evaluation forms should be made clear to them. They suggest that it should not be anonymous in terms of the teachers. They suggest that at least these questionnaires should be evaluated in terms of the level of the teachers or in terms of the individual class. The teachers, assistant heads and department heads agree with the students' suggestions.

Students also suggest that the teachers should not take the negative results personally and should not have a negative response to the students if they want the students to answer honestly.

The students emphasize that they want to trust the counselors. What the students have written should not be read by anybody other than the counselors. Therefore, they suggest that the counselors should be sensitive to this issue and make sure the student's privacy is honored. Students want to be informed regarding the results of the questionnaire and the actions to be taken.

The teachers suggest that instead of the principal talking about the results of the student evaluation, the time should be spent on how the student evaluation can be redesigned in order to bring about school improvement. On the whole the subjects believe that, if the suggestions are taken serious by the administration, the formal evaluation performed by the students can definitely have an impact on the teaching and learning context, teacher development and the overall school improvement.

The preparatory students, who are not allowed to be involved in this process should be given this questionnaire as well.

On the whole, the teachers do not feel that students should be the source of judgment when it comes to the teachers' knowledge of subject matter.

It is also suggested, by the teachers and the students, that the administration can also gather data in an informal manner through meetings with classes and by talking to the students regarding their teachers. This, hopefully, will provide better instruction for specific teachers. There would be a rapport between the counselor and the students and the counselors should visit classes at least once a month

The students want to talk to their teachers openly, face to face, about not only the negative aspects, but also the positive points of teachers. They believe they should encourage the teacher when the teacher provides a good lesson.

Teachers suggest that the principal can gather information from students informally while chatting with them or he can call a few mature students from each class and ask their opinions and suggestions regarding the classes. Obtaining information about the teachers from the graduate students is also suggested since the teacher is no longer teaching them, and the students are no longer afraid that their evaluation will have an effect on them. This is a mutually fair situation given that the teacher evaluates the students, and the students evaluate the teacher.

Furthermore, teachers suggest using various teacher-made questionnaires in the classes to gather information about their teaching styles. For example, after creating the rapport with the students, ask them to write a composition about the teacher's teaching styles or fill out a questionnaire anonymously regarding teaching styles.

In general, they say that if the teacher is self-confident enough, he/she should not wait for the administration to do something to gather data from the students. He/she is the only person who knows what is going on in the classes. It is only logical that he/she should have the courage and expend the effort to acquire the information from the students to evaluate herself/himself, thereby, provide better instruction.

Overall, subjects see the students as potential source for teacher performance evaluation as long as the source is handled effectively and objectively.

Beyond the student involvement in the evaluation process, **other inputs** such as parents and peers, the actual teacher being evaluated, educational materials created by the teacher, the test results of the classes taught by the teacher, and seminars/in-service

training and/or other improvements to the teachers teaching ability, should be taken into account. These should support the evaluation data gathered by the principal to form opinion regarding teacher performance.

### **Recommendations for Ministry of National Education Inspection**

The suggestions on the Ministry of National Education Inspection system, fall into two categories:

- having enough number of efficient ministry inspectors,
- redesigning the inspection system to be more improvement oriented.

**Having enough number of efficient ministry inspectors.** As for having an adequate number of efficient ministry inspectors, the data reveal that the system does not have enough number of inspectors to handle the evaluation of all the teachers in the school studied. In general, the number of the existing inspectors should be at least tripled in number or more time allotted to the school.

The minimum requirement to be an inspector, in an English medium private school like the one studied in this research, should be:

- having expertise in the subject matter, which he\she evaluates teachers
- having the knowledge of what needs to be done for teacher growth and school success,
- having effective interpersonal skills
- having technical skills for planning, assessing, observing, and evaluating instructional improvement,
- being the graduate of administration department of Educational Faculties,
- having previously worked for a certain period as a teacher, and
- even being practicing teachers.

It is also suggested that the inspector coming to evaluate English medium private schools should be fluent in English in order to do their jobs appropriate and objectively.

It is suggested that there should be at least some young, energetic inspectors who are innovative, up to date on recent changes and open to discussions with the teachers. Furthermore, existing inspectors should be given in-service training courses in terms of their knowledge, technical and interpersonal skills in supervision. They should maintain a professional appearance as well, if they expect to be respected.

**Redesigning the Ministry Inspection system.** In a general sense, based on the opinions of those interviewed, the true question is “is there a need for inspections by the National Education Ministry of private schools?”. However, for redesigning the Ministry Inspection system to meet the needs of this school, the data reveal that the purpose of the system should be re-determined and re-defined in the direction of being more improvement oriented.

The classroom observation criteria should be reorganized and the teachers should be informed about this criteria. The number of classroom visits should be increased, in order to assure that a greater familiarity with the individual classroom settings can be viewed. Constructive feedback sessions should be arranged after the classroom observation.

Inspectors should have a cooperation with both the school management and teachers. They should stay at the school long enough to see the natural atmosphere and even attend one or two staff or department meetings.

In general it is recognized that inspection by the Ministry of Education is mandated by regulation, however, the mere fact of mandate is not the purpose. The purpose is to standardize minimal performance levels and hopefully to improve the teaching media to serve the school’s student body.

No one item is a “fix-all” for the system, in fact improvements can be seen only through a step by step implementation method with the hopes that the steps taken provide the desired results. As can be seen, there are a multitude of suggested remedies, but prior to implementing any fix, a determination of the problem must be agreed upon by all parties and, certainly, by upper administration involved in the issues at hand.

It has been said “if it works, do not fix it.” However, with that attitude there is not any improvement in a system. The consensus of the subjects interviewed feel that

the supervision system should be modified and documented so as to provide a standard guideline. This applies to both the school-based and the Ministry of Education inspection.

Further, those that inspect must be divided into administrative and developmental groups, with increased number of supervisors or contact time. Again this applies to both the school-based and Ministry of Education inspectors.

If true perspectives are to be gained of the classroom setting, the student population should be involved in the evaluation, thereby, the subject who has the most at stake can have some input into the realm of “what is reality.”

### **Implications for Practice**

One of the ultimate goals in education is to provide the quality educational experiences for all students. Hence, every operation implemented in a school system should contribute toward accomplishing that goal. For a supervision system to advance that goal, first, it must promote the professional improvement of each staff member and second provide data to remove a teacher whose presence in the profession is detrimental to students.

Having born in mind the account of this fact, the following supervision system model, which is believed to improve personnel performance and removes incompetent teachers without creating a climate of mistrust and discontent, is suggested by the researcher of this study. These recommendations are drawn from

1. the relevant literature in the field,
2. the results of the study.

1. It is clear from the results of this study that the school studied does not have a written document which underlines the issues which should be covered in a school policy. One of these issues, which was neglected, is the ‘teacher supervision’ policy.

The aim of supervision is to bring the staff together as knowledgeable professionals working for the benefit of all students (Glickman, 1995). Research shows

that those schools that link their instruction, classroom management, and discipline with development, direct assistance to teachers, curriculum development, group development, and action research under a common purpose achieve their objectives (MacKenzie, 1983).

There are several alternative models or ways of knowing in supervision. Authors argue different points of views related to different philosophical perspectives and epistemological beliefs such as scientific, clinical, artistic, and eclectic approaches to supervision (ASCD, 1982) or another classification like developmental, managerial, laissez-faire, and judgmental types of supervision (Poster, 1991).

Since the school studied in this research is one of the private schools in education sector it is apparent that they are in competition in terms of having qualified teachers in order to provide the best education to their students. Hence, it seems logical for them to give emphasis on personnel decisions. However, they should realize that teacher evaluation, as being one of the functions of any supervision system, should enhance professional development as well. First, the school should identify their philosophy statement which describes their evaluation belief in teacher supervision system. This statement of evaluative philosophy should identify:

- the purposes of the teacher evaluation in the supervision system
- an overview of how the system will be implemented
- the importance of commitment by all groups within the system (Valentine, 1992).

Second, the approach towards the 'teacher supervision' should be made clear to both participants, the administrators and the teachers, regardless of its either being performance improvement or personnel decision oriented and/or both.

Therefore, it is suggested that an eclectic supervision approach to teacher supervision which focuses on both the developmental and personnel decision aspects accordingly should be implemented at the school studied in this research. The suggested model is called Achievement Based Continuous Assessment - ABCA- by the researcher. Figure 14 shows the framework that can be used in this respect.

Achievement-Based Continuous Assessment (ABCA)	
<p style="text-align: center;">A definition Achievement-Based Continuous Assessment is a procedure for professional enhancement which consists of</p>	
<p style="text-align: center;">FORMATIVE PHASE (90-70 %)</p>	<p>1- Defining mutually accepted measurable performance expectations 2- Documenting performance in a coherent and consistent way 3- Conferencing about performance 4- Developing plans to refine performance; and</p>
<p style="text-align: center;">SUMMATIVE PHASE (10-30 %)</p>	<p>5- Making personnel decisions based upon performance</p>

**Figure 14**  
Achievement-Based Continuous Assessment (ABCA) Framework

As is seen in Figure 14, the framework characterizes two phases as being ‘formative’ and ‘summative’. The four components in the formative phase account for developmental stage which should take up approximately 90 percent of the time and energy invested in performance assessment. The fifth component which is historically associated with evaluation is the decision making phase and uses as little time and energy as possible. The suggested framework represents a flexible scale which is 90-70 for formative phase and 30-10 for summative phase. This percentage scale can be formulated by the “school board” which consists of the members of the administration and the representatives of the teachers.

Operational procedures such as data collection, data documentation, conferencing, professional progress plans, final evaluation report for the formative and summative phases should be identified and presented in detail as a comprehensive written document.

2. This study shows that supervision related decisions are taken by only administrative board which consists of the general manager, who is also the owner of the school, assistant general manager responsible for education, educational consultant to the general manager, and the principal.

However, the ones who are affected by the processes should be involved in decision making operations related to developing, implementing and evaluating the system (Valentine, 1992). The teachers, the departments heads and the assistant heads should have representatives in this decision making operations. For example, during the decisions on the operational procedures such as the percentage of the summative and formative phase of the teacher evaluation suggested (see Figure 14) they should have a word to say.

Furthermore, the school board should get help from an outside professional educational consultant before and/or during the decision period. This outside resource expert should be capable of articulating to the board the literature on effective teaching, schooling, and evaluation. The use of an outside expert should result in a better production that can significantly quicken the work of the group (McGreal, 1983).

Figure 15 shows the suggested model for the school board on decision making operations related to teacher evaluation in the supervision system.

As is seen, the school board consists of the general manager, educational assistant general manager, educational consultant, the principal, representatives of assistant heads, department heads, teachers, and if needed an outside educational consultant.

3. It is apparent from this study that the school studied does not have a set of written criteria to be used for teacher performance evaluation in the supervision system.

A number of reviews focus on what evaluation can and should be (Glickman 1995, McLaughlin 1984, Oliva 1989, Reyes 1986, Stiggings 1986, Stiggings and Bridgeford 1985) and on what components should make up successful teacher evaluation systems (Conley 1987, Duke and Stiggings 1986, Glickman 1995, McGreal 1983, 1987, Oliva 1989, Wise et al. 1984).

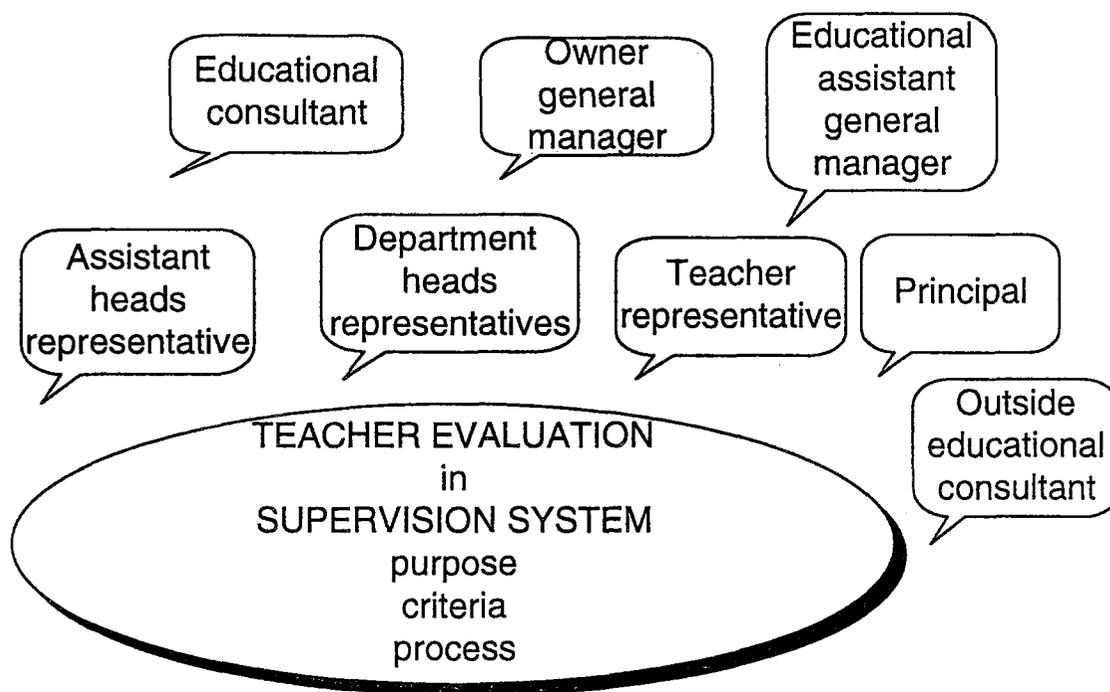


Figure 15  
School Board on Decision Making Operation in Teacher Supervision System

Therefore, the suggested schoolboard (see Figure 15) should start their activity by reviewing and discussing current literature on effective teaching, effective schooling, and effective evaluation and supervision since the teacher evaluation should be based on a foundation of mutually valid expectations.

Coming from the basis of the knowledge mentioned above, the criteria for teacher evaluation should be defined. Each criterion should present a valid expectation, which can be assessed.

The suggested teacher performance evaluation criteria (see Table 16) are coming from the relevant literature, researchers background and the interpretation of the results of this study. As shown in Table 16, four performance areas are identified for assessment:

1. Instructional Process
2. Interpersonal Relationship
3. Professional Responsibilities
4. Personal Characteristics

Table 16  
Teacher Performance Evaluation Criteria

<b>Teacher Performance Evaluation Criteria</b>		
<b>1. Instructional Process</b>	1.1. Demonstrates awareness of preparation prior to class teaching 1.2. Demonstrates knowledge of curriculum and subject matter 1.3. Demonstrates ability to vary learning situation 1.4. Demonstrates awareness of individual differences 1.5. Evaluates student progress objectively 1.6. Maintains the class control in a constructive manner 1.7. Demonstrate ability to motivate students	
<b>2. Interaction Qualities</b>	2.1. Demonstrates positive interpersonal relationship with students 2.2. Demonstrates positive interpersonal relationship with the educational staff and other members of the school community 2.3. Demonstrates positive interpersonal relationship with parents	
<b>3. Professional responsibilities</b>	3.1. Assumes responsibility towards the policies , regulations and procedures of the school and the state 3.2. Assuming responsibility outside classroom 3.3. Demonstrating a commitment to professional growth	
<b>4. Personal characteristics</b>	4.1. Resourceful 4.2. Reliable 4.3. Emotionally mature 4.4. Patriotic and ethical	4.5. Considerate 4.6. Buoyant 4.7. Attractive 4.8. Objectivity

Under each performance area, clear and consistent criteria should be defined. For example for the first performance area seven items are listed in this model such as demonstrates awareness of preparation prior to class teaching, demonstrates knowledge of curriculum and subject matter (see Table 16).

However, the criteria suggested in Table 16 is not a definitive list to be copied and used verbatim in an evaluation system. It should be reviewed and refined periodically by the school board.

4. This study reveals that the staff questions even the assumed criteria regarding its effectiveness related to the job-performance.

Therefore, the school board should clarify each criterion with performance descriptors. Descriptors provide examples of behavior for the criteria (Valentine, 1992). These descriptors should be observable and measurable so that they can communicate the meaning of the criteria. For example, the first criterion under 'Instructional Process' criteria is 'showing awareness of preparation prior to class teaching'. As shown in Table 17, under this criterion seven descriptors are identified such as preparing lessons parallel to lesson objectives, designing lessons in a clear, logical, and appropriately structured format, combining content from previous learning into class plans to build upon students' learning experiences and so on.

Table 17  
Descriptors for the First Criterion

**1. Instructional Process**

**1.1. Demonstrates awareness of preparation prior to class teaching(criterion)**

- 1.1.1. Prepares lessons parallel to the lesson objectives(descriptor)
- 1.1.2. Designs lessons in a clear, logical, and appropriately structured format
- 1.1.3. Combines content from previous learning into class plans to build upon students' learning experiences
- 1.1.4. Ensures continuity and sequencing of learning in lesson planning
- 1.1.5. Demonstrates evidence of short and long term planning
- 1.1.6. Prepares lessons designed to challenge students
- 1.1.7. Makes the equipment and materials readily available

5. It is apparent from the results of the study that there is not a comprehensive data collection procedure and instruments used in teacher performance evaluation.

In any supervision system, performance criteria should follow recommended procedures to provide the necessary guidelines for assuring consistency and focus for evaluation and enhancement efforts (Acheson and Gall 1987; Darling-Hammond et al. 1983; Duke and Stiggings 1986; McGreal 1983; 1988).

Hence, a set of operational procedures for Achievement-Based Continuous Assessment Model-ABCA (see Table 18) is suggested.

Table 18  
Operational Process for ABCA Framework

Operational Procedures-ABCA	
1. ORIENTATION	A. Supervisors- all personnel responsible for supervising and/or evaluating teachers. B. Teachers
2. EVALUATION INTERVAL	Scheduling for Tenured and Probationary Teachers
3. FORMATIVE PHASE	A. Data Collection B. Data Documentation C. Conferencing D. Professional Progress Plans
4. SUMMATIVE PHASE	A. Summative Evaluation Report B. Summative Conference
5. SYSTEM ASSESSMENT	Annual System Assessment

As is shown in Table 18, the system has five phases namely: orientation, evaluation interval, formative, summative, and system assessment.

### 1. ORIENTATION

As is seen in Table 18, the first step should be the 'Orientation Phase' since for an evaluation system to be effective, regardless of the merits of its purposes, those effected must understand and support the system (Valentine, 1992). The supervisors namely the principal, the assistant heads, and the department heads in this research should receive inservice training prior to initiating the evaluative process. Similarly, new teachers should receive orientation about the ABCA at the beginning of their employment. Annual inservice for all teachers should also occur.

### 2. EVALUATION INTERVAL

As for the 'Evaluation Interval', a summative report should be completed at least once every two years for tenured teachers and during their initial year for those teachers on probationary status. However, additional summative evaluation reports may be completed with a prior notification to the teacher due to administrative concerns.

Both the tenured and probationary teacher reports will be completed by the end of March.

### 3. FORMATIVE PHASE

'Formative Phase' is the stage which plays the most important role for professional improvement in the supervision system suggested in this research. It is vital to the success of the performance evaluation and the improvement of instruction for students. Formative Phase consists of data collection, data documentation, conferencing and professional progress plans stages. The following procedure is suggested for these components of the formative evaluation.

#### Data Collection

Effective supervision requires the collection and sharing of information about teacher performance. As is seen in Figure 16, the data should be categorized as programmed or casual.

The programmed data is gathered by the supervisor purposefully. However, the casual data comes to the attention of the supervisor without purposeful intent to collect those data and it is the supervisor's discretion to use those casual data or not. Both the programmed and casual data should be documented on a Formative Data Form and discussed with the teacher.

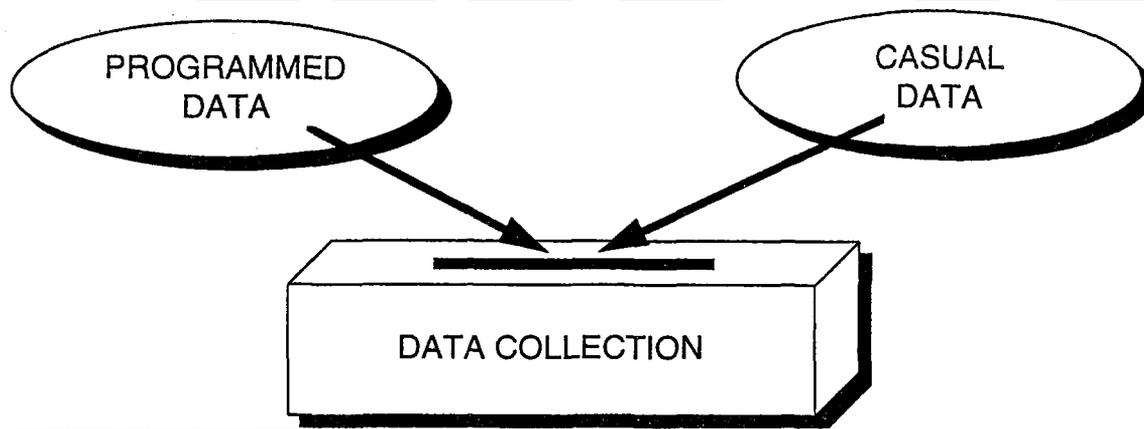


Figure 16  
Data Collection Procedure

## Programmed Data

The programmed data, at the school studied in this research, should be collected by the principal. Figure 17 presents sources of this programmed data appropriate to the formative evaluation process: data from the principal; data from the department heads; data from the assistant heads; data from the students.

### Data from the Principal

The principal gathers data through observation and artifacts.

**Observation.** Effective supervision requires the purposeful observation of a teacher's performance. These observations can be classified as scheduled and unscheduled, depending on whether the teacher was aware the supervisor would be observing or not (see Figure 17).

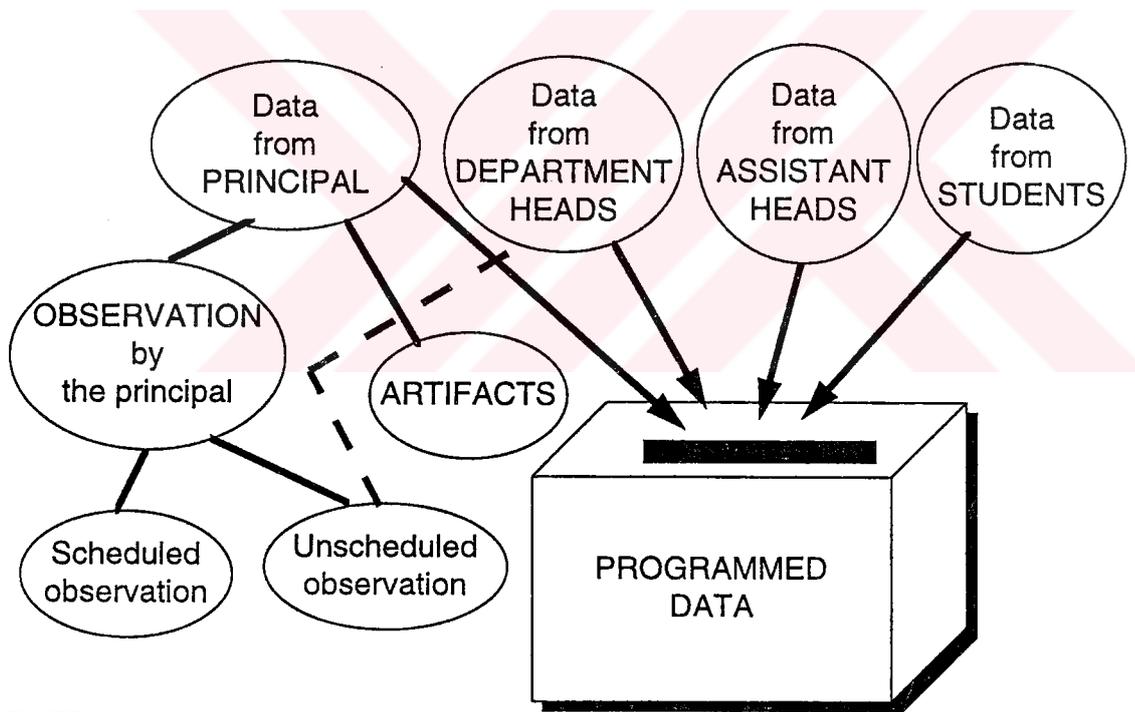


Figure 17.  
Process of Programmed Data Collection

This research shows that the principal is in favor of unscheduled observation in that he observes the teachers' in-class performance without a prior notice. The data show that this unscheduled nature of the observation is criticized since it does not support teacher development and causes frustration among teachers. Therefore, in order to balance the principal's and the teachers' comments, the researcher of this study suggests both scheduled and unscheduled observation for the programmed data collection. A minimum of one scheduled and one unscheduled observation should occur during each school year.

As for the scheduled observation, the teacher and the principal will establish the time and the date of the observation two or three days prior to the classroom observation. The teacher completes a Preobservation Form (Figure 18) clarifying the objectives for the lesson and the teaching activities to be used during the lesson. The teacher might also identify specific data to be collected, such as the percentage of student participation during the lesson. Special circumstances about the class or individual student should be clarified as well. After the teacher completes the questions in the form as detailed as possible he/she discusses the issues with the principal before the class performance observation is conducted.

This preobservation conference provides two purposes in the supervision process. First, it provides specific information which helps the principal understand the lesson. Second, since supervision requires improving teacher performance this preobservation conference will support this rationale behind supervision in that if the teacher needs help before class observation the principal will supervise him/her.

The duration of a scheduled observation will be the entire lesson. The principal takes detailed notes about the teaching-learning process, the teacher behaviors, the students' behaviors, and so forth. Following the observation, the notes are organized into a format for conferencing and a postobservation conference is arranged with the teacher.

PREOBSERVATION FORM					
School	Grade/Level	Teacher	Subject Area	Date	Time
(Teacher completes this form and discusses content with principal prior to observation)					
1. WHAT TOPICS/UNIT WILL BE TAUGHT? IS THIS NEW INPUT, PRACTICE ON OBJECTIVES, REVIEW, OR A DIAGNOSTIC LESSON?					
2. WHAT ARE THE LESSON OBJECTIVES?					
3. WHAT PROCEDURE WILL THE TEACHER USE TO ACCOMPLISH THE OBJECTIVES?					
4. WHAT TEACHING/LEARNING ACTIVITIES WILL BE USED?					
5. WHAT PARTICULAR CRITERION/CRITERIA DO YOU WANT MONITORED?					
6. ARE THERE ANY SPECIAL CIRCUMSTANCES OF WHICH THE SUPERVISOR SHOULD BE AWARE?					

Figure 18 .  
Preobservation Form

Unscheduled observation will have the same procedure except the preobservation stage.

**Artifact Data.** The principal identifies the artifact data at the beginning of the evaluation cycle and collects them during the formative phase. The teachers will attempt to obtain the required data and will provide when asked in order to enhance the principal's understanding of the skill of them for specific criteria. The required artifact data in this research are identified as yearly departmental syllabus, daily plan, grade notebook, example of exam papers and their answer keys, examples of graded exam papers.

#### **Data from the Department Heads**

First of all, the department heads are responsible from providing the data about the teacher's performance within the department. The data include the teacher's

attitude for professional and personal development, his/her willingness to cooperate with the colleagues in the department, his/her contribution to the departmental activities such as preparing materials and departmental weekly assignments, attending meetings and workshops.

The results of this study show that the teachers believe nobody can present competency in every subject, even if this person may be the principal. Therefore, they question the principal's assessment on subject matter and his not knowing enough English to follow the English medium classes. Hence, the researcher suggests that department heads should assist the principal, if requested, during the preobservation conference. Moreover, department heads can carry the responsibility for the unscheduled observations (see Figure 17). They can follow the same operational procedures and brief the principal afterwards. This process will help to build more of a developmental supervision nature during the evaluation for various reasons. First, the teachers see the department heads expert in their field so they will not reject being evaluated by an expert. Second, the department heads are with the teachers more than the principal so they have more time to assist the individual teachers, if needed. Furthermore, the department heads may conduct department based supervision sessions to support the effectiveness of the teachers within the department.

#### **Data from the Assistant Heads**

The assistant heads are responsible from providing the data about the teacher's beyond class performance. The data include the teacher's attitude towards attendance, tardiness, recess duty, interrelationship with colleagues, students and parents, extra-curricular activities.

#### **Data from the Students**

The students can provide data about their teachers' in-class and beyond class performance. The data can be gathered through either by verbal discussions or written questionnaires.

This study shows that there is a diversity in collecting teacher performance data from students. The existing teacher evaluation form used by the students are criticized

by all the subjects since it does not provide information for individual teacher and consists of 'yes' or 'no' type of questions. Therefore, a comprehensive student teacher evaluation form should be created by using the suggestions made in this study by the counseling unit. In this respect the items presented in this student form should be prepared parallel to the criteria presented in Table 16. A few examples are presented by the researcher (see Figure 19).

As is seen in Figure 19, students evaluate their teachers by name by using the five item scale namely none, very rarely, sometimes, often, always. Each sentence in the form presents a teacher performance descriptor in students' eyes. The questionnaire could be supplemented with 'spot interviews' if or when detailed data are needed. This interview could be conducted either by the principal, assistant head, department head or the counseling staff. In either way the interviewee should establish the rapport with the students to gather reliable data.

STUDENT TEACHER EVALUATION FORM							
Teacher	Subject	Grade/Level	Date				
Operational Procedure:							
1. Please use the following scale to express your opinions about your teacher							
0 none      1 very rarely      2 sometimes      3 often      4 always							
2. If one item is not applicable for a certain subject, please leave it blank							
			0	1	2	3	4
1. Our teacher comes to class on time and let us leave the class on time							
2. Our teacher tells us the objective of each lesson clearly							
3. Our teacher presents content accurately							
4. Our teacher makes the lesson interesting for us							
5. Our teacher incorporates content from previous learning into lesson plan							
6. Our teacher summarizes units and lessons at the end of the class time							
7. Our teacher knows this subject							
8. Our teacher paces instruction appropriately							
9. Our teacher constructs tests directly related to skills and concepts taught							
10.							
11.							

Figure 19.  
Student Teacher Evaluation Form

## **Casual Data**

Casual data provides information observed or brought to the attention of the principal simply incidentally. Casual data are collected without prior intent. If the principal determines the casual data to be significant he records this on a Formative Data Form and discusses with the teacher. In this sense, the data coming from the parents can be counted as casual and used by the principal tentatively.

## **Data Documentation**

One of the roles of the supervisor is to record pertinent data on a comprehensive form. A Formative Data Form (see Figure 20) is suggested by the researcher of this study.

As is seen, the Formative Data Form is a listing of the performance criteria (see Table 16) with room to record information after each criterion. This Formative Data Form is used to document programmed and casual data. For example, when the principal observes a teacher in the classroom setting he/she takes comprehensive notes, recording specific statements and behaviors of the teacher and students. The notes are then transferred to the Formative Evaluation Form by grouping the data by the appropriate criteria prior to post observation conference. During the postobservation conference any suggestions made by the principal to resolve the concerns can be added to the form.

Each criterion is rarely documented on a single Formative Data Form. For example, a classroom observation will typically not provide data about beyond classroom performance criteria. When the form is completed, those criteria for which there are not data are left blank, or N/A (for "Not Applicable") is written.

FORMATIVE DATA FORM			
School	Teacher	Grade/Level	Date/Time
Data:			
<input type="checkbox"/> Scheduled Observation	<input type="checkbox"/> Unscheduled Obs.	<input type="checkbox"/> Artifact.	<input type="checkbox"/> Casual Data
<input type="checkbox"/> Data from Ass. Head	<input type="checkbox"/> Data from Dep. Head	<input type="checkbox"/> Data from Sts	
1. Instructional Process:			
1.1. Demonstrates awareness of preparation prior to class teaching			
Data:			
1.2. Demonstrates knowledge of curriculum and subject matter			
Data:			
Comments:			
Teacher's signature/date		Supervisor's signature/date	
(Signatures indicate that the data have been read and discussed. Copies to teacher and supervisor)			

Figure 20.  
Formative Data Form

Assistant heads and department heads can use the same Formative Data Form when they provide the principal with the data related to the individual teacher performance.

Studies indicate that there is a positive correlation between the appropriate use of the form and the perceptions of teachers and principals about the impact of the supervision systems on teacher performance, instruction improvement, and student learning (Brown, 1987; Davis, 1988; Drummond, 1998; Valentine, 1992). There are advantages to using a Formative Data Form (Valentine, 1992) :

1. Documentation on a form by appropriate criterion reduces the recorder bias.
2. Grouping the data by performance expectation reinforces the importance of the criteria.
3. The form organizes the data in a logical format for conduction a formative conference.

4. The use of one form brings consistency and trust to the supervision process for all personnel. Principals, teachers, administrators know that the Formative Data Form contains the supporting data for all judgments made on the Summative Evaluation Form.

### **Conferencing**

After documenting the data on the Formative Data Form the supervisor, the principal, assistant head or the department head, and the teacher discuss the data. For scheduled and unscheduled observation, this conference should be held within two school days if practical. For artifact data and casual data, the conference will be held at a reasonable time after the data have been collected and examined.

The teacher and the supervisor sign the Formative Data Form, which means that the information on the form has been discussed, and agreed upon.

### **Professional Progress Plans**

Professional Progress Plans (PPP) are used to strengthen performance on specific criteria. PPP (see Figure 21) includes identifiable, precise objectives, strategies for achieving those objectives, and the means for determining when objectives have been accomplished.

A PPP is developed with each teacher during the formative stage. The plan may make a transition through more than one cycle, especially for probationary teachers on annual cycles.

The PPP can be either for 'enrichment' or 'improvement'. When establishing the time and location for PPP conference, the principal should indicate whether the purpose of the conference is to write an 'enrichment' or an 'improvement' plan. This phase also encourages the teacher for self evaluation before designing the development plan.

PROFESSIONAL PROGRESS PLAN		
SCHOOL	TEACHER	DATE
CRITERION:		
OBJECTIVES:		
PROCEDURE FOR ACHIEVING OBJECTIVES:		
ASSESSMENT METHOD AND DATES:		
COMMENTS:		
This Professional Progress Plan is developed to: (check one)		
<input type="checkbox"/> Enrich Effective Performance <input type="checkbox"/> Improve Below Expected Performance		
Plan Developed by: <u>Teacher's signature/date</u>		
<u>Principal's signature/date</u>		
If Plan Revised (Date/Initials):		
If Alternative Plan Developed (Date/Initials)		
Plan Achieved: : <u>Teacher's signature/date</u>		
<u>Principal's signature/date</u>		
One PPP is used for one criterion. This form is completed by the principal during conference with the teacher. Any additional comments will be appended to this form. The signatures imply this Plan has been discussed.		

Figure 21.

Professional Progress Plan Form

If the supervisor, believes a teacher meets the expected level of performance on all criteria, the supervisor will work with the teacher to develop and implement an 'enrichment' PPP. The teacher works to accomplish the plan during the cycle and discusses the progress and results as appropriate.

If the supervisor, the principal, believes a teacher's performance on a criteria is below expectations, the supervisor works with the teacher to develop and implement an 'improvement' PPP. However, the teacher should not be rated 'below expectation' on

the Summative Evaluation Report unless an improvement plan noting a deficiency on that criterion preceded the Summative Evaluation Report.

Besides the principal, the assistant heads, department heads, subject-area coordinators, and peers may be asked to help the teacher during PPP process.

#### 4. SUMMATIVE PHASE

The summative phase is the review and integration of formative data regarding the teacher's performance. It marks the end of the evaluation cycle in the supervision system and includes the completion of a Summative Evaluation Report (see Figure 22) by the supervisor, the principal.

The summative evaluation form, as is Figure 22, is a summary of performance for each criterion and presents the principal's discretion about the teacher's performance during the supervision cycle.

Although the summative process is a necessity its image must be scaled down and the important links between formative and summative process must be stressed (Valentine, 1992). Therefore, the principal makes the judgment on the basis of the formative phase. The principal selects from one of five performance levels. Either the teacher is or is not demonstrating competence at expected level of performance. A rating is marked as follows:

- 0 Below the minimum expected performance level
- 1 At the minimum expected performance level
- 2 At the expected performance level
- 3 Above the expected performance level

SUMMATIVE EVALUATION FORM					
School	Teacher	Grade/Level	Subject		
Operational Procedure:					
1. The following evaluation scale is used.					
0 Below the minimum expected performance level					
1 At the minimum expected performance level					
2 At the expected performance level					
3 Above the expected performance level					
2. Leave the items blank if data can not be collected or not applicable.					
3. Refer to the Formative Data Form if/when detailed data identification is needed					
1. Instructional Process		0	1	2	3
1.1. Demonstrates awareness of preparation prior to class teaching					
1.2. Demonstrates knowledge of curriculum and subject matter					
1.3. Demonstrates ability to vary learning situation					
1.4. Demonstrates awareness of individual differences					
1.5. Evaluates student progress objectively					
1.6. Maintains the class control in a constructive manner					
1.7. Demonstrates ability to motivate students					
2. Interpersonal Relationship					
2.1. Demonstrates positive interpersonal relationship with students					
2.2. Demonstrates positive interpersonal relationship with the educational staff and other members of the school community					
2.3. Demonstrates positive interpersonal relationship with parents					
3. Professional Responsibilities					
3.1. Assumes responsibility towards the policies, regulations, and procedures of the school and the state					
3.2. Assumes responsibility outside class					
3.3. Demonstrates a commitment to professional growth					
4. Personal Characteristics					
4.1. Resourceful					
4.2. Reliable					
4.3. Emotionally mature					
4.4. Patriotic and Ethical					
4.5. Considerate					
4.6. Buoyant					
4.7. Attractive					
4.8. Objective					
TOTAL					
Administrator's recommendation:					
<input type="checkbox"/> Reemployment recommended					
<input type="checkbox"/> Reemployment not recommended					
<input type="checkbox"/> No recommendation made at this time					
Teacher's Comments:					
Administrator's Comments:					
Teacher's Signature/Date					
Administrator's signature/Date:					
(Signatures imply that the content of this document has been discussed.)					
(Explanatory comments required for all ratings not meeting expected performance)					

Figure 22 .  
Summative Evaluation Form

After the completion of the summative evaluation report, a summative conference is conducted with the teacher to review the information in the report. The summative evaluation conference is a time to give encouragement and work on improving performance and building commitment to the school. If it is done only once a year, it is probably too late to give praise to remedy most problems that occurred during the past twelve months. This is a time to help, not reward or punish. Unfortunately, most summative evaluation conferences have employment decision as a major purpose and function. In this sense, the researcher suggests conducting two summative evaluation conferences per year, six months apart, with one to review performance and one for employment decision made by the Administrative Board.

SELF-APPRAISAL FORM			
School	Teacher	Grade/Level	Subject
Please answer the following questions regarding your performance during the last six months as detailed as possible before you attend the summative evaluation conference			
1. What are the areas of teaching in which you feel you have been successful? 2. What areas of teaching have you enjoyed the most? 3. What do you think you have done less successfully/ less well? 4. What frustrations have you experienced that have prevented you from doing your job as you might have liked? 5. In which areas of your work have your department head and assistant head been effective in assisting you? 5.1. Are there areas where you required more assistance? 5.2. Are there any areas where you required different assistance? 6. How useful the observation process as a way of focusing on your professional development? 7. In which skills essential to your job do you feel you are competent? 7.1. Which skills essential to your job do you think you need to develop? 7.2. How might you achieve this? 8. Please indicate your professional goals for upcoming semester.			
Signed:			

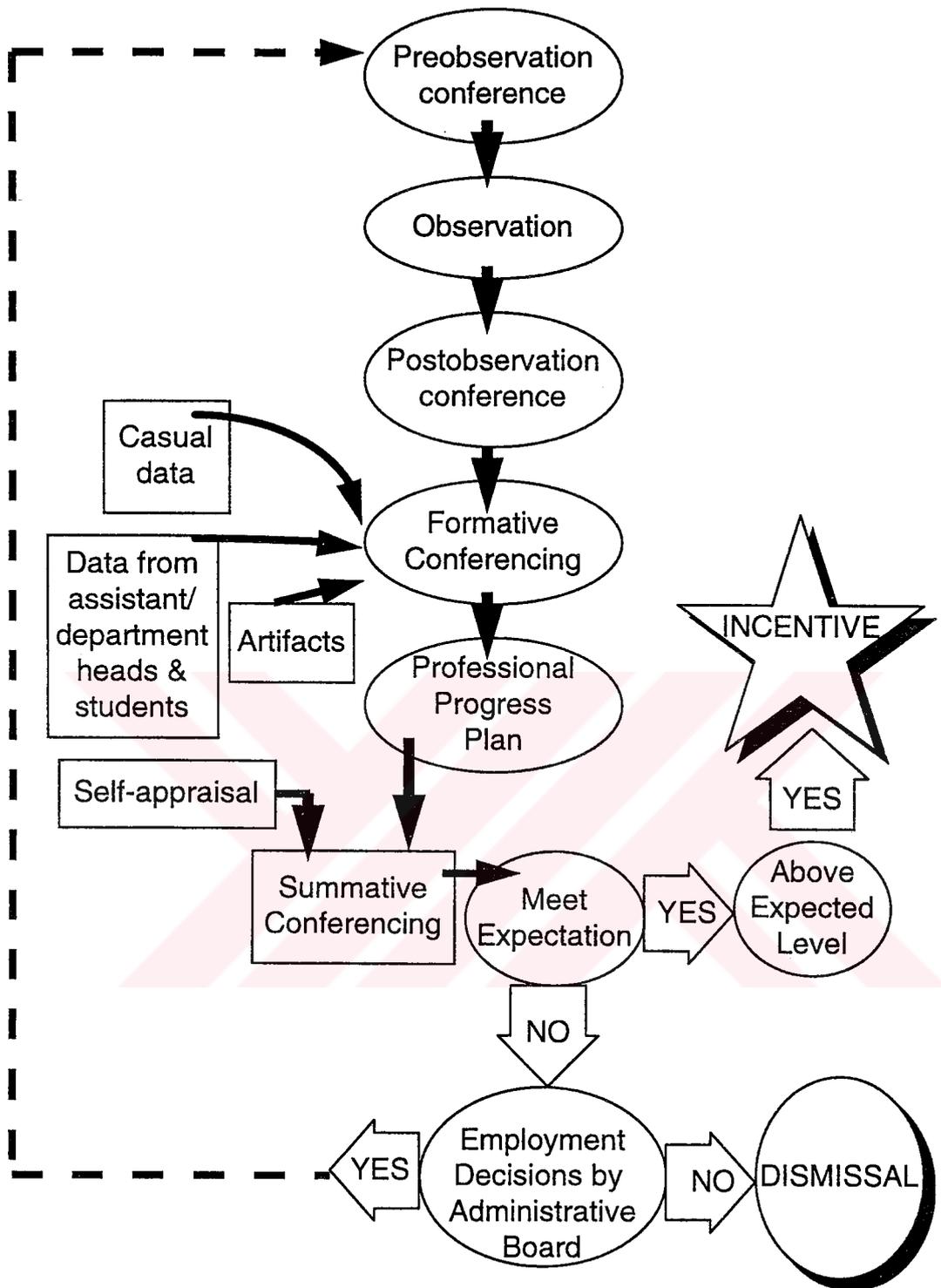
Figure 23  
Teacher Self-Appraisal Form

The researcher also suggests that the principal should ask the individual teacher to evaluate themselves by filling out a 'self-appraisal' form (see figure 23) prior to the summative evaluation conference. As is seen in Figure 23, the questions in the 'appraisal form' ask teachers to evaluate their strong and weak points objectively.

Moreover, the principal should ask the teacher for feedback on his own managerial performance and comments on working conditions and supervisory relations at the end of the summative conference. After the summative evaluation conference the principal writes a report summarizing the main points discussed with the teacher. This report is signed by the principal and the teacher and is documented in the teacher's file for further actions.

Finally, the principal sends the copy of summative evaluation report to the administrative board. The board's decision should be from the entire supervision system.

The following supervision cycle, Achievement-Based Continuous Assessment (ABCA), (see Figure 24) summarizes the process of supervision suggested. The supervision cycle starts with the preobservation conference with each teacher at the school. The data coming from the postobservation conference, artifacts, assistant heads, department heads, and students are combined with the casual data in order to form a base for formative conference, which leads to professional progress plan. With the help of the data coming from the formative phase and the professional progress plan, the principal completes the summative evaluation report, which is to be presented to the teacher and the administrative board. The teachers are also required to complete a 'self-appraisal' form prior to the summative evaluation conference. Finally, if the supervision cycle is completed successfully the administrative board renews the employment agreement. However, if the supervision cycle is not satisfactorily completed the schoolboard either decides to dismiss the teacher or, if the decision has a strong point, to give another chance to the teacher and to start the supervision cycle again.



**Figure 24.**  
 Suggested Supervision Cycle  
 Achievement-Based Continuous Assessment (ABCA)

The teacher who presents achievement above the expected level should be recognized by an incentive program which is designed by the school with great care and sensitivity.

Moreover, the administrative board should decide the content of the inservice training programs at this stage. The indicator of the content comes from the data in the formative and summative reports. These inservice programs are conducted by the existing staff and, if needed, with outside support. They should be offered to all staff in the school in order to maintain the standard performance level within the school.

## **5. SYSTEM ASSESSMENT**

The researcher also recommends the school to review the supervision system every year to make it effective by strengthening the weak points. The data regarding this issue can be compiled in two ways (1) verbally: from teachers during summative evaluation conference, as explained under summative phase in this chapter, (2) written: by means of a system assessment form which can be developed by the schoolboard with the help of an outside consultant. This form should be distributed to all staff who are subject to evaluation and who are in charge of evaluation.

The results of this system review should be analyzed in order to resolve immediate and long term decisions.

In sum, the suggested supervision system (ABCA) by the researcher of this study (see Figure 25) draws five phases as being developmental, orientation, formative evaluation, summative evaluation, and system assessment.

After the system is developed in the way suggested by the researcher first, the administrators, the principal, assistant heads, and department heads should be oriented about the whole process. Later, an inservice training should be given to the teachers. The whole process and the instrument should be made clear to the staff and any query should be handled at the very beginning of the implementation .

The administrators should establish rapport with the teachers since the school needs a transition period to adopt the new system.

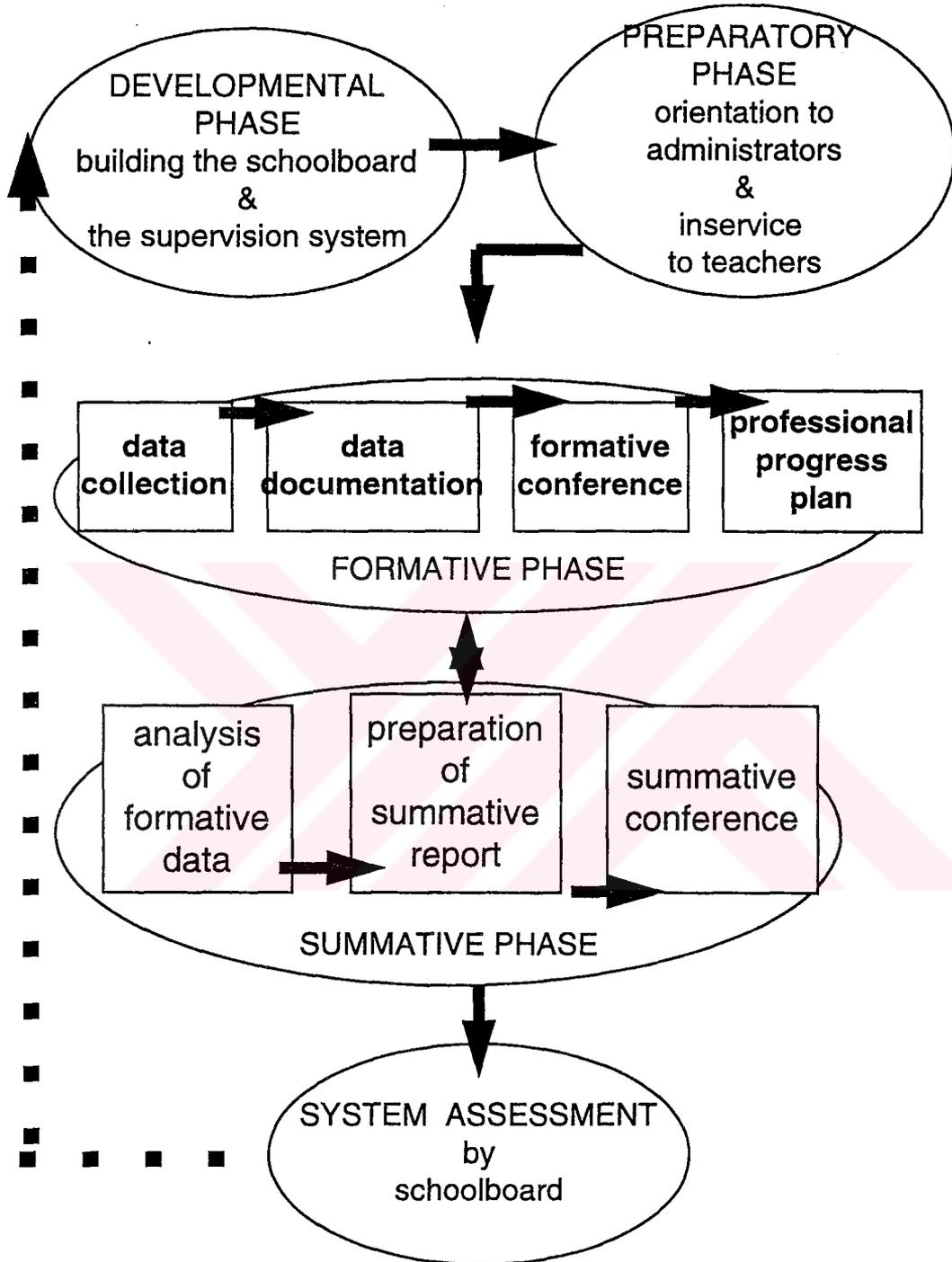


Figure 25 .  
Overall Flow of the Supervision System (ABCA)

Special care should be given to the formative phase since this would promote the teacher improvement which leads to school improvement as well. Summative evaluation phase should be used as an opportunity to assess the performance of the teachers and the performance of the administrative staff as well. System assessment should be handled objectively and necessary actions should be taken as quick as possible to make the system run efficiently.

5. It can be said that no change can be implemented overnight. The human factor dictates that any change, if it is to be accepted, should be over a period of time, not instantaneous. Total institutional reform may require transition by piloting the suggested system within individual departments due to the model having impacts on the other aspects of the school such as administration, communication, organizational culture. Therefore, the researcher suggests the school pilot this model with one or two departments for at least one school term in order to determine the effectiveness. Verification of results should be assessed prior to full implementation. During this transition period it should be realized that the potential for conflict and disagreement are inevitable but essential to successful change.

6. As can be seen, the suggested model, in this chapter, is developed to reflect the subjects' perception of an 'effective school.' Namely, having strong school policy, physical environment and facilities, curriculum and academic resources, quality human resources and relationships are stressed as being aspects of an effective school by the subjects of this study. In considering the school policy, the suggested model provides a policy for 'teacher supervision' consisting of a written mission statement, supporting instruments to be used and the system of documentation. With regards to the quality human resources, it is believed that the model will help to improve teachers by means of formative and summative phases of the system, which will then lead to school improvement and ultimately an effective school. Moreover, since the system promotes ethical interaction by all members of the school body, it is also believed that this openness and cooperation will improve the quality of human relationship.

7. The results of this study show that the Ministry Inspection System does not cooperate with the school-based supervision. Therefore, the researcher suggests that the schoolboard should find a way to collaborate with the system. One of these ways could be inviting a Ministry inspector to the schoolboard meetings related to the school-based supervision system in order to exchange ideas. By developing a dialogue between the Ministry inspection and the school-based supervision, a common ground can be found by which both parties can achieve their desired goals and promote an improved school system. Ministry inspection should provide individual feedback to both the teacher and the school management. This feedback to the management should be used during the formative phase of the suggested school-based supervision system while the Professional Progress Plan is developed with the teacher. In this way the summative nature of the Ministry inspection, which is criticized by the subjects of this study, can be directed to have a positive influence on the formative aspect of the supervision.

The above philosophy and process can be adapted to the state school system in order to derive the same benefits both from the Ministry inspection and supervision carried by state school principals.

8. Finally, the study shows that there are no 'job descriptions' which outline the requirements, qualifications and duties of the principal, assistant heads, department heads and the teachers. These documents should be developed by the help of the outside consultant to make the supervision system consistent in terms of who is doing what, when and to what extent.

### **Implications for Research**

On the basis of the findings, the following implications are developed for future studies on supervision systems.

1. The researcher used triangulation in this study by means of data collection methods and instruments. Namely, interview, critical incidents, artifacts were used to explore

the supervisory practices carried out at the school. Gathering data from different subjects by using these different data collection instruments and methods allowed the researcher to draw a comprehensive picture on the research topic.

However, the data collection methods and instruments could be triangulated by adding another method. In this respect, observation could be conducted in the school setting for further studies. There are several advantages to observational fieldwork for evaluation purposes. Observation would allow the researcher (1) to be better able to understand the context within which program activities occur, (2) to be inductive, discovery-oriented in approach, (3) to have the opportunity to see things that may routinely escape conscious awareness among participants in the program, (4) to learn about things that program participants may be unwilling to talk about in an interview, and (5) to move beyond the selective perceptions of others, which helps to present a more comprehensive view of program being studied.

2. The researcher gathered data from different groups of subjects in this study. The members of administrative board, the principal, assistant principals, department heads, teachers, and lastly students were involved in data collection process. However, parents should be included in this kind of study since they are the participants of any school system. In this respect, how parents feel about the supervision system at the school and their recommendations to improve this system should be investigated tentatively.

3. Studies comparing the school-based supervisory practices carried out at different private schools would be extremely useful in order to see the extent which the findings of this study can be generalized.

Furthermore, the same study could be replicated at state secondary schools. The results could be compared in this sense if school-based supervisory activities differ regarding their being state or private school. If so, what are the potential reasons.

4. Since this study was a dissertation only the researcher was involved in the whole process namely development of instruments, data collection and analysis. However,

studies of this nature should be triangulated regarding the researchers as well, which is called 'researcher triangulation' (Mason, 1988). In this respect, an outside researcher should be involved in data analysis. This would reveal more reliable and detailed results, thereby, the researcher would have the advantage of the perspective as viewed by an outsider.

5. The same research topic should be studied by using quantitative research methods such as survey. In this respect a further study could be conducted by using the questionnaire whose questions are derived from the data gathered at this study. This survey method would help to reach perceptions and recommendations coming from a larger research population.

6. The factors effecting supervision systems at school should be investigated broadly to make the supervision system more functional. These factors could be motivation, financial benefits, environmental effects, gender, age so on.

7. The relations between the school-based supervision system and the Ministry Inspection system should be examined broadly by means of wide field studies in order to see if they can support each other. In this respect, Ministry inspectors should be involved in studies. They should be asked about their perceptions regarding the supervisory activities carried out at schools and how Ministry Inspection system incorporates with school-based supervision system.

8. The selection process as carried out by school administration boards for private schools and Ministry of Education for public schools should be surveyed and complied so as to determine what characteristics are desire for these positions. A further extension of the study should be then followed by interviews with education faculties of the Turkish University education system to see if the curricula matches those desired traits.

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## APPENDICES



## APPENDIX A

### A SET OF INSTRUCTIONS FROM 1872

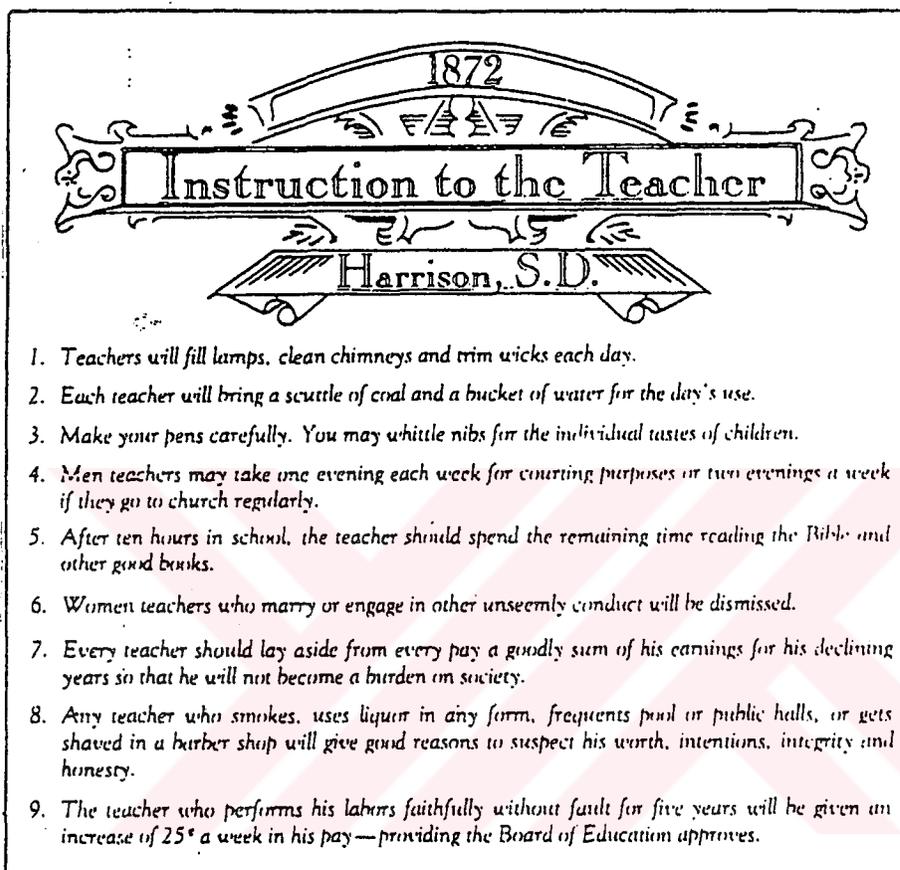


Figure 1.1. Source: Board of Education, Harrison, South Dakota and Leo W. Anglin, Richard Goldman, and Joyce Shanahan Anglin, *Teaching: What It's All About* (New York: Harper & Row, 1982), p. 11. Reprinted by permission of Board of Education, Harrison, South Dakota.

## APPENDIX B

### AN OVERVIEW OF THE TEACHER EVALUATION CYCLE

#### 1. Appraisal

**Focus:** To conduct a thorough appraisal of teacher performance in light of the indicators of effective teaching.

- Events:**
- a. Fall conference to discuss and initiate the appraisal process.
  - b. Minimum of three classroom observations with follow-up conferences.
  - c. Spring evaluation conference to discuss the teacher's Appraisal Report and to develop objectives which can focus on:
    1. Strengthening performance with respect to the indicators of effective teaching.
    2. Professional growth initiatives.
    3. School improvement targets.

**Orientation:** A collegial, but accountability-oriented process where the evaluator assumes leadership for the teacher evaluation process.

---

#### 2. Support

**Focus:** To support the teacher as work begins on objectives and to monitor progress in this regard.

- Events:**
- a. Fall conference to decide how the teacher's progress will be supported and monitored.
  - b. At least two evaluation conferences to support and monitor the teacher's progress.
  - c. Formal classroom observations and informal class visits as necessary.
  - d. Spring conference to discuss the teacher's Progress Report on Objectives.

**Orientation:** A collegial partnership, where the evaluator supports and guides the teacher's efforts to achieve his/her objectives.

---

#### 3. Continued Professional Growth

**Focus:** To provide the teacher the opportunity to (a) pursue what needs to be done to attain his/her objectives and (b) reflect on where he/she is going professionally.

- Events:**
- a. Fall conference to review how the teacher's objectives will be attained and to discuss what strategies the teacher might use to reflect upon his/her performance.
  - b. Interim evaluation conferences as necessary.
  - c. Formal classroom observations and informal class visits as necessary.
  - d. In spring the teacher completes the Final Evaluation Report which is forwarded to the evaluator. This report includes a self-assessment of:
    1. the extent to which the teacher's objectives have been attained and
    2. those indicators of effective teaching which will provide the focus for his/her future professional development.

**Orientation:** A reflective process where the teacher assumes a more direct role in evaluating his/her performance and in setting a direction for future professional development.

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APPENDIX C  
INTERVIEW SCHEDULE FOR THE PRINCIPAL

*This interview schedule has been prepared in order to collect data regarding the 'supervisory practices' carried out at your school.*

*To start with I want to tell you that the conversation we are going to have is confidential, that means only some scientists will have access to what we are going to talk about. With the data collected through this interview, the knowledge in the relevant domain is expected to be increased.*

*Thanks for your sincerity and participation.*

*How do you feel like being taped?*

*If you are discontented with the interview we can clear it up afterwards.*

1- How long have you been a teacher?

How long have you been working as a principal?

How long have you been working at Ari College?

How long have you been evaluating teacher performance?

Have you attended any in-service training on 'teacher evaluation'? If yes. Please explain.

2- What are the 'effective' school indicators?

3- What are the 'good' teacher qualities?

*Prompts:*

*in-class qualities (teaching, classroom management, ability to use the teaching tools etc..)*

*beyond class qualities (recess duty, departmental responsibility, attendance to the meetings)*

*relationship (with colleagues, administrators, parents, etc..)*

*professional improvement (attending in-service training courses, following the relevant publication etc..)*

4- What does 'teacher evaluation' mean to you?

*(How would you define 'teacher evaluation'?)*

5- What are your responsibilities in 'teacher evaluation'?

*Prompts:*

- *classroom observation*
- *beyond class teaching*
- *developing forms, filling out forms, sharing the information*
- *providing information, improving teaching skills*

6- Are all the teachers subject to the same evaluation process and procedure?  
(*Is there a difference between the new and old- inexperienced and experienced teacher evaluation?*)

*How are the department heads and assistant heads evaluated?)*

7- What kind of forms or tools do you use for evaluation?

How are these forms developed? By whom?

Do you feel that these forms should be modified?

Do you think these forms are effective?

8- Please explain the class observation process in detail.

*Prompts:*

- *preobservation-meeting, sharing information*
- *post observation-meeting, sharing the information*
- *during observation-duration, frequency, information gathered*

9- What is the criteria for class performance?

*Prompts:*

- *knowledge of subject matter, class discipline*
- *teaching techniques*
- *using teaching materials and tools*
- *student participation*
- *learning climate....*

10- How do you evaluate teachers' outside class performance?

11- What is the criteria for out side class performance?

*Prompts:*

- *duties, dressing, participation to school activities, participation to department activities, self improvement,.....*

12- Do you gather information from other people at school during teacher evaluation?  
How much?

*Prompts:*

*- assistant heads, department heads, colleagues,.....*

13- In which way do you use the information you gathered?

*Prompts:*

*-in-service training*

*- assisting for self improvement*

*- dismissal....*

14- Please tell one of your successful experience in teacher supervision.

Why do you call it 'successful'?

What kind of experience did you gain?

15- Please tell me one of your unsuccessful experience in teacher supervision.

Why do you call it 'unsuccessful'?

What kind of experience did you gain?

16-What kind of qualities- personal and professional- should supervisors have?

17- What do you think about the effectiveness of the supervisory practices carried out at this school.?

What are the strengths and weakness?

Do you think the system is working at this school?

18- How do you describe the teachers' attitude towards teacher evaluation?

Does this attitude effect your evaluation? In which direction? How much?

19- How do you describe the management's attitude towards teacher evaluation?

20- Do you gather information from the parents and the students? In which way? How much?

What do you think about the teacher evaluation forms filled out by students?

How often?

How do students feel about evaluating their teachers?

How effective are these forms?

21- How does this evaluation system help the teachers to improve themselves, to improve the quality of the class teaching, and to improve the school success?

22- How often do Ministry inspectors come to your school to evaluate teachers?

Which teacher qualities are evaluated during these visits?

23- Why is it necessary to have a school-based supervision system besides the Ministry inspection?

24-What do you think about the effectiveness of the Ministry Inspection at your school?

25- What could be done to have a more effective Ministry Inspection system?

26-How is your performance evaluated at this school besides the Ministry inspection system?

Who evaluates you? Please explain the process in detail.

27- What could be done to have a more effective school-based supervision system? Do you have future plans on this issue?

28- Do you have anything to say about the supervision system at your school?



APPENDIX D  
INTERVIEW SCHEDULE FOR THE TEACHERS

*This interview schedule has been prepared in order to collect data regarding the 'supervisory practices' carried out at your school.*

*To start with I want to tell you that the conversation we are going to have is confidential, that means only some scientists will have access to what we are going to talk about. With the data collected through this interview, the knowledge in the relevant domain is expected to be increased.*

*Thanks for your sincerity and participation.*

*How do you feel like being taped?*

*If you are discontented with the interview we can clear it up afterwards.*

- 1- How long have you been a teacher?  
How long have you been working at this school?  
Have you attended any in-service training? If yes. Please explain.
- 2- What are the 'effective' school indicators?
- 3- What are the 'good' teacher qualities?

*Prompts:*

*in-class qualities (teaching, classroom management, ability to use the teaching tools etc..)*

*beyond class qualities (recess duty, departmental responsibility, attendance to the meetings)*

*relationship (with colleagues, administrators, parents, etc..)*

*professional improvement (attending in-service training courses, following the relevant publication etc..)*

- 4- What does 'teacher evaluation' mean to you?  
(How would you define 'teacher evaluation'?)
- 5-How is your performance evaluated at this school?

Who evaluates you? Please explain the process in detail.

*Prompts:*

*-the ministry inspection, the principal, department head, students in-class,  
beyond class, observation, meetings, etc..*

6- How often do Ministry inspectors come to your school to evaluate teachers?  
Which teacher qualities are evaluated during these visits?

7-What do you think about the effectiveness of the Ministry Inspection at your school?

8- What could be done to have a more effective Ministry Inspection system?

9- Why is it necessary to have a school-based supervision system besides the Ministry inspection?

10- How often are the school-based evaluation such as observation held?  
Number of observations, meetings in a term or in a year. By whom?  
How was your performance evaluated last year?

11- What is the criteria for evaluation?  
Who decides on these qualities?  
How are they evaluated?

*Prompts:*

*teaching  
planning  
discipline  
in-service training  
school duties(recess, national days)  
general qualities(dressing, attitude, etc..)*

12-What kind of informing is done before and after the observation?

*Prompts:*

*written, oral, meeting  
nature of the informing*

Is this information effective?  
Are the forms shown to you?  
Is it necessary to see these forms?

13- Does the principal gather information from other people at school during teacher evaluation? How much?

*Prompts:*

*- assistant heads, department heads, colleagues, students, parents, etc.....*

14- What do you think about the evaluation done by students?

Is this evaluation effective?

How does this evaluation contribute to the system?

How effective are the forms?

What would you recommend to make this evaluation better and more effective?

15- What do you think about the effectiveness of the supervisors?

*Prompts:*

*(the principal, the inspectors, department heads, assistant heads)*

What kind of qualities should these supervisors have?

16- What do you think about the effectiveness of the supervisory practices (in-class; beyond class) carried out at this school.?

17- What are the strengths and weakness of the supervision system at this school?

Do you think the system is working at this school?

What would you recommend to better this system?

18- How is the information gathered through the evaluation used?

What kind of help is offered to the ones who need support?

19- How does this evaluation system help the teachers to improve themselves, to improve the quality of the class teaching, and to improve the school success?

20-Do you have anything to say about the supervision system at your school?

APPENDIX E  
INTERVIEW SCHEDULE FOR THE DEPARTMENT AND THE ASSISTANT  
HEADS

*This interview schedule has been prepared in order to collect data regarding the 'supervisory practices' carried out at your school.*

*To start with I want to tell you that the conversation we are going to have is confidential, that means only some scientists will have access to what we are going to talk about. With the data collected through this interview, the knowledge in the relevant domain is expected to be increased.*

*Thanks for your sincerity and participation.*

*How do you feel like being taped?*

*If you are discontented with the interview we can clear it up afterwards.*

1- How long have you been a teacher?

How long have been a department head/ an assistant head?

How long have you been working at this school?

Have you attended any in-service training? If yes. Please explain.

2- What are the 'effective' school indicators?

3- What are the basic 'good' teacher qualities?

*Prompts:*

*in-class qualities (teaching, classroom management, ability to use the teaching tools etc..)*

*beyond class qualities (recess duty, departmental responsibility, attendance to the meetings)*

*relationship (with colleagues, administrators, parents, etc..)*

*professional improvement (attending in-service training courses, following the relevant publication etc..)*

4- What does 'teacher evaluation' mean to you?

*(How would you define 'teacher evaluation'?)*

5- How often do Ministry inspectors come to your school to evaluate teachers?  
Which teacher qualities are evaluated during these visits?

6- What do you think about the effectiveness of the Ministry Inspection at your school?

7-What could be done to have a more effective Ministry Inspection system?

8- What is your role in teacher evaluation system? In which way? How much? How often?

9- Which criteria do you use while evaluating the teachers?  
Which criteria should be used?

10- Do you think that the results of the evaluation should be shared with the teachers?  
How does this apply to this school?

11- Does the teacher evaluation system work at this school?

12- How is your performance evaluated? By whom? Is this process effective?

13- In which way do you use the information you gathered?

*Prompts:*

- in-service training
- assisting for self improvement
- dismissal....

14-What do you think about the effectiveness of the supervisors?

*Prompts:*

*the principal, the inspectors, department heads, assistant heads*

What kind of qualities should these supervisors have?

15- What impact does the teacher evaluation have on the teachers' personal growth, professional development and the overall school improvement?

16- What would you recommend to better this system?

17- Do you have anything to say about the supervision system at your school?

APPENDIX F  
INTERVIEW SCHEDULE FOR THE MEMBERS OF THE ADMINISTRATIVE  
BOARD

*This interview schedule has been prepared in order to collect data regarding the 'supervisory practices' carried out at your school.*

*To start with I want to tell you that the conversation we are going to have is confidential, that means only some scientists will have access to what we are going to talk about. With the data collected through this interview, the knowledge in the relevant domain is expected to be increased.*

*Thanks for your sincerity and participation.*

*How do you feel like being taped?*

*If you are discontented with the interview we can clear it up afterwards.*

1- How long have working at the administrative board?

How long have you been working at this school?

Did you work as a teacher before?

Have you attended any in-service training? If yes. Please explain.

2- What are the 'effective' school indicators?

3- What are the basic 'good' teacher qualities?

*Prompts:*

*in-class qualities (teaching, classroom management, ability to use the teaching tools etc..)*

*beyond class qualities (recess duty, departmental responsibility, attendance to the meetings)*

*relationship (with colleagues, administrators, parents, etc..)*

*professional improvement (attending in-service training courses, following the relevant publication etc..)*

4- What are the 'good' principal qualities?  
What are your expectations from an effective principal?

5- What does 'teacher evaluation' mean to you?  
(How would you define 'teacher evaluation'?)

6- What is this school's mission in teacher evaluation?

7-What do you think about the effectiveness of the supervisors?

*Prompts:*

*the principal, the inspectors, department heads, assistant heads*

What kind of qualities should these supervisors have?

8- What do you think about the effectiveness of the supervisory practices (in-class; beyond class) carried out at this school.?

What are the strengths and weakness of the supervision system at this school?

Do you think the system is working at this school?

9- How do you describe the teachers' and the management's attitude towards teacher evaluation?

10- What do you think about students' contributing to the teacher evaluation by filling out forms?

11- In which is the information gathered through evaluation used?

*Prompts:*

*-in-service training*

*- assisting for self improvement*

*- dismissal....*

12- What impact does the teacher evaluation have on the teachers' personal growth, professional development and the overall school improvement?

13- What would you recommend to better this system?

14- Do you have anything to say about the supervision system at your school?

## APPENDIX G

### INTERVIEW SCHEDULE FOR THE STUDENTS

*This interview schedule has been prepared in order to collect data regarding the 'supervisory practices' carried out at your school.*

*To start with I want to tell you that the conversation we are going to have is confidential, that means only some scientists will have access to what we are going to talk about. With the data collected through this interview, the knowledge in the relevant domain is expected to be increased.*

*Thanks for your sincerity and participation.*

*How do you feel like being taped?*

*If you are discontented with the interview we can clear it up afterwards.*

1- What are the 'effective' school indicators?

2- What are the basic 'good' teacher qualities?

*Prompts:*

*in-class qualities (teaching, classroom management, ability to use the teaching tools etc..)*

*beyond class qualities (recess duty, departmental responsibility, attendance to the meetings)*

*relationship (with colleagues, administrators, parents, etc..)*

*professional improvement (attending in-service training courses, following the relevant publication etc..)*

3- What does 'teacher evaluation' mean to you?

How are your teachers evaluated? By whom?

4- How long have you been filling teacher evaluation forms?

5- What is your attitude towards teacher evaluation by students?

Do you think students can evaluate their teachers? Why? Why not?

6- How do you feel while evaluating your teachers?  
Can you express your feelings honestly?

7- What impact does the teacher evaluation by students have on the teachers' personal growth, professional development and the overall school improvement?

8- Are the forms you fill out effective? What could be done to make them better?

9- What would you recommend to better this system?

10- Do you have anything to say about the supervision system at your school?



APPENDIX H  
OKUL MÜDÜRÜ GÖRÜŞME FORMU

*Bu görüşme okulunuzdaki öğretmen performansının değerlendirmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla yapılıyor.*

*Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

*Görüşmenin kaydedilmesi sizce sakınca yaratabilir mi?  
Görüşme sonunda sakıncalı bulduğunuz kısımlar iptal edilebilir.*

1. Ne kadar süredir öğretmenlik yapmaktasınız?  
Ne kadar süredir okul müdürlüğü yapmaktasınız?  
Ne kadar süredir denetim (öğretmen değerlendirme) görevi yapmaktasınız?  
Ne kadar süredir bu okulda görev yapmaktasınız?  
Denetleme (öğretmen değerlendirme) alanında herhangi bir hizmetiçi eğitimden geçtiniz mi?

2. Sizce iyi bir okulun özellikleri nelerdir?

3. Sizce iyi bir öğretmenin özellikleri neler olmalıdır?

*Örnek:*

- Sınıf içi nitelikler (öğretim, sınıf yönetimi, araç-gereç kullanımı vb.)*
- Sınıf dışı nitelikler (okul görevleri, zümredeki rolü, toplantılar vb.)*
- Diğer ilişkiler (öğretmenler arası, idarecilerle, velilerle, vb.)*
- Mesleki gelişim (hizmetiçi eğitime katılma, yayınları takip etme, vb.)*

4. Sizce 'öğretmen değerlendirme' nedir? Ne olmalıdır?

5. 'Öğretmen değerlendirme' konusunda size düşen görevleri açıklar mısınız?

*Örnek:*

*Gözlem-sınıf içi öğretim,*

*Sınıf dışı etkinlikler,  
Form geliştirme / doldurma / paylaşma  
Bilgi verme / öğretmen geliştirme v.b.*

6. Tüm öğretmenler aynı değerlendirme sürecine / sistemine mi tabidirler?  
(Yeni ve eski öğretmenler arasında bu yönde bir ayırım var mı?  
Zümre başkanları, müdür yardımcıları nasıl değerlendiriliyor?)

7. Öğretmen değerlendirmede ne tür formlar / araçlar kullanıyorsunuz?  
Bu formlar nasıl ve kim tarafından geliştirildi?  
Zaman içinde bunları revize etme ihtiyacı duydunuz mu?  
Bunların yeterliliği konusunda ne düşünüyorsunuz?

8. Sınıf içi performansı değerlendirme sürecini anlatır mısınız?

*Örneğin:*

*Gözlem öncesi bilgilendirme, toplantı ayarlama, paylaşma  
Gözlem sonrası bilgilendirme, toplantı ayarlama, paylaşma  
Gözlem süreci – süresi, sıklığı, toplanan bilgiler*

9. Sınıf içi performansın değerlendirilmesinde hangi ölçütleri dikkate alıyorsunuz?

*Örneğin:*

*Alan bilgisi, sınıf disiplini...v.b.  
Öğretim teknikleri  
Araç-gereç kullanımı  
Öğrenci katılımı  
Öğrenme iklimi*

10. Sınıf dışı performansı değerlendirme konusunda neler yapıyorsunuz?

11. Sınıf dışı performansın değerlendirilmesinde hangi ölçütleri dikkate alıyorsunuz?

*Örneğin:*

*Görevler, giyim kuşam, okul etkinliklerine katılma, zümre etkinliklerine  
katılma, kendini geliştirme.*

12. Değerlendirme sürecinde bilgisine başvurduğunuz başka kişiler var mı?  
Bu kişiler ne ölçüde bu değerlendirmeye katkıda bulunuyorlar?

*Örneğin:*

*-müdür yardımcıları  
-zümre başkanları  
-diğer hocalar*

13. Değerlendirme sürecinde edindiğiniz bilgileri nasıl kullanıyorsunuz?

*Örneğin:*

- mesleki gelişim kursları
- kişisel gelişimde yardım.....
- işten çıkarma.....

14. Öğretmen değerlendirme konusunda başarılı olarak nitelendirebileceğiniz bir anınızı anlatır mısınız?

Neden başarılı oldunuz?

Bu deneyimi diğerlerinden ayıran özellikler nelerdi? Neler öğrendiniz?

15. Öğretmen değerlendirme konusunda başarısız olarak nitelendirebileceğiniz bir anınızı anlatırmısınız?

Neden başarısız oldunuz?

Bu deneyimi diğerlerinden ayıran özellikler nelerdi?Neler öğrendiniz?

16. Öğretmen performansını değerlendiren bir kişinin sahip olması gereken nitelikler-kişisel ve mesleki-konusunda ne düşünüyorsunuz?

17. Genelde bu okuldaki öğretmen değerlendirme sisteminin etkiliği ve yeterliliği konusunda ne düşünüyorsunuz?

Zayıf ve güçlü yanları nelerdir?

Öğretmen değerlendirme sistemi bu okulun eğitim öğretim sürecine nasıl uyuyor?

18. Öğretmen değerlendirme sistemi konusunda sizce öğretmenlerin tutumu nedir?

Bu tutumlar sizin onları değerlendirmenizi ne ölçüde ve ne şekilde etkiliyor?

19. Öğretmen değerlendirme sistemi konusunda sizce idarenin tutumu nedir?

20. Öğrenci ve velilerden öğretmen performansını değerlendirmede herhangi bir bilgi alıyormusunuz?

Ne şekilde?

Bu bilgiler öğretmen performansını değerlendirme sürecine ne derece katkı sağlıyor?

Öğrencilerin öğretmenlerini değerlendirmek amacıyla doldurdukları formlar konusunda ne düşünüyorsunuz?

Bu formlar ne sıklıkla dolduruluyor?

Öğrenciler sizce bu konuda neler hissediyorlar?

Sizce bu sistem ne derece iyi işliyor?

21. Sizce bu okuldaki değerlendirme sistemi öğretmenlerin kişisel,mesleki gelişimine ve okulun gelişimine katkıda bulunuyor mu? Ne yönden?

22. Bakanlık müfettişleri tarafından okulunuzda öğretmen değerlendirilmesi nasıl ve ne kadar sıklıkla yapılıyor?

Bu denetimlerde öğretmen performansının hangi boyutları değerlendiriliyor?

23. Neden bakanlık müfettişlerinin denetiminin yanı sıra okul içi bir denetime ihtiyaç duyuyorsunuz?

24. Var olan değerlendirme sistemi içinde Bakanlık müfettişleri tarafından yapılan değerlendirmenin yeterliliği konusunda ne düşünüyorsunuz?

25. Bakanlık müfettişleri tarafından yürütülen merkezi değerlendirme sisteminin daha etkili ve yeterli hale getirilebilmesi için neler yapılabilir?

26. Sizin performansınız, bakanlık müfettişlerinin yanı sıra, nasıl değerlendiriliyor? Kimler tarafından? Süreci anlatırmısınız?

27. Daha etkili ve verimli bir öğretmen değerlendirme sistemi oluşturmak için sizce neler yapılmalı?

Bu sistemin geleceği hakkında ne düşünüyorsunuz?

Bu konuyla ilgili planlarınız var mı?

28. Öğretmen değerlendirme konusunda söylemek istediğiniz başka görüş ve öneriler var mı?

APPENDIX I  
ÖĞRETMEN GÖRÜŞME FORMU

*Bu görüşme okulunuzdaki öğretmen performansının değerlendirilmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla yapılıyor.*

*Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirilmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

*Görüşmenin kaydedilmesi sizce sakınca yaratabilir mi?  
Görüşme sonunda sakıncalı bulduğunuz kısımlar iptal edilebilir.*

1. Ne kadar süredir öğretmenlik yapıyorsunuz?  
Ne kadar süredir bu okulda öğretmenlik yapıyorsunuz?  
Herhangi bir hizmetiçi kursuna katıldınız mı?Evet ise açıklarmısınız?

2. Sizce iyi bir okulun nitelikleri nelerdir?

3. Sizce iyi bir öğretmenin özellikleri neler olmalıdır?

*Örneğin:*

*Sınıf içi nitelikler (öğretim,sınıf yönetimi,araç-gereç kullanımı vb.)*

*Sınıf dışı nitelikler (okul görevleri,zümredeki rolü,toplantılar vb.)*

*Diğer ilişkiler (öğretmenler arası,idarecilerle,velilerle,vb.)*

*Mesleki gelişim (hizmetiçi eğitime katılma,yayınları takip etme,vb.)*

4. Öğretmen performansının değerlendirilmesi kavramı sizce ne anlama geliyor?  
(Öğretmen değerlendirilmesini nasıl tanımlarsınız?)

5. Bir öğretmen olarak performansınız nasıl değerlendiriliyor?  
Sizi kimler değerlendiriyor?  
Süreci ayrıntılı olarak anlatırmısınız?

*Örneğin:*

*Müfettiş denetimi,müdür,zümre başkanı,öğrenci*

*Sınıf içi, sınıf dışı  
Gözlem, toplantı v.b.*

6. Bakanlık müfettişleri tarafından okulunuzda öğretmen değerlendirmesi ne kadar sıklıkla yapılıyor?  
Bu denetimlerde öğretmen performansının hangi boyutları değerlendiriliyor?

7. Var olan değerlendirme sistemi içinde bakanlık müfettişleri tarafından yapılan değerlendirmenin yeterliliği konusunda ne düşünüyorsunuz?

8. Bakanlık müfettişleri tarafından yürütülen merkezi değerlendirme sisteminin daha etkili ve yeterli hale getirilebilmesi için neler yapılabilir?

9. Neden bakanlık müfettişlerinin denetiminin yanı sıra okul içi bir denetime ihtiyaç duyuluyor?

10. Okul içi performans değerlendirmesi – gözlem ve ilgili diğer etkinlikler-ne sıklıkla yapılıyor?  
Dönem ve yıla göre gözlem sayısı, toplantı sayısı v.b.  
Kimler tarafından?  
Geçen dönem performansınız nasıl değerlendirildi?

11. Performansın değerlendirilmesinde hangi ölçütler dikkate alınmaktadır?  
Bu ölçütlere nasıl karar verilmektedir?  
Bu ölçütler nasıl değerlendirilmektedir?

*Örnek:*

*Öğretim  
Planlama  
Disiplin  
Hizmetiçi eğitim  
Okul görevleri (nöbet, bayramlar v.b )  
Genel özellikler (giyim, tutum v.b)*

12. Sınıf içi performansınızın değerlendirilmesi öncesi ve sonrası ne tür bilgilendirme yapılıyor?

*Örnek:*

*Yazılı, sözlü toplantı  
Bilgilendirmenin içeriği*

Sizce bu bilgilendirme ne derece yeterli?  
Değerlendirme formları sizle ne derece paylaşıyor?  
Bu gerekli mi?

13. Müdür değerlendirme sürecinde başka kişilerde bilgi alır mı? Ne derece de?

*Örneğin:*

*Zümre başkanları, müdür muavinleri, diğer hocalar, öğrenciler, veliler, .....*

14. Öğrenciler tarafından form doldurma yoluyla yapılan değerlendirme konusunda neler düşünüyorsunuz?

Bu değerlendirme ne derece yeterli?

Sizce ne derece katkısı var?

Formlar ne derece iyi hazırlanmıştır?

Öğrenci tarafından yapılan değerlendirmenin daha etkili ve yeterli hale getirilebilmesi için neler önerirsiniz?

15. Değerlendirmeyi yürüten kişilerin bu alandaki yeterliliği konusunda ne düşünüyorsunuz?

*Örneğin:*

*Müdür, müfettişler, zümre başkanları, müdür muavinleri*

Sizce ne tür yeterliliklerin ve özelliklerin değerlendirme görevini üstlenen kişilerde olması gerekir?

16. Genel olarak performans değerlendirmesinin (sınıf içi ve dışı) yeterliliği hakkında ne düşünüyorsunuz?

17. Bu okuldaki öğretmen değerlendirme sisteminin güçlü ve zayıf yanları nelerdir?

Sizce bu sistem bu okulda işliyor mu?

Bu sistemde ne tür değişiklikler önerirsiniz? Lütfen açıklayınız.

*Örneğin:*

*Müdürün, zümre başkanının, öğretmenlerin, öğrencilerin, ailelerin rolü*

*Yapı, süreç, işleyiş*

*Felsefe, misyon içindeki yeri*

18. Değerlendirme sonucunda elde edilen bilgiler ne yönde kullanılıyor?

Yardıma ihtiyacı olanlara nasıl yardım ediliyor?

19. Performans değerlendirmesinin öğretmen olarak sizin gelişmenize, sınıf öğretim kalitesinin yükselmesine ve okulun gelişmesine katkıları konusunda ne düşünüyorsunuz? Neden?

20. Öğretmen değerlendirme konusunda söylemek istediğiniz başka görüş ve önerileriniz var mı?

## APPENDIX J

### ZÜMRE BAŞKANI VE MÜDÜR YARDIMCISI GÖRÜŞME FORMU

*Bu görüşme okulunuzdaki öğretmen performansının değerlendirilmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla yapılıyor.*

*Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirilmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

*Görüşmenin kaydedilmesi sizce sakınca yaratabilir mi?  
Görüşme sonunda sakıncalı bulduğunuz kısımlar iptal edilebilir.*

1. Ne kadar süredir öğretmenlik yapıyorsunuz?  
Ne kadar süredir müdür yardımcılığı / zümre başkanlığı yapıyorsunuz?  
Ne kadar süredir bu okulda çalışıyorsunuz?  
Herhangi bir hizmetiçi kursuna katıldınız mı? Evet ise. Lütfen açıkla mısınız?
2. Sizce iyi bir okulun nitelikleri nelerdir?
3. Sizce iyi bir öğretmenin özellikleri neler olmalıdır?

*Örneğin:*

- Sınıf içi nitelikler (öğretim, sınıf yönetimi, araç-gereç kullanımı vb.)*
- Sınıf dışı nitelikler (okul görevleri, zümredeki rolü, toplantılar vb.)*
- Diğer ilişkiler (öğretmenler arası, idarecilerle, velilerle, vb.)*
- Mesleki gelişim (hizmetiçi eğitime katılma, yayınları takip etme, vb.)*

4. Öğretmen performansının değerlendirilmesi kavramı sizce ne anlama geliyor?  
(Öğretmen değerlendirilmesini nasıl tanımlarsınız?)
5. Bakanlık müfettişleri tarafından okulunuzda öğretmen değerlendirilmesi ne kadar sıklıkla yapılıyor?  
Bu denetimlerde öğretmen performansının hangi boyutları değerlendiriliyor?
6. Var olan değerlendirme sistemi içinde bakanlık müfettişleri tarafından yapılan değerlendirmenin yeterliliği konusunda ne düşünüyorsunuz?

7. Bakanlık müfettişleri tarafından yürütülen merkezi değerlendirme sisteminin daha etkili ve yeterli hale getirilebilmesi için neler yapılabilir?

8. Öğretmen değerlendirme sistemindeki rolünüz nedir?  
Öğretmenlerin hangi niteliklerinin değerlendirilmesinde rol alıyorsunuz?  
Ne şekilde ?Ne sıklıkla?

9. Değerlendirme sürecinde hangi ölçütleri kullanıyorsunuz?  
Sizce hangi ölçütler kullanılmalı?

10. Değerlendirme sonuçlarının öğretmenlerle paylaşılması gerektiğini düşünüyor musunuz?  
Bu okulda ne derece yapılıyor?

11. Öğretmen değerlendirme sistemi bu okulda işliyor mu?  
Sizce öğretmen değerlendirme bu okulun eğitim öğretim sürecine nasıl uyuyor?

12. Sizin performansınız herhangi bir şekilde değerlendiriliyor mu? Evet ise, ne şekilde ve kim tarafından?  
Bu değerlendirme sürecini ve yeterliliğini anlatırmısınız?

13. Değerlendirme sonucunda elde edilen bilgiler ne yönde kullanılıyor?

*Örneğin:*

*Hizmet içi kursları  
Öğretmenlerin kendilerini yetiştirmeleri için yardım  
İşten çıkarma.....*

14. Değerlendirmeyi yürüten kişilerin bu alandaki yeterliliği konusunda ne düşünüyorsunuz?

*Örneğin:*

*Müdür, müfettişler, zümre başkanları, müdür yardımcıları*

Sizce ne tür yeterliliklerin ve özelliklerin değerlendirme görevini üstlenen kişilerde olması gerekir?

15. Performans değerlendirmesinin öğretmenlerin gelişmesine, sınıf öğretim kalitesinin yükselmesine ve okulun gelişmesine katkıları konusunda ne düşünüyorsunuz? Neden?

16. Daha etkili ve verimli bir öğretmen değerlendirme sistemi oluşturmak için önerileriniz nelerdir?

17. Öğretmen değerlendirme konusunda söylemek istediğiniz başka görüş ve önerileriniz var mı?

APPENDIX K  
OKUL YÖNETİM KURULU ÜYESİ GÖRÜŞME FORMU

*Bu görüşme okulunuzdaki öğretmen performansının değerlendirilmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla yapılıyor.*

*Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirilmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

*Görüşmenin kaydedilmesi sizce sakınca yaratabilir mi?  
Görüşme sonunda sakıncalı bulduğunuz kısımlar iptal edilebilir.*

1. Ne kadar süredir yönetim kurulu üyesi yapıyorsunuz?  
Ne kadar süredir bu okulda çalışıyorsunuz?  
Daha önce öğretmenlik yaptınız mı?

2. Sizce iyi bir okulun özellikleri nelerdir?

3. Sizce iyi bir öğretmenin özellikleri neler olmalıdır?

*Örneğin:*

*Sınıf içi nitelikler (öğretim, sınıf yönetimi, araç-gereç kullanımı vb.)*

*Sınıf dışı nitelikler (okul görevleri, zümredeki rolü, toplantılar vb.)*

*Diğer ilişkiler (öğretmenler arası, idarecilerle, velilerle, vb.)*

*Mesleki gelişim (hizmetiçi eğitime katılma, yayınları takip etme, vb.)*

4. Sizce iyi bir okul müdürü nasıl olmalıdır?  
İyi bir okul müdürünün özelliklerini anlatırmısınız?  
Sizin iyi bir okul müdüründen beklentileriniz nelerdir?

5. Sizce öğretmen değerlendirme nedir?  
Ne olmalıdır?

6. Öğretmen değerlendirmesi konusunda okulunuzun felsefesi nedir?

7. Öğretmen değerlendirme yapan kişilerin yeterliliği konusunda ne düşünüyorsunuz?

*Örneğin:*

*Müdür, müfettişler, zümre başkanları, müdür yardımcıları*

Öğretmen performansını değerlendiren bir kişinin sahip olması gereken nitelikler-kişisel ve mesleki-konusunda ne düşünüyorsunuz?

8. Genelde bu okuldaki öğretmen değerlendirme sisteminin etkinliği ve yeterliliği konusunda ne düşünüyorsunuz?

Zayıf ve güçlü yanları nelerdir?

Öğretmen değerlendirme sistemi bu okulun eğitim öğretim sürecine nasıl uyuyor?

9. Öğretmen değerlendirme sistemi konusunda sizce öğretmenlerin ve idarecilerin tutumu nedir?

10. Sizce öğrencilerin öğretmen performansını değerlendirme sürecine katılımı ne düzeyde fayda sağlıyor?

11. Öğretmen değerlendirme raporlarını hangi maksatlarla kullanıyorsunuz?

*Örneğin:*

*Hizmet içi kursları*

*Öğretmenlerin kendilerini yetiştirmeleri için yardım*

*İşten çıkarma.....*

12. Performans değerlendirmesinin öğretmenlerin gelişmesine, sınıf öğretim kalitesinin yükselmesine ve okulun gelişmesine katkıları konusunda ne düşünüyorsunuz? Neden?

13. Daha etkili ve verimli bir değerlendirme sistemi oluşturmak için sizce ne yapılmalı? Lütfen açıklayınız?

14. Öğretmen değerlendirme konusunda söylemek istediğiniz başka görüş ve öneriler var mı?

APPENDIX L  
ÖĞRENCİ GÖRÜŞME FORMU

*Bu görüşme okulunuzdaki öğretmen performansının değerlendirilmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla yapılıyor.*

*Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirilmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

*Görüşmenin kaydedilmesi sizce sakınca yaratabilir mi?  
Görüşme sonunda sakıncalı bulduğunuz kısımlar iptal edilebilir.*

1. Sizce iyi bir okulun özellikleri nelerdir?
2. Sizce iyi bir öğretmenin özellikleri neler olmalıdır?

*Örneğin:*

*Sınıf içi nitelikler (öğretim, sınıf yönetimi, araç-gereç kullanımı vb.)  
Sınıf dışı nitelikler (okul görevleri, zümredeki rolü, toplantılar vb.)  
Diğer ilişkiler (öğretmenler arası, idarecilerle, velilerle, vb.)  
Mesleki gelişim (hizmetiçi eğitime katılma, yayınları takip etme, vb.)*

3. Öğretmen değerlendirme nedir?  
Öğretmenlerinizin performansı nasıl değerlendiriliyor? Kimler tarafından?
4. Kaç yıldır öğretmen değerlendirme formları dolduruyorsunuz?
5. Öğretmen değerlendirmeye karşı tutumunuz nedir?  
Sizce öğrenciler öğretmenlerini değerlendirebilir mi? Neden?
6. Değerlendirme yaparken neler hissediyorsunuz?  
Formu doldururken öğretmen hakkında gerçek düşüncelerinizi yansıtıyormusunuz?  
Ne derece?

7. Öğrencinin öğretmeni değerlendirmesinin öğretmenlerin gelişmesine, sınıf öğretim kalitesinin yükselmesine ve okulun gelişmesine katkıları konusunda ne düşünüyorsunuz? Neden?

8. Öğretmen değerlendirmesinde kullanılan formlar yeterli mi? Ne yönden yeterli, ne yönden yeterli değil?

Bu formları daha iyi hale getirmek için neler yapılabilir?

9. Öğretmen değerlendirme sisteminin geliştirilmesi için neler önerirsiniz?

10. Öğretmen değerlendirme konusunda söylemek istediğiniz başka görüş ve öneriler var mı?



## APPENDIX M

### CRITICAL INCIDENT FORM FOR THE TEACHERS

*Dear Teacher,*

*I have been collecting data on the 'Supervision System' carried out at your school. My hope is to understand the 'what' and 'how' of these supervisory practices as they really happens. I hope my findings will help schools with the work they are doing. So, I am really interested in your personal reflections about supervision system at this school.*

*What you say to me is completely confidential. I do not pass on anything people tell me. I do not use names of individuals or school sites in anything I write.*

*I want you to think back over your career and identify incidents at supervision system that you remember as 'successful' and 'unsuccessful'. Write down a brief description of the incidents. Please make sure you give the following details about the incidents.*

*Thanks for your sincerity and participation.*

A) Please describe one of your successful teacher evaluation experiences by answering the following questions in detail.

1. When and how was the evaluation conducted?
2. What was the process followed by the evaluator during the evaluation?
3. Why do you call this experience "successful"?
4. How did this experience help your personal and professional development?

B) Please describe one of your unsuccessful teacher evaluation experiences by answering the following questions in detail.

1. When and how was the evaluation conducted?
2. What was the process followed by the evaluator during the evaluation?
3. Why do you call this experience "unsuccessful"?
4. How did this experience help your personal and professional development?

## APPENDIX N

### CRITICAL INCIDENT FORM FOR THE PRINCIPAL

*Dear Sir,*

*I have been collecting data on the 'Supervision System' carried out at your school. My hope is to understand the 'what' and 'how' of these supervisory practices as they really happens. I hope my findings will help schools with the work they are doing. So, I am really interested in your personal reflections about supervision system at this school.*

*What you say to me is completely confidential. I do not pass on anything people tell me. I do not use names of individuals or school sites in anything I write.*

*I want you to think back over your principalship and identify incidents at supervision system that you remember as 'successful' and 'unsuccessful'. Write down a brief description of the incidents. Please make sure you give the following details about the incidents.*

*Thanks for your sincerity and participation.*

A) Please describe one of your successful teacher evaluation experiences by answering the following questions in detail.

1. Please briefly describe the teacher evaluated.
2. What was the process you followed during the evaluation?
3. Why do you call this experience "successful"?
4. How did this experience help your personal and professional development?
5. If you came across the same situation how would you handle it?

B) Please describe one of your unsuccessful teacher evaluation experiences by answering the following questions in detail.

1. Please briefly describe the teacher evaluated.
2. What was the process you followed during the evaluation?
3. Why do you call this experience "unsuccessful"?
4. How did this experience help your personal and professional development?
5. If you came across the same situation how would you handle it?

## APPENDIX O

### KRİTİK OLAY ANLATIM FORMU (Öğretmen için )

*Bu form okulunuzdaki öğretmen performansının değerlendirilmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla hazırlanmıştır.*

*Lütfen aşağıdaki sorulara samimi olarak cevap vermeniz. Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirilmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

A) Öğretmen değerlendirme konusunda başarılı diye nitelendirebileceğiniz bir anınızı aşağıda verilen sorulara cevap verecek şekilde detaylı anlatırsınız.

1. Değerlendirme ne zaman ve nasıl yapıldı?
2. Sizi değerlendiren kişi nasıl bir yöntem izledi?
3. Neden bu değerlendirmeyi başarılı olarak niteliyorsunuz?
4. Sonuçta bu olayın sizin mesleki ve kişisel tecrübenize ve okulun gelişimine katkısı ne oldu?

B) Öğretmen değerlendirme konusunda başarısız diye nitelendirebileceğiniz bir anınızı aşağıda verilen sorulara cevap verecek şekilde detaylı anlatırsınız.

1. Değerlendirme ne zaman ve nasıl yapıldı?
2. Sizi değerlendiren kişi nasıl bir yöntem izledi?
3. Neden bu değerlendirmeyi başarısız olarak niteliyorsunuz?
4. Sonuçta bu olayın sizin mesleki ve kişisel tecrübenize, okulun gelişimine katkısı ne oldu?

## APPENDIX P

### KRİTİK OLAY ANLATIM FORMU (Okul müdürü için )

*Bu form okulunuzdaki öğretmen performansının değerlendirilmesi ile ilgili aktiviteleri incelemek için hazırlanan bir araştırmaya bilgi toplamak amacıyla hazırlanmıştır.*

*Lütfen aşağıdaki sorulara samimi olarak cevap vermeniz. Vereceğiniz bilgiler sadece araştırma açısından kullanılacak ve gizli tutulacaktır. Toplanan bilgilerle öğretmen performansı değerlendirilmesi alanındaki var olan bilgilere katkıda bulunulacağı umulmaktadır.*

*Samimiyetiniz ve katkınız için teşekkürler.*

A) Öğretmen değerlendirme konusunda başarılı olduğunuzu düşündüğünüz bir değerlendirme sürecine ya da olayını aşağıda verilen sorulara cevap verecek şekilde detaylı anlatır mısınız?

1. Değerlendirilen öğretmeni kısaca tanımlar mısınız?
2. Nasıl bir değerlendirme yöntemi izlediniz?
3. Neden bu tecrübeyi başarılı olarak niteliyorsunuz?
4. Sonuçta bu olayın sizin mesleki ve kişisel tecrübenize katkısı ne oldu?
5. Aynı durumla yeniden karşılaşırsanız neler yapardınız?

B) Öğretmen değerlendirme konusunda başarısız olduğunuzu düşündüğünüz bir değerlendirme sürecini ya da olayını aşağıda verilen sorulara cevap verecek şekilde detaylı anlatır mısınız?

1. Değerlendirilen öğretmeni kısaca tanımlar mısınız?
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4. Sonuçta bu olayın sizin mesleki ve kişisel tecrübenize katkısı ne oldu?
5. Aynı durumla yeniden karşılaşırsanız neler yapardınız?

## APPENDIX Q

### AN EXAMPLE OF A LABELLED INTERVIEW TRANSCRIPT

1. Ne kadar suredir ogretmenlik yapıyorsunuz?	
12	
Ne kadar suredir Ari Kolejinde ogretmenlik yapıyorsunuz?	
Herhangi bir hizmetici kursuna katıldınız mı?	<u>Impact.</u>
Evet ise acıklarınız?	
<u>Ozel okuldaki seminerin disinda katılmadım Milli eğitimle ilgili bir seye.</u>	
Buradaki seminerler yıl sonu veya başında oluyor	
Agustos ayında, bazen dışarıdan uzmanlar getiriyorlar, <u>ölçme değerlendirme, sınav hazırlama, performans yüksek tutma üzerine</u> bazende kendi	→ outside prof. guidance
aramızda, bölüm öğretmenleri olarak bilgi alış verisinde bulunuyoruz, <u>okul idaresi karar veriyor</u>	Administration (decision)
ama mutlaka oluyor, yöneticiler bir araya gelip <u>nedeyse</u>	
<u>aksaklık varsa mesela öğrenci ölçme değerlendirilmede veya mesleki performansdan</u>	
<u>sikayetçi iseler, psikolojik konularda yaklaşım.</u>	→ staff interaction workshops
	→ administration (informal conversation)
<u>aldıkları duyumlardan yola çıkıyorlar herhalde</u> birde	→ outside prof. guidance (testing)
bu bilgi işlem merkezi kurulduktan sonra test hazırlama tekniği ölçme değerlendirme çok daha önem kazandı ona yönelik seminer yaptılar yani okulun neye ihtiyacı varsa, belirliyor bizi ona göre yönlendiriyorlar.	

2. Sizce iyi bir ogretmenin ozellikleri neler

olmalıdır?

sinif ici nitelikler (ogretim, sinif yonetimi, arac-gerec kullanimi vb.)

sinif disi nitelikler (okul gorevleri, zumbredeki rolu, toplantilar vb.)

diger iliskiler (ogretmenler arasi, idarecilerle, velilerle, vb.)

mesleki gelism (hizmetci egitime katilma,

yayinlari takip etme, vb.)

Meslegini sevmesi lazim sevilmeden yapilacak birsey

degil. [Insani cok sevmeli] [cocuklarin yasina

inebilmeli, cocukluk gunlerini hatirlayabilmeli] [bilgi

olarak cok donanimli olabilir mesleki acidan iyi

olabilir, ama yeterli sevgi ve saygiya sahip degilse

yapamaz, cok dolu bir insandir ama vitrini iyi degildir

ogrenci seviyesine inemez bilgisini aktaramaz, cok

iyi bilgili degildir ama ogrenciye yaklasimi iyidir en

az bildigi sey bile cok iyi aktarabilir] [sevgi ve

anlayis gerekiyor, ozel sorunlarini bir koseye

birakabilmeli, akli ve fiziksel olarak akli disarda

kalmiyacak o an hangi sinifta ise hangi yas grubu ile

beraber ise onlarin icine girmesi gerekiyor.]

Sinif disinda bu okulda tenefusu olmayan hocalardan

biri benim [ya takildiklari bir soru vardir ya testi

vardir, bir sorunu vardir] [Sinif ogretmeni olarak veya

cok begendigini bir sey vardir gosterme ister iste

tenefuslerde kantinde otururuz] [hatta okul disindada

onlarla birlikte olurum ben gezi koluyum geziler

yaparim, geziden oncede cevre inceleme koluydum

hic biri olmasa sosyal bilgilerden birsey yaratip bir

Perception (in class)  
positive attitude toward  
prof.

- " - towards people

ability to descend to the  
level of the learners.

ability to transform  
(quote and explain)

positive  
attitude towards people

being professional  
(quote & explain)

Perception.  
(outside class)

help with learning.

personal interaction  
with students

- (sharing ss interests)  
- (sitting in canteen.)

extra-curricular action  
ties.

- excursions  
- films & theatre

seyler yaparız sinemaya tiyatroya gittigimizde olur

Arkadaşlarıyla asgari musterekleri olmalı sen daha

iyi bilirsin ben daha iyi bilirim olduğu zaman olay

bitiyor, Çünkü herkesin bilmediği birşey vardır,

herkessin eksikleri vardır kimse dort dortluk

değildir, herkes birbirini tamamlamalı, anlayışla

karsılmalı, bu gün özel bir sorun olabilir öğrenciye

yansıtılmaz ama odada farklı davranabilir veya kim

nereye kadar kaldırabiliyor saka yi bilmek lazım,

[icten olduğunuzu onlara anlatabilmelisiniz.]

nobetlerde önemli bu mesleği ne kadar ciddiye

aldığınızı gösteriyor, milli bayramlar hele bizim

dersimizde çok önemli, öğretmenin yaşamında

önemli, öğrenciye verilmesi gereken unsurlar var

ama öğretmen kendisi kaçamak davranışlara

giriyorsa bu milli duyguları verecek kapasiteye

gelmemiş demektir bu iste gidip imza atmak iste ben

geldim deyip idarecilere görünmek değil bu duyguyu

yaşamak lazım onun için evimin çok uzakta olduğu

donemlerde bile çok severek geldim katıldım,

herkesinde oyle olması gerekir

3. Sizce iyi bir okulun nitelikleri nelerdir?

[İyi bir okulda yönetimin laik ve demokrat olması

gerekir, siyasi baskının olmaması gerekir devlet

okullarında bu çok gözlemlenir, müdür veya

idarecilerin siyasi görüşü hangi tarafta ise gelen

konuklara, velilere veya öğretmenletrede

yaklaşımları o doğrultuda oluyor. Okula tavsiye

edilen kitaplarda herşeyde bu gözlemlenir, (Ataturk

ilkelerinden ayrılmamış olmalıdır) yönetime

güvenmelisiniz, eğitim kalitesini yüksek tutacak

→ interaction with colleagues

→ cooperation.

→ understanding.

→ being professional.

→ sense of humour.

→ sincerity.

→ Administrative duties.

→ pos. attit. towards recess duties.

→ pos. attit. towards national days.

→ Perception of a good school.

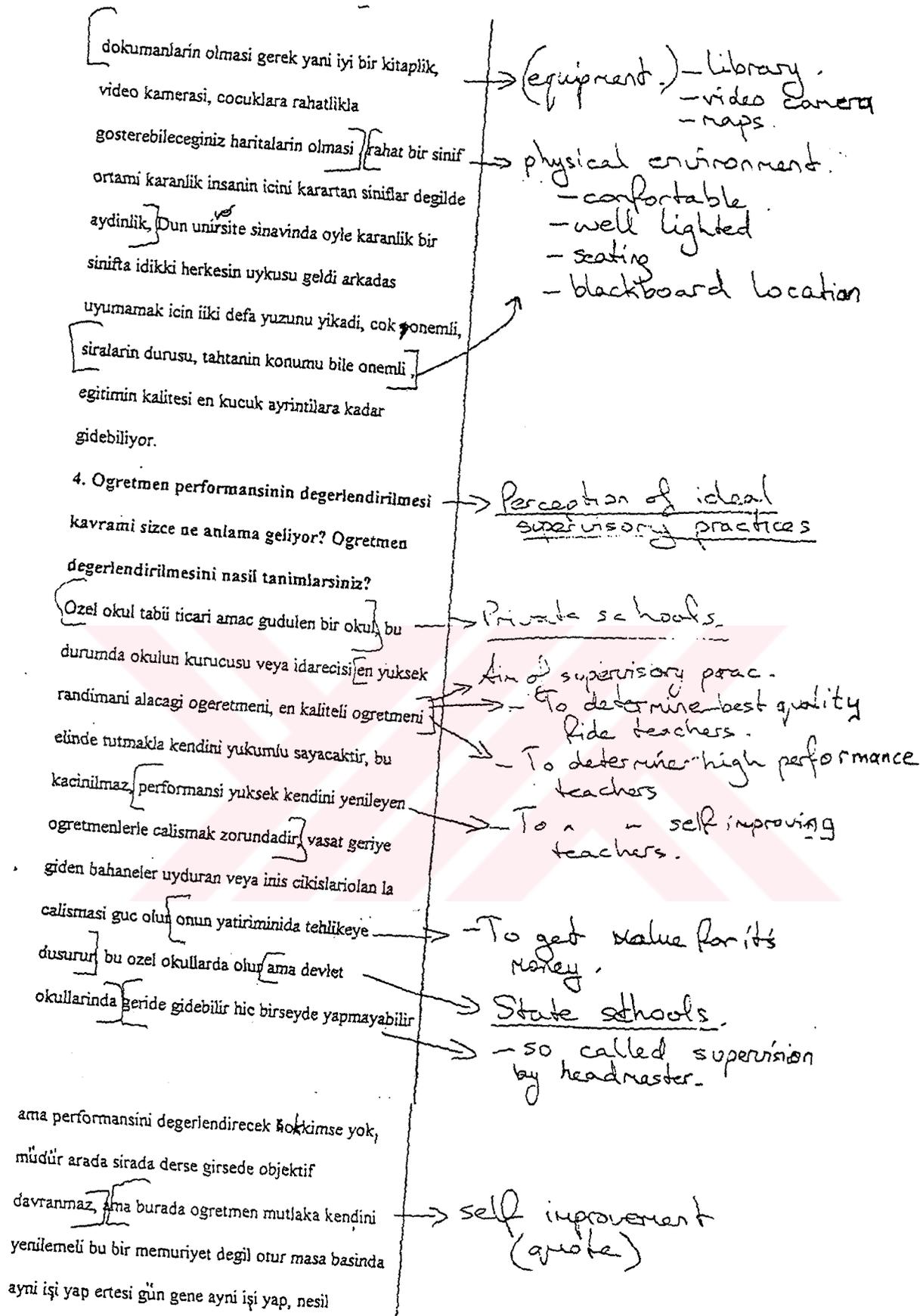
→ secular & democratic.

→ interference of pol.-pref.

(quote.)

→ Kernalist.

→ administrative reliability



degisiyor cocuklarin bakiş acilari degisiyor,  
bakiyorsunuz iletisimde bulunduklari dünya  
degisiyor ama siz hep ayni ogreetmen mumkun degil  
bu memuriyetten ayri bir olay.

Ben idareci olsaydim performansina ogrenciyle  
iletisimine, ogrencinin ogretmeni saymasi kadar  
sevmeside onemli korkmasi degil, cunku sevdikleri

derse daha bir ilgi gosteriyorlar, okulu sevip  
sevmedigine bakardim ben bir idareci olsam benim  
kurdugum bu okulu benimsemismi bakardim, yoksa  
burayi bir pazar alan olarakni goruyor, tamam ders  
verecek ogrenci buldum pazarimi kapayim diyemi  
goruyor, gercekten bu okulu seviyormu ticari amacin

disinda, bu okula ogrenci gelmesi icin birseyler  
yapiyormu benim okulumu disarida nasil tanitiyor,  
yani gurur duyuyormu yoksa bir ozel okulda  
calisiyorum diye sadece maas alip giden bir  
havadami, okulu tanitmasi, ogrencinin, velinin ondan

memnuniyet duymasi, okulun islerine severek  
katilmasi, ben olsam kurucu olarak bunlara  
bakardim.

5. Ogretmen degerlendirme sisteminin gerekliligi  
ve gerekli ise nasil yapilmasi gerektiği konusunda  
ne dusunuyorsunuz?

6. Bakanlık mufettisleri tarafından okulunuzda  
ogretmen degerlendirmesi ne kadar siklikla  
yapiliyor?

Bu denetimlerde ogretmen performansinin hangi

to det. → main high perf.

to obsv.  
student teacher com.

- love  
- respect  
- not fear.

To det. loyalty toward  
school. (quote)

- love  
- attachment.

- not only economic  
benefit.  
advertising school assets  
pride in school.

→ To obsv. T-S-P com

boyutları değerlendiriliyor?

8 yılda bir defa geldiler benim 3cu yılımdı, 91-92 de

bir ugradılar, liseye geldiler biz ortada kaldık

cok bicimsel ozelliklere bakıyor, gunluk plana

bakıyor, bir dersine giriyor bir saatte ogretmenin 365

gunde ne yaptigini olcemezsiniz, sinifa bir baskasi

girdigi andan itibaren hem ogrenci hem ogretmen

degisiyor, farklilik mutlaka oluyor cok profesyonel

olmaliki cok az birsey oynasin, onun icin bicimsel

ozellikler onlar icin daha onemli

onların kafalarında oyle sabitlemiş fikirler var,

mutlaka su konuda eksik getirmeli, onların gözünde

mukemmel olmak imkansiz oldugu icin sizde artik ne

yaparsa yapisin diyorsunuz, iste siz dogunun

sartlarında bunu yapmissiniz kutlarim sizi ne kadar

guzel diyip tesvikte bulunsa ne guzel, ama siz

biliyorsunuzki alismissiniz mulaka eksik buluyor alih

kahretsin eksik buluyor diyorsunuz, insanin tesvik

edilmesi cok onemli,

Yeterli degil baskalarinin fikirleride alinmali, yani

sene basinda hazirlanan plana, gunluk plana degil,

plani o gun uygulayamayabiliyorsunuz, imunkun

degil ya sinif almıyor veya olaganustu bir olay olmus

oluyor, mesela bir arkadaslari olmus veya bir

arkadaslarinin annesi olmus herkes aglamakli, veya

daha degisik ornekler olabilir, genel olarak bakilabilir

ogrencilere sorulabilir onegin ogrencinin defterini

alip baksin, ne yapilmis veya sorular sorsun, oyle

mufettis varki sadece arkada oturuyor uyukluyor

sizde aman yavas konusayim uyusunda uykusunu

alsin diyebiliyorsunuz, sonra eksiklikler bulurlar

cunku uyurken bile cok dikkatli.

- frequency -

- Last inspection -

- Area of Inspection -

- paper work

- daily lesson plans

- lesson -

- criticism of min - insp -

- insufficient number.

- disruption of class

dinamics -

biast ideas about T/ig

so called perfectionist

so called perfectionist

- discouragement.

- lack of appreciation

- paper work -

- yearly plan -

- lesson plan -

lack of understanding.

recomendations

- looking at general

atmosphere

- interacting with Ss

- asking Ss -

- looking at note-books

lack of interest in profession -

cevabi  
yeterli  
↑

7. Var olan degerlendirme sistemi icinde Bakanlik mufettisleri tarafından yapilan degerlendirmenin yeterliliği konusunda ne dusunuyorsunuz?

8. Bakanlik mufettisleri tarafından yurutulen merkezi degerlendirme sisteminin daha etkili ve yeterli hale getirilebilmesi icin neler yapilabilir?

9. Bakanlik mufettislerinin yani sira okul icinde bir ogretmen olarak performansiniz nasil degerlendiriliyor? Kimler tarafından? Sureci ayrintili olarak anlatirmisiniz?

müdü, zümre baskani, ogrenci  
sinif ici, sinif disi.  
gozlem, toplanti v.b.

Sozlesmeli oldugumuz icin tabii burada bakanligin

disindada bir degerlendirme sistemi var . Her sene

sonunda ogretmenler bir genel degerlendirmeye alinir, bu yil icindeki durumuna gore yapilir iste

nobetlerini nasil tutuyor, zamaninda giriyormu,

sinavlarda bir aksaklik varmi, verilen gorevi

yapiyormu, idareciler ve arkadaslari ile arasi nasil,

bunlari incelemek, duyum almak, gozlemlemek

zorundalar ki sene sonunda bir fikirleri olsun o kisiyi

sozlesmeye cagirsinlar veya biz sizinle

calisamiyacagiz diyebilinler bu ozel okullar icin gerekli.

School based supervision

Frequency

overall evaluation of teacher performance

- recess duty.

- punctuality

- exam organizatio.

- responsibility

- interaction with colleagues.

Aim of eval

- contract renewal

good teacher  
(as well)

types of eval.

- observation
- investigation
- (duyum)

Bunu yapan kisi diye bir sey yok bircok duyumlar aldiklarini biliyoruz, mudur beyde degil olayin genel mudurluktan bittigini saniyorum, cunku gecen yil mudurumuzun hic istemedigi halde isten cikarilan arkadaslarimiz vardi, isten cikarilsin dedigi haldede tutulan arkadaslar vardi. Mudur bey raporu yaziyor ama karar mekanizmasi genel mudurluk oluyor.

Bu sene benim dersime girdi ama gecen seneki mudurumuz daha cok girerdi mesela koridorda duruyorsa ben sizinle derse gireyimmi derdi veya

oyle sevecen yaklasimi vardiki hocam buyrun birlikte ders yapalim diyorduk, 3-4 defa cagirdim, hic ozel hazirligim olmadigi halde, veya bir duyum olmadigi halde hani ogretmenler odasinda olur mudur bey derse giriyormus gibi, dogaclama, yani ne yapilacaksa zaten planimiz var, ders yaptim cok hosuna girti, hatta kendide sorular sordu, konustu.

Konularda ilginc bizde, ornegin mudur bey Ingilizce bilmez ama Ingilizce dersine girer, ne olacak, ama bir inkilap tarihine gire simdiki mudurumuz matematik bransi, matematikten daha cok zevk alabilir, bir defa girince hic bilmedigi bir konu veya

brans olabilir buda cok objektif olmaz, o ogretmenin diger derslerdeki durumunu bilmeli, ama hoca ile iyi iletisim kurabilecekki bilsin birde ogrencilerden alinan duyumlarda cok onemli ozel okulda hemen ogrenci gider soyer yonetime bunlari kafasinda birlestirip olgunlastiracak iyi bir idareci bunlari yapar aslinda.

→ Evaluator.  
→ general manager

→ Headmaster (annual report)

→ Decision making.  
(general manager)

→ Ts' attitude towards supervisors.

→ ideal supervisor.

→ attitude (ts' need for prep format) pre informing (No)

→ interacting with Ss.  
→ asking questions.

→ Criticism.  
→ Lack of knowledge of subject area.  
→ (ideal sup.-'a dogunyor)

→ lack of objectivity.

→ limited evaluation.

→ lack of communication with Ss.

→ Evaluator (Ss)  
→ informal complaint

→ Ideal Supervisor (synthesizer.)

12. Sınıf içi performansınızın değerlendirilmesi  
öncesi ve sonrası ne tür bilgilendirme yapıyor?  
Ne şekilde ( yazılı, sözlü, toplantı)?  
Bilgilendirmenin içeriği nedir?  
Sizce bu bilgilendirme ne derece yeterli?  
Değerlendirme formları sizle ne derece  
paylaşıyor? Bu gerekli mi?

Gecen dönem performansınız nasıl değerlendirildi?

Bu sene dersime girdi önceden haber vermedi

koridorda karşılaştık ben şimdi sizin dersinize  
gireceğim, hangi subbedesiniz dedi, gösterdim subeyi  
geliyorum bir dakika dedi müdür muaviniyle

konusuyordu o sırada ben derse girdim normal ayaga

kalktı çocuklar oturdular zaten tahtada planımız

yazıyordu ben birde sınıfa girince sıraları

duzelttiririm, copleri attiririm, çok rahatsız

oluyorum çok hareketli ders yaptığım için birseylerin

üzerine basıyor gibi oluyor onları toplattiriyorum,

deftersiz kitapsiz zaten gelmezler not vermedigimi

bilirler hemen akabinde müdür bey girdi içeri, sınıfı

tanittim kendisine kaç kişi mevcut oldugunu kaç kişi

eksik oldugunu, konunun ne oldugunu soyledim

(during supervision)

no formal pre-informing.  
-informing at break time  
just before the lesson.

Checking lesson plan.  
-from the board.

organization of classroom  
-desks  
-cleaning  
-tidying.

Student books & notebooks.

Checking if T has taken  
attendance.

Checking flow of  
lesson.

-topic.

kendisi arkaya dogru yoneldi ogrenciler yer verdi  
 oturdu, dinledi, ben ogrenci agirlikli ders yapirim,  
 45 dakika konusmam simdi konustuguma  
 bakmayin. Ogrenciye sorarim, surekli soru cevap  
 yapirim, ancak bir mesaj vermek istedigimde bunu  
 metne donustururum ki iyi algilasin diye veya  
 karmasik bir konu olabilir, icinden cikilamayacak  
 birsey olabilir onu basitlestiririm onun disinda hep  
 ogrenciye sorarim, surekli yorumlattirarak cikmis  
 test sorulari varsa cevaplattirarak, konumuz boyle  
 isledik ben bir toparladim sonra eski konulardan  
 sinifi yokladim mudur bey dinledi dersin sonunda  
 eklemek istedigini birsey olup olmadigini sordum,  
 daha onceki mudurler konusur aciklama yaparlardi,  
 zaten zil caldi, tesekkur etti ve cikti. Daha sonra  
 odasina cagirip hic konusmadi.  
 Dinlerken not tutmadi. Ilk girdiginde daha onceki  
 mudurumuz tutmustu elinde bloknot seklinde bir sey  
 vardi gidip bakmadim ama yazdi. Sonra ayda 1 veya  
 2,3 kere girdi baktiki sonradan tutmadi cok dersime  
 girdi hareketli dersten hoslanirdi birde Ataturk ile ilgili  
 konulari severdi ogrenci hep parmagi havada olsun  
 cevap versin ozellikle sessiz ogrencileri soz hakki

ost-supervision  
 no feedback

- approach.
- Student Centered.
- Question answer method.
- lecture & note-taking if necessary.
- simplifying if necessary.
- 3s perception of topic.
- written exercises - standardized test questions.
- Formative evaluation - oral.
- types of eval (headmaster)
  - observation.
    - lesson obs.
    - just listening.
    - no interaction.
  - no note-taking
- Previous headmaster:
  - note taking.
  - frequent observations.
  - interaction.
  - student motivation.

verelim derdi. Bu mudur beyin dersinde oyle  
 yaptim onlara daha cok soz hakki vermeli sen soyle  
 oyle oturmak yok.

Teacher behaviour related to supervision during obsv.  
 - making use of previous obs. experiences.

13. Sizce neden birde okul içi öğretmen değerlendirme mekanizmasına ihtiyaç duyuluyor?

14. Değerlendirmeyi yürüten kişilerin (müfettişler, zümre başkanları, müdür) bu alandaki yeterliliği konusunda ne düşünüyorsunuz?

Sizce ne tür yeterliliklerin ve özelliklerin (değerlendirme görevini üstlenen kişilerde) olması gerekir?

Şimdi bunların seçiminde dikkat edilmesi gerek, eğer siz bu kişilerden rapor alıyorsanız, gözlemlerini istiyorsanız bunları bu pozisyona getirirken iki defa düşünmekte yarar var. Yani sonradan bu kişi iyi değerlendiremez demektense bu kişi idareci olabilir mi sorusunu iyi cevaplamak lazım. veya iyi bir bölüm başkanı olabilir mi. Bu konuda çok tutarlı olunmadığı daha önce görüldü, bazı müdür muavinlerinin bu işi iyi yapmadığı, veya bazı bölüm başkanlıklarında bu sorunlar yaşandı, lise kadrosunda özellikle orta okul da böyle şeyler olmadı. O zaman idarenin bunda çok dikkatli olması gerek. Bölüm başkanı seçerken hatırı gönlü işiyle, bir tanıdık vasıtasıyla veya <sup>as</sup> katik bu bu kademeye gelmiştir hak etmiştir diye değil.

Bölüm başkanı bu sifata layık olmalı, ben kendi bölüm başkanımdan örnek vermek istiyorum ancak bir havası var, herkesi kucaklayan bir havası var, sarılayımda iteleyeyim değil, bu bölüm bir butundur sorunlar herkesindir paylaşırsınız ve çözersiniz. sonuçta kimse kimsenin ekmeğini yemiyor bir sorun

(Perception of Ideal Supervisor)  
- Department Head  
- Interrelation skills  
- motherly.

- unifying group  
- sharing & caring  
- problem solving.

ciktiginda birlikte gelistiririz, iyi bir organizator → - good organizers  
 olmalı, esitlige, dagilima dikkat ederek, agirlik birkac → - fair  
 kisinin uzerinde yogunlastirilmamali } gerekli yerlere → protective of the  
 karsi bolumdeki elemanlari koruyucu bir hava → group members.  
 tasimali / o zumrenin elemani bilmeliki bolum baskani → dependable.  
 beni burada korur ama eger oyle degilse burada  
 yuzume gulup arkandan konusuyorsa o zaman  
 guven olyi bitmistir, cok cirkin birsey o zaman  
 iletisimde bozulur } elemanlarına bu mesaji → - ability to manage.  
 verebilmeli, idareci zaten adi ustunde idare → - group in general.  
 edebilmeli, idarecilerin politik yetenekleride soz → - being political.  
 konusu, ama idareciligin gerektirdigi vasiflarada → - command of manag  
 sahip olabilmeli, ogretmenleri ile iyi gecinebilmeli, → ing skills  
 idaresi ile bir ustuyule, (ogretmenin yapısına o an için → - interrelationship  
 hakim olabilmeli, onu anlayabilmeli, ogrenci ile → with teachers.  
 arsındaki iletisime dikkat edebilmeli, ve mutlaka belli → - interrela. with  
 deneyimlerden gecip gelmeli yani oyle pat diye oraya → superiors.  
 oturtulmamali. → - interrel. with  
 En ust makamda butun bu ozellikleri kapsiyacak → teachers.  
 sekilde olmalı, ve arada cok mesafe birakmamali. O → - experience  
 mesafe oldumu cok buyuk bir ucunum → - relevant experience.  
 hissediyorsunuz aranızda soyleyeceginizde → Headmaster. 2 (uzkardaki)  
 soyleyemiyorsunuz, o cok kotu bir olay bu yasa → (leri icerecek)  
 gelmiş insanlar zaten neyi nasıl soyleyecegini idareci → - not putting too much  
 ile ne kadar samimi olması gerektiğini bilir, yani → space.  
 kimse bu samimiyeti kotuye kullanmaz. Karsidakinin → - open to dialogue.  
 bu kadar mesafe koymasi buyuk bir mesafe koymasi → - sincerity.  
 elemanlari için itici oluyor. } Gerekli ictenlik → Friendly.  
 saglanamayınca yanında rahatsız olduğunuz bir → - non-irritating  
 kisiyle çalışmanızda çok sikici oluyor } Ydarecinin  
 yanında ben rahat olabilmeliyim rahat derken ben → (quote for friendly & sincere)

nereye kadar rahat olabileceğimi zaten bilirim. Eger ben onun yanında rahatsız oluyor biran önce kalkmak istiyorsam zaten o iyi bir idareci değildir.

15. Öğrenciler tarafından form doldurma yoluyla yapılan değerlendirme konusunda neler düşünüyorsunuz? Bu değerlendirme ne derece yeterli? Sizce ne derece katkısı var? Formlar ne derece iyi hazırlanmıştır? Öğrenci tarafından yapılan değerlendirmenin daha etkili ve yeterli hale getirilebilmesi için neler önerirsiniz?

En iyi değerlendiren öğrenciler çünkü onlarla başbaşasın yalnız öğrencinin [bunu ciddiye alması] gerekiyor. Yani bu formları aman bunu şimdi kim dolduracak sıkıntı diyorsa öğretmenlerde kişisel birtakım sorunlarını asamayip objektif davranamıyorsa pek bir anlamı ve yararı yok onun için bunu daha gelişmiş yaşlarda yapmak lazım. Orta 1 çocuğu bunu tam algılamıyabilir, Orta 2 oyle orta 3 ve lise de yapılmasında yarar var. Oburleri daha bir çocuk, objektif yapamıyorlar, onun değerlendirmesi ilede karar verilmesi yanlış olur. [Bu dersi kimin okutmasını istediniz niye benim hakkında ne düşünüyorsunuz, insan merakta ediyor.] Ama bunu sadece soru sorarak değil çocuğun davranışından, bakışından, o gözlerindeki pırıltıdan veya size basıncı çevirip bakmak istememesinden, konuşmasından, sizin sorunuza kısa veya uzun cevap vermesinden, gülümsemesinden veya somurtmasından çıkarabiliyorsunuz.

### 1.6.3 - Students

#### - Formal:

##### - Criticisms.

- must be taken seriously by ss.
- objectivity.
- maturity of ss.

#### - Informal:

- Sts' behaviors towards teachers.
- looks
- eye-contact.
- ignoring T.
- unwillingness to communicate.
- style of answering qs.
- long
- short.
- mimics.

Bu formlar çok biçimsel yeterli değil ama çocuklar

icinde başka bir şey yapılamaz. O yaş için olabilir

ama lise için daha karşılıklı ilişkiye dayalı sorunlar

agirlik kazanmalı öğretmeni elestiren değilde, iste

sizi nasıl değerlendiriyor zayıf verdiğinde ne yapıyor

gibi değilde. Öğretmenle nasıl bağlantı

kurabiliyorsunuz sorularınızı ne kadar

acabiliyorsunuz niye su öğretmenlere

acabiliyorsunuzda sunlara acamiyorsunuz,

öğretmenler hangi sorunları asabülsinki size yakın

olabilsin gibi Cunku bilgi nasıl olsa geliyor,

öğreniliyor, kitaptanda, özel hocadanda,

televizyondanda ama onu ona en iyi şekilde

aktaracak bir iletişim kurması gerekiyor.

16. Sizce değerlendirme sonucunda elde edilen

bilgiler ne yönde kullanılıyor?

- yardıma ihtiyacı olanlara nasıl yardım ediliyor

Eksigi olan hocalara ne yapıyor yanına çağırıp

konusuyormu bilmiyorum duymadım, yada

arkadaşlar söylemiyor. Yanlız kurullarda dile

School based sup.

- post-sup.

- no immedial personal  
feed-back.  
- general warning at staff  
meetings.

Formal

- too structured.

- questions related to

- personal interactions

- not criticizing.

- not only related to...

lessons & evaluation

- communication.

- individual differences

among ts.

- Ss perceptions of

T. problems.

School-Based Sup.

Aim of eval. (2-4)

getiriyordu derse girdim su eksiklikler var su olsun  
 su olmasin seklinde genelleme yapiyordu ]  
 [ O anda herkes mesaji alir ama bireysel  
 konusmaktada yarar var. Yani basarisizsa nelerde  
 basarisiz, Milli Egitim mufettisleri gibi ama basarili  
 olanlarada mutlaka soylenelemi, su soyle ama basariyi  
 sona alarak su konudada cok iyisiniz kutlarim  
 demekte kimse birsey kaybetmez. ]  
 [Yardim idareden beklenmiyor bunu kendi  
 branstastari yapacak, okula yeni gelen bir ogretmen  
 baska okuldan emekli olup gelmis ama ozel okul cok  
 farkli cocukta velide, devletten kopup gelen biri  
 bunu yapamiyor iste soyle yapin, bizim basimizdan  
 soyle birsey gecdi soyle bir cocuk yada veli vardi  
 diye. Bizde boyle seyler yasadik diye yoksa onca  
 yildan sonra zor, arkadaslarindan geliyor.  
 Yeni hocalar kimin stajeri ise idare onlara yardım  
 ediyor [su dersi soyle goster diye, Bak bu sinif  
 yaramazdir adi cikmistir dikkata et seklinde oluyor.]  
 [ Idarenin bazi onerileri olabilir ben gormedim ama  
 idare yapiyordur hocanim soyle sikayetler aldik su  
 konuyu soyle yapalim diye yardım ediyorlardir. ]  
 [ Cok, cok olmaz diye umudu kesmezlerse bir yil  
 daha denerler. Denenmesi lazim insanlara hep bir  
 firsat verilmeli kotu bir yil geciriyor olabilirsiniz,  
 insaniz sonunda bir sans daha verilmeli. ]  
 VELININDE KATKISI VARMI  
 DEGERLENDIRMEYE?

(headmaster) - criticism  
 - need for detailed personal feedbacks  
 - positive practices  
 - negative practices.  
 - constructive feedback

Types of sup. (2.10)  
 - peer supervision  
 - assistance on  
 - relationships with  
 - parents  
 - students  
 - lesson planning &  
 - instruction.  
 - classroom manage-  
 ment skills.  
 - characteristics  
 of classes.

Types of sup  
 - eval based superv.

aim of eval.  
 - contract renewal.  
 - criticism.  
 - length of pro-  
 bation for  
 new teachers.

Tabii dolayli herhangi bir konusma sirasinda idarecilerle yakinligi olan veliler iste su ogretmende cocugum memnundu, iyidi, veya bir toplanti sonrasinda bu daha cok ilk kisim icin orta ve lisede nadiren eger idarecilerle yakinligi varsa. Veli cok memnun oluyorda soylemek gibi bir gereksinme duymuyor. Terzide olabiliyor cocuguma hep zayif veriyor calisiyor ama olmuyor ama gercekten bu konuda sikayetci bir veliye ben rastlamadim, cok bilincsiz o an icin o anin duygulariyle hareket eden veliler olabiliyor iste koridorda benim cocuguma kizmis, sesli anlatiyormus cocuk urkuyormus gibi cok often puften aslinda asilabilecek bir sorunu buyutur. Bunun degerlendirmeyi cok etkiledigini dusunmuyorum cunku velilerin ne zaman nasil tepki verdigini bildikleri icin pek etkili olmuyor. su ana kadar bilincli bir

Evaluator

(4-Parents-)

- informal feedback.

- positive  
- not often mentioned

- negative  
- related to grades  
- emotional outburst  
- exaturated criticism.

- effectiveness:  
- no.

17. Performans degerlendirmesinin ogretmen olarak sizin gelismenize, sinif ogretim kalitesinin yukselmesine ve okulun gelismesine katkilari konusunda ne dusunuyorsunuz? Neden?  
He olumlu hem olumsuz, olumlu olarak kendinizi gelistiriyorsunuz daha cok okuyorsunuz, bilgi olarak kendinizi zenginlestiriyorsunuz, yeni guncel olaylara buluslara veya ders kitaplarinda yer almista o konuda bir gelisme olmus, yani bilgi olarak kendinizi gelistiriyorsunuz bir devlet okulunda bu ge~~te~~ tekmeye bilir.

\* The impact of sup. prac  
as + der.

- Teacher Development.

- ~~positive impact~~  
- professional development

- more reading  
- enrichment of knowledge.

- updating knowledge of subject matter.

Tabii burada ogrencide bunu istiyor degisik bir kesimden geldikleri icin mutlaka soru soruyorlar,

merak ediyorlar ben devlet okulunda boyle  
ogrencilerle karsilasmadim, arz yok talepte yok.

[Bilgi olarak boyle gelistiriyor cok iyi olumlu, sosyal  
olrakta cok degisik velilerle karsilasip iliski kurmaniz  
gerekliyor. Farkli ortamlara girmeniz gerekiyor,  
ogrencilerlede oyle en kapali insan bile burada  
insanlarin karsisinda konusabilme ozelligini  
gelistirmesi gerekiyor.] Buyuk bir eksiklik oluyor.

[Olumsuz olarakta mesela hastalandiniz bir kac gun  
calisamadiniz, calisamadfiniz degil performansiniz

dustu, mnobet biraz aksadi acaba bu goze  
gorunurmu sozlesmem yenilenmezmi diye veya iste  
su sinifta biraz iyi degildim o sinirle cocuklarada  
bagirdim velisi gelirdede sikayet eder olur ya etkili  
olurmu diye bir sozlesme stresi yasiyorsunuz. Yada  
yillardir artik buradayim ben kendimi kanitlamis  
olmaliyim her sene kanitlamak zorunda olmak beni  
yipratiyor, yada genclerin yapabilecegi seyler varken  
ben hala kendimi asma durumundayim artik yerimi  
onlara birakmaliyim ama birakirsam sozlesmemi  
olmazmi diye bir endise oluyor.]

Okul acisindan zaten elene elene en iyi kadro ortaya  
cikti bu sene gene elenecek. En dayaniklilarini  
seciyorlar (She laughs because she was sick while I  
was interviewing) en hastalanmayanlarini veya en az  
, yada hic rapor almayanlarini seciyorlar. Her zaman  
iletisimini iyi tutan nobetini aksatmayan/kendiyle  
barisik olan, verilen gorevi aksatmadan yapan yani  
mukemmeli ariyor, mukemmel olmasada en iyiye  
yaklasiyor boylede bir avantaj var. Ama gidelerin  
hepsi gecerli nedenlerle gitti kalanlarin hepsi 4 4 luk

- social development.  
- interrelationship with  
- parents  
- students  
- people in general  
- communication skills

- Negative... impact:  
- fear of dismissal.  
(quote) [ ]

- Frustration.  
- irrelevant competition.

- School Development  
~~maintaining a qualified staff:~~  
- Elimination of weak  
quality teachers  
- Elimination of Ts  
who jeopardize social  
rights. (quote [ ])  
- Elimination of  
irresponsible Ts.  
- encouraging self-  
satisfied teachers.  
- encouraging perfectic

hoca diyede birsey soz konusu degil. Gidenler  
icinde de cok iyi ogretmenler vardi.

Types of sup. prac.  
- criticism.  
- lack of objectivity

18. Genel olarak performans degerlendirmesinin (sinif ici ve disi ) yeterlilik hakkında ne dusunuyorsunuz? Bu sisteminin daha iyi islemesi icin neler onerirsiniz?  
Ben idarecilerin disindakilerde konusurdum mesela sosyal bilgilerden ogretmen cikaracak sam idarecilerle konustum gerekli bilgileri aldım, zaten onların uzerine dusen gorevler var, iste nobeti mi bana verdiler, giris cikisini, veya devam durumumu, veya okula katkimi bunun disinda en basta soyledigim gibi bu okulu benimsemis seviyormu, yoksa her ay basi maasini almak icin mi geliyor, birkaç ogrencisi ile konusurdum oylesine nasil gibi, arkadaşlarıyla da konusurdum ama bunu belli etmeden dost sohmeti yaratarak iste nasil diye sezdirmeden ailevi durumunu arastirdim. Buyle quote ogretmenler var ki butun hayatini okula verebilir cocuklari buyumus, herhangi bir sorumlulugu yok artik burada bir muavinlik alabilir, butun gun burada kalabilir, yada bekardir evlenmeyede niyeti yoktur bu eleman artik burada rahat calisabilir ozel hayatina cok dikkat ederdim.

12) Recommendations for more effective evaluation:  
1- The headmaster should collect information from different sources:  
a) students  
- informal chat.  
b) colleagues  
- informal chat.  
c) investigate family life  
quote: it is

Ozel hayata dikkat ediliyormu bilmiyorum  
cikarilanlarda zannetmiyorum ama kritik durumlarda  
Ayse hanimimi Fatma hanimimi cikaralim  
dediklerinde en son safhada ekonomik durumuna  
bakiliyor iste o burada calismasada yapabilir, ama bu  
her isten cikarilmada olmadi, olsaydi daha farkli  
olabilirdi en onemlisi bulundugu kuruma sadakati  
bagimliliği Yani bir ogretmen oksurdugu an gidip  
gunlerce rapor alirsa yada yuzumde kil dondu diye  
rapor aliyorsa yada ogrenciyi geziye goturup, ha  
bunu uzatip biraz daha kalayim diyorsa bunlar  
olumsuz seylerdir. Ama canla, basla gorevine  
gidiyor, eften fuften seyler icin izin veya rapor  
almiyorsa dersin bos gecmemesi ve verimli gecmesi  
herseyden once geliyorsa cok onemli bence. Bunlara  
devam devamsizliga dikkat ediliyor ama bazende  
oyle ogretmenlerin olabiliyorki devam durumu  
farkli olsada baska vazgeçilemeyecek ozellikleri  
oluyor. tabii hepimizin farkli ozellikleri var bunlara  
bakiliyor. Yani her devam eden kaliyor her devamsiz  
gidiyor diyede bir olcek yok. Bizim ogretmenlerin  
belli basli sorunlarından biride budur pek cok kriter  
oldugu icin ha sudur diyemiyorsunuz bakiyorsunuz  
hic hak etmeyen bir arkadas cikmis, muthis bir genel  
kulturu var harika bir insan ama cikmis neden  
sirada ekonomik durumu en iyi olan oymus burada  
calismasada gecinibilirmis. Obur taraftan obur  
ogretmende 2 emekli maasi aliyor ama 3cu evini

7.6. No written format  
criteria - assured  
criteria:

- 1- necess duty
- 2- punctuality
- 3- attendance
- 4- contribution to school
- 5- attachment to school.
- 6- current financial situation. (quote pg:?)
- 7- responsibility.

7.7. - No format written  
exit feedback.

oduyor odemesin efendim biz kirada oturuyoruz.

Yani önemli olan onu obur öğretmen daha yararlı olabileceken onu çıkarıyorsunuz, o zaman yanlış acidan bakıyor, diğer öğretmen okumasıyla genel kültürüyle muthis bir öğretmen daha yararlı bir öğretmen ama diğeri evini oduyor diye bırakıyorsan çok yazık. Kriterler belirli değil. Sadece duyular, yazılı doküman yok, öğretmene sundan dolayı çıkarıldınız diye bir yazı gitmiyor.

Değerlendirmeyide biz mantıklı olarak tahmin

ediyoruz. İste okula devam, derse hazırlık,

öğrenciyle ve veliyle iletişim, temizliği, bağlılığı, iş

hayatının düzgünlüğü, kliseleşmiş şeyler, onun

disında sosyal etkinliklerde burada başarılı olanlarda

önemli, çok önemli kompozisyon yeteneği olan,

konusma yeteneği olan, disarıyla bağlantıları iyi olan,

verilen görevi aksatmadan yerine getirebilecek

kapasitede olan, disarıya hitap, dis görünüş.

Bunları bilmiyoruz ama bazı bilmediğimiz

kreteryalarda var diye düşünüyoruz, belki cirkin

düşünüyoruz ama filancanın tanıdığı dir ben buna

karsiyim onun amcasının oğlu sunun bilmem neyi

bunlar olmaz özel okulda eğer iş verimini artırıyorsa

patron olarak oyle düşünürüm tabii buraya milyarlar

yatırmışım tabii en iyisini isterim çok normal, ama

sunada bakarım bu insan bana hep iyisini vermeye

calısiyor ama birtakım problemleri gecis donemide

olabilir, onuda dikkate alırım tamam artık 10 yıl 20

7.6.9 = lesson preparation.

7.6.10: relationships with Ss & parents.

7.6.11 = hygiene.

12 = organization

13 = contribution to social activities

- communication skills

- written

- spoken.

- out-side contact

7.6.14 = physical appearance

7.6.15 = nepotism.

12.3 = no nepotism.

4 = consider personal problems..

5 = take experience into consideration.

yil calisti tukendi bitti demem.

Orneğin gecen yil yillarca birlikte calistigimiz bir

bolum baskani vardi muhtesem 4 4 luktu ama

cikarildi sok olduk artik tamam doldurdu yasi

tukendi gencelestirelim kadroyu ama alacak biri

bulunmadan bu kisiler cikarilmamali onun boslugu

doldurulamadi. Ben cok net soyleyebilirim Simdiki

edebiyat bolum baskani kadar yeteneksiz birini

gormedim, o kadar guvenirdik o kadar yetenekli idi

sahne hazirliklari, baglantilari, ve hic bir sey

aksamazdi biz simdi bu turlu etkinliklerde bolum

baskanini gormuyoruz bile. Benim konum disinda

diyor ben tarih ogretmeniyim programida ben

yapiyorum, ogrenciyide ben seciyorum,

konusmayida ben hazirliyorum. Yani arkadasima

yuklendigim icin degil. Burada bir hiyarsesi var

mutlaka bu aksakliklar iletilyordur yukariya ama

artik obur arkadasada milyarlari verseniz geri

donmez. Onun bu yeteneklerine bakilmali ve eger

yerine konulacak biri yoksa ne kadar yasli olursa

olsun cikarilmamali idi cunku cok enerjik biriydi.

Benden bile enerjikti.

19. Ogretmen degerlendirme konusunda

soylemek istediginiz baska gorus ve onerileriniz  
var mi?

Bence guzel bir meslek. Bu meslekte seven calismali,

mutlaka sevgi olmalı, insan iliskileri gelismis olmalı

ozel okul devlet okulu birbirinden cok farkli her

ikisindedede sevgi olcegi degismiyir ama ozel okulda

calisacak bir arkadas pek cok seyi goze almali

mesela ozel hayatini geriye atmali, okulun butun

hayatini kapsadigi gercegini unutmamali, o okulu

12.6 = Criteria to be  
considered in recruit  
teachers = ing

- should love the profession.
- should ~~be~~ have good interrelationship skills
- should be aware of the expectations of a private school
- should be profession
- should be loyal

sevip benimsemeli, benimsemiyorsa ornegin  
lisesiyle TEDi birinci plana koyuyorsa veya bunu  
savunuyorsa bu arkadasta is yoktur calistigi okulu  
mutlaka sevmeli, korumali,gozetmeli,Devlet  
okullarinada ne diyeyim Allah selamet versin insallah  
bu siyasilerin elinden kurtulur



APPENDIX R  
AN EXAMPLE OF A NUMBER INDEXED INTERVIEW TRANSCRIPT

1. Ne kadar suredir ogretmenlik yapıyorsunuz? 10-

Fen Fakültesi

Ne kadar suredir Ari Kolejinde ogretmenlik yapıyorsunuz? 10

Herhangi bir hizmetici kursuna katıldınız mı? Evet ise acıklarmısınız?

HER YIL YAZIN OKUL DONUSU SEMINER

CALISMALARI OLLIYOR O SEKII DE 1,2,2

calismalarimiz oluyor egitimle ilgili. Matematik

bolumu olarak o yıl uygulayacagimiz programin 1,2,2.4

gelistirilmesi, konularin sirasi olsun, azerligi olsun o

tur seyleri tartisiyoruz. Gecen yıl olcme 1,2,2.4.1

degerlendirmeyle ilgili hacertepeden bir arkadas 1,2,2.4.1

geldi. 1,2,1.1

Egitim sertifikasi aldım fen fakültesi mezunum. Bu

yıl Matematik zümresi olarak İngiliz Kulturden

arkadaslar geldi seminer verdi, ogretme teknikleri ile

ilgili biz istedik su anda İngilizce ogretmenlerine 1,2,1.6

yapıyorlar, fen zümresinde yaptılar. Hemen hemen

her yıl bu aktiviteler oldu.

2. Sizce iyi bir ogretmenin ozellikleri neler olmalıdır?

sinif ici nitelikler (ogretim, sinif yonetimi, arac-gerec kullanimi vb.)

sinif disi nitelikler (okul gorevleri, zümredeki rolu, toplantilar vb.)

diğer ilişkiler (öğretmenler arası, idarecilerle,  
velilerle, vb.)

mesleki gelişim (hizmetçi eğitime katılma,  
yayınları takip etme, vb.)

(HE LAUGHED)

ben kendimin iyi öğretmen olduğumu yada Türkiye'de  
iyi öğretmen olduğumu sanmıyorum, bunun çok  
sebepleri var bana göre Türkiye'de öğretmen  
yetistirmiyoruz, tabii iyi öğretmen olmanın koşulları  
var alt yapının, yani sınıfın, okulun, öğrencilerin,  
okul idare ilişkilerinin, eğitim sisteminin, müfredat  
programının hepsinin koşullarının uygun olması  
gerekıyor. Bunların uygun olduğunu farzedelim nasıl

iyi öğretmen olunur bence öğrenci psikolojisini çok

iyi kavramış olması gerekiyor, kendi alanında çok

çok iyi hazırlanmış olması gerekiyor, yeterli olması,

nasil öğreteceğini daha önceden planlayan, bunları

uygulayan, öğrencilerine tek tek ders alanında veya

başka alanlarda olsun ulaşabilen, öğrencilerin

başarılarını değerlendirebilen niteliklere sahip olmalı,

öğrencilerle iyi bir diyaloga girip onların problemleri

varsa ders içinde ve dışında yardımcı olmalı

rehberlik servisi nin dışında ders alanında yardımcı

olabilmeli.

Sınıf dışında dünyayı takip etmeli, eğitimle ilgili

gelişmeleri, eğitimdeki yeniliklere kendini adapte

edebilmeli, kesinlikle çok okumalı, düzenli bir

okuma alışkanlığı olmalı, gazete olsun, kitap olsun,

tiyatro, sinema olsun takip edebilmeli, gençliği takip

edebilmeli, her yıl olmasa bile her 5 yılda bir

değişiklikler oluyor bunları takip edebilmeli, zümre

arkadaslari ile yardimlasma ve diyalog icinde olmalı,

2.4.1.1

yetersiz oldugu bir konuyu arkadasina sorup ondan

ogrenebilmeli. daha tecrubeli olanlardan

2.4.1.6

yararlanmalı.

Bence nobet, bayramlara katilimda birinci derecede

2.5.2.1

olmasada onemlidir,ogretmen katilirsasagrencilerde

2.1.7.2.2

oye hissedecektir, bu duygu ogrencide gelisecektir,

veli ilede ogrenci ile ilgili diyaloga girmelidir. Bir

2.4.6

2.4.2

aksaklik varsa cozulmeli, tecrubelerime dayanarak

velisi okula gelen ogrenci daha basarili oluyor, aksi

takdirde problemler zor cozuluyor.

quote

3. Sizce iyi bir okulun nitelikleri nelerdir?

Ozel okullarin birinci amaci genellikle kar oldugu

icin ama kar etmek icinde iyi bir egitim kalitesi

ogrenci yetistirmekdir. Okulun iyi bir felsefe

3.1.14

belirlenmis olmasi lazim, bizim felsefemiz budur bu

3.1.17

dogrultuda ogrenci yetistirecegiz deyin onlardan

taviz vermemelidir. Bunlari belirlemedigi zaman

sagliksiz bir egitimle karsilasacaktır. Cagin

3.2.15

teknolojisinden yararlanmalidir, mutlaka

kullanmalidir, bilgisayar video shop v.s.dil

ogretiminde olur, matematikte olur.

Ogretiminde belli seyler aramalidir vada istemelidir

3.4.1

vada ortak ozelliklere sahip olmasini saglamalidir

ogretmenlerin, bu sekilde olursa, ayni davranislari

3.4.2

gosterirlerse bu egitime daha uygun olacaktır.

Ogrencisinde belli ortak davranislar, kulturel

olarak, ders ici ders disi belirli seyler istemeli ve

ugrasmalidir. Felsefesi dogrultusunda binalari

yapmalidir. Ogretmenini maddi acidan mutlaka

doymalidir, ogretmen maddi sikinti cekmemelidir

3.1.18

buradaki egitim suresince ogretmenin kafasi baska

seylerle ugrasmamali sadece egitimle ugrasmalidir,

maddi manevi kosullari saglamali, ogrencisi icinde

demokratik bir ortam yaratmali, ogrencisi ben bu

okuldan egitim lacagim imajini birakmalidir

3.1.2

4. Ogretmen performansinin degerlendirilmesi

kavrami sizce ne anlama geliyor? Ogretmen

degerlendirilmesini nasıl tanımlarsınız?

4.1.17

OGRETMENİN SINIF İCİNDEKİ ETKİNLİĞİ

KENDİ BRANSINDAKİ etkinliği onu ogrencilere

aktarabilmesi, diğer ogretmenlerle olan işbirliği okul

icindeki durumları ogrencilerle olan diyalogu onlara

ulasması hepsi.

4.1.1.74

4.1.1.2.1

4.1.1.2.1.3

5. Ogretmen degerlendirme sisteminin gerekliligi ve

gerekli ise nasıl yapılması gerektiği konusunda ne

dusunuyorsunuz?

4.1.1.5.3

Gerekli, okul ogretmenini mutlaka, okul ogretmene

oyle bir sey verecekki yardimci olacak sonucta yeri

geldiginde ogretmenide egitecek, egitecek kisileri

bulacaktır daha iyi olmasi icin tabii ogretmende

calisacaktır performansini artirmaya calisacaktır

bunun yani sira okulunda goziemeye hakki vardır

bence gozlemelidir, ogretmenlere ben size kosullari

sagladim sizde bana su kosullari saglamalisin diye bir

denetimi olmalıdır.

5.2.2.1

5.2.1.1.4

5.2.1.1.5

5.2.1.1.3

5.2.1.1.6

6. Bakanlık mufettisleri tarafından okulunuzda  
ogretmen degerlendirmesi ne kadar siklikla  
yapiliyor?

Bu denetimlerde ogretmen performansinin hangi  
boyutlari degerlendiriliyor? 6.1.5

10 yil icinde iki defa en son 3 yil once 4 yil icinde  
geliyorlar. 6.2.3

Mufettis dersime girdi cikti o kadar, degerlendirme 7.1.2.2

sonucunu bildirmede, girecegi saati soyledi 6.3.1.1.

ogretmen dosyalarina bakti, bir iki sinav kagidina 6.3.1.1.3

bakti, izlerken not aldi ama bana ders sonunda birsey  
soylemedi, sadece ders bitimine 5 dakika kala sinifa 7.3.5

soyleyecegi birsey olup olmadigini sordum sinifa 7.2.3.2

ogretmeniniz dersi guzel anlatti dedi. Bir defa girdi. 7.2.4

7. Var olan degerlendirme sistemi icinde Bakanlık  
mufettisleri tarafından yapilan degerlendirmenin  
yeterlilik konusunda ne dusunuyorsunuz?

Yeterli degil, 4 yilda bir birisinin gelip sizi bir defa  
izlemesi. 8.1.6

8. Bakanlık mufettisleri tarafından yurutulen merkezi  
degerlendirme sisteminin daha etkili ve yeterli hale  
getirilebilmesi icin neler yapilabilir?

9. Bakanlık mufettislerinin yani sira okul icinde bir  
ogretmen olarak performansiniz nasil  
degerlendiriliyor? Kimler tarafından?

Sureci ayrintili olarak anlatirmisiniz?

mudur, zumre baskani, ogrenci

sinif ici, sinif disı.

gozlem, toplanti v.b.

Esasinda insanlara bazi davranislari cocuklugunda  
kendi kendini denetlemeyi tabii gerekli degil ama bu  
seyleri alamamis olanlar icin gerekli o seylere sahip  
degiliz.

5.2.1.1.2

Mudur, mudur yardimcileri, veli, ogrenci ovle bir  
sistem kontrol var boyle bir sorumluluk  
hissediyorsunuz. Soyle özel okulda ogrencil  
ogretmeniden rahatsiz olduklari bir durum olursa

12.1  
3  
4  
2

velilere bildiriyorlar, velilerde özel okul oldugu icin  
kendilerinde bu hakki goruyorlar, devlet  
okullarindada bu hak olmalı ama maalesef yok, bir  
se2kilde kurucuya veya okul mudurune iletiyorlar,

12.3.1.1  
12.4.1.2.5

12.10

bence mudur takiple gercegi ogrenmeye calisiyor,

boyle bir denetim oluyor. Tabii mudur muavin ve  
zumre başkanlarindanda bilgi aliyor, nobetler, belki  
ogrencilerde muavinlere bazi seyler soyluyorlar.

12.5

12.7.1.1.  
12.7.1.4

10. Performansin degerlendirilmesinde hangi olcutler  
dikkate alınmaktadır? Bu olcutlere nasil karar  
verilmektedir ve bu olcutler nasil  
degerlendirilmektedir?

ogretim

planlama

disiplin

hizmetici egitim

okul gorevleri ( nobet, bayramlar v.b )

genel ozellikler ( giyim, tutum v.b )

Olcutu su ogretmenin genelde ogrencilerle iyi anlasip  
anlasamadigi, cok onemli ama bu saglikli bir sonuc  
vermiyor, bunun olusmasi icin alt yapinin olusmasi  
lazim biz bazi kurallari uygulamaya calisiyoruz ama  
bazi sınıflarda bunlari anlamayan gruplar olabiliyor o  
zaman catismalar cikabiliyor, baska sekilde yansiyor,  
bunlar sizi taniyorlarsa beni taniyorlar mesela  
rahatim ama birinci yilim olsaydi bu kadar rahat  
olamiyacaktim, Birinci yilimdada boyle bir sorunum  
olmadi ama 10 yil onceki ogrenciyle simdiki ogrenci  
cok farkli. Ogretmenden ogretmene siniftan sinifa  
degisebilir. Baska alaninda kuvvetli olacak bunu bir  
sekilde ogreniyorlar, veliler , ve ogrenciler. Zumre  
icinde ve okulda uyumlu calismasi] Bu olcutlere  
mudur karar veriyor aldigi bilgiler dogrultusunda  
ogretmenin calistirilip calistirmamasina, bazen  
kurucuda bazi duyumlar alabiliyor, bunlarin isine son  
veriliyor. Olcutleri bilmiyoruz ama tahmin ediyoruz,  
ben cok iyi tahmin edebiliyorum. Yazili bir dokuman  
yok ama kamu oyu olarak var. Kurullarda uyarilmalar  
oluyor] nobetleri iyi tutun derslere gec girmeyin  
ogrencive soyle davranin diye.  
11. Okul ici performans degerlendirmesi- gozlem ve  
ilgili diger etkinlikler- ne siklikla yapiliyor ( Donem  
ve yila gore gozlem sayisi, toplanti sayisi v.b.)  
mudur bey derslere giriyor benim dersime 7 vilda 2  
defa girildi. Bunun bir standardi yok genelde  
tanimadigi ogretmenlere giriyor. Bazilarina hic  
girmiyor, kendi dusuncesine gore hareket ediyor  
hani problemler felan olursa gireyim diye kendi  
gozyle gormek icin olabilir, onceligi yeni

10, 2, 3, 1, 1, 2  
quote →

10, 2, 3, 1

11, 1

12, 1, 1

12, 10

15, 1, 6

13, 3, 3, 1

13, 3, 3, 5

13, 3, 3, 6

10, 2, 1, 4

10, 2, 5, 2

10, 2, 5, 3, 1

10, 2, 5, 3, 2,

ogretmenlere veriyor ama eski hocalarada giriyor.

Kendine gore karar veriyor yada problem vardir

ogretmene hic bildirmeden acaba dersine bir gireyim

veya cok olumlu birsey vardir bakayim bu olumlu

sey nasil diye, gormek icin.

10,2,5,4 guale

12. Sinif ici performansinizin degerlendirilmesi

oncesi ve sonrasi ne tur bilgilendirme yapiliyor? Ne

sekilde ( yazili, sozlu, toplanti)?

Bilgilendirmenin icerigi nedir?

Sizce bu bilgilendirme ne derece yeterli?

Degerlendirme formlari sizle ne derece paylasiliyor?

Bu gerekli mi?

Gecen donem performansiniz nasil degerlendirildi?

Girmeden haber vermedi lise son sinifi i'di kapi

13,1,1

calindi girdi, buyrun oturdu hangi konuyu

13,2,8

yaptigimizi soyledim, dinledi derse katilmadi, sonra

herhangi bir sey yapmadi, bende sormadim ihtiyac

13,3,2,1

hissetmedim olumlu veya olumsuz birsey olursa

cagirir diye dusundum oyle olmasi lazim bende

onemsemedim

Bilgilendirme yapilsa iyi olur eger benim bir eksigim

varsa elestirilsin elestiri sisteminin bu sekilde

21,20

oturmasi gerekiyor, guven saglamasi acisindan yani

mudur bana acikka soyleyebilmelidir boyle boyle

seyleri yapmasan daha iyi olur, bence felan. Elestiri

21,20,1

yapmiyacaksa eksik bir yan gormuyorsa tesekkur

etmesi gerek onuda yapmiyor.

21,13,2

13. Sizce neden birde okul ici ogretmen

degerlendirme mekanizmasina ihtiyac duyuluyor?

14. Değerlendirmeyi yürüten kişilerin ( mufettisler, zumre başkanları, müdür) bu alandaki yeterliliği konusunda ne düşünüyorsunuz?

Sizce ne tür yeterliliklerin ve özelliklerin değerlendirme görevini üstlenen kişilerde olması gerekir?

Oğretici olmak ayrı bir sanat müdürün eğitimden çok

20.1.2.3

çok iyi anlaması gerek, yani eğitimin ne olduğunu

çok iyi bilmesi, öğretimi çok iyi bilmesi öğrencileri

20.1.1.3.1

ve gençliği çok iyi tanıyor olması gerekiyor çok

2

üretken olması gerekiyor sürekli birşeyler

20.1.4.11

üretebilmelidir o konuda okulda sürekli bir

hareketlilik olmalıdır, sürekli aynı metodlar, yıllarca

öğretmen sınıfa girer öğrenci susar dinler şekilde

20.1.4.11.1

bir çalışmaya girmemelidir bence bunun kaynağı

yoneticisi olmalıdır. Bizim yöneticilerin bu konuda

yeterli olduklarını düşünmüyorum, eğitimden iyi

anladıklarını, demokratik olduklarını yöneticilik

vasıflarının yeterli olduğunu düşünmüyorum,

Bence mutlaka demokratik bir ortam oluşturulmalı

öğrenci, öğretmen ve yönetici arasında o zaman

daha sağlıklı bir eğitim olacaktır, bu konuda

öğretmenleri eleştirilerini dinleyebilir, her öğretmen

dinlemeli 90 taneden 80'ini değil, öğretmenlerde

idarecileri değerlendirmeli, 90 tane öğretmen varsa

bir okulda bir kişinin düşüncesinden daha yararlı

olabilir.

20.4.2

20.4.2.3 Efficiency of Supervisors

20.4.2.4

20.4.2.5

21.24

21.16.2

21.25

15. Öğrenciler tarafından form doldurma yoluyla yapılan değerlendirme konusunda neler

dusunuyorsunuz? Bu degerlendirme ne derece yeterli? Sizce ne derece katkisi var? Formlar ne derece iyi hazirlanmistir? Ogrenci tarafından yapılan degerlendirmenin daha etkili ve yeterli hale getirilebilmesi icin neler onerirsiniz?

Bunlari rehberlik saatinde uygulaniyor sonuclari

~~idareye bildiriliyor bizede kurulda aciklaniyor~~

~~genelde ogrenci ogretmenini degerlendirebilir, bence~~

~~saglikli bir anketle olabilir, o anketteki sonulari~~

~~hatirlamiyorum~~

13, 3, 3, 2

25, 1, 1, 3

16, 1, 1, 1

16. Sizce degerlendirme sonucunda elde edilen

bilgiler ne yonde kullaniliyor?

- yardima ihtiyaci olanlara nasil yardim

ediliyor

~~Yetersiz bulduklari kendilerince uygun olmayan~~

~~kisilerin isine sene sonunda son veriyorlar, bazilari 1~~

~~yil sonra bazilari uzun yillar calistiktan sonra oluyor~~

~~benim tanidigim 6 yil sonra cikarilan var, 6 yil~~

~~boyunca elestiri almiyor sunu yap bunu yap diye,~~

~~ama cikariliyor, demekki o kadar karmasikki belki 6~~

~~yilda ogrenci yapisi degisiyor yada bu isten cikarma~~

~~isi cok saglikli yapilmiyor, ogrenciler tarafından cok~~

~~begenilen bir ogrentmende cikarilabiliyor daha sonra~~

~~konusuldugunda bize gore iyi bir ogretmenken~~

~~zumre baskaniyla anlasamayabiliyor bu kesin bir~~

~~kriteri olmasa bile, mudur basyardimcisiyla~~

~~gecinemiyebilir. Sonucta degerlendirme ogretmenin~~

~~calisip calismamasina karar vermek icin~~

~~kullaniliyor. Biz boyle standartta ogretmen ariyoruz~~

~~diyorlar.~~

11, 1

11, 1, 2

quote

17. Performans deęerlendirmesinin oęretmen olarak

sizin gelişmenize, sınıf oęretim kalitesinin

yükselmesine ve okulun gelişmesine katkıları

konusunda ne düşünuyorsunuz? Neden?

Herhalde insanların doğasında yetisme seklindemi  
var veya Türk insanında bir tembellek var, o şekilde  
yetisiyoruz eğitim sistemimiz bize o nosyonları  
vermiyor oyle yetisiyoruz, kendimizi kontrol etme  
doğruya çalışma sürekli çalışma olma üretken olma  
gibi şeyleri toplum maalesef vermiyor onun için  
böyle bir sistemin beni zorladığını hissediyorum,  
okulun gelişimi açısından mutlaka sağlıklı bir

denetimin faydası olur. Bazı öğretmenleri olumsuz  
olarak etkileyecektir fakat nasıl öğretmeni üretken  
olmaya araştırmaya, kendini yenilemeye alanda daha  
kuvvetli olmaya sevk ediyorsa böyle öğretmenlerin  
olması okulun performansını genelde artıracaktır.  
ama bu yeterli değildir.

22,1

23,1,2

quate

22,2

22,2,2

23,1,2,2

22,1

18. Genel olarak performans deęerlendirmesinin (

sınıf içi ve dışı ) yeterliliği hakkında ne

düşünuyorsunuz? Bu sisteminin daha iyi işlemesi için

neler önerirsiniz?

Bir defa nasıllık öğretmenler denetleniyorsa aynı

şekilde öğretmenlerinde toneticileri denetleme onlar

hakkında görüş bildirmesi gerekiyor yani

yoneticilerde aynı baskıyı üzerlerinde hissetmelilerki

demokratik bir ortam olusun, yani ne kadar özel

okul olsada genellikle devlet okullarında yönetici

buyurur öğretmen yapar felan şey yoktur öğretmenin

sorumluluğu yoktur özel okullarda böyle şeyler var

21,25

quate

gibi gorunsede bizim okuldsa boyle seyler yoktur, bir

defa boyle bir sistem, ~~egitim~~ felsefesini belirlemek

21.26

icin calismalar yapardim nasil bir egitim istiyoruz

ogrencimizin yapisi neirr nasil ogrenciye davranislar

vericez, ogretmenimizi nasil seceeg bu turde

seyleri uygulayabilin, ogrencilerin sinif sayisi

diusurulur. Egitimin birinci kosulu diiplindir,

ogrencilikte boyle yetismedigimiz icin ogrenciyede

disiplinin nedeni nasili ogretilmelidir.

Degerlendirme yapilacaksa bunun onu ve sonu

olmalı oyle ben girip dinleyeyim olmaz gelismeye

yonelik olmalı.

Nasil alindiniz?

21.26

Once Ingilizce sinavi onu gecince sozlu olarak

27.3

kurucu ve genel mudur matematikci alan bilgimi

27.2.1

olcmek icin soru sordular ama alan bilgisinden cok

27.2.2

oradaki davranislarimi olctuler ilk vil 1-2 defa zumre

baskaniyla mudur bey girdi, rehber ogretmen

14.1.1

14.2.3.1

dersime girdi ornek ders yapti. Stajiyerlik kalkip

sizde guven vermisseniz yakanizi birakiyorlar ama

verim vermediginiz surece gozunuzun yasina

bakmazlar.

14.2.1.1  
Quate.

19. Ogretmen degerlendirme konusunda soylemek

istediginiz baska gorus ve onerileriniz var mi?

APPENDIX S

COPY OF THE TEACHER PERFORMANCE EVALUATION FORM FILLED BY  
THE STUDENTS

Aşağıdaki anket sizlerin \_\_\_\_\_ Eğitim ve öğretimi hakkındaki düşünce ve önerilerinizi almak için hazırlanmıştır.

Yanıtlarınız değerlendirilip okul yönetimine iletilecektir. Sizlerin beklentilerini anlayabilmemiz için samimi ve gerçekçi yanıtlar bekliyoruz.

Yanıtlarınızda tek seçenek kullanınız. Yani yanıtınız evet ise sorunun başındaki parantez içine "E", hayır ise "H" harfi koyunuz.

Teşekkür ederiz

Rehberlik Servisi 1996 – 1997  
1996 – 1997

Sınıfınız :

- ( ) 1. Okuldaki sosyal – kültürel ve sportif faaliyetlerden yeterince yararlanabiliyor musunuz?
- ( ) 2. Genel olarak düşündüğünüzde öğretmenlerinizin ders anlatma yöntemlerinden memnun musunuz?
- ( ) 3. Sınav sorularınız ders programlarınıza uygun mudur?
- ( ) 4. Okulda verilen yabancı dil eğitimini (konuşma – anlama açısından) yeterli buluyor musunuz?
- ( ) 5. Öğretmenlerinizi alan bilgileri açısından yeterli görüyor musunuz ?
- ( ) 6. Okulda uyulması istenen kuralları katı buluyor musunuz?
- ( ) 7. Öğrenci başkanınızın çalışmalarını olumlu buluyor musunuz?
- ( ) 8. Sorunlarınızı ve isteklerinizi okul yönetimine ilettebiliyor musunuz?
- ( ) 9. Okul yönetimine iletteğiniz sorunlarınız çözümleniyor mu?
- ( ) 10. Ders öğretmeni – öğrenci diyalogunu olumlu buluyor musunuz?
- ( ) 11. Sınıf öğretmeniniz sorunlarınızla yeterince ilgileniyor mu?
- ( ) 12. Okul yöneticilerinin sizlere karşı tutumlarından memnun musunuz?
- ( ) 13. Bu okulda kendinizi rahat ve güvende hissediyor musunuz?
- ( ) 14. Arı Koleji öğrencisi olmaktan dolayı mutlu musunuz?

NOT : Sorularla ilgili olarak belirtmek istediğiniz görüş ve düşüncelerinizi bu bölüme yazabilirsiniz.

APPENDIX T  
COPY OF THE PERFORMANCE EVALUATION FORM USED BY THE  
MINISTRY INSPECTORS

T. C.  
DEVLET MEMURLARI  
SICIL RAPORU

Memurun  
Adı ve Soyadı :  
Doğum Tarihi :  
Görevi :  
Sicil Numarası :  
Sicil Raporunun  
Ait Olduğu Yıl :  
İlk Göreve Başlama Tarihi :  
Bulunduğu Yerdeki Göreve Başlama Tarihi :

Fotoğraf

DEVLET MEMURLARI SICIL YÖNETMELİĞİNİN 16 NCI MADDESİ:

Sicil Raporlarının Doldurulmasında Uygulanacak Not Usulü  
ve Notların Derecelendirilmesi

Madde 16 — Sicil âmirleri, sicil raporunun memurların mesleki yöneticilik ve yurt dışı görevler-  
deki ehliyetlerinin belirlenmesini sağlayan soruların herbirini, ihtiva ettikleri unsurları esas almak sure-  
tiyle 100 tam not üzerinden değerlendirir ve sorulara verdikleri notların toplamını soru sayısına bölerek  
memurların sicil notunu tesbit ederler. Her bir sicil âmirince bu şekilde belirlenen sicil notlarının toplama-  
nınin sicil âmiri sayısına bölünmesi sureti ile memurların sicil notu ortalaması bulunur ve buna göre  
sicil notu ortalaması :

- 60 dan 75'e kadar olanlar orta
- 76 dan 89'a kadar olanlar iyi,
- 90 dan 100'e kadar olanlar çok iyi,

derecede başarılı olmuş, olumlu; 59 ve daha aşağı not alanlar ise yetersiz görülmüş, olumsuz sicil  
almış sayılır.

Sicil notu ortalaması hesaplanırken kesirler tam sayıya tamamlanır.

Hizmet özelliklerinin gerektirmesi ve Devlet Personel Başkanlığının olumlu görüşünün alınması  
kaydıyla, kurumlar sicil raporundaki memurların mesleki, ehliyetleriyle ilgili konularda en fazla iki soru  
ilave edebilirler. İlâve edilen sorularda 100 not üzerinden değerlendirilir.

EK BİLGİLER

ÖĞRETMENİN GERİYE DÖNÜK SON DÖRT YILINA AİT BİLGİLER			
İLİ	OKULU	YILI	GÖREVİ

SICIL ÂMİRLERİNİN MEMURUN GENEL DURUM VE DAVRANIŞLARI HAKKINDAKİ DÜŞÜNCELERİ (ŞAHSİYET DEĞERLENDİRMESİ)			
NOT : Bu sütun, Yönetmelik'in 17 nci maddesi gereğince tesbit edilebilen iyi ve kötü alışkanlıklar ile kabiliyetleri dikkate alınarak doldurulur.			
1 İNCİ SICIL ÂMİRİNİN DÜŞÜNCESİ	2 NCI SICIL ÂMİRİNİN DÜŞÜNCESİ	3 ÜNCÜ SICIL ÂMİRİNİN DÜŞÜNCESİ	
SICIL ÂMİRLERİNİN MEMURUN MESLEKİ EHLİYETİ HAKKINDAKİ NOTLARI (GÖREVDE GÖSTERİLEN BAŞARININ DEĞERLENDİRİLMESİ)			
SORULAR	1 İNCİ SICIL ÂMİRİNİN NOTU	2 NCI SICIL ÂMİRİNİN NOTU	3 ÜNCÜ SICIL ÂMİRİNİN NOTU
1. Sorumluluk duygusu? (Görev ve yetki alanına giren işleri kendiliğinden, zamanında ve doğru yapma; takip edip sonuçlandırma alışkanlığı)			
2. Görevine bağlılığı, iş heyecanı, teşebbüs fikri?			
3. Mesleki bilgisi, yazılı ve sözlü ifade kabiliyeti, kendini geliştirme ve yenileme gayretü			
4. İntizam ve dikkati?			
5. İşbirliği yapmada ve değişen şartlara, görevlere uymada gösterdiği başarı?			
6. Tarafsızlığı (Görevini yerine getirirken, dil, ırk, cins, siyasi düşünce, felsefi inanç, din, mezhep ayrımlıklarında etkilenmeme)			
7. Disipline riayeti?			
8. Âmirlerine, mesai arkadaşlarına, iş sahiplerine karşı tutum ve davranışı?			
9. Görevini yerine getirmede çalışkanlığı, kabiliyeti ve verimliliği?			

10. Yurtdışı görevlerde temsil yeteneği, mesleki ehliyet ve yabancı dil bilgisi (Sadece yurtdışı teşkilâtı olan kurumlar için)			
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SICIL ÂMİRLERİNİN MEMURUN YÖNETİCİLİK EHLİYETİ HAKKINDAKİ NOTLARI (YALNIZ YÖNETİCİ DURUMUNDAKİ MEMURLAR İÇİN DOLDURULUR)			
SORULAR	1 İNCİ SICIL ÂMİRİNİN NOTU	2 NCI SICIL ÂMİRİNİN NOTU	3 ÜNCÜ SICIL ÂMİRİNİN NOTU
1. Zamanında, doğru ve kesin karar verme kabiliyeti?			
2. Plânlama, organizasyon ve koordinasyon kabiliyeti?			
3. Temsil ve müzakere kabiliyeti?			
4. Takip, denetim ve örnek olma kabiliyeti?			
5. Mevzuat ve teknolojik gelişmelere intibak kabiliyeti?			
6. Maiyetindekileri değerlendirme ve yetiştirmedeki başarıları?			
7. İş hakimiyeti, kendine güveni?			
8. Sosyal ve beşerî münasebetleri?			
SICIL ÂMİRLERİNİN YURT DIŞINDA GÖREVLİ MEMURUN EHLİYETİ HAKKINDAKİ NOTLARI (ÜLKEYİ TEMSİLDE VE MENFAATLERİNİ KORUMADA GÖSTERİLEN BAŞARININ DEĞERLENDİRİLMESİ)			
SORULAR	1 İNCİ SICIL ÂMİRİNİN NOTU	2 NCI SICIL ÂMİRİNİN NOTU	3 ÜNCÜ SICIL ÂMİRİNİN NOTU
1. Yabancı dil bilgisi?			
2. Gerekli ve yararlı ilişkileri kurma ve geliştirmedeki başarıları?			
3. Ülke menfaatlerini korumada gösterilen itina ve hassasiyet?			
4. Temsil icaplarını yerine getirmedeki başarıları?			
5. Görevli olduğu ülkenin şartlarına uyum kabiliyeti, Türk ükü ve kültürüne bağlılığı?			
1 İNCİ SICIL ÂMİRİNİN SICIL NOTU :	2 NCI SICIL ÂMİRİNİN SICIL NOTU :	3 ÜNCÜ SICIL ÂMİRİNİN SICIL NOTU :	
MEMURUN BAŞARI DERECEĞİ VE SICILI :			
MEMURUN SICIL NOTU ORTALAMASI :			
1 İNCİ SICIL ÂMİRİNİN	2 NCI SICIL ÂMİRİNİN	3 ÜNCÜ SICIL ÂMİRİNİN	
Adı :	Adı :	Adı :	
Soyadı :	Soyadı :	Soyadı :	
Görevi :	Görevi :	Görevi :	
İmzası :	İmzası :	İmzası :	

APPENDIX U  
COPY OF THE SEMINAR PROGRAM HELD IN 1994

SEMİNER KONU VE GRUPLARI

1994-1995

23 AĞUSTOS - 9 EYLÜL  
1994

SEMİNER PROGRAMI

1994-1995 Öğretim yılı başı seminer çalışmaları aşağıdaki düzenlemeye göre yapılacaktır. Tüm öğretmenlerimizin belirlenen esaslara göre çalışmalara katılmalarını, varsa özürlerini daha önceden bildirmelerini önemle rica eder, başarılar dilerim.

**I. SEMİNER GRUPLARI :**

1. TÜRK DİLİ VE EDEBİYATI + FELSEFE GRUBU
2. MATEMATİK
3. FİZİK+KİMYA+BİYOLOJİ
4. TARİH+COĞRAFYA+DİN KLT. AH.BİL.
5. İNGİLİZCE
6. BEDEN EĞİTİMİ
7. DANIŞMAN ÖĞRETMENLER

**II. SEMİNERİN UYGULANISI VE TARİHLERİ :**

1. GENEL KONULAR : 23-29 Ağustos 1994 tarihleri arasında
2. DERS GEÇME VE  
KREDİ SİSTEMİ KONULARI : 29 Ağustos-6 Eylül tarihleri arasında
  - a) Ders Geçme ve Kredi Sistemi Genel Konuları
  - b) Seçmeli Derslerin Müfredatları ile Yıl içinde okutulacak konuların programlara göre tespiti
3. DANIŞMAN ÖĞRETMEN  
SEMİNERİ : 7-8 Eylül 1994 tarihleri arasında

### **III. GENEL AÇIKLAMALAR:**

1. Çalışmalar her gün saat 9:30-12:30 arasında yapılacaktır.
2. Sınavı olan ve semineri aksayan zümreler bir başka gün öğleden sonra çalışmalarını tamamlayacaktır.
3. Her zümre başkanı çalışmaların bitiminde (En geç 9 Eylül 1994 gününe kadar) Okul Müdürüne bir rapor verecektir.
4. Her zümrenin çalışmasından ve her türlü probleminden zümre başkanı sorumlu olacaktır. Gerekğinde gelişmeler Okul Müdürüne bildirilecektir.
5. Rapor dışında özür kabul edilmeyecek ve her öğretmen seminere katılacaktır.
6. Seminer konuları zümre başkanı tarafından günlere bölünerek, tartışma ve çalışmalar belirlenen günlerde mutlaka uygulanacaktır.
7. Konu hazırlıkları zümre içinde saptanan öğretmenler tarafından daha önceden hazırlanarak zümrenin tartışmasına açılacaktır.
8. Her zümre başkanı seminer çalışmaları ile birlikte sene başı hazırlıklarını da planlayıp uygulayacaktır. (Bu çalışmalar öğleden sonraları yapılacaktır.)
  - a) Yıllık planların yapılması
  - b) Sene başı zümre toplantıları
  - c) Ortak sınavların yöntem ve şeklinin belirtilmesi.
9. 8-9 Eylül 1994 tarihlerinde zümre toplantıları ve görüşülen konular sonuçlandırılacaktır.

### **IV. SEMİNER KONULARI**

#### **A- GENEL KONULAR:**

1. Ders hazırlık, plan (Yıllık, Günlük), programın konusunun incelenmesi.
2. Sınıf içi problemlerin tartışılması. (Devam-Geç kabul öğrenciye izin ve genel sınıf disiplini)
3. Öğrenci ve öğretmen iletişim için gerekli olan özelliklerin tartışılması.
4. Veli, öğretmen, öğrenci ilişkileri konusunda görüş belirlenmesi.
5. Ders araç, gereçleri ile laboratuvar kullanımı konusunun incelenmesi.
6. Müdürlükçe öğretmene verilecek görevler ile nöbet ve ek görevlerin neler olabileceğinin konuşulması ve sorumluluğu
7. Öğretmenin Müdür Yardımcıları, Müdür ve Genel Müdürlüğe karşı sorumluluğu
8. dönem ödevi ve günlük alıştırmalar konusunda görüş belirlenmesi.

#### **B. DERS GEÇME VE KREDİ SİSTEMİ KONULARI :**

1. Ders Geçme ve Kredi Sisteminin Genel Açıklanması.
  - a) Liseyi bitirme süresi ve alınacak kredi sayısı.
  - b) Alanlar (Yedi alan açıklanacak)
  - c) devam-devamsızlık

- d) Ortak ve seçmeli dersler
- e) Bu sistemde velinin yeri
- f) Öğretmenler arası işbirliği ve önemi
- g) Okulumuzdaki uygulama

## 2. Değerlendirme

- a) Sınavlar ve not verme not defterleri
- b) Yazılı ve uygulamalı sınavlar ve sonuçları
- c) Karşılaştırılmalı sınavlar
- d) Sınavların zamanı, niteliği
- e) Dönem notu nedir?
- f) Ağırlık kredi notu nedir?
- g) Diploma notu ve tespiti
- h) Notların Bilgisayara aktarılması ve zamanlama

3. Seçmeli Derslerin yarıyıllara göre her programı incelenerek, okutulacak konuların tespiti ile her programın kaç kredi saatinde tamamlanabileceğinin belirlenmesi. (ortak derslere dokunulmayacaktır.)

4. Danışman öğretmen ve önemi, sistemdeki yeri. Eğitsel kol görevi çalışmalarının tartışılması.

Lise Müdürü

## APPENDIX V

### COPY OF THE SEMINAR PROGRAM HELD IN 1996

#### SEMİNER PROGRAMI

1996-1997 Öğretim yılı başı seminer çalışmaları aşağıdaki düzenlemeye göre yapılacaktır. Tüm öğretmenlerimizin belirlenen esaslara göre çalışmalara katılmalarını, varsa özürlerini daha önceden bildirmelerini önemle rica eder, başarılar dilerim.

#### I. SEMİNER GRUPLARI

1. Türkçe+Türk dili ve Edebiyatı + Felsefe Grubu
2. Matematik + Bilgisayar
3. Fizik +Kimya + Biyoloji + Fen Bilimleri
4. Tarih + Coğrafya + Sosyal bilgiler + Din Kül. ve Ahlak Bil.
5. İngilizce + Almanca
6. Beden eğitimi + Resim + Müzik
7. danışman ve Sınıf Öğretmenlikleri

#### II. SEMİNERİN UYGULANIŞI VE TARİHLERİ

1. Zümrelere göre ders konuları ve her konuya göre anlatım ve kavratma yöntemleri : 20-26 Ağustos 1996
2. İzleme testleri, ortak sınavlar, ödevler : 27-28 Ağustos 1996
3. Sınıf içi ve sınıf dışı davranışlar : 29 Ağustos 1996
4. Yönetmelik ve genelgeler : 2 Eylül 1996 - 3 Eylül 1996
5. Danışman ve sınıf öğretmenliği Eğitsel kollar : 4 Eylül 1996

#### III. SEMİNER KONULARININ UYGULANMA YÖNTEMİ :

1. Zümrelere göre ders konuları ve göre anlatım ve kavratma yöntemleri
  - a) Zümre ve derslere göre yıl içinde anlatılacak konular saptanacak
  - b) Her konunun özellikleri belirlenecek
  - c) Konular belirlenecek öğretmenler tarafından zümreye anlatılacak ve örnek çözümler yapılacaktır.
2. İzleme testleri, ortak sınavlar ve ödevler.
  - a) İzleme testlerinin önemi ve hazırlanma şekli
  - b) Nasıl ve ne zaman uygulanacağı ve değerlendirileceği.
  - c) Ortak sınavlarının sınıflara göre nasıl uygulanacağı
  - d) Ortak sınav soruların kimler tarafından hazırlanacağı

- e) Ödevlerin verililişi, uygulanışı ve değerlendirilmesi
  - f) Konulara ilişkin gönlük alıştırma çalışmaları.
3. Sınıf içi ve sınıf dışı davranışlar
- a) Ortak hareket ve tavır birliđi
  - b) Sınıf içi problemlerin tartıřılması (Devam, ge kabul, öđrenci izinleri, sınıf disiplini).
  - c) Öđretmen, öđrenci iletiřimi
  - d) Ders ara-gereleri ile laboratuvarların kullanımı.
  - e) öđretmen veli iliřkileri.
  - f) Müdürlüke öđretmene verilen görevler, nöbetler ve ek çalışmaları
  - g) Öđretmenin, Genel Müdürlük, Müdür ve Yardımcılarına karşı sorumluluđu
4. Yönetmelikler ve genelgeler
- a) Orta kısım yönetmelikleri
  - b) Lise kısmı yönetmelikleri
5. Danışman ve sınıf öđretmenliđi, Eğitsel kollar.
- a) Danışman öđretmenlik (Lise son sınıflar için)
  - b) Sınıf öđretmenliđi
    - 1. Ortaokul sınıfları için
    - 2. Lise sınıfları için
  - c) Eğitsel kolların önemi ve çalışma kořulları.

#### IV. ACIKLAMALAR

1. 20-26 Ađustos 1996 tarihlerinde öđleden önce 8:30-12:30 arası her zümre kendi bünyesinde çalışacak, öđleden sonraları saat 13:30-15:30 arası ise soru hazırlıđı ve zümre çalışmaları yapılacaktır.
2. Seminer konuları zümre başkanları tarafından günlere bölünerek, tartıřma ve çalışmaları belirlenen gün ve saatlerde mutlaka uygulanacaktır.
3. Konu hazırlıkları zümre içinde saptanan öđretmenler tarafından daha önceden hazırlanarak tartıřmaya açılacaktır.
4. Her zümrenin çalışmasından ve her türlü probleminden zümre başkanı sorumlu olacaktır. Gerektiđinde geliřmeler Okul Müdüreüne bildirilecektir.
5. Rapor dışında özür kabul edilmeyecek ve her öđretmen seminere katılacaktır.
6. Zümre başkanları çalışmaları bitiminde 5 eylül 1996 günü Okul Müdüreüne bir rapor verecektir.
7. Zümre başkanları seminer çalışmaları ile birlikte sene başı hazırlıklarını da planlayıp uygulayacaktır.
  - a) Yıllık planlar
  - b) Zümre toplantı ve çalışmaları
  - c) Seviye sınavı soru hazırlanması
8. 5 Eylül günü saat 10:00'da 1996-1997 öđretim yılı başı öđretmenler kurulu toplantısı yapılacaktır.
9. 6 Eylül 1996 günü zümre kararları ile yıllık planlar Okul Müdüreünün onayına sunulacaktır.
10. Gerektiđinde zümreler kendi içlerinde birimlere ayrılabilir. (Fizik+Kimya+Biyoloji+Fen Bilimleri gibi)

Lise Müdürü

## VITA

Ayşe Bař Collins received her B.A. degree in English Language Teaching from Gazi University in 1978. She taught English at Anatolian High Schools for 10 years. In 1989, she was presented her Post Graduate Diploma from Moray House College of Education in Edinburgh, Scotland. In 1990, she received her Royal School of Art diploma from British Council in Ankara. She worked as a teacher trainer at the Ministry of Education. She was awarded her Master of Science Degree in English Language Teaching specializing on 'Learning Styles of University Students' from Aston University in Birmingham, England, in 1991. From 1990 to 1997 she worked at Bilkent University School of English Language as an English instructor and as the coordinator of the English courses offered to School of Applied Languages. She also worked at the Staff Development and Staff Motivation groups. She was accepted into the Ph.D. program at Middle East Technical University in 1995 and has worked on the research, while maintaining her teaching position. Since 1997, she has lectured on Human Resources Management, Organizational Behavior, Leadership, and Team Effectiveness at Bilkent University. She has also been involved in various seminars and has presented papers. Her interest lies with supervisory training, staff development, leadership, human resources management, organizational behavior and educational administration.

**TC. YÜKSEKÖĞRETİM KURULU  
DOKÜMANİSYON MERKEZİ**

