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EVALUATION OF HIGH SCHOOL TEACHERS' PERFORMANCE FROM VARIOUS SOURCES:

A QUALITATIVE RESEARCH

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Evaluation of High School Teachers' Performance From Various Sources: A Qualitative Research

Çeşitli Kaynaklardan Ortaokul Öğretmenlerinin Performans Değerlendirmesi: Nitel Bir Çalışma

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LIST OF ABBREVIATION

MoNE: Minister of National Education

MEB: Millî Eğitim Bakanlığı

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ABSTRACT

It is known that teachers have an important effect on people's lives. However, many questions still exist regarding to measuring the teacher effectiveness. The individuals who communicate and interact with teachers the most are their students. Despite this situation, students' opinions are not taken into account in evaluating teachers' performances. The aim of this study is to reveal whether students' performance evaluation results can also be used in teacher performance evaluations. In this direction, evaluation questions to measure a teacher's performance were directed to both school principals, colleagues and students. The answers obtained were compared. In this way, it is wanted to obtain a conclusion about who should be involved in teacher performance evaluations. In the study, using the qualitative analysis method, the students were provided to evaluate one of their teachers with the semi-structured interview method. A total of 21 people, including 17 students, a school principal, a school vice principal, a colleague, and the evaluated teacher, participated in the research. In order to conduct the interviews within the scope of the research, a total of 32 questions were produced from the General Competencies of the Teaching Profession published by the Ministry of National Education in 2006. Generated questions were divided under 4 dimensions: understanding, valuing and respecting students, giving importance to national and universal values, valuing students and time management. Then, questions were directed to the participants. The responses of the participants were transcribed and analyzed in the MAXQDA Analytics Pro 2020 Qualitative Data Analysis program. When the data is examined, inconsistent answers are mostly found in the questions related to the teachers' in-class attitudes and the subjects that are not related to the syllabus content. As a result of the analysis, there was a similarity between the answers given by the students and 18 of the answers given by the teacher participants, while there was no similarity in the content of the answers to the other 14 questions. There is a great deal of coherence among the answers of the students. In addition, it has been observed that students tend to make positive comments

about their teachers. Among the 32 questions, there are five questions to which the school principal has no idea about the teacher's in-class attitude. It can be said that school principals are deficient in obtaining information about classroom teacher attitudes. It can be suggested that students are competent to make assessments related to their teachers and they should be considered as performance evaluators. Students can be included teacher performance evaluation.

Keywords: teacher competencies, performance appraisal, assessment by students, teachers' appraisal

ÖZET

Öğretmenlerin insanların yaşamında önemli yere sahip oldukları bilinmektedir. Ancak öğretmenlerin etkililiğini ölçmekle alakalı birçok soru hâlâ mevcuttur. Öğretmenlerle en çok iletişimde, etkileşimde olan bireyler öğrencileridir. Buna rağmen öğretmenlerin performanslarını değerlendirmede öğrencilerin fikri pek alınmamaktadır. Bu çalışmanın amacı, öğrencilerin performans değerlendirme sonuçlarının öğretmen performans değerlendirmelerinde de kullanılıp kullanılamayacağını ortaya koymaktır. Bu doğrultuda bir öğretmenin performansını ölçmeye yönelik değerlendirme soruları hem okul müdürlerine, hem meslektaşlarına hem de öğrencilere yöneltilmiştir. Elde edilen cevaplar karşılaştırılmıştır. Bu sayede öğretmen performans değerlendirmelerinde kimlerin yer alması gerektiği konusunda bir sonuca varmak istenmektedir. Çalışmada nitel inceleme yöntemi kullanılarak, öğrencilerin bir öğretmenlerini derinlemesine mülakat yöntemiyle değerlendirmeleri sağlanmıştır. Araştırmaya 17 öğrenci, bir okul müdür, bir okul müdür başyardımcısı bir meslektaş ve değerlendirilen öğretmenin kendisi olmak üzere toplam 21 kişi katılmıştır. Araştırmada kapsamında mülakatları gerçekleştirebilmek için, M.E.B.'in 2006 yılında yayınladığı Öğretmenlik Mesleği Genel Yeterlilikleri temel alınarak 223 göstergeden toplam 32 soru üretilmiştir. Üretilen sorular; öğrencileri anlama, değer verme ve saygı duyma, ulusal ve evrensel değerlere önem verme, öğrencilere değer verme ve zaman yönetimi olmak üzere dört boyut altında toplanmış ve katılımcılara yöneltilmiştir. Katılımcıların yanıtları deşifre edilmiş, MAXQDA Analytics Pro 2020 Nitel Veri Analizi programında analiz edilmiştir. Veriler incelendiğinde tutarsızlık olan yanıtlar çoğunlukla öğretmenlerin sınıf içi tutumlarına ve müfredat içeriği ile ilişkili olmayan konulara ilişki sorularda mevcuttur. Yapılan analiz sonucunda öğrencilerin verdiği yanıtlarla öğretmen katılımcıların verdiği yanıtların içeriğinde 18'i arasında benzerlik görülürken, diğer 14 sorunun yanıtlarının içeriğinde benzerlik görülmemiştir. Öğrencilerin yanıtları arasında büyük çoğunlukta tutarlılık mevcuttur. Ayrıca, öğrencilerin öğretmenleri hakkında olumlu yorumda bulunma eğilimleri olduğu

gözlemlenmiştir. 32 soru içinde okul müdürünün öğretmenin sınıf içi tutumuna dair bilgisi olmadığına dair yanıt verdiği beş soru bulunmaktadır. Okul müdürlerinin sınıf içi öğretmen tutumlarıyla ilgili bilgi edinmelerinde eksik olduğu söylenebilir. Öğrencilerin öğretmenleriyle ilişkili değerlendirme yapabilmeye ehil olduğu fikri ve performans değerlendiricisi olmaları gerektiği öne sürülebilir. Öğreciler performans değerlendirme sürecine dahil edilebilir.

Anahtar kelimeler: öğretmen yetkinlikleri, performans değerlendirmesi, öğrenci değerlendirmesi, öğretmen değerlendirilmesi

INTRODUCTION

Teaching is a universal profession and teachers are employees who are at the forefront of the concept of education. Education has been at the forefront since the first years of human life and continues until death. Academic education starts from preschool, and followed by primary, secondary school, high school and university and the teachers are undoubtedly at the center of this educational life. Teachers have a great influence as they guide young people's lives.

Young individuals are the pioneers of this fast-changing era, therefore receiving first-hand feedback from them has a vital role in the continuous improvement of the education service. In previous studies, the evaluation of teachers has been handled from different angles. While evaluating the teachers; The competencies, performances, effectiveness of teachers were considered as an evaluation criteria. Apart from the evaluation titles, evaluators of the teachers have also been the subject of detailed research. The institution working on the development of teachers in the field of high school education in Turkey is the Minister of National Education (Milli Eğitim Bakanlığı-MEB). Performance indicators for teacher evaluations were determined in their studies conducted in 2006 and 2017 (MEB, 2017). In addition to the determined performance indicators, the necessity of regularly evaluating the performances of the teachers was also mentioned.

Students are most exposed to their teachers' course running and approach to students' experience. They witness the various approaches and moods of their teachers at least once a week during their lessons. They will willingly or unwillingly have an idea about these situations. Based on this fact, it may be possible for them to comment with the ideas and opinions they have acquired. At the same time, it is the students who can give the most real interpretation directly about the events they witnessed (Peterson, Wahlquist, & Bone, 2000). In the study conducted by Bozan and Ekinci (2018), it was concluded that school principals can make the most

accurate evaluation (Bozan & Ekici, 2018). School principals and employees working in school management are, of course, people who can be consulted for their experience in terms of experience. In this respect, the limited observations that school principals can make may constitute an obstacle in the evaluations. In addition, in the research of Bozan and Ekici, (2018), it was commented that the opinions of teachers about performance evaluations may be objectionable due to their professional ambitions. On the other hand, collecting student scores can provide the instructor with first-hand information about the achievement of specific educational goals and their satisfaction with the course content and their impact (Alemoni, 1987). In this context, synthesizing comments from various perspectives such as colleagues, students, and school administrators can be the most concrete way to make an objective interpretation. While supporting that teachers would need more control and discipline to improve their performance, some opinions argued that teachers should be more autonomous and have more authority to improve their performance (Yurdakul et al., 2016).

Yurdakul et al. (2016) stated that, feel their professions are under threat because of the negative working conditions and insufficient working conditions, trying to control their work rather than affecting their salaries. In this case, supporting teachers' autonomous approaches may support their performance (Yurdakul et al., 2016). However, their autonomy should be observed, when they are not evaluated through observation, they will be less likely to be aware of their development and aspects open to improvement. In this context, observing teachers will be beneficial for teachers to evaluate their competencies.

Teacher performance indicators were determined by MEB to evaluate teacher performance. Although it is envisaged that the performance evaluation of teachers will be carried out by school administrators, colleagues, students, and their parents, no such study has been put into effect until now. Students are at the center of the teaching profession. The study to be done will ensure that teachers are evaluated by their students with whom they are in contact firsthand. Unlike school administrators, parents, researchers, and other teachers, they consider teachers to be virtuous and valuable (Peterson, Wahlquist, & Bone, 2000).

In the study conducted by Sağbaş and Özkan (2019), the majority of 63 participants stated that the evaluation of students and parents could harm the reputation of the teaching profession and create negativity in teacher-student interaction. However, when teachers evaluate their colleagues and themselves, they express a negative opinion that they cannot be objective and the school climate will deteriorate. The majority of the participants expressed a positive opinion on the performance evaluation of the school principals and stated that this would be objective. In addition, the teachers who participated in the study suggested that the principal should use the criteria for class success and student development in teacher performance assessment (Sağbaş & Özkan, 2019).

As a result of the study conducted by MEB in 2006, 244 performance indicators were determined. Performance indicators, which were reduced to 221 as a result of the renewed study in 2017, were considered to be evaluated by students, teachers and school administrators (MEB, 2006; MEB, 2017). Considering all the evaluations made, it will be evaluated whether the performance indicators are consistent or not. Thus, a new evaluation will be made about the fact that teachers do not find it appropriate to be evaluated by their students.

CHAPTER 1

REVIEW of LITERATURE

1.1. Performance Appraisal in Education Sector Organizations

1.1.1. Definition of Performance

Appraisal is an important component of organizational goal attainment. Administrative success is only possible through the gathering of accurate data. Performance appraisal allows for the collection, measurement and assessment of goal-oriented material and intangible data related to development-aimed decision making.

The concept of performance can be defined as a metric defining how well a person or machine is able to complete a task or job. Performance appraisal is a process conducted by the party benefiting from the result of a task, concerning performance of a second party at said task. In order to be able to evaluate performance, one must define the dimensions of competence (Bozan & Ekinci, 2019). Nowadays, the evaluation of teachers' performance is increasingly taken into account. There are many opinions that teachers' performance should be evaluated by combining data obtained from various sources. Effective educational practices and evaluation of students are examples of these resources (Lera Rodríguez & al., 2021). However, these dimensions aren't directly measurable. Instead, competence can be observed in specific situations or through performance (Roelofs & Sanders, 2007).

The main purpose of teacher performance evaluation is to objectively measure the success levels of the teacher's practices with the obtained feedback. It is seen that increasing the effectiveness of organizational behavior is closely related to teacher performance (Çelikten & Özkan, 2018). An appraisal system may foster accountability through scrutiny, by pushing teachers to follow certain standards and

methods, and by creating a framework through which teacher behavior may be met with reward or punishment by the administration (Donaldson & Papay, 2014). Performance appraisal is conducted based on previously determined performance indicators. These indicators are determined on the basis of antecedent competencies associated with performance in that task. The indicators used in the evaluation allow the individual in question to receive feedback from the parties whose competence is evaluated (Çakmak & Ocaklı, 2006). It is essential for the surveying tools to be selected based on the features of the person being surveyed. The person conducting the survey must carefully apply the predetermined standards. In doing so, comparisons can be made among the different classes of the same teacher (Goe, Bell, & Little, 2008). In light of the opportunity provided by the process, the individual is expected to gain new knowledge concerning their aptitude and areas that have room for improvement. In contemporary corporations, performance appraisals were observed to be done in 90, 180 and 360 degree methods.

Teachers are the primary group whose competence and performance is appraised in the field of education. Teachers appraisal can be made through various methods. In a study, the teaching competence of the individual was appraised through four distinct methods. These methods are: knowledge of the field, student communication, class management and contribution to the institution. In addition, it was written that each of these metrics can be graded as needing improvement, satisfactory, and very good (Goe et al., 2008).

Performance evaluation has two main purposes. The first of these is to obtain information about the job performance of the personnel. The second is to give feedback to the staff (Çelikten & Özkan, 2018). Performance appraisals are important in the way that they allow the administration to mete out rewards and motivates employees to work to the benefit of the employer (Dandalt & Brutus, 2020). In many parts of the world, including Australia, the United States, the United Kingdom and New Zealand, studies were conducted with the purpose of improving teacher performance.

In Turkey, the related studies are conducted by MEB. The 2015-2019 Strategy Plan and the 2017-2023 Teacher Strategy Document, both published by MEB, involve plans for teacher appraisal programs aimed at both strengthening education, and allowing teachers to improve themselves personally and professionally. MEB aims to use a 360-degree process to evaluate teacher performance, using feedback from the teacher's self, their colleagues, students, student parents, and the school principal (Tuğluk & Kürtmen, 2018). The main goal of this performance assessment is to gain a comprehensive understanding of the relationship between the teachers and their work. It is believed that the individuals best suited to provide assessment concerning this interaction are those that share a working environment with the teacher and those with whom the teacher interacts due to the circumstances of their work. Principally among all aforementioned individuals, students have the most contact with the teacher.

Both the teacher whose performance is being evaluated, and the evaluators, go through the different levels of education, moving through preschool, elementary school, middle school, high school and university, with the minimum cutoff point being high school graduation. Without a doubt, the largest role in said individuals' completion of educational steps is carried out by their teachers. Despite the fact that many publications concerning teacher performance appraisal were added to scientific literature, the application of teacher performance appraisal is not widespread. Within the study conducted by Sağbaş and Özkan (2008), it was determined that teachers tend to believe the best way for their performance to be evaluated is through school principal. In addition, teachers tend to react unfavorably to the prospect of their appraisal metrics being determined by the ministry and the resultant data being shared with business partners (Konan & Yılmaz, 2018).

The six main competency fields determined in 2006 by MEB, the body in charge of standard setting in Turkey, comprise Personal and Professional Values, Professional Improvement and the Process of Student Recognition and Teaching, Observation and Assessment of Learning Development, School-Parent and Societal Relations, Program and Content Knowledge. In relation with the six mentioned above, 39 subcategories and 244 performance indicators were determined. In a

repetition of this study in 2017, the number of subcategories was reduced to 31 and the number of performance indicators were reduced to 221 (Tuğluk & Kürtmen, 2018).

A multitude of knowledge taught in schools is now readily available online. Developments in the field of information technology serve to speed up developments in social structure. This acceleration creates a change in teaching methods and a different style of teaching (Gelen & Özer, 2008). Despite the fact that virtual platforms are unable to replace human teachers, they are commonly utilized as an information gathering tool. In this regard, teachers' critical thinking abilities have begun to take on an important role along with their base of knowledge.

While students learn new academic knowledge through what their teachers tell them, they improve their social abilities through observation. If made to evaluate their own development and contribute to it, they should be expected to see various improvements. Feedback will be clear when students observe that their teachers practice the same attitudes. For this they will need skills such as cognitive, social, emotional, practical and physical skills. (Howells, 2018). In addition, students will tend to take more responsibility for their own learning if they are involved in evaluating the performance of their teachers.

The individual gains new behavioral patterns as a result of interaction with its cultural and societal environs. Teachers carry the potential to influence student behavior every time they interact with their students. In accordance with this potential, the teachers' attitudes towards the development of their students are crucial. Should students evaluate their teachers in terms of their attitude and performance, they may be able to benefit in their objective thinking abilities. In addition, from a psychological perspective, this may aid students in feeling stronger and more confident. Concurrently, as a result of this process, students will be able to experience the feeling of being the "evaluator", when they spend the overwhelming majority of their educational lives as being the "evaluated". The acts of learning, along with reflecting what has been learned, are of course important

aspects of education. In the current era, positive thinking can be fostered through not only education, but also by encouraging the experience of concrete, comprehensive appraisal. Within the scope of OECD Learning Framework 2030, the importance of mobilizing individuals' skills, attitudes and values to relate to the world was emphasized by communicating with each other (Howells, 2018).

Individuals who engage in the profession of teaching must take heed of their responsibilities. Just like every profession, there are responsibilities associated with teaching. It goes without saying that teachers, who serve as architects of the future generations, possess perhaps the greatest professional responsibilities. These responsibilities are bound with standards determined by subject relevant authorities. The level and application of these standards carry an essential role. Even though particularities of these standards vary between different states and societies, the main goal is always to build the best environment and workforce to insure the best standard of teaching (Gelen & Özer, 2008). In their study Tuğluk and Kürtmen (2018) mentioned that in Turkey, as in the rest of the world, has conducted multiple studies to find ways to improve the standard of teaching and to improve teacher competence. Particularly in the most recent 30 to 40 years of Turkish history, a marked increase in the number of such studies can be observed (Tuğluk & Kürtmen, 2018). In keeping with the competency fields determined within said studies, teacher performance indicators were set for the purpose of teacher performance appraisal. Performance appraisal is the process of reaching a judgment concerning the value associated with a job or object. This appraisal is essential to the administration of a company or establishment.

Performance appraisal is beneficial to multiple structures within an organization. It fosters increased worker responsibility-taking behavior based on necessary performance metrics. It is important for workers to receive feedback and find out whether or not they have been able to carry out their responsibilities and if their performance is considered up to par. This relation carries importance not only

for the health of the organization, but also for the career development of individual employees.

Performance evaluations in the education sector can be carried out by inspectors, school principals, colleagues, teachers themselves, parents and students (Borg, 2019). The perspective of each individual involved in the assessment is different from the other. Each evaluator can evaluate the teacher's aspects that are open to improvement by making evaluations according to his/her own point of view. Therefore, it is assumed that the contribution of individuals will be different.

1.2. Performance Appraisal Methods

1.2.1. Classroom Observation

A teacher's work can be observed in different practices. These observations allow for new information to be gained concerning various features of the teacher's teaching style. This new knowledge can take different forms based on subjective interpretation. It has been assumed that four approaches exist regarding teacher performance appraisal through classroom observation. In line with this assumption, an appraisal basis was set, revolving around the teacher's mastery over their field, contributions to the school climate, way of managing the classroom, and communication with their students. The different teaching aspects are to be placed in one of three grading levels: good beyond improvement, satisfactory, and needing improvement. It has been emphasized that the inspector must have a clear understanding of the criteria to be capable of making these interpretations. The observation in question can be conducted once or multiple times throughout the academic year to evaluate the teacher's professional competence. The tools used for evaluation and the purpose of the application affect the results of the studies. In addition, the education of the evaluators and their attention to the subject also affect the outcome of the application (Goe et al., 2008).

Teachers consider the effect of school administrators have on them, consciously or otherwise. This, in turn, affects their work performance. The results of studies in this environment serve to enrich circumstances in the educational workplace in light of input received from teachers themselves. Teacher observation can be done in different ways. Each perspective can be indicative of another aspect of performance. Great differences may exist between different observations. Classroom observations are methods developed to make different measurements. The goal of observation is to provide feedback for the teacher. (Goe et al., 2008). Principal and teacher perspectives on principals' competence in teacher appraisal have pointed towards a generally satisfactory level of aptitude for principals to apply the process. In addition, data suggests that most evaluations are not formative. Instead, they are used to guide decisions on teachers' employment. It is important for the gained data to be used in a supporting fashion to contribute to teachers' professional growth (Goe et al, 2008). In addition, it was stated that the principals being the sole individuals taking part in the process may create circumstances of unequal, unjust teacher appraisal. Also, it was proven that these circumstances create pressure on principals to be objective (Bozan & Ekinci, 2018).

Bozan and Ekinci (2018) stated that observations are done once or multiple times throughout the academic year. They are done in class hours determined by the teacher and the person in charge of appraisal. Each instance typically takes place over one class hour. Principals' views on the appraisal process are highly important because of their integral role therein. These observations may be used in relevant implementations. It was determined through surveys with principals that the prevailing outlook was that the statute in question was of insufficient quality. In contrast, teachers were found to view the same statute as being "partially sufficient" (Bozan & Ekinci, 2018).

School principals have a high workload and plenty of areas within the institution demanding their attention. As such, it is appropriate for principals to use a standardized method during teacher performance appraisal. This will help to reduce the subjectivity and prejudice of the observation. Studies have emphasized the fact that schools aren't fully independent entities. Instead, there is a need for

schools to self-improve in order to provide a better service to both external (employers, parents), and internal (students, teachers) stakeholders (Erol & Uçar, 2021).

It has been determined that principals will conduct appraisal more effectively through standardized measurement methods, rather than through individual experience or methods learned through individual certificate training. In addition, studies have found that principal evaluation will provide data as valuable as those gathered through value added measurement systems (Harris & Sass, 2009). However, in a study conducted by Jacob and Lefgren (2008), it was found that the value added system can be more consistent in providing feedback. Still, it was found that both systems were equally effective in determining the qualities of the best and worst teacher.

Evaluations are not practices based on observation and developed by a formal decision-making mechanism. However, it provides important information about the accuracy and validity of school principals' judgments. The findings obtained from the research have shown that an application can be developed by an expert researcher. With a developed scale, it was deemed appropriate for school principals to observe. According to shared suggestions of the teachers and principals concerning the handling of the process, the involvement of stakeholders outside of the students and parents in the process is important in that expert knowledge can be internally passed on to all stakeholders through training processes. Moreover, the necessity of a rewards and punishments system at the end of appraisal, along with substantiation of form clauses for the purpose of increasing equality and fairness of appraisal (Bozan & Ekinci, 2018).

1.2.2. Analysis of Classroom Artifacts

Analysis of classroom work is a field that provides data for the evaluation of teachers' performance. This method involves the appraisal of data pertaining to

areas such as student output, class planning ability, and student work grading methods. Classroom artifact analysis will of course be conducted by a third-party expert. However, the teacher will be aware of the system's contents since they will be required to provide concrete data pertinent to appraisal criteria. This method allows for a comprehensive picture of the teacher's methods to be built. In addition, it helps provide useful information on the teacher's expectations of their students and the teacher's approach towards the students (Goe et al., 2008; Little et al., 2009).

1.2.3. Student Ratings

Unfortunately in the literature there isn't much study that uses students ratings for teacher performance evaluation. It can be argued that student views are an important concept in teacher appraisal systems (Goe et al., 2008). This is because students are the group that spend the most time with teachers and directly receive service from them. When studies involving student opinion were aggregated, it was concluded that student input in appraisal received through surveys or other methods can provide helpful information (Goe et al., 2008).

Clearly there are doubts that such studies are reliable and valid (Bozan & Ekinci, 2018). The methods used for student input collection carry importance in this regard, as well as how these methods are used. In addition, the details of the topic attempted to be evaluated through these methods are essential as well. It is believed that students may receive benefits in terms of morale and academic success by contributing to teacher appraisal (Follman, 1992).

Results suggest that the emotional relationship between the teacher and their younger students, such as the attention and value the student believes him/herself to receive from the teacher. On the other hand, it was found that older students tend to place more emphasis on the knowledge they have received in their education (Peterson et al., 2000).

As a result of the studies by Akbaba and Memişoğlu (2008) carried out, teachers made positive comments about the reality of the appearances of student ratings. It is thought that student evaluations will contribute when included in large-scale studies. The study conducted by Kyriakides (2005) proved that students 'evaluations are directly proportional to the value-added measurement system of students' emotional and cognitive data. In fact, it showed that the evaluations made by the students were more valid than the value-added measurement system. However, he also mentioned that the theoretical background of the questionnaires to be used in student evaluations is the subject of discussion.

Follman (1992) emphasized that students are individuals who communicate directly with teachers. He also emphasized that students have much more experience with their teachers compared to other potential evaluators. However, the students included in the research make very comprehensive comments about their classroom interactions and classroom activities, and they make valid and reasonable comments about their teachers (Follman, 1992).

Worrell and Kuterbach (2001) have mentioned that student appraisal is more low cost and time-efficient. In addition, they proved that student appraisal can be conducted anonymously and have noted that students have spent as much time observing their teacher as their teacher has spent observing them. Appraisals conducted at differing times can help to evaluate teachers' working methods.

Despite all that, it is a fact that student appraisal is not singularly indicative of the teacher performance level. This is due to the students' lack of knowledge on curriculum and class content. In addition, they do not possess the experience necessary to make judgements on skills such as classroom management and communication. In sum, student-based appraisal is unlikely to provide sufficient data on its own, despite its essential role in teacher evaluation.

1.2.4. Student Feedback

Musharraf and Sabina (2017), carried out a study with 84 teachers and students, more than 56 of the participants stated that student feedback was productive. In addition, most teachers stated that the application of feedback was beneficial for them to be sensitive to the needs of the students. The time frame between the submission of student surveys and application of feedback mechanisms must be kept as short as possible. The aspects of student research that need attention are not limited to the personal characteristics of the students. The details of the students' education, the culture of the students and even the geographies they live in should be taken into consideration.

In addition, it is also important that they are conducting their evaluation while bearing in mind distinguishing factors of the educational program. The students' academic success and level of interest in their classes must be kept account of. Students that provide satisfactory results in the classroom provide (Richardson, 2005).

1.2.5. Value-Added Models

A teacher's duties involve more than entering the classroom and giving lectures. It also involves making sure the students are able to learn. As such, the value-added model is a positive appraisal method. The governing idea behind value-added models is to compare the test results of a teacher's students with a predetermined aggregate. Students' performance also measures their perceptions. However, school leaders ignore students' performance when evaluating teacher performance (Gaertner, 2014). The purpose of value-added models is to quantify the effects of different variables that modify student performance improvement over time (Goldhaber & Anthony 2003). This system can be defined as an academic summary containing the performance statistics of each student over multiple years.

In the value-added measurement model, it is preferred to evaluate classroom activities instead of applying a school-wide survey. Given that teacher activity contributes to student success, value added models are used increasingly often in

teacher efficacy. One key factor differentiating value-added models from classroom observation is that the appraisal is done from afar. Teachers and principals have common thoughts on the subject. Value-added measures are a familiar practice in estimating teacher contributions. However, discussions on the subject continue. (Donaldson & Papay, 2014).

In one draft educational study Holtzapple (2003), student achievements were compared with value-added appraisals of their teachers. Value-added appraisal focuses on gains made from student success measurement. Due to this, it is arguable that the resulting appraisal is reflective of the ideal teacher attitude.

Value added points tangibly demonstrate student gains achieved through the work of teachers. They are a tool suitable to be used to obtain information about the differences between different teachers' effectiveness. Different studies and research such as classroom observation are needed for researchers and colleagues working on measurement to determine the most successful methods.

There are some questions as to which teacher activities can be measured through the value-added model. However, this hesitation did not prevent the value-added model from being used in teacher performance evaluation. To sum up, the validity of data obtained from value-added models changes according to the presence of statistical measurement and the reliability of the conclusions made by evaluators and decision makers.

Another finding Goe et al. (2008) suggests that measurements solely relying on test scores are not fully indicative of the effect a teacher can have on their students. A multitude of studies have proven that value-added models are used to reward, promote or fire teachers (Dillon, 2010; Yeh,, 2012). Findings point to value-added model results and principal appraisals correlating to one another. However, this correlation is weak (Yıldırım & Şen, 2018).

1.2.6. Portfolios

Teacher-made portfolios are a collection of material used to exhibit proof of educational implements, school activities and student progress. These portfolios differ from educational data analyses in that they are created by culling concrete material from exemplary class work for displaying purposes. A portfolio curated by a teacher is a rather comprehensive work. It can be deemed as a summary of the teacher's professional life. Said portfolio comprises class plans, homework, grades given to homework and exams, and various other evaluations. In addition, it contains concrete examples of written and visual in-class work completed by students.

Portfolios are generally used as a tool to get information on undergraduate students and newly hired teachers. However, they also provide an idea of the work done by experienced teachers. This makes possible observation of data received from the teacher's own perspective. Compilations can be used regardless of class content or grade level. It has several benefits due to the possibility of it being prepared by multiple teachers together. Owing to the data it contains, it can provide a perspective exceeding that of the form teacher. Thus, it is seen as a comprehensive appraisal tool.

Tucker et al. (2003) have advocated for the holistic preparation of portfolios to increase efficiency of appraisal. During preparation, attention must be placed on areas such as class plans, teaching skills, and student work grading. In addition, it was suggested that portfolios be used in conjunction with other appraisal tools such as classroom observation and surveys of students, parents and administrators. Furthermore, teachers seem to believe that self-appraisal is the most important appraisal method (Sayın & Arslan, 2017).

1.2.7. Self-Reports of Teacher Practice

Teachers self-reporting allows them to evaluate their own work and share their own information on the appraisal process. This self-appraisal can be achieved through the work they do inside the classroom, surveys and diaries they keep concerning the proceedings of their class. The design of teachers' self-efficacy tools

should first be designed with high fidelity according to the self-efficacy theory. First, the items, context, topic, and intended means must be clearly articulated. Secondly, by ignoring teachers' past performances, the items should be designed with a focus on measuring teachers' abilities (Saxton et al., 2014). However, their evaluation results can differ wildly based on the contents of the methods they use. The scope of their appraisal plays an important role in the comprehensibility of their results. One study has established a strong correlation between survey results and observation results. Yet, survey reports were shown to be systematically high evaluations. In addition, it has been commented that the measurements of individual applications are not reliable. However, the combined measures of teaching practices were found to be valid and the relative rankings of the practices used were generally consistent (Mayer, 1999).

1.2.8. Interview

Another method of researching and gaining information on the practices of teachers is interviews. Interviews usually conducted by principals or another stakeholder. In teacher performance evaluation, interviews are often used to supplement other measurement tools. This method provides valuable information about the "why" and "how" of concepts that influence teachers' performance (Little et al., 2009). The purpose is to qualitatively explain or support data acquired through quantitative measurement. Interviews can be conducted with pre-prepared or open-ended questions. They can be an effective and useful tool to acquire data that is more detailed and in-depth than those that can be gleaned through surveys. Data provided by teachers through self-reporting can be used to gain insight concerning their way of thinking, base of knowledge, approach to different situations, and perceptions of life. Furthermore, it is valuable to consider teachers' perspectives. Involving teachers in their own appraisal provides detailed information on their skills, knowledge of the curriculum, and in-class attitude. More notably, they are the only people that have full knowledge of the relationship

between them and their students, along with their attitudes towards their class. Also, allowing teachers to provide their opinions through self-reporting can help to get information on in-class teaching practices and may provide the opportunity to elaborate on specific topics based on the input provided. This method can provide more useful, comprehensive and constructive information compared to others (Goe et al., 2008).

1.3. Performance Evaluators

Darling-Hammond (1990) has found that performance appraisal provides a satisfactory contribution to the professional improvement of teachers.

1.3.1. Teacher Performance Appraisal by Principals

Principals are at the top hierarchical structure of schools. School principals are responsible for the efficient utilization of the school's human and material resources. In light of this, it can be said that principals must play an effective role in teacher appraisal, for the process to be conducted in a consistently effective manner. However, Bozan and Ekinci (2019), in their study found that school principals are not able to provide sufficient input for teacher improvement. Also, it was found that principals were lacking in theoretical knowledge of in-class teaching processes, even if they evaluate themselves to be competent on the subject (Bozan & Ekinci, 2019). The school administrator is responsible for evaluating personnel performance. The most common appraisal method used by school presidents and vice-presidents is the method of classroom observation (Goe et al., 2008). There are also pitfalls associated with this appraisal, such as the strong inverse correlation between teacher appraisal and teacher morale. As such, additional care must be placed on the process of appraisal. This perspective also underlines the importance of the principal role in appraisal (Konan & Yılmaz, 2018).

1.3.2. Teacher Performance Appraisal by Peers

Classroom observation is also an appraisal method for peer evaluation in the education system. Within the scope of the study carried out by Burgess et al. (2021), teachers observed the working styles of their colleagues, their in-class attitudes, and the way they teach during the lesson. Teachers used a structured scoring system in this review. As a result of the study, peer assessment was found to be less threatening than assessment by experts or school principals (Burgess & al., 2021). Teachers often avoid the evaluation of their colleagues (Goldstein, 2007). According to the findings of Aygün (2008), teachers don't have a firm grasp on, or refuse to internalize the purpose and philosophy behind performance appraisal. In the same vein, Koçak and Arslan (2018), have determined that performance appraisal based on teacher opinion is unsuccessful. The main reason behind teachers' confusion concerning the purpose behind the appraisal of their performance stated as that the process of appraisal takes place over a very short period, meaning that enough information concerning teacher performance can't be gained by the evaluators.

In their study Remollo-Mack,, and Reyes-Chua (2019), mention that the teachers were willing to participate in the evaluation studies of their colleagues. In addition, the participants said that the activity they participated in was an application that encouraged professional development because of the sharing of teaching strategies and different methods (Remollo-Mack & Rayes-Chua, 2019).

In the results of the study conducted by Kaptan and Demir (2021) data was collected through surveys and analyzed qualitatively, it was determined that nearly half of the participants were not against the idea of performance appraisal. Then again, it can be said that the attitudes towards the systems planned to be introduced through the draft were overwhelmingly negative. However, it was seen that the participants were against the proposed system, rather than the idea of being evaluated as a whole (Kaptan & Demir, 2021).

1.3.3. Teachers Performance Appraisal by Students

Based on the results of studies on teacher performance appraisal, it becomes apparent that student input is utilized mostly at university level. There are no measurement methods that can aggregate the perspectives of multiple students more efficiently than a survey. Potential correlation between student test scores and results of student appraisal of teachers was investigated; the results have displayed no significant relation between the two phenomena. In another study, a negative correlation was found between higher education personnel's appraisal scores and student test scores (Aleamoni & Haxer,1980).

Studies conducted through surveys have shown that students are capable of differentiating between the emotional and educational support provided by their teachers. (Goe, Biggers, & Croft, 2012)

1.4. Performance Appraisal Implementation Flaws

Altundepe (1999) found that evaluation criteria may differ according to schools and cultures. The answers given by private high school students were similar to those of their teachers. On the other hand, public high school students found the performance of their teachers to be lower than the performance of private high school teachers (Altundepe, 1999).

Teachers were observed to be apprehensive of previous and future appraisal processes when sufficient information concerning the methods were not shared with them. It is understandable then, that they hold prejudices against getting involved in the process and being evaluated by a third party. In addition, they hold negative views on the efficacy of their appraisal due to the short time frame associated with the process.In other words, in the synthesis made by the researchers, it was stated that evaluations are a waste of time and energy (Goe et al., 2008). In addition to these comments, other comments were made involving the teachers' preference for

pluralistic appraisal methods involving parties such as students, parents and colleagues (Bozan & Ekinci, 2019).

One of the views agreed by the researchers in the field of education is that it is difficult to analyze the work of teachers. This difficulty comes from the nature of the profession (Çelebi et al., 2018). The samples used for the studies on teacher performance evaluation differ to the content of the obtained data. For example, In classroom observations, evaluators mostly concentrate on pedagogical skills. They cannot make enough observations to comment on teachers' other skills. Therefore, in the observations made, other variables remain insignificant or superficial (Flowers & Hancock, 2003). Due to the cultural, socio-economic and educational differences in different cities, countries and even neighborhoods, it is very difficult to reach a general opinion on the evaluation of teachers. To obtain valid results longitudinal studies may be useful (Lera Rodríguez et al., 2021).

Various views exist in literature concerning teacher performance appraisal (Husain & Khan, 2016; Goldstein, 2007; Çelebi et al., 2018). Based on these views, the lack of knowledge being shared on the particularities of the method used appear to be the reason why performance appraisal is unable to be used effectively at middle school level. Despite its prevalence in a multitude of industries. As an aside, there appear to be highly varying opinions towards the approaches utilized by evaluating individuals (Bozan & Ekinci, 2018).

> "The lack of knowledge impairment concerning the process of teacher performance appraisal is striking. The goal, methods of this process are some of the ambiguities, along with the purpose with which the resultant data will be used." (Bozan & Ekinci, 2018).

Çelikten and Özkan (2018) sought the opinions of teachers in the research they conducted. Teachers participating in the research were not satisfied with the implementation of the teacher performance evaluation system. This is because the ratings are not clear. It is seen by whom the evaluations were made. In addition, the employees to be evaluated think that they may be treated unfairly as a result of the evaluations (Çelikten & Özkan, 2018).

Another view is that principals may run the process arbitrarily, if solely tasked with it. In that vein, it has been said that external factors may disproportionately affect the results if a single person is put in charge. A multiplicity of individuals involved in the process was proposed as a remedy to this potential issue (Bozan & Ekinci, 2018). Furthermore, Çelebi and al. (2018) in their studies, some teachers mentioned that school principals may act biased. In addition, it was concluded that it is inappropriate to use various itemized assessment tools such as questionnaires and tests in teacher assessment practices (Çelebi et al., 2018).

In their study Bozan and Ekinci (2018) mentioned that on the supervision of education in the Turkish education system, it is generally thought that audits are insufficient. Evaluating the studies done for a year in one hour may cause a lack of data. However, the studies carried out do not serve the purpose, the inspections are superficial. However, it was concluded that the evaluations did not contribute to the development of teaching, did not help teachers in the context of instructional activity, and did not provide help for teachers to learn about their deficiencies. When the results are evaluated, it is seen that there are problems in the education supervision system and the process does not work efficiently (Bozan & Ekici, 2018). On the other hand, teachers have commented on their beliefs that performance information gained through more comprehensive appraisal methods over a longer period would hold increased validity.

Konan and Yılmaz (2018) reach the conclusion in their study that secondary school teachers tend to hold more negative views on teacher appraisal compared to their high school counterparts. These negative views stem from pessimistic outlooks concerning fundamental concepts such as principal competence and objectivity. Another reason for this perspective is that the metrics involved in the process have been determined by the ministry, despite the fact that the resultant data is not examined by the same organization. The primary issue teachers appear to have with the appraisal systems is mistrust for the individuals in charge of the appraisal. Moreover, findings suggest that appraisals may cause rifts in workplace relationships and negatively impact student motivation, speculated to be a result of insufficient supervision of the evaluator (Konan & Yılmaz, 2018).

According to McLaughlin (1990), teachers see the time spent on assessment processes as "wasted". They found it more functional to evaluate the time allocated to evaluation with traditional teaching activities. Teachers the time that can be spent on more traditional teaching activities. In their syntese Goe et al. (2008) stated that teachers believe appraisals conducted over a short time by a singular person (such as an inspector or principal) are ineffective. In addition, they have stated that they would prefer to be evaluated through modern, pluralistic methods instead of traditional inspection models. In another study of Donaldson (2012), teachers stated that the assessment program focused on students' success. As a result of the evaluation, they stated that there was no positive difference in classroom training or that high scores were not rewarded concretely (Donaldson, 2012).Teachers have commented on their beliefs that performance information gained through more comprehensive appraisal methods over a longer period would hold increased validity (Bozan & Ekinci, 2019).

Value added models are seen as comparatively reliable, they are also perceived to be destructive rather than constructive, owing to their role in having teachers be fired. The most obvious problem supporting this view is that the regulations obtained as a result of various analyzes cannot be fulfilled by the teachers. In addition, the firing of teachers who appear to be "non-compliant" is a major problem. One potential way to mitigate this issue might be to extend the appraisal period, giving underperforming teachers no basis to compare the results. Although reducing legal costs in this way is possible, laying off a certain subset of the experienced, older teachers and replacing them with younger, less experienced teachers will surely create a negative impact on education quality (Yeh, 2012).

In another study Akşit (2006) has focused on teacher views concerning the purpose and application of appraisal. The primary observation is mistrust towards the appraisal tools and individuals involved in the process. In addition, teachers seem to think that the applied methods are subjective and threatening. They hold the belief that being evaluated by another person will hurt their relationship with them. Teachers have reported reduced morale and motivation after the event. They

have shared that they were not given opportunities to improve their abilities and their trust has been damaged (Akşit, 2006).

In spite of the high importance that's placed on teacher appraisal in countries like Canada and the United States, methodological constraints can be found in these countries as well. Using algorithmic methodologies to critically approach appraisal processes is not common in educational science. Instead, studies on this subject have been conducted solely through qualitative interpretations of teacher and administrator input. Performance appraisal studies were conducted based on the two rating models. This model contains two subheaders. The first one is objective performance measurements, and the second one is subjective performance measurements. In light of research findings, it has been discovered that school principal reliability in terms of performance appraisal is doubtful. (Dandalt & Brutus, 2020).

1.5. Teacher Competencies

The act of learning is as old as life itself. Consciously or not, every generation starts its lifespan with hereditary knowledge stemming from the previous generation. Eventually, they transpose what they have learned to the next generation. Across the entire globe, the profession of teaching is seen as the profession that builds the future. It is impossible for any person on the planet to work and produce value without the efforts of at least one teacher (Çelikten, 2005). It is impossible for an individual to survive without having the ability to, or choosing not to use what they have learned. This unidirectional flow of knowledge continues for years, centuries and millennia and always renewing itself. The sweeping changes and developments that have taken place over the past century serve as the greatest example in support of this argument.

The human race has reached its current form of learning as a result of past changes. This change has been anteceded by an increase in human cognitive capacity. As it stands, academic learning starts with individuals entering the

educational space through schooling at a young age. Learning happens thanks to the presence of teachers. The profession of the teacher has existed for more than a thousand years and has maintained its status as one of the most respected occupations. These days, if anyone on Earth has attained some form of success, the efforts of a teacher are involved in the process, without a shred of doubt. Teaching as a profession that takes on differing values based on the culture and society that contains it. In smaller settlements, the teacher is one of the most valued individuals of the region (Gelen & Özer, 2008).

In fact, teachers play an essential role in the development of every generation. It is imperative that they play this role proficiently, since the potential success of future generations hinges on them. One of the goals of academic education is surely to prepare the youth for the business life. However, education must aim to do more than just prepare the student for the workplace. Instead, teachers must develop traits in their students that allow them to become responsible and attentive citizens (Howells, 2018). Besides acquiring academic information, one of the key methods of learning is observation. The students will be required to apply their newfound knowledge in novel, developing environments. Schools represent academic learning. The applicators and representatives of this perspective are teachers. Schools and teachers must carry sentiments favoring the positive swaying of perceptions and humane reflexes (Howells, 2018).

Even in rapidly developing societies, youth are tasked with building the future. While the youth undergoes rapid change, the teachers of this era take on a role that increases in qualitative importance. We find ourselves in the era that involves the fastest rate of development in history, thanks to an immense ease of access to information. Like anything else in this fast era, people's needs shift rapidly in pace with the development of technology. It is for this reason that teachers must develop their abilities concerning the use of technological tools (Gelen & Özer, 2008).

Competence can be loosely defined as possessing the set of abilities required to adeptly complete a task. In other words competence may be defined as a set

containing more specialized competencies. Despite this, no universally agreed-upon scientific definition exists for the term (Roelofs & Sanders, 2007). The concepts of competency and competence are in a part-whole relationship. In this regard, competence refers to the sphere in which an individual is able to serve a function. Concurrently, competence as a whole comprises the experience, knowledge, and personal features required for an individual's performance at any given task (Živković, Tmušić & Bulajić, 2018). Education serves the purpose of improving personal competence. With competence, performance increases and can be scientifically measured. The objective view required for this task may be possible with the comments of the people who receive the service or who can observe the service.

The Turkish Ministry of National Education (henceforth referred to as MoNE) has been undertaking endeavors in order to improve teacher competence and abilities (Okul Temelli Mesleki Gelişim Kılavuzu, 2010). Within the MoNE study titled School-Based Curriculum Development, the importance of cooperation among the school administration, teachers, parents and students so as to foster student development (MEB, 2010):

> "Competence is a concept that represents the knowledge, capability, attitude and values required to be able to complete a task and all responsibilities associated with it. This concept underlines the level of performance expected of someone taking on a certain task or role."

The requisite competence standards for teaching performance were determined within both national and international studies. These standards may differ across countries and societies. However, all of these standards share the common goal of ensuring the best possible educational performance. The primary goal of education is to raise individuals for a productive future. Competence consists of the knowledge and skillset needed for a teacher to succeed. In order to maximize student learning, teachers must effectively make multiple crucial decisions on a daily basis. As such, teachers must possess a diverse set of capabilities in complex environments (Gelen & Özer, 2008). To this end, societies

determine and implement teaching standards in accordance with their sociocultural features.

In Turkey, the establishment in charge of determining and publishing these standards is MEB. In light of relevant studies of MEB (2006; 2017), 6 main competencies and 31 sub competencies pertaining to parent relationships, within-school relationships and societal relationships were established in 2006. In line with mentioned main and sub competencies, a total of 233 performance rubrics were determined and published by MEB (MEB, 2006; Taşgın & Sönmez, 2010). According to MEB six competencies of teaching profession are:

Personal and Professional Values - Professional Development: The teacher sees students as individuals and values them. It takes into account the social and cultural differences, activities and interests of the students. Strives to learn and develop at the highest level. He shows the personality traits he wants to develop in his students in his own behavior. It benefits from the successful experiences of other teachers, administrators and experts. Strives for change and continuous improvement by making self-evaluation. He is open to new information and ideas, plays an active role in developing himself and the institution. He follows the legislation related to his profession and acts in accordance with them.

Recognition the Student: The teacher knows all the characteristics, interests, wishes and needs of the student, and recognizes the socio-cultural and economic characteristics of the family and environment he/she comes from.

Teaching and Learning Process: The teacher plans, implements and manages the teaching and learning processes. It provides active participation of students in the learning process.

Monitoring and Evaluating Learning and Development: The teacher evaluates students' progress and learning. It allows students to evaluate themselves and other students. Uses measurement results for a better teaching; shares the results with students, parents, administrators and teachers.

School-Family and Community Relations: The teacher recognizes the natural, socio-cultural and economic characteristics of the environment where the school is located. It encourages families and the community to participate in the educational process and studies related to the development of the school.

Syllabus and Content Knowledge: The teacher knows and applies the aims, objectives, principles and techniques by including the basic values and principles on which the Turkish National Education System is based (MEB, 2006)

The importance of a competence-based system of education increases over time. This increase is directly proportional to the prevalence of different, more advanced perspectives involved in the hiring of teachers (Roelofs & Sanders, 2007).

Knowledge and competence are concepts that continually evolve when researched, and, in a sense, constantly vary in definition. They are closely related to existing pedagogic knowledge and contain such concepts as the formation and transmission of education, and communication. With this approach, good teaching is based on contributing to the student with every action and every new piece of knowledge, rather than a set of crystallized, "correct" behaviors (Roelofs & Sanders, 2007).

İlhan (2004), in his study, has drawn attention to the need for contemporary 21st century teaching programs and competent teachers, along with improved student engagement, administrative quality, and creation of favorable environments for the practice of teaching. In the same study, he has defined the ideal 21st century teacher as democratic individuals respectful for human rights; who have mastery of their field and are capable of getting to know their students, planning in-class activities, using educational methods and techniques relevant to their field of mastery, communicating with students in a healthy fashion, adjusting their behavior in accordance with the features of the topic and the students and teaching interactively in class (İlhan, 2004). In the Teacher Strategy Document published by MEB in 2017, fundamental skills were stated that students need to be imbued with, and it was stressed that the individuals charged with this task are teachers. It was

emphasized that teachers, in completing this task, need to possess the ability for empathy, be able to foresee change, engage in constant self-improvement and be skilled at problem solving and leadership, that attain social acceptance as exemplary persons (Öğretmen Strateji Belgesi, M.E.B., 2017).

Competencies vary over time and across cultures. The variance in cultural approaches carries a great deal of importance in densely populated urban areas, due to cultural multiplicity. Teachers hold an important position in these melting-pot-type schools, serving to allow these different cultures to meld together and yet maintain individuality over generations (Tuğluk & Kürtmen, 2018). It is also very important for teachers to improve themselves socially. In keeping up with the developments and changes in the world, they must be able to enrich their contributions to their students. Their efforts in this vein serve to enhance their competencies. As the years pass, their students' needs change as well. This change requires that teachers continuously update their approach. Consequently, never ending improvements and new knowledge concerning the teacher's field, requiring teachers to approach and relay the concepts within their discipline with a broader perspective (Tuğluk & Kürtmen, 2018). The process of assessing whether teachers can keep up with the times is possible with the assessment of students, who shape the age and set expectations from teachers.

CHAPTER 2

METHODS

This study aims to identify the similarities and differences between the results of teacher performance appraisals evaluated by students, school admin, colleagues and the teacher themself. In this direction, teacher competency evaluation criteria determined by M.E.B (2006) were used to design interview questions. The dimensions, sub-dimensions and indicators related to the sub-dimensions determined by the Ministry of National Education aimed to measure teachers' approaches to students.

Principals, students and colleagues are included in teacher performance evaluation. The aim of this study is to reveal whether students' performance evaluation results can also be used in teacher performance evaluations. In this direction, evaluation questions to measure a teacher's performance were directed to both school principals, colleagues and students. The answers obtained were compared. The scope of the views and information that the colleagues and school administrators have about the attitudes and behaviors of the evaluated teacher is important from the point of view of comprehension. In the study, it was preferred to evaluate the teacher working at one level (10th grade level) in order to learn the perspectives of students, school administrators, the evaluated teacher and his colleague, and to enrich the sample size.

The study was applied to private French high school students, teachers and administrators with the aim of catching a concentrated perspective. Accordingly, in April 2021, semi-structured interviews were conducted with 17 private French high school students, two teachers working in the same high school, and a school principal and a Turkish deputy principal.

Morgan and Morgan (2008) studied sample size determination methods in qualitative research. It has been generally accepted as a result of the studies conducted that there is no specific sample size determination method in qualitative

research. In qualitative studies, it has been emphasized that the repetition cycle is an important issue to be considered in determining the sample size. It was suggested that the research be stopped when the answers given started to show similarity and were repeated. Thus, the number of participants will be fixed and the number of samples will be determined (Onwuegbuzie & Collins, 2007).

In the conducted interviews, it was determined that when the sample size reached 21 (17 students, one theacher herself, one colleague, two principals), the answers started to be repeated and the interviews were stopped and the sample size was fixed at 21. Interviews were held online, in the form of Google Meet, by making an appointment with the participants via email. Permission was obtained from each participant, each participant under the age of 18, and their parents to record the interviews. The recorded interviews were deciphered one by one and entered into the MAXQDA Analytics Pro 2020 Qualitative Data Analysis program and analyzed with this program. Necessary permission was obtained from the Istanbul Bilgi University Ethics Committee subcommittee to conduct data collection and research studies.

2.1. Research Question

Research Question: Do the evaluations made by the students, the peer, the teacher herself and the school principals are consistent?

2.2. Participants

In this study, the sample consists of students, teachers and administrators studying and working in 1 private French high school in Istanbul, Turkey. It consists of 17 students in total and two chemistry teachers working in the same private French high school, a French principal and a Turkish deputy principal.

2.3. Demographics

The interviews were carried out based on the teacher performance evaluation indicators determined by the Ministry of National Education. Interviews were conducted with 21 participants. 17 of the participants are 10th grade students who were studying at a private French high school in Istanbul, Turkey. Of the other four participants, one is the teacher being evaluated, one is a colleague who teaches the same course, one is the Turkish deputy principal, and the other is the teachers working as a high school principal. The evaluated teacher has been working in this high school for two years. All of the participating students did not repeat a grade and are 16 years old. There are 2 male and 15 female students. The school principal is male, the Turkish deputy principal is female, and her colleague is a female teacher.

2.4. Instruments

MEB (2017) survey questions created from teacher competency evaluation criteria. As a result of the evaluation, 32 questions were selected. The selected questions were grouped under 4 dimensions: Valuing Understanding and Respecting Students, Emphasis on National and Universal Values, Valuing Students, and Time Management. With the selected questions, answers were collected from the students, school administrators, colleague, and the teacher herself, using the semi-structured interview method. Considering the epidemic conditions, online interviews were conducted.

2.5. Data Analysis

The interviews were carried out using the expressions determined as a result of the work carried out by the Ministry of National Education in 2017. The responses of the participants were transcribed and analyzed in the MAXQDA

Analytics Pro 2020 Qualitative Data Analysis program. The technique used in the analysis of the interviews is deductive content analysis (White & Marsh, 2006). While the coding was being done, the answers of the participants who were included in the interviews were evaluated by using the quantitative content analysis method based on the statements repeated by the participants (Stemler, 2000). The data obtained as a result of the coding were digitized through the table. The digitization process helped to compare the answers given by teachers and students. Thus, it was possible to observe the coherence between the answers given.

CHAPTER 3

RESULTS

Table 1 shows distribution of interviews which were conducted with participants working in private high schools as herself (Teacher), colleague (Colleague), Turkish Deputy Principal (Principal 1) and school principal (Principal 2). The views of the participants regarding the sub-dimension of “Valuing Understanding and Respecting Students” are shown in Table 1. According to Table 1; the expression which is most stated by 4 participants was "relationship based on respect". During the interviews, the participants revealed that their teachers have a respectful relationship with their students a total of 16 times. The Teacher (7 times) evaluated herself that she communicated with her students on the basis of respect, and expressed her approach throughout the interview as follows:

> "Yes, I think I'm approaching it out of respect. For example, with a student, he immediately sent me an e-mail and expressed his discomfort. I made the necessary explanation to him. In such cases, I am a person who thinks that apologizing does not make me lose anything. If I made him feel that he is definitely right. When we talked to the student, I explained the situation to him and then we agreed that if I did not respect the other person, the student or someone else in question might not have responded. The most important thing is to respond to a student's e-mail within a maximum of 1 hour."

While the colleague of the teacher, who was assessed for the sub-dimension of valuing students' ideas, made positive statements. P1 stated 3 times and expressed himself as follows:

> “For the science courses, practice is essential, to elaborate theory. We understand phenomena better through experimentation, especially in chemistry. For example, going to laboratories can be interesting. For

this, it is necessary to allocate the necessary time in the academic year. She necessarily takes time from the time of other colleagues."

Interviewees stated mostly on the expression relationship based on respect. In other words, those who evaluate the teacher's performance state that the teacher establishes a respectful relationship with her students. Especially the teacher herself and her colleague focused on this statement. Secondly, the most emphasized expression is the one that includes the teacher's value to her students. Again, the answers given by the teacher herself and her colleague in this direction are of similar weight. When the answers given by the participants are examined, it is seen that the least emphasis is on diversity of activities.

Table 1. Distribution of Teachers' Comments on the Sub-Dimension of Valuing, Understanding and Respecting Students

Code System	Teacher	Colleague	Principal 1	Principal 2	SUM
is notprejudiced	3	2	3	1	9
addressing different needs	6	1			7
not considering the possibilities		3	4	4	11
relationship based on respect	7	5	2	2	16
diversity of activities	2	2			4
respect for verbal reactions	5			4	9
positive reaction to different answers	3			2	5
valuing ideas	3	6		2	11
listening to students	3	2	4	2	11
open to suggestions	6	2		3	11
materials used are not sufficient	6		3		9
effective activities offered to students	3	4			7
respect students	4	4	1	3	12
understanding students	4	3		2	9
valuing students	6	5	1	3	15
SUM	61	39	18	28	146

Table 2 shows distribution of interviews which were conducted with the students, the opinions of the students on the expressions of the "Valuing Understanding and Respecting Students" sub-dimension. According to Table 2; the expression which is most stated by 17 participants was "valuing students". During the interviews, the participants stated that their teachers value their students 64 times in total. The participant named S4 was evaluated as the participant who stated

(7 times) that her teacher valued her. During the interview, she expressed the value that she show her by her teacher as follows:

> "I think our teacher definitely values me. She not only gives us lessons and does not go once, but also talks to us in social life and gives us suggestions. I couldn't come during the exam week. She said: “I'll stay at school as long as you want on Friday, you can work as long as you want. You have 4 exams and this is your 4th exam, it will be difficult for you, he said, we can start when you are ready. She gave me comfort. It stopped me from getting nervous."

The second most commented expression is respect to students. During the interviews, the participants stated that their teachers “respect to students” 45 times in total. The participants named S1, S3, S6, S9, S11 were evaluated as the participant who stated positively (4 times) that her teacher valued her. During the interview, S3 expressed the respect that she show her by her teacher as follows:

> “Because she never utters a sentence that will break us. Even when she's angry, she's acting on us. Most of the time, there was a time or two when she got very angry, but she spoke without offending any of us. She wouldn't have done this if he wasn't respected.”

Students stated mostly on the expression of the teacher's value to her students. In other words, those who evaluate the teacher's performance state that the teacher establishes a value-based relationship with her students. Secondly, the most emphasized expression is the one that includes the teacher's respect to her students. When the answers given by the participants are examined, it is seen that the least emphasis is on material used are sufficient.

In table 1 and table 2 the same sub-dimension was evaluated, the most was "valuing students". All of the comments made are that the teacher values her students.

Table 2. Distribution of Students' Comments on the Sub-Dimension of Valuing, Understanding and Respecting Students

Code System	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	SUM
is not prejudiced	3	2	2	1	1	1		1	1	2	1	2	5	1	1	1	2	27
addressing different needs		3	2	6		3				3	2	2		2	1	2		26
not considering the possibilities		7						6	3		4		1				2	23
relationship based on respect	3	2	3	4	2	1		1	2	3	2	2	2	2	2	3	1	35
diversity of activities		2	4	2		2	1		2		3	3	3		1			23
respect for verbal reactions	3		3	5	2	2	1	1		3	3	1	3	1	3	1	2	34
positive reaction to different answers	3	3	1	3	2	2	1	1	1	3	3	3	2	3	2	2	2	37
valuing ideas	2		2	5	3	4	3	1	2	5	2	3	2	1	2	2	1	40
listening to students	3	1	4	3	2	2	1	1	2	3	3	3	2	4	4	3		41
open to suggestions	3	1	1	2	3	3	1	1	1	2	1			2	1	2	2	26
materials used are sufficient				7			2	1	2	2	2	1		1	2	1		21
non effective activities offered to students		2	7	3		2	2	1	2		2		3		1	2	2	29
respect to students	4	1	4	3	2	4	3	2	4	3	4	2	2	1	2	2	2	45
understanding students	5		2	7	5	1				4		3		2	2	3		34
valuing students	4	5	4	7	6	4	4	1	3	5	4	3	3	3	3	3	2	64
Σ SUM	33	29	39	58	28	31	19	18	25	38	36	28	28	23	27	27	18	505

Table 3 shows the interviews, the number of statements of the participants regarding the expressions of the sub-dimension “giving importance to national and universal values” are shown in.

According to Table 3; the participants who made the evaluation, the evaluated teacher has a positive attitude towards national and universal values. During the interviews, the participants stated 12 times in total that their colleagues supported national and universal values. The teacher who evaluated herself is the participant who makes the most statements that she supports national and universal values. She expressed her support for national and universal values throughout the interview as follows:

> “I don't know if I reflect this as behavior, but I think I do. First of all, it is important not to belong to a community, but to be human. I think I try to reflect this to students. Whether the person is abroad or within the borders of our country, we are basically all human, only our mindsets are different.”

The second most stated expression is about the teacher not being discriminatory. The participant named Principal 1 made the most statements. He expressed herself as follows:

> "Because our chemistry teacher comes from a religious minority, she is truly conscious of what discrimination is or the difficulties of being a minority. So I think that knowing these issues, she can empathize, put herself in someone else's shoes, and protect those who are discriminated against. Also, it doesn't necessarily have to be religious."

As a result of the interviews with the teachers, the expression "raising awareness of difference" received the least statement (2 times). The Principal 2 stated her opinion as follows:

> "Of course, this takes time, but if she wants to get a certain efficiency from her own course, this should be considered as the most basic feature. If it is otherwise, other problems will arise and these problems will be reflected to the administration. So far, no such problem has been reflected to us."

The interviewees mostly gave place to the statement of relationship developing national and universal values. Especially the teacher himself and the Principal 2 emphasized this statement. Secondly, the most emphasized statement is the statement that the teacher is not discriminatory. The participant who made the most statement was Principal 1. When the answers given by the participants are examined, it is seen that the least emphasized statement is raising awareness of differences.

Table 3. Distribution of Teachers' Comments on the Sub-Dimension of Giving Importance to National and Universal Values

Code System	Teacher	Colleague	Principal 1	Principal 2	SUM
awareness of responsibilities	3	1		1	5
embrace ethical values	3	3	2	1	9
raising awareness of differences	1			1	2
developing national and universal values	5	2	1	4	12
democratic behaviour	5	2	3		10
is not discriminatory	3	2	4	2	11
protection of human rights	3	2	2	2	9
protection of childeren's rights		3		4	7
SUM	23	15	12	15	65

As a result of the interviews, the students' views on the expressions of the "giving importance to national and universal values" sub-dimension are shown in Table 4. According to Table 4; during the interviews, the participants revealed that their teacher is "protection of human rights" and "embrace ethical values". Participants named S4 stated the most for the expression "embrace ethical values" (5 times). S4 made following statements regarding the fact that their teachers embraces ethical values:

> "She does not engage in any behavior that I think would be unethical. She even does things that I don't think a teacher has to do. No one has to check the assignments one by one and make special comments under them. She can give lectures and leave. That's why this is an extra effort. That's why I think she cares about ethical values."

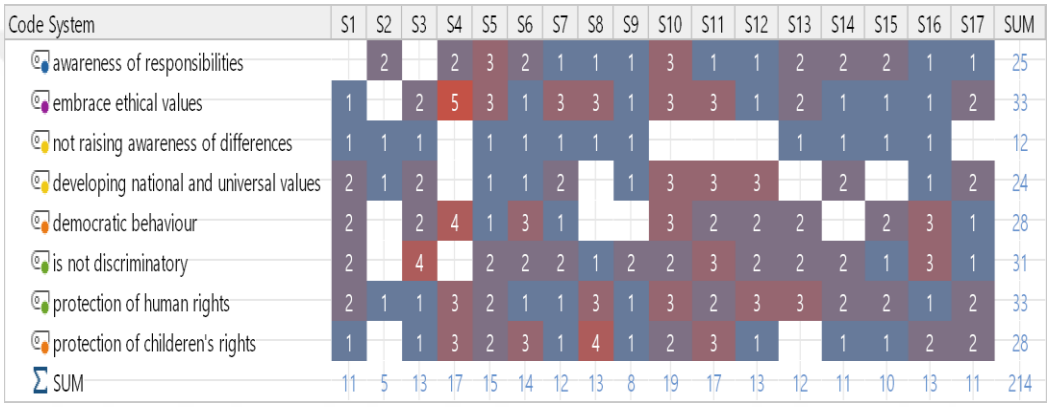
The second most commented expression is respect to students. During the interviews, the participants revealed that their teacher is not discriminatory. Participants named S3 stated for the expressions (4 times). S3 made following statements regarding the fact that their teachers is not discriminatory:

> "We are members of the same religion as our teacher, but I have not seen her do such a thing to me. I have never seen any behavior such as you are of the same religion, you are closer. She did not have an attitude

of approaching others better. That's why I noticed her, I don't think she discriminated."

All the students that participated in the interviews mentioned 33 times that their teacher embraces ethical values and protects her students' human rights. These two statements are the two most mentioned ones during the interviews in this sub-dimension. As a result of the interviews with the students, the expression "raising awareness of differences" received the least statements (12 times).

Table 4. Distribution of Students' Comments on the Sub-Dimension of Emphasis on National and Universal Values



Code System	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	SUM
awareness of responsibilities		2		2	3	2	1	1	1	3	1	1	2	2	2	1	1	25
embrace ethical values	1		2	5	3	1	3	3	1	3	3	1	2	1	1	1	2	33
not raising awareness of differences	1	1	1		1	1	1	1	1				1	1	1	1		12
developing national and universal values	2	1	2		1	1	2		1	3	3	3		2		1	2	24
democratic behaviour	2		2	4	1	3	1			3	2	2	2		2	3	1	28
is not discriminatory	2		4		2	2	2	1	2	2	3	2	2	2	1	3	1	31
protection of human rights	2	1	1	3	2	1	1	3	1	3	2	3	3	2	2	1	2	33
protection of childeren's rights	1		1	3	2	3	1	4	1	2	3	1		1	1	2	2	28
SUM	11	5	13	17	15	14	12	13	8	19	17	13	12	11	10	13	11	214

As a result of the interviews, the views of the participants regarding the expressions of the "valuing students" sub-dimension are shown in Table 5. According to Table 5; all participants stated that the teacher creates an appropriate discussion environment during the class.

During the interviews, the participants stated whether their colleagues created a suitable discussion environment for a total of 12 times. The Teacher (7 times) evaluated the creation of a suitable discussion environment as a participant who made positive statements and revealed that she created a appropriate discussion environment along the interview as follows:

"I'm thinking. I pose a question when we are talking about a unit or when we need to talk about any social issue. In the form of a brainstorm. I even love the word gray cell. Let's brainstorm, we're working on our

gray cells right now, I say. Then they understand that I want a reaction, I want an opinion."

In addition, as a result of the interviews with teachers, the Principal 1, stated that he had no idea whether the teacher calls her students by their names or not. He expressed himself as:

"I don't know, it sounds like she's calling you (vous in french), but I'm not sure. No, I think you're calling them by name."

Interviewees mostly gave place to offering opportunities for expression, creating an appropriate discussion environment and complying with the privacy policy. They especially focused on the teacher himself and colleague opportunities for expression and creating an appropriate discussion environment. Principal 2, on the other hand, focused on complying with the privacy policy. And she expressed herself as follows:

"I think she should know this. Because right now, personal data protection law maintains its place in the education sector as well as in all workplaces. From the moment you pick up the phone, you are always reminded. Written warnings are made, they are posted on our school's web pages, and warnings are made even when the answering machine answers. So I'm sure she's paying attention and showing respect."

When the answers given by the participants are examined, it is seen that the expression they focus on the least is calling by name. It is remarkable that while the comments of all interviewed students, the teacher herself, her colleague and a Principal 2 were positive, the other school principal had no idea. Likewise, another noteworthy issue is that while the questions were answered positively by all the participants, the school principal had no idea about the teacher's calling her students by name or not.

Table 5. Distribution of Comments on Teachers' Valuing Students Sub-Dimension

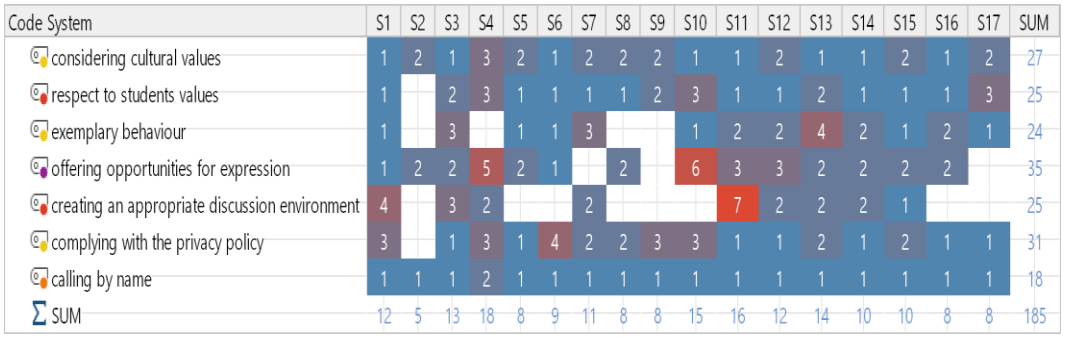
Code System	Teacher	Colleague	Principal 1	Principal 2	SUM
considering cultural values	2	2	1	2	7
respect to students values	2	3	1	2	8
exemplary behaviour	3	2	3	2	10
offering opportunities for expression	5	3	2	2	12
creating an appropriate discussion environment	7	3		2	12
complying with the privacy policy	3	3	1	5	12
calling by name	3	1		1	5
SUM	25	17	8	16	66

As a result of the interviews, the comments of the students regarding the expressions of the sub-dimension of valuing students are shown in Table 6. According to answers; Students mentioned 35 times that "their teacher offers opportunities for expression" and that is the most mentioned expression about the teacher in valuing students' sub dimensions. The participant named S10 stated (6 times) that his teacher gave students the opportunity to express themselves and expressed his teacher's opportunity to express himself during the interview as follows:

> "I think because she encourages us to ask questions when we do not understand in the lesson. At the same time, when she asks us a question for a question, if we say that we cannot do it, she does not criticize us in any way, she says that we can solve the question together. She allows us to express ourselves. He allows us to explain ourselves and listens to these explanations."

All the students that participated in the interviews mentioned 35 times that their teacher is offering opportunities for expression. As a result of the interviews with the students, the expression "raising awareness of differences" received the least statements (18 times).

Table 6. Distribution of Students' Comments on the Valuing Students Sub-Dimension



Code System	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	SUM
considering cultural values	1	2	1	3	2	1	2	2	2	1	1	2	1	1	2	1	2	27
respect to students values	1		2	3	1	1	1	1	2	3	1	1	2	1	1	1	3	25
exemplary behaviour	1		3		1	1	3			1	2	2	4	2	1	2	1	24
offering opportunities for expression	1	2	2	5	2	1		2		6	3	3	2	2	2	2		35
creating an appropriate discussion environment	4		3	2			2				7	2	2	2	1			25
complying with the privacy policy	3		1	3	1	4	2	2	3	3	1	1	2	1	2	1	1	31
calling by name	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	18
SUM	12	5	13	18	8	9	11	8	8	15	16	12	14	10	10	8	8	185

As a result of the interviews, the views of the participants regarding the expressions of the sub-dimension of giving importance to national and universal values are shown in Table 7. Participants stated the teacher is using time effectively. The participant, called Colleague, commented that (6 times) her colleague uses time effectively. The participant who made the most comments, stated that her colleague used time effectively during the interview as follows:

Colleague:

> "She uses time effectively. Sometimes it even seems to me that she goes too fast. I'm usually surprised, I give a reaction like "- How? - Is it over too?" I compare myself to her because we do the same job and teach the same subject. She uses his time well. If she has set a goal, she will do it somehow. She is fast in class."

While the evaluated teacher herself stated (6 times) that she guides her students in the use of time. The participant named as Principal 1 stated that the teacher does not guide their students (2 times) and expressed himself as follows:

Principal 1:

> "I don't think she has time to do this. She can't take care of other people's time because she is obsessed with her own class time. Maybe she's trying to tell them how to work. But here, too, I have no idea if she has time for it. I think everything I say gives more or less an image of how

I see her. I don't know if this is real. There is a mismatch between what I think and how she is in the classroom."

Table 7. Distribution of Teachers' Comments on Time Management Sub-Dimension

Code System	Teacher	Colleague	Principal 1	Principal 2	SUM
guiding the student in the use of time	6	2		1	9
using time effectively	1	6	2	2	11
SUM	7	8	2	3	20

Table 8 shows the results of the interviews wich students' views on the expressions of the "time management" sub-dimension of the students are shown in Table 8.

According to Table 8; Students stated on the guidance of their teachers to use their time effectively 37 times in total. The participant named S13 was evaluated as the participant who made the most positive statement (5 times) about her teacher's guidence the students in the use of time and expressed her self during the interview as follows:

S13:

"There are deadlines for our assignments, she used to set it at 17:00, we said that we couldn't finish it and now she sets it to 12:00 at night. In this way, we can do it more easily. and we can make planning easier."

Table 8. Distribution of Students' Comments on Time Management Sub-Dimension

Code System	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	SUM
guiding the student in the use of time	4	3	1	2		1		2	4			1	5	3	2			28
using time effectively	2		3	3	4	4	1	2		2	3	3	2	2	3	1	2	37
SUM	6	3	4	5	4	5	1	4	4	2	3	4	7	5	5	1	2	65

Table 9 shows the percentage differences in the answers given by students and employees. Among the interviewed students, students who stated that their teachers were prejudiced constitute 5.88% of the answers. In contrast, 94.12% (n=16) of the

students who were interviewed stated that their teacher is not prejudiced. The teacher herself, her colleague and all of the school principals (n=4) revealed that the teacher is not prejudiced.

Fifty eight percent (n=10) of the students who were interviewed stated that their teacher is addressing different needs of students, In contrast, 41.18% (n=7) of the students who were interviewed stated that their teacher is not addressing different needs. 50% (n=2) of the assessing teachers, her colleague, herself stated that the teacher is addressing different needs of students. On the contrary, principal 2 revealed that the teacher doesn't address different needs of students. The participant who named principal 1 stated that he has no idea about teachers' attitude.

Sixty four percent (n=11) of the students who were interviewed stated that their teacher is considering the possibilities. Conversely, 35.30% (n=6) of the students stated that their teacher doesn't consider the possibilities. 25% (n=1) of the assessing teachers, (evaluated teacher) stated that she is considering the possibilities Unlike 75% (n=3) of participants who named her colleague and school principals state that she is not considering the possibilities.

Ninety four percent (n=16) of the students who were interviewed stated that their relationship with their teacher is based on respect. In contrast, 5.88% (n=1) who were interviewed stated that their relationship with their teacher is not based on respect. Evaluated teacher herself, her colleague and all of the school principals (n=4) revealed that she has a relationship with her students based on respect.

Fifty eight percent (n=10) of the students who were interviewed stated that their teacher has diversity in activities. In contrast, 41.18% (n=7) of the students who were interviewed stated that their teacher has no diversity in activities. 50% (n=2) of the assessing teacher evaluated teacher and her colleague stated that the teacher has diversity in activities. On the contrary, principal 1 revealed that the teacher doesn't have diversity in activities. The participant who named principal 2 stated that he has no idea.

Eighty eight percent (n=15) stated that their teacher has respect for verbal reactions. Unlike, 11.76% (n=2) of them stated that their teacher has no respect for

verbal reactions. 50% (n=2) of the assessing teacher, herself and principal 2 stated that the teacher has respect for verbal reactions. Unlike the other 50% (n=2) of participants, her colleague and principal 1 revealed that the teacher has no respect for verbal reactions.

All of the students (n=17) reveal that their teacher is giving good reactions to different answers. 50% (n=2) of the assessing teacher, evaluated teacher and principal 2 stated that the teacher is giving good reactions to different answers. Unlike, %50 (n=2) of the participants, her colleague and principal 1 revealed that she is not giving positive reactions to different answers.

Ninety four percent (n=16) reveal that their teacher is valuing ideas. 5.88% (n=1) reveal that their teacher is not valuing ideas. 75% (n=3) of the assessing teacher, colleague and school principal 2 stated that the teacher is valuing ideas. The other participant %25 (n=1) who named principal 1 has no idea about the attitude of the teacher.

Ninety four percent (n=16) of the interviewed students stated that their teacher is listening to her students, 5.88% (n=1) of the interviewed students revealed their teacher is not listening to her students. 100% (n=4) of the participants, named school principal 1, school principal 2 colleague and herself, stated that the teacher is listening to her students.

Eighty eight percent (n=15) of the interviewed students stated that their teacher is open to activity suggestions, 11.76% (n=2) of the interviewed students revealed that their teacher is not open to activity suggestions. 75% (n=3) of the assessing teachers, colleagues and school principal 2 stated that the teacher is open to activity suggestions. The other participant %25 (n=1) who named principal 1 has no idea about the attitude of the teacher.

Fifty eight percent (n=10) of the students who were interviewed stated that materials used by their teacher are suffisant, In contrast, 41.18% (n=7) of the students who were interviewed stated that materials used by their teacher are not suffisant. 50% (n=2) of the assessing teachers, who named as colleague and principal 2 stated that materials used by their teacher are suffisant. Unlike, %50

(n=2) of the participants, the teacher and principal 1 revealed that materials used by their teacher are not suffisant.

Thirty five percent (n=6) of the students who were interviewed stated that activities offered to them by their teacher are suffisant, Unlike, 64.71% (n=11) of the students who were interviewed stated that activities offered to them by their teacher are not suffisant. 50% (n=2) of the assessing teachers, her colleague and principal 2 stated that activities offered to students by their teacher are suffisant. Unlike, %50 (n=2) of the participants, the teacher and principal 1 revealed that activities offered to students by their teacher are not suffisant.

All of the students (n=17) stated that their teacher is respecting her students. The evaluated teacher herself, her colleague and all of the school principals (n=4) stated that the teacher is respecting her students.

Fifty eight percent (n=10) of the students who were interviewed stated that their teacher is understanding her students, In contrast, 41.18% (n=7) of the students who were interviewed stated that their teacher is understanding her students. 75% (n=3) of the participants, named school principal 2, colleague and teacher herself, stated that the teacher is understanding her students. Conversely 25% (n=1) of the participants who named principal 1 stated that the teacher is not understanding her students.

All of the students (n=17) stated that their teacher is valuing her students. The evaluated teacher herself, her colleague and all of the school principals (n=4) stated that the teacher is valuing her students.

Table 9. Valuing Understanding and Respecting Students Comparison

	STUDENTS		COLLEAGUE & PRINCIPALS	
	n	**%**	**n**	**%**
teacher has non-prejudgmental behavior	16	94.12	4	100
teacher is addressing different needs	10	58.82	2	50
teacher is considering the possibilities	11	64.70	1	25
teacher has a relationship based on respect	16	94.12	4	100
teacher has diversity of activities	10	58.82	2	50
teacher has respect for verbal reactions	15	88.24	2	50
teachers reaction to different answers	17	100.00	2	50
teacher valuing ideas of students	16	94.12	3	75
listening to students	16	94.12	4	100
teachers' openness to activity suggestions	15	88.24	3	75
materials used by teacher	10	58.82	2	50
activities offered to students by teacher	6	35.29	2	50
teacher respect students	17	100.00	4	100
teacher understanding students	10	58.82	3	75
teacher valuing students	17	100.00	4	100

Ninety four percent (n=16) of the interviewed students stated that their teacher has awareness of responsibilities, 5.88% (n=1) of the interviewed students revealed that their teacher doesn't have awareness of responsibilities. 75% (n=3) of the participants, named school principal 2, colleague and teacher herself, stated that teacher has awareness of responsibilities. Conversely 25% (n=1) of the participants who named principal 1 stated that the teacher is not aware of responsibilities.

Ninety four percent (n=16) of the interviewed students stated that their teacher is embracing ethical values. 5.88% (n=1) of the interviewed students revealed that their teacher is not embracing ethical values. 100% (n=4) of the participants, named school principals, colleague and herself, stated that the teacher is embracing ethical values.

Ninety four percent (n=16) of the interviewed students revealed that their teacher is raising awareness of differences, Contrary, 5.88% (n=1) of the interviewed students stated that their teacher is not raising awareness of differences. 50% (n=2) of the employees, named school principal 2 and the teacher herself revealed that the teacher is raising awareness of differences. Unlike 25% of participants, who named colleague stated that the teacher doesn’t raise awareness of differences. Beside that, the participant who named principal 1 stated that he has no idea about the teachers attitude.

Seventy six percent (n=13) of the students who were interviewed stated that their teacher is developing national and universal values. In contrast, 23.53% (n=4) of the students who were interviewed stated that their teacher is developing national and universal values. The evaluated teacher herself, her colleague and all of the school principals (n=4) stated the teacher is developing national and universal values.

Seventy six percent (n=13) of the students who were interviewed stated that their teacher is behaving democratically. Unlike, 23.53% (n=4) of the students who were interviewed stated that their teacher is not behaving democratically. 75% (n=3) of the assessing teachers, who named as colleague and principal 1 stated that

the teacher is behaving democratically, School principal 2 revealed that he has no idea about the teachers' attitude.

Eleven percent (n=2) of the students who were interviewed revealed that their teacher is discriminatory, Contrary, 88.24% (n=15) of the students who were interviewed stated that their teachers is not discriminatory. The evaluated teacher herself, her colleague and all of the school principals (n=4) commented on the expression "is not discriminatory".

All of the students (n=17) stated that their teacher is actively protecting human rights. The evaluated teacher herself, her colleague and all of the school principals (n=4) stated that their teacher is actively protecting human rights.

Eighty eight percent (n=15) stated that their teacher is actively protecting children's rights. Unlike, 11.76% (n=2) of them stated that their teacher is not actively protecting children's rights. While 50% (n=2) of the assessing teachers, colleague and school principal 2 stated that the teacher is actively protecting children's rights. Unlike the other 50% (n=2) of participants, teacher herself and principal 1 revealed that the teacher is not actively protecting children's rights.

Table 10. Emphasis on National and Universal Values Comparison

	STUDENTS		COLLEAGUE & PRINCIPALS	
	N	**%**	**N**	**%**
teacher has awareness of responsibilities	16	94.12	3	75
teacher embraces ethical values	16	94.12	4	100
teacher is raising awareness of differences	5	29.41	2	50
teacher is developing national and universal values	13	76.47	4	100
teacher is behaving democratic	13	76.47	3	75
teacher is discriminatory	2	11.76	0	0
teacher is protecting human rights	17	100.00	4	100
teacher is protecting children's rights	15	88.24	2	50

All of the interviewed students (n=17) reveal that their teacher considers cultural values. 100% (n=4) of the participants, named school principal 1, school principal 2, colleague and herself, stated that the teacher considers cultural values.

Ninety four percent (n=16) of the interviewed students stated that their teacher is respecting students' values, 5.88% (n=1) of the interviewed students revealed that their teacher is not respecting students' values. 100% (n=4) of the

participants, named school principal 1, school principal 2 colleague and herself, stated that the teacher is respecting students' values.

Seventy six percent (n=13) of the interviewed students reveal that their teacher is behaving exemplary, Unlike, 23.53% (n=4) of the interviewed students stated that their teachers is not behaving exemplary. 100% (n=4) of the participants, named school principal 1, school principal 2, colleague and herself, stated that the teacher is behaving exemplary.

Eighty two percent (n=14) of the interviewed students stated that their teacher is offering opportunities for expression, in contrast 17.65% (n=3) of the interviewed students revealed that their teacher is not offering opportunities for expression. 100% (n=4) of the participants, named school principal 1, school principal 2, colleague and herself, stated that the teacher is offering opportunities for expression.

Fifty two percent (n=9) of the interviewed students stated that their teacher is creating an appropriate discussion environment. Conversely, 47.06% (n=8) of the interviewed students revealed that their teacher is not creating an appropriate discussion environment. 75% (n=3) of the participants, named school principal 2, colleague and teacher herself, stated that the teacher is creating an appropriate discussion environment. Conversely 25% (n=1) of the participants who named principal 1 stated that the teacher is not creating an appropriate discussion environment.

Ninety four percent (n=16) of the interviewed students stated that their teacher is complying with the privacy policy, 5.88% (n=1) of the interviewed students stated that their teacher is not complying with the privacy policy. 100% (n=4) of the participants, named school principal 1, school principal 2 colleague and herself, stated that the teacher is complying with the privacy policy.

All of the interviewed students (n=17) stated that their teacher is calling them by their names. 75% (n=3) of the participants, named school principal 2, colleague and herself, revealed that the teacher is calling their students by name. School principal 1 stated that he has "no idea".

However, it is seen that there is a difference between the answers given by the students and teachers on the “creating an appropriate discussion environment”, “offering expression opportunities” and exemplary behavior expressions. Also, it is observed that the school principal has no idea about the expression "calling by name".

Table 11. Valuing Students Comparison

	STUDENTS		**COLLEAGUE & PRINCIPALS**	
	N	**%**	**N**	**%**
teachers considers cultural values	17	100.00	4	100
teachers respects students' values	16	94.12	4	100
teacher behaves exemplary	13	76.47	4	100
teacher offers opportunities for expression	14	82.35	4	100
teachers creates an appropriate discussion environment	9	52.94	3	75
teachers complying with the privacy policy	16	94.12	4	100
teacher calls by name	17	100.00	3	75

Comparison of time management sub-dimension showed in table 12.

Sixty four percent (n=11) of the interviewed students reveal that their teacher is guiding them on time using. In contrast, 35.29% (n=6) of the interviewed students stated that the teacher is not guiding students on time using. 75% (n=3) of the participants, named school principal 2, colleague and herself, stated that the teacher is guiding their students on time using, on the contrary, 25% (n=1) principal 1 stated that the teacher is not guiding her students on time using.

Eighty eight percent (n=15) of the interviewed students stated that their teacher is using time effectively, 11.76% (n=2) of the interviewed students revealed that their teacher is using time effectively. 100% (n=4) of the participants, named school principal 1, school principal 2, colleague and teacher herself, stated that the teacher ise using time effectively.

Table 12. Time Management Comparison

	STUDENTS		**COLLEAGUE & PRINCIPALS**	
	n	**%**	**n**	**%**
teacher guides the student on time using	11	64.71	3	75
teacher uses time effectively	15	88.24	4	100

CHAPTER 4

DISCUSSION

Teacher performance appraisal is an important tool and resource to allow teachers to improve themselves. An individual does not have a single competence. With this perspective, different competency assessments will have different contributions. Özkan and Sağbaş (2019) in their study, argued that school principals can make realistic and unbiased evaluations with objective criteria. They found that it would be appropriate for teachers to be evaluated by school principals (Özkan & Sağbaş., 2019). In another study, Musharraf and Sabina (2017) concluded that students' feedback is a useful method for evaluating teachers. The majority of teachers who participated in the study stated that the application of feedback was beneficial for them to be sensitive to the needs of the students (Musharraf & Sabina, 2017). At the same time, the comments of different interlocutors will have different contributions. Student assessments are valid and reliable. Compared to other forms of assessment, it is generally free from the need for control (Cashin, 1995). Engaging in a carefully crafted assessment system can have an impact on the way teachers do their work. Therefore, it also contributes to the development of students. Thus, the development of teachers becomes permanent. Teachers and students believe that the feedback obtained by students is helpful. However, institutions and teachers do not take students' evaluations seriously enough (Richardson, 2005).

If we compare the assessments made by the peer and the teacher; there is a clear coherence between them. The colleague is the one who has the most communication with the evaluated teacher after her students. She has the most information about the teacher's attitudes and his relationship with his students.

When the expression of the Valuing Understanding and Respecting Students sub-dimension is examined it is seen that 11 of 15 statements were consistent. The teacher and her colleagues' statements for expressions considering the possibilities,

respect for verbal reactions, positive reactions to different answers, material used are sufficient were not consistent.

The expression of the Emphasis on National and Universal Values sub-dimension is examined and it is seen that 6 of 8 expressions were consistent. The teacher and her colleagues' statements for expressions raising awareness of differences, protecting children's rights, were not consistent.

The expression of the Valuing Students sub-dimension is examined and it is seen that all of the statements of the teacher and her colleague's (7 of 7) expressions were consistent.

The expressions of the Time Management sub-dimension were examined and it is seen that all of the statements of the teacher and her colleague's (2 of 2) expressions were consistent. In total 26/32 (81.25%) of the statements made by the teacher and her colleague coincide.

If we compare the assessments made by the teacher, peer and school principals; it is found that there is a clear coherence between them. When the expression of the Valuing Understanding and Respecting Students sub-dimension is examined it is seen that 10 of 15 statements were not consistent. The teacher, her colleagues' and principals' statements for expressions non prejudgmental behavior, relationship based on respect, valuing ideas of students, listening to students and openness to activities were consistent.

The expression of the Emphasis on National and Universal Values sub-dimension is examined and it is seen that 6 of 8 expressions were consistent. The teacher, her colleagues' and principals' statements for expressions raising awareness of differences, protecting children's rights, were not consistent.

The expression of the Valuing Students sub-dimension is examined and it is seen that all of the statements of the teacher and her colleague's (7 of 7) expressions were consistent.

The expression of the Time Management sub-dimension is examined and it is seen that all of the statements of the teacher and her colleague's (2 of 2) expressions were consistent. In total 20/32 (62.5%) of the statements made by the teacher, her colleague and principals coincide.

There are some differences between the evaluations of students, peers and school principals. When the expressions of the Valuing Understanding and Respecting Students sub-dimension is examined it is seen that 4 of 15 statements were different. The teacher, her colleague and principals' statements for expressions addressing different needs, considering the possibilities, positive reactions to different answers, material used are sufficient were not consistent.

The expression of the Emphasis on National and Universal Values sub-dimension is examined and it is seen that 2 of 8 expressions were different. The teacher and her colleagues' statements for expressions raising awareness of differences, protecting children's rights, were not consistent.

The expressions of the Valuing Students sub-dimension is examined and it is seen that all of the statements of the teacher and her colleague's (4 of 8) expressions were different.

The expressions of the Time Management sub-dimension is examined and it is seen that all of the statements of the teacher and her colleague's (2 of 2) expressions were consistent.

If we compare the assessments made by the students, the peer and school principals; there is a clear coherence between them. When the expression of the Valuing Understanding and Respecting Students sub-dimension is examined, it is seen that the answers given by the teacher herself, his colleagues, school principals and students evaluated in the 9 of 15 expressions are consistent. However, understanding students, activities offered to students, materials used, reaction to different answers, respect for verbal reactions, diversity of activities and considering the possibilities have a difference between the answers given by the students and the teachers. In addition, it is seen that the school principal does not

have a statement on the openness to activity suggestions of teacher, teacher valuing students and non-prejudgment behavior expressions, and that the Principal 2 does not have a statement on the diversity of activities.

For the expression of the Emphasis on National and Universal Values sub-dimension is examined, it is seen that the answers given by the teacher herself, his colleagues, school principals and students evaluated in the 4 of 8 expressions are consistent. However, awareness of responsibilities, raising awareness of differences, developing national and universal values and protection of childrens' rights have a difference between the answers given by the students and the teachers.

When the expression of the Valuing Students sub-dimension is examined, it is seen that the answers given by the teacher herself, his colleagues, school principals and students evaluated in the 4 of 7 expressions are consistent. However, behaving exemplary, creating an appropriate discussion environment and calling by name, have a difference between the answers given by the students and the teachers.

The expression of the Time Management sub-dimension is examined and it is seen that all of the statements of the teacher and her colleague's, school principals and students (2 of 2) expressions were consistent.

In the research, the sub-dimension that the students stated the least was the expression of the teacher calling them by their names. The majority of the students mentioned the most that their teachers' values the students. The teacher herself and her colleague Principal 1 and Principal 2 mentioned most of the fact that respect-based relationships between students and teachers. The same group stated at least that the teacher raises awareness about the differences,. which was the same expression as the students. This observation can be proof that teachers, principals and students pay attention to different issues and have different needs.

As a result of the evaluation, the statements made by the students mostly (24/32) coincide with the statements made by the school principals, the teacher's colleague and herself. However, there are overlapping interpretations. Among the non-overlapping statements, it is noteworthy that the school principal answered

16.25% of the questions as having no idea. Students answered 2 of these 5 questions negatively at a rate of 41.18% and another question at a rate of 70.59%. In addition, the students gave a positive answer of 88.24% to one question and 100% to another question. Considering these data, it can be concluded that school principals do not have enough information about teacher attitudes in the classroom.

In previous studies, students' views were not included. In addition, it was mentioned that students' opinions were not reliable and may have an negative effect on student-teacher relationship (Sağbaş & Özkan, 2019). In previous studies, the opinions of school principals or inspectors were mostly included Bozan & Ekici, 2018). Opinions of colleagues were rarely consulted. In this study, the opinions of students, school principals and colleagues were included. The opinions received mostly overlap or are quite close to each other.

4.1. The Implications of Study

Although the evaluation of teacher performances is a concept that has been studied for many years, it is not often encountered in practice.

Evaluation of teachers' performances is carried out by experienced and senior employees such as inspectors and school principals. As a result of the research, there was no finding that feedback was given to the teachers about the evaluations.

The feedback that teachers can receive can enable them to see their development gaps and improve themselves professionally and socially. Teachers' self-development; It can affect their course functioning, their approach to students, and their perspectives on the subject they are experts in. Thus, they can directly contribute to the development of the student. The mentioned contribution can improve the education system and enable students to be better equipped.

4.2. Limitations

The first limitation of the research is that the interviews were conducted online during Covid-19. The comments students make for their teachers may differ in relation to distance education. In addition, the evaluated school is an institution that has been teaching in Istanbul for 176 years. Being rooted in the institution

makes us think that it has developed itself by appealing to many different generations as a corporate culture. In different, relatively new educational institutions, there is a possibility that the approach of the school administration and therefore the teachers may be different. For this reason, conducting the same research in a different educational institution may provide different answers.

4.3. Future Research

For the future studies, observations alone are not enough for the studies to be effective. School principals or subject matter experts need to provide feedback to enable teachers to improve. It is not enough to simply consult the school principal's opinion. The support of the ministries and local administrations is also needed. In addition to the feedback given, tools should be designed and suggested for them to improve themselves.

4.4. Conclusion

If we mentioned the answers to research questions, the performance evaluation results that were made by students, the colleague, the teacher who is evaluated by the others and the principals differ. This situation may be because of the fact that every group of evaluators see a different aspect and value of the teacher, hence their evaluation results are different. It can be said that, since every evaluator group provides valuable information regarding teachers' performance, when school management evaluates teacher performance the evaluators should consist of students, colleagues, principals and the teacher her/himself.

The result of the study shows that the evaluation results of students, colleagues and teachers are not taken into account in practice in Turkey. It is anticipated that it would be beneficial to take into account the evaluations of the stakeholders on teacher performance.

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APPENDICES

Appendix A: Volunteer Participation Form (Student's)

VOLUNTEER PARTICIPATION FORM

Dear Participant,

This study will be carried out by Istanbul Bilgi University Organizational Psychology graduate student Hakkı Serhan Sayar within the scope of his master's thesis, under the supervision of Dr. Lecturer Ece Kuzulu.

The interview is planned to take about 30 minutes. The data obtained from the interviews will not be used individually, the answers from all participants will be gathered in a data pool and the analysis will be made on this total data; The findings obtained will only be used for scientific purposes.

The questions in our research are not expected to have negative effects on our participants. Your participation in the study is completely optional. During the study, you can stop working without giving a reason, or you can skip questions that you do not want to answer without stating a reason.

Audio recording will be used in the study. We want to record audio so as not to skip any information during the interview. Afterwards, analysis and content analysis of the audio recordings will be done. During the recording, your name will not be pronounced, and your name will not be used in any way during the thesis. If this information is passed in the conversation, it will be deleted from the records.

Even if you accept the recording, you can ask the researcher to stop the recording at any time during the interview. Voice recordings will be kept by giving the participant number, so the participant information will be kept confidential.

If you want to know more about the study you can contact:

Hakkı Serhan Sayar

Dr. Lecturer Ece Kuzulu

Thank you for your support.

I have read and understood the statement indicating the purpose and content of the above study and agree to my daughter / son's participation in the study.

( ) I do not ( )

I agree to have voice recording ( ) I do not ( )

I want to join the meeting with my son / daughter ( )

Signature of the parent:

Parent's name and surname:

I have read and understood the statement indicating the purpose and content of the above study and I agree to participate in the research. ( ) I do not ( )

I agree to have voice recording ( ) I do not ( )

Signature of the participant:

Appendix B: Volunteer Participation Form (Teacher's)

VOLUNTEER PARTICIPATION FORM

Dear Participant,

This study will be carried out by Istanbul Bilgi University Organizational Psychology graduate student Hakkı Serhan Sayar within the scope of his master's thesis, under the supervision of Dr. Lecturer Ece Kuzulu.

The interview is planned to take about 30 minutes. The data obtained from the interviews will not be used individually, the answers from all participants will be gathered in a data pool and the analysis will be made on this total data; The findings obtained will only be used for scientific purposes.

The questions in our research are not expected to have negative effects on our participants. Your participation in the study is completely optional. During the study, you can stop working without giving a reason, or you can skip questions that you do not want to answer without stating a reason.

Audio recording will be used in the study. We want to record audio so as not to skip any information during the interview. Afterwards, analysis and content analysis of the audio recordings will be done. During the recording, your name will not be pronounced, and your name will not be used in any way during the thesis. If this information is passed in the conversation, it will be deleted from the records.

Even if you accept the recording, you can ask the researcher to stop the recording at any time during the interview. Voice recordings will be kept by giving the participant number, so the participant information will be kept confidential.

If you want to know more about the study you can contact:

Hakkı Serhan Sayar

Dr. Lecturer Ece Kuzulu

Thank you for your support.

I have read and understood the statement indicating the purpose and content of the above study and I agree to participate in the research. ( ) I do not ( )

I agree to have voice recording ( ) I do not ( )

Signature of the participant:

Appendix C: Students Interview Questions (English)

1. Do you think your teacher cares about you?

- Which practices, behaviors and approaches show / make you feel this?

2. Do you think your teacher understands you?

- Which practices, behaviors and approaches show / make you feel this?

1. Do you think your teacher respects you?

- Which practices, behaviors and approaches show / make you feel this?

2. How do you evaluate the activities your teacher offers you?

Does it suggest different activities?

3. What do you think about the materials and resources (book, auxiliary book) he/she used?

4. Could you recommend different activities to your teacher? (club, webinar, trip, etc.)

- How do you think your teacher meets this request?

5. Do you think you are listened to and heard by your teacher?

- How did you understand that?

6. Öğretmeniniz fikirlerinize ve ürettiklerimize değer veriyor mu?

- Bunu hangi tutumundan anlıyorsunuz?

7. Does your teacher respond positively when you give different answers to her questions?

- How does he/she react?

8. Does your teacher show a respectful approach when you give verbal reactions?

- Can you give an example?

9. Do you think your teacher includes diversity in in-class and out-of-class activities by considering the social and cultural characteristics of all students?

- Which practices, behaviors and approaches show / make you feel this?

10. Do you think your teacher's relationship with you is based on love and respect?

- Which practices, behaviors and approaches show / make you feel this?

11. Do you think your teacher takes into account the possibilities of both you and the environment in the assignments and outside of the classroom work?

- Which practices, behaviors and approaches show / make you feel this?

12. Do you think your teacher sets different learning goals for you or for students with different learning needs in your classroom and prepares a suitable environment for this?

- Which practices, behaviors and approaches show / make you feel this?

13. Do you think your teacher behaves without prejudice according to your background and socio-economic status?

- Which practices, behaviors and approaches show / make you feel this?

Paying Attention to National and Universal Values

14. Do you think your teacher is effective in the protection and implementation of children's rights inside and outside the classroom?

- Which practices, behaviors and approaches show / make you feel this?

15. Do you think your teacher is acting in a human rights manner?

- Which practices, behaviors and approaches show / make you feel this?

16. Do you think your teacher does not discriminate against nations, individuals and beliefs?

- Which practices, behaviors and approaches show / make you feel this?

17. Do you think your teacher is behaving democratically in activities inside and outside the classroom?

- Which practices, behaviors and approaches show / make you feel this?

18. Do you think your teacher supports your development of national and universal values and sets an example for you in this regard?

- Which practices, behaviors and approaches show / make you feel this?

19. Do you think your teacher has included studies to bring in an understanding that there may be individual and cultural differences?

- Which practices, behaviors and approaches show / make you feel this?

20. Do you think your teacher exhibits behaviors that adopt social and professional ethical values in indoor and outdoor work?

- Which practices, behaviors and approaches show / make you feel this?

21. Do you think that your teacher knows the legal and moral responsibilities related to information and communication technologies and that he/she has gained you in this regard?

- Which practices, behaviors and approaches show / make you feel this?

Valuing Students

22. Does your teacher call you by name?

23. Do you think your teachers adhere to the principle of confidentiality in information about you?

- Which practices, behaviors and approaches show / make you feel this?

24. Do you think your teacher has created a suitable discussion environment for you and your friends?

- Which practices, behaviors and approaches show / make you feel this?

25. Do you think your teacher has given you opportunities to express yourself?

- Which practices, behaviors and approaches show / make you feel this?

26. Do you think your teacher is exemplary for you and your friends to value other people's ideas and productions?

- Which practices, behaviors and approaches show / make you feel this?

27. Do you think your teacher respects the values you have?

- Which practices, behaviors and approaches show / make you feel this?

28. Do you think your teacher takes into account the cultural values you have?

- Which practices, behaviors and approaches show / make you feel this?

Time Management

29. Do you think your teacher uses time effectively in lessons?

- Which practices, behaviors and approaches show / make you feel this?

30. Has your teacher instructed you to use your in and out of class time effectively?

Appendix D: Teachers Interview Questions (English)

Valuing, Understanding and Respecting Students

1. Do you think your colleague cares for her/his/his students?

- Which practices, behaviors and approaches show/make you feel this?

2. Do you think your colleague has understood her/his/his students?

- Which practices, behaviors and approaches show/make you feel this?

3. Do you think your colleague respects her/his students?

- Which practices, behaviors and approaches show/make you feel this?

4. What do you think about the activities your colleague offers to her/his students?

   Does she suggest different activities?

5. What do you think about the materials and resources (book, auxiliary book) your colleague used?

6. Can students suggest different activities to your colleague? (club, webinar, outing, etc.)

- How do you think your colleague meets this demand of her/his students?

7. Do you think your students are listened to and heard by your colleague?

   How did you understand that?

8. Does your colleague value her/his students' ideas and outputs?

- From which attitude do you understand this?

9. When students give different answers to their questions, does your colleague see it positively?

   How does he/she react?

10. When students give verbal reactions, does your colleague show respect for the students' behavior?

    Can you give an example?

11. Do you think your colleague includes diversity in classroom and out-of-class activities, consider the social and cultural characteristics of all students?

- Which practices, behaviors and approaches show / make you feel this?

12. Do you think your colleague's relationship with her/his/his students is based on love and respect?

- Which practices, behaviors and approaches show / make you feel this?

13. Do you think your colleague takes into account the possibilities of both the students and the environment in the homework he/she gives to his/her/his students and in the work outside the classroom?

- Which practices, behaviors and approaches show / make you feel this?

14. Do you think your colleague has set different learning goals for students which has different learning needs and prepared a suitable environment for this?

- Which practices, behaviors and approaches show / make you feel this?

15. Do you think your colleague has acted without prejudice according to the background and socio-economic status of the students?

- Which practices, behaviors and approaches show / make you feel this?

Paying Attention to National and Universal Values

16. Do you think your colleague is active in the protection and implementation of children's rights inside and outside the classroom?

- Which practices, behaviors and approaches show / make you feel this?

17. Do you think your colleague is acting in a human rights manner?

- Which practices, behaviors and approaches show / make you feel this?

18. Do you think your colleague is not discriminating against nations, individuals or beliefs?

- Which practices, behaviors and approaches show / make you feel this?

19. Do you think your colleague is behaving democratically in indoor and outdoor activities?

- Which practices, behaviors and approaches show / make you feel this?

20. Do you think your colleague supports students in developing national and universal values and sets an example in this regard?

- Which practices, behaviors and approaches show / make you feel this?

21. Do you think your colleague has included studies for students to gain an understanding that her/his may be individual and cultural differences between people?

- Which practices, behaviors and approaches show / make you feel this?

22. Do you think your colleague adopts social and professional ethical values in in-class and out-of-class work?

- Which practices, behaviors and approaches show / make you feel this?

23. Do you think that your colleague knows the legal and moral responsibilities related to information and communication technologies and that he/she brings in his/her/his students in this regard?

- Which practices, behaviors and approaches show / make you feel this?

Valuing Students

24. Does your colleague call her/his students by name?

25. Do you think your colleague complies with the principle of confidentiality regarding the information about her/his students?

- Which practices, behaviors and approaches show / make you feel this?

26. Do you think your colleague has created a suitable discussion environment for her/his students?

- Which practices, behaviors and approaches show / make you feel this?

27. Do you think your colleague offers opportunities for students to express themselves?

- Which practices, behaviors and approaches show / make you feel this?

28. Do you think your colleague is exemplary for her/his students in order to value other/his people's ideas and productions?

- Which practices, behaviors and approaches show / make you feel this?

29. Do you think your colleague respects the values of her/his students?

- Which practices, behaviors and approaches show / make you feel this?

30. Do you think your colleague considers the cultural values that her/his students have?

- Which practices, behaviors and approaches show / make you feel this?

Time Management

31. Do you think your colleague is using time effectively in lessons?

- Which practices, behaviors and approaches show / make you feel this?

32. Has your colleague instructed students to use their in-and-out time effectively?

Appendix E: Ethics Board Sub-Committee Evaluation Results

ETHICS BOARD APPROVAL

Ethics Board Approval is available in the printed version of this dissertation.