



ÖĞRETMEN GÖRÜŞLERİNE GÖRE ÖĞRETMEN MESLEKİ PERFORMANSI DEĞERLENDİRE KRİTERLERİ VE KRİTER ALANLARI NELER OLMALIDIR?

WHAT SHOULD THE TEACHER PROFESSIONAL PERFORMANCE EVALUATION CRITERIA BE AND HOW SHOULD THE CRITERIA AREAS BE ACCORDING TO TEACHERS' VIEWS?

Süleyman GÖKSOY*

Öz

Araştırmada öğretmen mesleki performansını değerlendire kriterleri ve öğretmen mesleki performansını değerlendire kriter alanlarının neler olması gerektiğinin belirlenmesine amaçlanmıştır. Araştırmada nitel araştırma desenlerinden durum çalışması deseni tercih edilmiştir. Araştırma batı karadeniz bölgesinde bulunan bir ildeki eğitim kurumlarında görevli eğitimciler üzerinde yürütülmüştür. Araştırmada şu sonuçlara ulaşılmıştır: Öğretmenler öğretmen mesleki performans değerlendirme kriterlerinin; açık, belirgin, sınırları çizilmiş, ölçülebilir, başarılabılır, gerçekçi, objektif, nesnel, kendi içerisinde tutarlı, özellikle öğrenci kazanımlarına uygun ve öğretmenleri mesleki olarak geliştirebilecek özellik ve niteliklere uygun olmasını istemektedirler. Öğretmenler, öğretmen mesleki performans değerlendirme kriterler alanları; genel kültür, özel alan, pedagojik formasyon, sınıf yönetimi, iletişim, öğretim yöntem ve teknikleri, sınıf içi ve sınıf dışı uygulama ve çalışmalar ile öğrencilerin başarılarını içermesi gerektiği belirtilmektedir. Milli Eğitim Bakanlığı öğretmen mesleki performans değerlendirme sitemine geçmeden önce, öğretmen mesleki performans değerlendirme kriterinin sahip olması gereken özellikler ile öğretmen mesleki performans değerlendirme kriter alanlarının belirlenmesi konularında öğretmenlerin görüş ve önerileri de alınmalıdır. Öğretmen mesleki performans değerlendirmesi; uzman kişiler tarafından, çoklu verilere ve araçlara dayalı ölçümler ile yapılmalıdır. Öğretmen mesleki performans değerlendirmesi kriterleri konusunda gerek çağdaş ülkeler ile Milli Eğitim Bakanlığın geçmiş yıllarda yapmış olduğu 'Okulda Performans Yönetimi Modeli' ve 'Öğretmenlik Mesleği Genel Yeterlikleri' gibi çalışma veri ve sonuçlarının da dikkate alması gerektiği önerilebilir.

Anahtar Kelimeler: Öğretmen, Performans Değerlendirme, Kriter, Alan.

Abstract

The aim of the study is to determine the current criteria for evaluating teacher professional performance and how the criteria areas for evaluating teacher professional performance should be. In the study, case study pattern was preferred from qualitative research designs. The research was conducted on educators in educational institutions in the Western Black Sea Region. The following results were obtained in the research: Teachers want the teacher professional performance evaluation criteria to be as follows; clear, distinct, bounded, measurable, achievable, realistic, objective, consistent, especially suitable for student achievements and suitable for the features that can develop teachers professionally. Teachers state that the areas of teacher professional performance evaluation criteria should be as follows; general culture, special field, pedagogical formation, classroom management, communication, teaching methods and techniques, in-class and out-of-class applications and studies and the success of the students. Before applying the Ministry of National Education Teacher Professional Performance Evaluation System, teachers should be asked about the features that criteria for evaluating teacher professional performance should have and about determining the criteria areas for teacher professional performance. Teacher professional performance assessment should be carried out by experts, based on multiple data and tools. It can be suggested that the study data and results such as 'Performance Management Model in Schools' and 'General Qualifications of Teaching Profession' which the Ministry of National Education has carried out with other modern countries should be taken into consideration in terms of teacher professional performance evaluation criteria.

Keywords: Teacher, Performance Evaluation, Criteria, Field.

Introduction

Performance evaluation in institutions consists of two areas: measuring and evaluating the activities of the organization, measuring and evaluating the activities of the employees (Aktan, 2005). Zepeda (2016), who plays an important role in the teaching-learning process of educational institutions, defines teachers as the central actors of learning process in his book named 'Instructional Supervision'. The present study discusses the teachers' professional performances and what performance criteria should be taken into consideration in the evaluation of their professional performances. The aim is to determine the current criteria for evaluating teacher professional performance and reveal how the criteria areas for evaluating teacher professional performance should be. In the study, case study from qualitative research designs was used. The study group consisted educators who has been obtaining post graduate education and has been working in educational institutions in a city in Western Black Sea Region.

* Doç. Dr., Düzce Üniversitesi, Eğitim Fakültesi.



1. Problem Status

Performance management systems cover many activities. the most easily identified one among them is performance evaluation. Performance evaluation evaluates only the employee's efforts to work, compares this effort with standards, and uses relevant results to assist employee development. Thus, it is a part of a system that aims to motivate employees to maximum performance (DeCenzo, Robbins, Verhulst, 2017). Performance evaluation is the process of judging the performance of employees by their top managers. Evaluation of employee performance is important for the organization and the employee. Performance definitions can generally be perceived as a "search for perfection" in the business environment. Because of this feature, performance is different from success. Performance evaluation is the comparison of the expected outcome of the individual and the individual's success (Acikalin, 2000). Performance evaluation is the systematic observation and evaluation of employee behavior. A few of the most widely used evaluation approaches are a judicial approach, an absolute standards approach, and a result-oriented approach (Lunenbourg and Ornstein, 2013).

The performance evaluation process also ensures that the performance of the employee is documented. This is important to prove that disciplinary or dismissal practices are the result of documented performance issues when informing the affected employee. The feedback provided by the performance evaluation of the employee's efforts and the impact of this effort on performance is important for motivation and employee improvement (DeCenzo, Robbins, Verhulst, 2017). The main objective of evaluating employee performance in institutions is to accurately measure employee performance, which will serve as the basis for distributing awards. Performance evaluation serves many purposes. For example, to help managers who make general human resources decisions, such as promotion, transfer and termination. Evaluations also identify training and development needs. It brings out the abilities and talents that work to develop solution-generating programs. Finally, it forms the basis for award-winning wage increases for employees based on merit. If the evaluation is inaccurate, or if the wrong criteria are used, the employees will be over- or under-awarded. The results of the evaluation which is perceived as unfair leads to a decrease in effort, increase in absenteeism or to investigate alternative employment opportunities. (Robbins and Judge, 2012).

According to Aktan (2005), the aim of measuring and evaluating the performance of employees is to determine the extent to which human resources contribute to the objectives of the institution. For many reasons such as to distinguish employees who work less and more from one another, to reward more employees, to motivate more employees, to base wages on objective and rational basis, to provide career development to employees, dismissal or job exchange, to determine talents, to provide employee feedback , to determine the educational needs of persons, employee performance and evaluation is carried out and needs to be done.

In the past, most organizations only considered how well the employees performed the jobs listed in a job description, however, today's less hierarchical and more service-oriented organizations need more than that. Researchers now argue that there are three types of behavior that create performance at work. The first is the *performance of the task*; to fulfill the duties and responsibilities that contribute to the production or management tasks of a good or service. This includes many of the tasks in a traditional job description. Second, *citizenship*; actions that contribute to the psychological environment of the organization, such as providing assistance to others, supporting organizational goals, acting respectfully to colleagues, making constructive suggestions and telling positive things about the workplace. Finally, the behavior that harms the organization; actions that harm the organization are behaviors such as harming the property, acting aggressively against colleagues and delaying work, and absenteeism (Robbins ve Judge, 2012).

The performance measurement and evaluation of employees should be carried out according to some criteria and principles. One of the first and priority tasks to be done on performance evaluation and measurement is the question of what criteria and dimensions will be used when evaluating the employees (Aktan ,1999). However, the criteria to be used for measuring and evaluating employee performance should also have some particular features. Performance standards should be clear and objective enough to be understood and measured. In this regard, Aydın (2005) presents the following suggestions. In order for the performance evaluation process to be effective and efficient, the most important points to consider are to ensure employee participation in performance standards, also performance standards should based on critical elements of the task, to pre-write these standards in consultation with employees and comparing them with performance standards instead of comparing them in the evaluation process. Aktan (2005) states that these principles should be objective and measurable, be relevant to the work done, be known in advance by their employees and also states that it should be kept in mind that the aim is to recognize and reward



success. He remarks that measurement of the results of the employee activities should be carried out with caution and the managerial and leadership aspects of the employee should be taken into account.

There are two measurement tools, absolute and relative, in performance evaluation. Evaluation is made based on these two. Absolute standards are the measurement of an employee's performance based on established standards. Absolute evaluation tools are *critical incident analysis, checklist evaluation, chart rating scale and behavior-oriented assessment scales method (BOAS)* (DeCenzo, Robbins, Verhulst, 2017).

Critical incident analysis is a performance assessment that focuses on the basic behaviors that distinguish between doing the work effectively and doing it ineffectively. Checklist evaluation is a performance assessment where the evaluator puts a point next to the appropriate employee qualifications. Critical incident analysis focuses the attention of the assessor on the critical or basic behavior, which makes the difference between doing an effective job and doing ineffective one. In Checklist evaluation, the evaluator uses a list of behavior definitions and marks the behavior that is appropriate for the employee. Chart rating scale is a performance evaluation method that lists personal characteristics and a set of performance for each. The forced preference assessment is a performance assessment in which the assessor has to choose between two specific statements about an employee's behavior. The Behavior-oriented assessment scales (BOAS) method is of the opinion that the use of explanations of certain business behaviors will provide relatively accurate and reliable evaluations. The correct development of BOAS forms is time consuming. In the general category of evaluation methods, individuals are compared with other individuals. These methods are relative standards rather than absolute measurement tools and are applied in the order of group order, individual sorting and binary comparison.

According to Sergiovanni (1995, cited in Aydın, 2005), assessment in education, more specifically teacher evaluation, is defined in a narrower sense and it is seen as a process of measuring the contribution of teachers according to predetermined standards. Standards may be set as program objectives, instructional objectives, or desired teaching qualifications or performance criteria. Balcı (2013) refers to the study of the Bureau of Standards in Education in England and Wales in the field of effective teaching and effective teacher in his book named *Effective School*. According to these studies, the bases of teacher quality have been determined as follows; having reliable knowledge and understanding in the field that the teacher teaches, having high expectations of the teacher, effective planning, methods and arrangements that match the objectives of the curriculum with the needs of all students, good management of students and achievement of high standards, effective use of time and resources, evaluation of student activities as full and constructive and effective use of homework to improve feedback and reinforce learning at school.

In the evaluation of teachers in education, results and process evaluation are generally used. The performance of teachers is a process in which teachers determine the level of fulfillment of their duties. That's why the performance of teachers is done after a certain application. Therefore, the final assessment of the teachers who are in line with the teacher performance evaluation is taken into consideration. The outcome evaluation of teachers aims at fulfilling a managerial function to determine the degree to which teacher responsibilities meet organizational requirements. This type of assessment involves deciding on the level of teacher performance and seeks to make decisions about whether teachers meet expectations or not (Glickman, Gordon and Ross- Gordon, 2014). According to Aydın (2005), teacher outcome assessment is a standard feature that includes the same criteria for teachers and is generally applied to all teachers, even if they fulfill different responsibilities. The evaluation criteria aim at judging teacher qualifications such as classroom climate, planning, teaching behavior, classroom management. It also include non-teaching criteria such as compliance with school regulations, collaboration with colleagues, performing extracurricular tasks.

In the education system, all the work and operations and activities of the teachers for students to acquire knowledge, skills, attitudes, values and habits can be the content, standard, criterion and indicator of the teacher performance, and they constitute the subject of the teacher performance evaluation. In recent years around the world and in Turkey, the implementation of standard or standardized tests and examinations have been applied to students at the international and national context. The educational quality and success of students, educators, educational institutions and even the educational systems of the countries are evaluated according to the success of the students in these tests and exams. This situation brought up the necessity of evaluating teacher performance evaluation based on standards and indicators in the evaluation and supervision of teachers. According to Sullivan and Glanz (2015), who critically approached the changes in the current development, over the last few years, especially from the beginning of the new century, supervision practices have been shaped by being influenced by the general trend in the standard-based reform approach. When standardized reform deeply affected the supervision, the supervision started to be called a standard-based supervision. According to Sullivan and Glanz (2015),



pressures to improve the quality of American education are further enhanced by the concretization of performance standards.

The standards in the supervision are in the management dimension of the supervision according to Wiles and Bondi (1996, cited in Aydın, 2005). And conversion of determined purposes to standards are only possible with forming the necessary principles and regulations to reach out for these standards. In Turkey, teacher evaluation is carried out based on results rather than process. Therefore, before determining the teacher performance result in a valid and reliable way and developing tools and methods for this, it is necessary to establish the criteria/standards for evaluating the teacher performance clearly. As a matter of fact, Erdoğan (1991, cited in Aydın, 2005) states that performance evaluation is a process involving various difficulties and that first of all the main objectives of the organization and the work done by the employee should be establishing the main objectives of the work and accordingly determining the performance standards in line with these objectives. Because the pre-determined standards will be a benchmark for evaluating the work performance of employees. In this way, the general boundaries of the work are drawn and the conditions of the job of the worker to be completed are determined.

Zepeda (2016) gives importance to the ones which are defined as the best in terms of subject and content. According to Zepeda (2016), According to him, for the applications of the supervisors who work with teachers, there are teaching standards for all levels from preschool to senior high school. For example, middle school teachers can use a variety of learning-teaching strategies and resources to motivate students to learn as performance assessment standard. Teachers can create learning experiences that will promote discovery and problem solving so that all students can take part in the learning activity. They can plan effective teaching with colleagues individually. They can use a variety of formal assessment techniques to develop learning and teaching strategies. They can provide students with the opportunity to involve all students in independent and collaborative learning. They can participate in professional development activities to increase their knowledge about effective learning and teaching. They can create a positive learning climate for all students and apply effective developmental class management techniques.

USA National School Boards Association (National School Boards Association, 1987, cited from MEB 2012) has determined the objectives of teacher performance evaluation as follows; To provide students with high quality learning opportunities. To fulfill legal and contractual requirements. To keep the track of the outstanding aspects of teacher performance. To provide them opportunities to develop their professional skills. To provide two-way communication between the school management and teachers about the goals, objectives and other personnel related issues of the teachers. Providing a ready document to the school administrator in the decision-making process when the teachers are rewarded by the management, brought to the top administrative positions, and their contract is canceled. To provide the school administration with the data to employ and develop good teachers who will meet the expectations.

The State of Kentucky, the USA, has various assessment standards for new recruits and experienced teachers. The standards for candidate teachers are as follows: The teacher designs / plans the teaching, creates / maintains learning environments, applies / manages instruction, evaluates and communicates the learning outcomes, explains / evaluates learning and teaching, collaborates with colleagues / parents / others, is interested in professional development and has content knowledge and uses technology. The standards for experienced teachers are as follows: The teacher demonstrates professional leadership, shows the content information, designs and plans teaching, creates / maintains learning climate, applies / manages instruction, evaluates and communicates learning outcomes, explains / evaluates learning and teaching, collaborates with colleagues / parents / others, is interested in professional development and uses technology (Zepeda, 2016).

In Turkey, the works of Ministry of National Education related to evaluation and supervision of teacher professional performance in recent years have been summarized below.

a) In Turkey, Ministry of National Education established Primary Education Institutions Standards Document in 2010. In this document, three standards have been defined in the field of learning and teaching processes as the performance criteria and indicator of primary and secondary school teachers (classroom applications, in-school practices and school environment collaboration) and sub standards of these standards are determined. The first standard is the in-class applications set to support the development of all children. The sub-standard areas of the first standard are as follows; identifying the development and learning needs of children, learning activities in the classroom, development of environmental awareness in children, learning materials, information, communication and education technologies, measurement and evaluation, educational guidance activities and inclusive education applications. The second standard is the in-school practices that support the development of all children and their orientation to higher education, occupation



and life. The sub-standard areas of the second standard are; social, artistic, cultural, sporting activities, vocational guidance and orientation, educational teaching places and facilities. The third standard is to support the development of education and the integration of the school with the community through cooperation with the school-environment. The sub-standard areas of the third and last standard are as follows; the school's use of the surrounding facilities for education and the use of school facilities by the environment.

b) Turkey Ministry of Education Educational Research and Development Department published the School of Performance Management Model Draft in 2002 and in this draft text, teacher performance evaluation is regarded as an integral element of the process of developing teaching and learning and two main objectives of evaluation process were highlighted: one of them is to provide a qualified level of education for all students. The rationale for this situation indicates that the information obtained during the evaluation process is of critical importance in decisions to be taken to increase the quality of education. The second aim of the evaluation process is to identify areas for improvement in the professional and individual development of teachers and to focus on these areas in the development of the effectiveness of teaching. The Performance Management of Schools Model Draft Text states that an effective performance evaluation system should achieve the following objectives: to provide a qualified education to the students, to appreciate the high performance, to create opportunities for teachers to develop their professional knowledge and skills, to create a two-way communication environment about the aims of the school and the professional expectations of teachers, to provide objective and reliable information to support the decisions to be given in the assignment, promotion and rewarding of teachers.

c) The Draft Performance Management Model in the School published by the Ministry of National Education Research and Development Presidency in 2002 includes teacher performance areas. These teacher performance areas include recognition of student, teaching planning, material preparation, presentation of teaching, teaching time management, facilitating teaching, instructional monitoring of student performance, instructional feedback, student behavior management, communicating with educational environment, tasks related to non-performance teaching activities. In addition, in the previously mentioned resource as teacher competence areas, the teaching-learning process is defined as management (planning and preparation, using teaching methods, educational technology, communication, classroom management, student development monitoring, evaluation and record keeping), guidance to students, personality traits and professional skills.

d) Ministry of Education Guidance and Supervision Presidency has prepared guidance and supervision guides for all educational institutions and organizations. Ministry of National Education's Guide to Primary and Secondary School Guidance and Supervision in 2016 states that the supervision is performed by the public and private entities and the legal entities; considering the sources, facilities and conditions, the purpose determined by the legal framework. The basic principles and objectives are compliance, accuracy, regularity, efficiency, economy, efficiency. The objectives of this course are to provide the students with the ability to make comparisons according to objective, valid, reliable criteria, to present their status in accordance with national standards and planned principles, to provide guidance for deficiencies, to provide mission and vision for change and development. In the same legal text, the Ministry of National Education classified education and training standards for teaching and learning activities as educational environments (qualification of physical conditions of the school, qualification of teaching materials), teaching activities (preparation, application, assessment, development), educational activities (guidance, social activities, school- environmental relations), the results of educational activities (students, success), problems and solutions and presented them in a detailed way.

e) As reflected in the press in Turkey, published on April 17, 2015 by the Ministry of National Education Ministry of National Education Teacher Appointment and Relocation Regulations 54th agent and on July 6, 2013 published in the Official Gazette 10. Development Plan, it is stated that teacher performance evaluation is included in line with the goal of performance evaluation. Therefore, studies for transition to teacher performance evaluation system which is based on evaluation based on multiple data source have been started by Ministry of National Education. When teacher performance evaluation system is completed, it is planned to implement the teacher performance system by the managers of the educational institutions.

f) In the Official Gazette dated June 9, 2017 "Teacher Strategy Document" was released in Turkey. In this document, within the framework of 'Updating Teachers' Qualifications in line with Needs', General Competencies of Teaching Profession was prepared by Ministry of National Education was published in 2017. The Ministry states that the general qualifications document of the teaching profession is intended to be a basic reference to the stakeholders in the teacher training and development process and qualification is defined as the knowledge, skills, attitudes and values that must be possessed in order to perform a job



effectively and efficiently. General Qualifications of Teaching Profession are as follows: occupational knowledge (field knowledge, knowledge of field education, knowledge of legislation); professional skills (planning education, creating learning environments, teaching and learning process and measuring and evaluating); attitudes and values (national, spiritual and universal values, student approach, communication and cooperation, personal and professional development). General Qualifications of Teaching Profession consists of three competences related to each other and two complementary competence areas, eleven competences under these and 65 indicators related to these competences. The areas where the General Qualifications of the Teaching Profession of the Ministry will be used are pre-service teacher training (content of academic courses, practice of teaching) continuous professional development, teacher employment, career development and rewarding, prospective teacher training process, self-assessment and performance evaluation. Therefore, one of the areas in which the General Qualifications of Teaching Profession is performance evaluation. In the aforementioned document; MoNE stated that it will provide feedback on the evaluation of their performance and on the extent to which they are approaching the determined standards, and therefore it will be used in the training and development of employees, the selection process and rewarding of the employees (MoNE, 2017).

As explained above, it is important and necessary to systematically evaluate the work of the teacher, who is an important actor in the educational process. The first thing that should be done in the evaluation of teacher professional performance is determining performance criteria. On this issue, both in western countries and in Turkey, in particular the Ministry of Education has made a lot of work, and there are still ongoing studies. The aim of the study is to determine the current criteria for evaluating teacher professional performance and how the criteria areas for evaluating teacher professional performance should be in order to contribute to the current teacher performance evaluation studies.

2. Research Model

In the present study which aimed to determine the current criteria for evaluating teacher professional performance and how the criteria areas for evaluating teacher professional performance should be, qualitative research method was used. In the study, case study pattern from qualitative research designs was preferred in order to be able to see the facts from the point of view of individuals, to obtain comprehensive information about the facts, to reveal certain results (Yıldırım and Şimşek, 2016; Yıldırım and Şimşek, 2008; Silverman, 2018).

2.1 Data Collection Tool

In order to determine the current criteria for evaluating teacher professional performance and how the criteria areas for evaluating teacher professional performance should be, Ministry of National Education legislation has been scanned and unstructured questions which will be included in data collection tool have been formed. 24 teachers who have been obtaining post graduate education have been pre-applied the prepared text and after examining the obtained data, data collection tool consists of two semi-structured questions was formed. The participants were asked the following questions: What features should teacher professional performance evaluation criteria have? What are the areas of teacher professional performance evaluation criteria should be?

2.2 Data Collection and Analysis

The educators who formed the study group for determining the criteria for evaluating teacher professional performance and the criteria areas for evaluating teacher professional performance were addressed two semi-structured questions. The views of the educators were shortened by their names and coded. Research data were analyzed according to content analysis approach. The main purpose of the content analysis is to combine the data similar to each other within the framework of certain concepts and categories and to interpret them in a comprehensible manner. (Yildirim and Simsek, 2008).

2.3 Study Group

In the present study, maximum variation sampling from purposeful sampling methods was preferred in order to study the situations which are thought to have rich information in depth. The study was carried out on the educators who has been obtaining post graduate education and has been working in educational institutions in a city in Western Black Sea Region. The study group consisted of 51 teachers working in various branches in pre-primary (2) primary schools (6) middle schools (5) and high schools (7). 32 of the participants were female and 19 were male. Teaching on; English (3) Religious Culture and Ethics (2), Class (18), Mathematics (5), Information Technologies (1), PDR (3), Turkish Language and Literature, (3), Philosophy (1), Preschool (5), Chemistry (1), Visual Arts (1), Geography (1), Clothing Production Technology (2) and Arabic (1), Special Education (1), Physics (1), History (1), Clothing Production Technology (1).

3. Research Findings



A) Characteristics of teacher professional performance evaluation criteria are shown in Table 1 below.

Table 1. Characteristics of teacher professional performance evaluation criteria

<i>Determined Categories</i>	<i>f</i>
Clear	37
Changeable according to class and branch	36
Objective	36
Realistic	36
Based on certain limits	34
Suitable for the use of different data sources	28
Develop a teacher professionally	22
Have a unity in practice	20
Suitable for achievements	19
Measurable	27
Accessible for a certain period of time	27
Do not adversely affect teacher status	21
Do not limit the ability of teacher to use initiative	10
Do not stress teachers	10
Do not measure student attitudes	9
Consistent in itself	13

The teachers who participated in the study stated that the teachers' professional performance evaluation criteria should have the following features; open, specific, bounded, measurable, achievable, realistic, objective, self-consistent, particularly suitable for student achievements and they state that these criteria should not stress teachers in terms of their abilities, but should be compatible with the characteristics and qualities that can improve them. Some of the teachers' opinions on this topic are given below.

The evaluation criteria should be clear and the teacher evaluation criteria should be adjusted according to the level of the classroom and the pre-learning of each teacher according to the class entered by each teacher. (T2)

Teacher performance criteria to be determined should be realistic and accessible by taking into account the levels of students (T18)

Data should be collected with objective measurement tools that meet the teacher performance criteria to be determined (T19)

Criteria should be more realistic than personal opinions (T23)

Criteria should show the shortcomings of the teacher and give opportunity for development (T30)

B) Areas of teacher professional performance evaluation criteria are shown in Table 2 below.

Table 2. Areas of teacher professional performance evaluation criteria

<i>Determined Categories</i>	<i>f</i>
Related to general cultural knowledge of teaching	47
Include teaching special field knowledge	37
Related to teaching pedagogical formation	37
Include classroom management skills	35
Include teacher's communication skills	22
Include teaching methods and techniques	19
Include classroom applications	23
Include all areas of teaching-learning process	26
Include students' academic achievements	23
Consider teacher's extracurricular studies	9

The teachers stated that the areas of teacher professional performance evaluation criteria should be in the following areas: general culture, special field, pedagogical formation, classroom management, communication, teaching methods and techniques, in-class and out-of-class practices and studies, and students' achievements. Some of the teachers' opinions on this topic are given below.

The teacher performance criteria should include the special field, general culture and pedagogical formation of the teaching profession (T3).



Teacher performance criteria should be measurable. However, an expert commission should be established and teacher performance should be measured by them (T7).

Positive criteria do not mean anything when evaluated by non-qualified people (T10)

These criteria should measure the knowledge of the teacher in all aspects (T11)

The teacher's opinion, needs and wishes should also be taken into consideration (T13)

Data should not be measured based on observation only (T18)

The teacher should not be measured only from a single subject and a single area, but as a whole (T21)

The supervisor should be an expert in fields of education, management and supervision (T22)

In my opinion it is important how a teacher can share knowledge with his student. It does not matter how much knowledge a teacher has, it is important to convey it to the students... (T34).

4. Discussion, Conclusion and Suggestions

Teachers want the teacher professional performance assessment criteria to be: open, clear, bounded, measurable, achievable, realistic, objective, internally consistent, especially suitable for student achievements and suitable for professional development of teachers. The current results are consistent with the issues that need to be considered in order to be effective and efficient in the performance evaluation process stated by Aydın (2005) and Aktan (2005). These issues are being objective and measurable, being related to the work to be done, to be known in advance by the employees, the goal to recognize and reward success, etc.

The teachers stated that the areas of teacher professional performance evaluation criteria should be in the following areas: general culture, special field, pedagogical formation, classroom management, communication, teaching methods and techniques, in-class and out-of-class practices and studies, and students' achievements. Therefore, based on the present result, it can be said that the basic / main areas that will form the basis of the teacher performance evaluation should be determined and categorized, then the sub-indicators specific to these areas should be formed.

Other studies in which teacher performance criterion areas indicated by teachers are paralleled are: Sergiovanni (1995, cited in Aydın, 2005), the bases of teacher quality determined by the Standards Bureau of England and Wales in Education (Zepeda, 2016), Draft of Performance Management in School published in 2002 by Ministry of National Education Research and Development Presidency and finally General Competences of Teaching Profession published by Ministry of National Education in 2017. Similarly, in DeCenzo, Robbins, Verhulst (2017), for the creation of more effective performance evaluation systems, we should use behavior-based measurements, combine absolute and relative standards, provide continuous feedback, involve more than one person in the evaluation process, make a selective assessment and educate the evaluators.

Before applying *the Ministry of National Education Teacher Professional Performance Evaluation System*, teachers should be asked about the features that criteria for evaluating teacher professional performance should have and about determining the criteria areas for teacher professional performance. Teacher professional performance assessment should be carried out by experts, based on multiple data and tools. Last but not least, it can be suggested that the study data and results such as 'Performance Management Model in Schools' and 'General Qualifications of Teaching Profession' which the Ministry of National Education has carried out with other modern countries should be taken into consideration in terms of teacher professional performance evaluation criteria.

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