Leadership and Policy in Schools

ISSN: 1570-0763 (Print) 1744-5043 (Online) Journal homepage: https://www.tandfonline.com/loi/nlps20

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To cite this article: Ayse Bas Collins (2002) School-Based Supervision at a Private Turkish School: A Model for Improving Teacher Evaluation, Leadership and Policy in Schools, 1:2, 172-190

To link to this article: https://doi.org/10.1076/lpos.1.2.172.5397

Published online: 09 Aug 2010.

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Leadership and Policy in Schools
2002, Vol. 1, No. 2, pp. 172–190

1570-0763/02/0102–172$16.00
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School-Based Supervision at a Private Turkish School: A Model for Improving Teacher Evaluation

Ayse Bas Collins
Bilkent University, Ankara, Turkey

ABSTRACT

All aspects of work, and even play, require an allusive entity called supervision. Supervision models vary from loosely organized structures to strict activity overview. The 'instructional supervisory role' may be performed by one or several individuals from within or without the school, all working to assist school personnel improve their performance (for example, employees from the National Inspection System). As in other countries, Turkey has private and state schools. Both are subject to regular inspection by a centralized National Inspection System. However, in order to overcome shortfalls of the National Inspection System, private schools have had to establish internal teacher evaluation programs. The purpose of this paper is to assess current school-based supervision practices in one private school. It is intended to provide a school-based supervision model through which private secondary schools may improve their performance, accountability, and enhance teacher quality.

INTRODUCTION

The Turkish educational system is based on the early centralized French system. Both public and private schools are administered by the Ministry of Education (MOE) which establishes many procedures, such as school policies and regulations, curriculum standards and teacher supervision. There currently exists a discrepancy between the number of the teachers and the inspectors that administer them. There are only 310 inspectors for 140,000 secondary school teachers.

Address correspondence to: Ayse Bas Collins, Hosdere Cad. Cankaya Evleri, D Blok, Daire 1, Y. Ayranci, Ankara, Turkey. Tel.: +90-312-2905043. E-mail: collins54@hotmail.com

Accepted for publication: January 4, 2002.

There have been several studies regarding the 'Turkish Education Inspection System' (Collins, 1999; Demir, 1996; Tombul, 1996; Yavuz, 1995). Most are quantitative surveys designed to measure the effectiveness of the ministry inspection system. The results vary. Generally speaking, teachers', principals', and inspectors' perceptions regarding the ministry inspection have been researched. The studies have shown that the centralized system needs to be changed to be more effective and efficient. What needs to be changed is the interval between the ministry school visits which can extend up to two or three years. Secondly, during the inspections, teachers are observed only once or twice in class and the time spent on observing them, which is normally 10–15 minutes, is not considered sufficient to determine the quality of their performance. In addition, teachers are given sparse feedback regarding their performance. This lack of sufficient feedback inadequately contributes to the teacher's professional development, which should be one of the primary objectives of inspector's supervision. Also, it is the teachers' belief that inspectors come to classrooms with prejudices originating from the principal's input. During their observation of the teachers, the inspectors do not seem interested in contextual issues; and last of all, teachers feel that inspectors' qualifications are questionable. Moreover, each inspector uses different evaluation criteria. As a result, most of the procedures remain unchanged, and 'supervision' does not lead to developmental progress. Teachers, therefore, come to the foregone conclusion that classroom observation is ineffectual and worthless.

In Turkey, because of their performance records, the demand for private schools has increased. Statistically, 62.9% of graduates from private schools are accepted by Universities, whereas, only 18.4% of students from the public schools are accepted (Statistics in National Education, 1999). Even with the added financial burden, many middle class families have now placed their children in private schools. These stakeholders, through their financial power, have imposed higher demands on the private sector to update and maintain teacher quality. Private schools do not rely on the central system for monetary support, however, their licensing does depend on compliance with MOE standards.

Having recognized the inadequacies with the centralized inspection system, private schools have searched for alternative means for supervision. Besides mandatory centralized Ministry inspection, they have established their own 'school-based supervision systems.' However, studies (Collins, 1999; Ozdemir, 1990) show that even the existing school-based supervision systems do not satisfy all needs and expectations.

To sum up, teachers at private schools are responsible to the Ministry Inspection in order to maintain professional accreditation, as well as to the school administration to keep their position. They are caught between the centralized inspection and school-based supervision. In line with these thoughts, a study was conducted to provide an improved school-based supervision model. The following research questions were used as a basis for this study:

1. What is the structure of school-based instructional supervision system?
2. How do administrators, department heads, and teachers perceive this system in terms of its weaknesses and strengths?
3. What impact does this system have on teaching and learning processes, teacher improvement and overall school development?

REVIEW OF LITERATURE

Relevant literature presents various classifications of instructional supervision models. One such classification offers four approaches: scientific (Barr, Burton, & Brueckner, 1961; Carroll, 1963; Dewey, 1929; Gagne, 1967; Lumsdaine, 1964), clinical (Cogan, 1973; Garman, 1982), artistic (Eisner, 1982), and eclectic (Sergiovanni, 1982). Oliva (1989) groups supervision into three categories: scientific management, laissez-faire and group dynamics. Further, Poster (1991) offers developmental, laissez-faire, managerial, and judgmental models. Different authors give similar definitions, such as evaluation for professional development (Duke & Stiggins, 1990), evaluation for career awards and merit pay (Bacharach, Conley, & Shedd, 1988), evaluation for tenure and dismissal (Bridges, 1990), and evaluation for school improvement (Iwanicki, 1990). All these classifications depend on whether the organization is strictly structured at a bureaucratic level, or whether it is nonstructured, fostering a creative atmosphere by cultivating individual dynamics to assure that personal energies are utilized. These two tangents either create a realm of uniformity with little individual creativity, or a place for self-starters and risk takers; the latter being those dynamic forces that bring about change to meet new educational needs. Authors argue different philosophical perspectives and epistemological beliefs, some emphasizing the organizational needs of the school, some the needs of the individual and some both. In this sense, Glickman (1995) clarified that supervision's aim is to bring

the staff together as knowledgeable professionals working for the benefit of students.

Nonetheless, the above models require common ground rules. First, schools should develop their evaluation philosophy regarding teacher supervision. This should clarify the purposes of the teacher evaluation, explain how the system will be implemented, and enhance commitment by all groups within the system (Valentine, 1992).

Secondly, the approach to 'teacher supervision' should be made clear to all participants: the administrators and the teachers, regardless of it being performance improvement or personnel decision oriented. Research shows that, under a common purpose, schools who link their instruction, classroom management, and discipline with development, assistance to teachers, curriculum development, group development, and action research achieve their objectives (Glickman, 1995).

Thirdly, those who are affected by these processes should be involved in the decision-making process in regards to developing, implementing and evaluating the system (Valentine, 1992). If needed, outside professional educational consultants should assist during this time. This outside resource expert should assist those affected by providing literature on effective teaching, schooling, and evaluation. This should result in a time improvement of the work group (McGreal, 1983).

Fourthly, the school should have a written criteria for teacher performance evaluation. Some reviews focus on what evaluation can and should be (Glickman, 1995; McLaughlin & Pfeifer, 1988; Oliva, 1989; Duke & Stiggins, 1986; Stiggings & Bridgeford, 1985) and on what constitutes a successful teacher evaluation system (Conley, 1987; Duke & Stiggins, 1986; Glickman, 1995; McGreal, 1983, 1987; Oliva, 1989; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984). The criteria for teacher evaluation should define the criterion for valid expectations, which can be assessed and clarified with performance descriptors, together with behavior examples (Valentine, 1992). Descriptors should be observable and capable of communicating the meaning of the criteria.

Finally, there should be comprehensive data collection procedures and instruments used for performance evaluation. In any supervisory system, performance criteria should follow recommended procedures providing guidelines, assuring consistency and focusing on evaluation and enhancement efforts (Darling-Hammond, Wise, & Pease, 1983; Duke & Stiggins, 1986; McGreal, 1983, 1988).

Supervision should enhance a school's excellence in education and at the same time promote personal gratification and professional growth. The focus of supervision should be the interaction between teaching practitioners and administration to maintain quality, assure content meets student needs and to improve the learning experience. Supervisors should be able to demonstrate methods, give suggestions, issue specific instructions, evaluate results and assess teacher performance.

The model presented in this paper was derived from a larger study. In order for the reader to have a background into the aspects of the basis for the model a general overview of the methods and results is presented.

METHOD

The research, which provided data for the model presented, was conducted at a Turkish private secondary school. The school has 1800 students from grades 5 to 12. They come from upper middle class homes due to the financial outlay required to attend. There are seventy-eight full time and twenty-eight part-time teachers. All classes are taught in English.

Qualitative case study methods and procedures were used to explore the perceptions of instructional supervision. The study participants were: (1) the four members of the administrative board, (2) the principal, (3) all six assistant heads, (4) all six departmental heads, and (5) thirty out of seventy-eight full-time teachers. Three qualitative data collection techniques, namely interview, critical incident and review of related documents, were used.

Five sets of interview schedules, each consisting of one hour duration per respondent, were designed for the subject groups listed above. In each interview schedule there were 20 questions regarding the school's instructional supervision. These questions concentrated on what made schools effective, what makes a good teacher, how people perceive teacher evaluation, what the principal's responsibility in teacher evaluation is, and what the procedure is for: (a) overall teacher evaluation, (b) forms and tools used in the evaluation, and (c) class observation. There were other questions which were addressed: how do you rate class performance, is there any assessment beyond class performance, who else is involved in the evaluation process, how is the evaluation information used, what are the qualities of a good supervisor, what is the teacher's and manager's attitude towards teacher evaluation, what information is gathered from parents and students, and they were asked to give

examples of successful and unsuccessful supervision and to rate effectiveness of supervisory practices. The respondents were also asked to assess the impact of supervisory practices to the learning/teaching context, teacher development, and school improvement.

Moreover, the principal and the sampled teachers were asked to write their thoughts down regarding what they considered successful and unsuccessful supervisory experiences using a critical incident form developed by the researcher. The reviewed school documents included announcements, the school prospectus, the school-based training programs and administrative documents.

The data was then subjected to content analysis by exploring patterns of perceptions and the supervisory practices at the school.

RESULTS

The school studied is within the private sector and is in competition for qualified teachers in order to provide their students the best education possible. Hence, it is logical for respondents to emphasize personnel decisions. However, they realize that teacher evaluation, being a function of any supervisory system, should enhance professional development as well as be summative in nature. Currently, the system in the school is representative of an ineffectual combination of managerial and judgmental supervisory models.

The principal has always acted as the sole administrator of the teacher evaluation at the school. Though he has never had any formalized training in evaluation techniques, he feels confident that he can effectively perform the role. During the course of the evaluation he decides both the time and length of the observations. It is his opinion that by doing so, teachers are always under pressure to perform at their peak. There are no pre- or postobservation conferences held with the teachers. Furthermore, his visit is totally passive, in order not to distract or add to the class dynamics. Also there are no written observation procedures or instruments; all criteria is set by his opinion. He even observes classes that are given totally in English, even though his English is very limited, and he comes away with an opinion as to the teacher's effectiveness. Subsequent to the observation, the principal transcribes notes and remembrances into a formal evaluation report of each teacher. These reports are maintained in the teacher's personnel file, and a copy is also transmitted to the MOE.

The net result among the teachers is invisible competition, frustration, and fear of dismissal due to the system's summative nature. Such remarks as ''Even though I have been at the school for 8 years, I still fear dismissal'' and ''I fear to take sick leave, because they may equate it to poor performance,'' are common from the teachers. Further, one teacher even said ''I don't transfer any of my responsibility to new teachers, because I am afraid they will determine that they don't need me and give my position to a new teacher.'' Although the staff agrees that there is a need for a supervision system, serious concerns regarding the scope and process of supervisory practices exists. These concerns begin with the question of any clarity of purpose in teacher evaluation. Ideally, an evaluation system should have consistent purposes and practices. Most teachers stress that the school does not have a clear written teacher evaluation policy. Lack of clarity of purpose creates discord in how evaluation is perceived between the principal and the teachers.

In turn, the actual criteria and instruments are criticized. Teachers complain that there is not a standard criterion as to who is to be evaluated, what is to be evaluated and what kind of instruments are to be used during evaluation.

The principal's method of observation is considered ineffective. Teachers complain that they are passive participants in the evaluation system. They maintain that only the principal determines when visits will be conducted without teacher consultation. Teachers mention that there is always an element of stress and overreaction with both students and teachers during classroom observations. The principal's presence causes the teacher to behave in a way he or she perceives to be the correct way to behave, and as a result, takes the so-called ''center-stage'' approach to demonstrate this. As a result, teachers believe that the principal's intrusive monitoring and physical presence changes the setting, which results in false impressions.

In general, teachers perceive that after class evaluation, if the principal is satisfied with the teacher's performance, no feedback is offered. However, teachers do not like this ''no problem, no feedback'' approach. Some teachers consider this attitude insulting. They state that effective teachers want their performance properly recognized and reinforced by the administration. Moreover, these failures raise questions regarding reliability, effectiveness and the efficiency of supervisors.

Lastly, failure to use, or the misuse of, student and parental input is considered a major problem. Teachers ordinarily accept student involvement in the evaluation process. However, student objectivity is of concern to

teachers. They maintain that student maturity levels are low and that the student questionnaire format and content are inadequate. These matters should be addressed and a balance achieved by altering the way student data is gathered. Parental involvement is seen by the administration and the staff as only occurring when parents have problems with particular teachers and, therefore, brings little value to the periodic assessments.

There is serious concern among the staff regarding the contribution of the supervision system to the development of the teacher as a professional. The supervision model presented below aims to improve personnel performance without creating a climate of mistrust and discontent among teachers (Collins, 1999).

The Model

The model presented is developed by integrating data with relevant literature and the researcher's experience, considering specifics of the school studied. It is suggested that an eclectic approach to teacher supervision, which focuses on developmental and personnel decision aspects, be implemented.

The suggested model (Fig. 1) is called Achievement Based Continuous Assessment – ABCA – by the researcher. It is a two-phase approach: 'formative' and 'summative.' Operational procedures such as data collection, documentation, conferencing, professional progress plans, and a final evaluation report are identified and presented in detail as a comprehensive written document (Figs. 2, 3, 4 are presented only as examples in this paper. Schools using the model should develop their own forms.).

The supervisors, namely the principal and assistant/departmental heads in this research, should receive in-service training prior to initiating the evaluation. Similarly, new teachers should receive ABCA orientation upon employment. Annual teacher in-service training should also be undertaken.

Summative reports should be generated once every two years for tenured teachers and during their initial year for teachers on probation. However, additional reports may be completed, with prior notification, due to administrative concerns. Reports should be completed in such a manner that, should dismissal be necessary, notification can be given to those individuals in time to seek other employment for the upcoming school year.

Formative Phase

This phase consists of data collection/documentation, conferencing and professional progress plan stages.

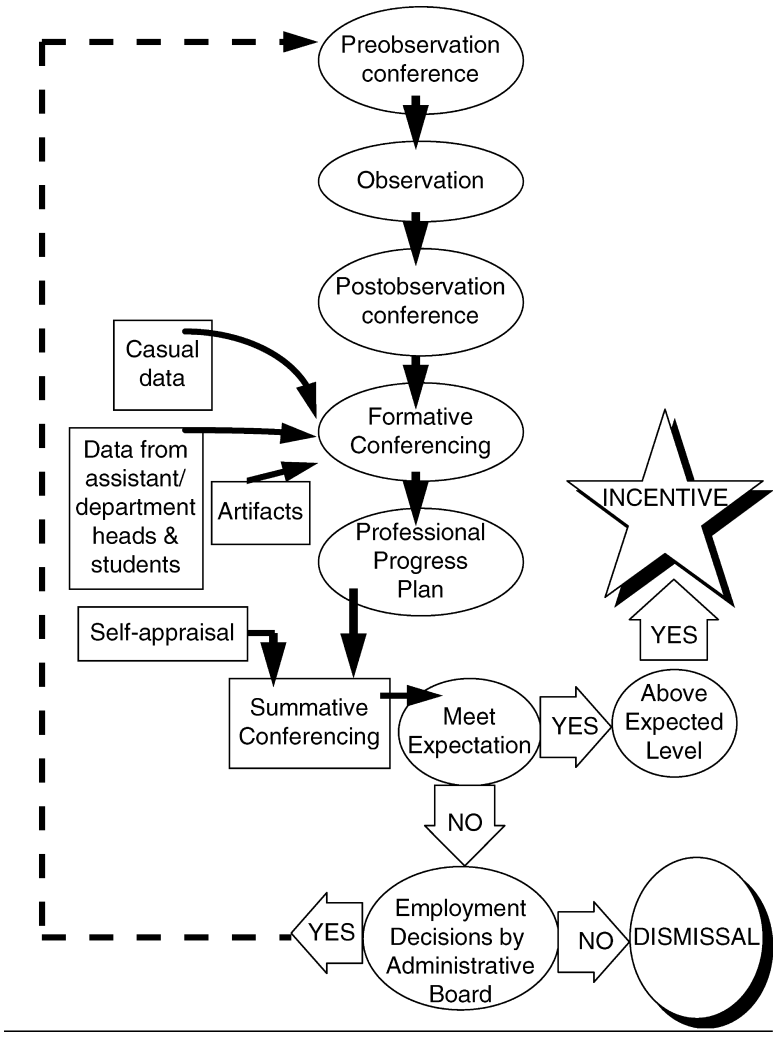

Fig. 1. Suggested supervision cycle. Achievement-Based Continuous Assessment (ABCA).

Effective supervision requires the collection and sharing of information regarding teacher performance. Data should be categorized as ***casual*** or ***programmed***, sometimes also referred to as anecdotal versus observational data. Programmed data is gathered purposefully by the supervisor. However, ***casual data*** comes to the supervisor's attention without purposeful intent and it is up to the supervisor's discretion to use the data or not. As a side note,

FORMATIVE DATA FORM

School	Teacher	Grade/Level	Date/Time

Data:

☐ Scheduled Observation ☐ Unscheduled Obs. ☐ Artifact. ☐ Casual Data

☐ Data from Ass. Head ☐ Data from Dep. Head ☐ 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)

Fig. 2. Formative Data Form.

certain instances, such as contractual requirements and union agreements may not permit the use of this data as a part of an evaluation. Turkey does not have teachers unions, therefore, this data is considered relevant. In this sense, data from parents, though considered casual, can be used by the principal. Both should be programmed, and casual data should be documented on a Formative Data Form (Fig. 2) that should be discussed regularly with teachers. The Formative Data Form is a listing of performance criteria. When the principal observes teachers in the classroom setting, he/she takes comprehensive notes; recording teachers' and student's statements and behaviors. Notes are then transferred to the Formative Evaluation Form, grouping data into appropriate categories. Then, during the postobservation conference, suggestions can be made by the principal to resolve issues.

In the existing evaluation system, the ***programmed data*** was collected only by the principal through *observation* and *artifacts*. However, in the proposed

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)

☐ Enrich Effective Performance ☐ Improve Below Expected Performance

Plan Developed by: Teacher's signature/date

Principal's signature/date

If Plan Revised (Date/Initials):

If Alternative Plan Developed (Date/Initials)

Plan Achieved: : Teacher's signature/date

Principal's signature/date

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 that this Plan has been discussed.

Fig. 3. Professional Progress Plan Form.

model, besides the principal, sources of this programmed data should also be departmental/assistant heads and even students. As stated in the literature by many authors (McLauglin & Pfeifer, 1988; Valentine, 1992), effective supervision requires purposeful observation of the teacher's performance. These observations are either *scheduled* or *unscheduled*, depending on whether the teacher is aware of being observed or not. This research shows that the principal is in favor of unscheduled observation. Data show that the unscheduled nature of observations is criticized since it does not support teacher development and causes teacher frustration. Therefore, to balance the

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:
☐ Reemployment recommended
☐ Reemployment not recommended
☐ 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)

Fig. 4. Summative Evaluation Form.

principal's and the teachers' comments, one scheduled and one unscheduled observation are suggested during the school year.

Regarding scheduled observations, teachers and the principal should establish the time and date for observations. Teachers will complete a Preobservation Form clarifying lesson objectives and teaching activities to be used. The teachers should identify specific data to be collected, such as student participation. Special circumstances about the class or an individual student should also be clarified. After the teachers complete the form, they discuss the issues with the principal. This preobservation conference fills two purposes. First, it provides specific information which helps the principal understand the lesson in question. Secondly, since supervision should improve teacher performance the conference will support this rationale. If a teacher needs help before the class observation, the principal will be there to supervise. Observation periods should be entire lessons, during which time the principal takes notes regarding the teaching-learning process and teacher/students behaviors. Following the observation, notes are organized into a workable format for a postobservation conference. Unscheduled observations will have the same basic procedure.

The principal identifies artifact data at the beginning of the evaluation cycles and collects them during the formative phase. The required artifact data are identified as yearly departmental syllabus (which has been prepared by the respective teachers and the Departmental Head), a daily plan, grade notebook, exam papers and their answer keys, and graded exam papers.

Besides the principal, assistant/departmental heads are responsible for providing data regarding the teacher's beyond class performance (i.e., the teacher's professional attitude and personal development, contribution to departmental activities, such as preparing materials and departmental weekly assignments, meetings and workshop attendance, tardiness, recess duty, interrelationships with colleagues, students and parents, extra-curricular activities) by using the same Formative Data Form. The postobservation conference should be held within two days after the observation, if it can be done. For artifact data and casual data, conferences should be held at a reasonable time after the data examination. After the discussion, the teacher and supervisor sign the Formative Data Form, and agree or disagree with the notations.

This study shows that teachers believe no one can exhibit competency in every subject not even the principal. As a result, they also question the principal's assessment on subject matter in languages other than Turkish. The researcher suggests that departmental heads assist the principal during preobservation

conferences. Moreover, departmental heads may be responsible for unscheduled observations. They should follow the same operational procedures and brief the principal afterwards. As a result, the process described will hopefully develop into a satisfactory supervisory situation during the evaluation. The teachers see departmental heads as knowledgeable in their field and will not reject their evaluation. Second, departmental heads are more in contact with the teachers than the principal, and therefore have time to assist individual teachers. Furthermore, the departmental heads may conduct department-based supervision sessions to support the effectiveness of the teachers.

Lastly, students should provide data regarding their teachers' in-class and beyond-class performance. The data can be gathered orally or by written questionnaires. There currently exists a problem in collecting teacher performance data from students. The student teacher evaluation forms are criticized for not providing enough information for individual teachers and consisting only of 'yes' or 'no' type questions. Therefore, a comprehensive student teacher evaluation form should be created by the counselling unit. The questionnaire may be supplemented with 'spot interviews,' if or when detailed data is needed. Interviews may be conducted by the principal, assistant head, departmental head or the counselling staff.

Professional Progress Plan (PPP)

A Professional Progress Plan (PPP) should be developed with each teacher during the formative stage to strengthen performance. PPP (Fig. 3) includes identifiable, precise objectives, strategies for achieving those objectives, and a means to determine when those objectives have been achieved. The plan should be a transition through more than one step, especially for probationary teachers. The PPP can either 'enrich' or 'improve' the situation. If the supervisors believe a teacher will meet the expected level of performance, they will work with them to develop and implement an 'enrichment' PPP. If they believe a teacher's performance is below expectations, they work with the teacher to develop and implement an 'improvement' PPP.

Summative Phase

The summative phase is the review and integration of formative data regarding a teacher's performance. It marks the end of the evaluation cycle and includes the completion of a Summative Evaluation Report which is based on data reflected in the Summative Evaluation Form (Fig. 4). This is a summary of the teacher's performance for each criterion and represents the principal's

opinion. Although the summative process is a necessity, its image must be scaled down and links between the formative and summative processes must be stressed (Valentine, 1992).

After completing the summative evaluation report, a summative conference is conducted with the teacher and there they review the report. The summative evaluation conference should give them encouragement to improve performance and therefore increase commitment to the school. This is a time in which they help each other, and not a time for rewards nor punishment. Unfortunately, most summative evaluation conferences solely include employment decisions. In this sense, the researcher suggests conducting two summative evaluation conferences per year, six months apart; one to review performance and one for employment decisions.

The researcher also suggests that the principal should ask individual teachers to fill out 'self-appraisal' forms prior to summative evaluation conferences. The form asks teachers to evaluate their strong and weak points. Moreover, the principal should ask teachers for feedback on his managerial performance and to comment on working conditions and supervisory relations. Lastly, the principal writes a report summarizing the main points he has discussed with individual teachers. This report is then signed by both the principal and the teacher, and is filed in the teacher's dossier. A copy of the summative evaluation report is transmitted to the administrative board. If the supervision cycle has been completed successfully, the administrative board renews the employment agreement (Fig. 1). However, if the process is found to be unsatisfactory, the school board will decide either to dismiss the teacher or, if there are mitigating circumstances, the teacher will be given another chance and the supervision cycle starts again. Teachers who achieve above expected levels should be recognized by an incentive program designed by the school with great care and sensitivity. Moreover, the administrative board should then decide the content of in-service training programs based on the formative and summative reports. In-service programs are conducted by the existing staff and, if needed, with outside support. They should be offered to all staff to maintain a standard performance level.

The researcher also recommends that schools review their supervisory system every year to identify and strengthen weak points. The data on weaknesses may be compiled in two ways; (1) verbally; from teachers during the summative evaluation conference, as explained above and, (2) written; by means of system assessment forms developed by the school board with an outside consultant. This form should be distributed to those staff subjected to

evaluation or to those carrying out the evaluation. The results of this system review should be analyzed to resolve immediate and long-term issues.

DISCUSSION

Though it sounds like there are many steps to reach the end product, nothing that is worth achieving comes easy. Nobody said that supervision was easy. If impartial evaluation and teacher growth is to be achieved, assessment, both summative and formative, must be balanced. It has been said that the strength of a school is its teachers. In order to achieve this, each teacher must try to develop as an individual and recognise his or her own wants and desires, talents and weaknesses. Even though they are individuals, they must be a part of a team striving to realize realistic, achievable and worthy goals. It is assumed that our universities prepare individuals with a minimal educational background to perform as teachers. However, neither lectures on how to teach, nor books on teaching techniques can impart on the ''would-be'' teacher the want, desire, drive or dedication to teach. Given a strong supervisor, one that imparts want, desire, drive and dedication, a more effective staff can be developed. The supervisory role is therefore of vital importance to the teaching equation.

As mentioned earlier, school-based supervisors share the evaluation role with the Ministry of Education. These two participators can form a comprehensive review of an individual teacher's support and development plan. As an example, some lighting have converging patterns which overlap in order to assure no dark spots. It is likewise with the teacher evaluations of the Ministry of Education and the school-based evaluation. In order to assure full coverage, they must overlap and converge to assure that the teacher's strengths and weaknesses are fully examined. It can provide both verification of evaluation results or highlight diverse views of the individual. Further, from these findings, teacher benchmarking can be implemented.

As an individual, I feel apprehensive about equating human factors to a number, but given a comprehensive review of the teaching staff as a whole, which is what my recommendation does, one could assign values to both the teacher's strengths and weaknesses. That way whole departments could be viewed and weak areas pinpointed for strengthening. Even student success or failure could be analysed, based on numerical associations with particular characteristics.

Education builds upon itself, therefore, it is never the case when a progressive society is not at odds with keeping up with its knowledge base and assuring that each succeeding class improves. Therefore, we can never say we succeed. We are faced with a never-ending problem which requires continuous attention. It is not the teachers' fault, but the fault of the system, and so it is even more necessary to encourage teachers to meet student needs. The educational system is preparing future teachers today. It is vested with an immediate responsibility to prepare all practitioners from the principal down to the new, untenured teacher to pass on those aspects of knowledge which society, as a whole, deem necessary and essential to our survival as a society and a species. In its transference of delegation of this responsibility, the highest level of administration holds the key to bring terms into the equation, which can effect the outcome of successive generations. These factors are primarily derived from assessment.

Intelligent and careful assessment cannot be achieved without shrewd administration. We are often more apt to fault the individual rather than take the long hard objective views of the situation. This leads to ''quick fix'' answers of summative evaluations. Ultimately, strong organizations are built by taking those elements we have available, studying their current status, assessing their weaknesses, setting a plan for overcoming those weaknesses, implementing that plan, reviewing the results and setting new courses for the future. Only by having administrators who are ''people-oriented,'' and themselves charged with an inner need to achieve excellence in education, can an educational system hope to have an effective teaching staff.

As the literature suggests, there are multiple purposes for evaluation, which are generally divided into two major areas: formative and summative evaluation (Bacharach et al., 1990; Barr et al., 1961; Bridges, 1990; Carroll, 1963; Cogan, 1973; Dewey, 1929; Duke & Stiggins, 1990; Eisner, 1982; Gagne, 1967; Garman, 1982; Iwanicki, 1990; Lumsdaine, 1964; Oliva, 1989; Poster, 1991; Sergiovanni, 1982). The model proposed is intended to strengthen the assessment which will have the greatest effect on teachers, that being the school-based assessment. Change cannot be implemented overnight. The human factor in the equation dictates that any change, if accepted, should be over a period of time, and cannot be instantaneous. Because of impacts on other aspects of the school, such as administration, communication and organizational culture, total institutional reform may require a more slow transition which carefully steers the suggested models within individual departments. This allows, in effect, verification of both

positive and negative results prior to full implementation. Change always fosters conflict and disagreement, but results should be assessed. This is essential to successful change. Without change there will be no progress, for life is in a constant state of flux.

Over the course of the school year, the day-by-day implementation should be directed to one objective: education of students. Like a spider that weaves its web, the administrators must build a strong outer web of effective teachers, and as we pass through the inner web of an effective school, we are ultimately leading toward the center, where successful students lie in wait for their future.

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