T.C. YEDITEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

EDUCATIONAL ECONOMY AND PLANNING

MASTER'S PROGRAM

A THESIS PROPOSAL

A Case Study: English Instructors' Beliefs about the Instructor Evaluation Process

at an English Preparatory School

SUBMITTED BY:

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2018

YEDİTEPÉ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE

THESIS SUBMISSION and APPROVAL FORM

SUBJECT: A Case Study: English Instructors' Beliefs about the Instructor Evaluation Process at an English Preparatory School

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DATE OF THESIS DEFENSE : 14/05/2018
DATE OF THESIS APPROVAL : 14/05/2018

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ABSTRACT

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Process at an English Preparatory School

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May 2018, 151 pages

The purpose of this study was to identify English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School. Patton's Utilization-Focused Evaluation Model (1997) was used as the framework of this study. 52 English instructors working at Istanbul Şehir University English Preparatory Program in the 2015-2016 academic year participated in this study. The data were gathered through a mixed-method design, including a questionnaire and interviews. The results revealed that the instructor evaluation process has a positive effect on teacher professional development and school improvement according to instructors' beliefs. The findings of the study indicated that in order to make the instructor evaluation more useful, improvements should be made to classroom observation procedures, summative outcomes of the instructor evaluation should be reviewed, and more time should be allocated for teacher professional development.

Key Words: English preparatory school instructors, instructor evaluation, teacher professional development, utilization-focused evaluation

ÖZET

Örnek Durum İncelemesi: İngilizce Okutmanlarının Üniversite Hazırlık Okulu'nda

Okutman Değerlendirme Sürecine İlişkin Görüşleri

Bayraktaroğlu, Arda

Yüksek Lisans, Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü

Danışman, Doç. Dr. Dilara Demirbulak

Mayıs 2018, 151 sayfa

Bu çalışmanın amacı, İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki İngilizce okutmanlarının okutman değerlendirme süreci hakkındaki görüşlerinin belirlenmesidir. Bu çalışma kapsamında Patton'un Yararlanma Odaklı Değerlendirme Modeli (1997) kullanılmıştır. Araştırmanın örneklemini 2015-2016 akademik yılında İstanbul Şehir Üniversitesi İngilizce Hazırlık Programı'nda çalışan 52 İngilizce okutmanı oluşturmaktadır. Veriler anket ve mülakatları içeren karma yöntem yoluyla toplanmıştır. Çalışmanın sonuçları, okutman görüşlerine göre okutman değerlendirme sürecinin öğretmen mesleki gelişimi ve okul gelişimi üzerinde olumlu bir etkisi bulunduğunu göstermiştir. Çalışmada elde edilen bulgular, okutman değerlendirmesinin daha yararlı olabilmesi için sınıf gözlemi sürecinde geliştirmeler yapılması, okutman değerlendirme süreci özet sonuçlarının gözden geçirilmesi ve öğretmen mesleki gelişimine daha fazla zaman ayrılması gerektiğini ortaya koymuştur.

Anahtar Kelimeler: İngilizce hazırlık okulu okutmanları, okutman değerlendirmesi, öğretmen mesleki gelişimi, yararlanma odaklı değerlendirme

CHAPTER I

INTRODUCTION

1.1. Focus of the Study

Although carrying out teacher evaluations is a demanding task, efficient evaluations improve the effectiveness of school systems. The purpose of almost all teacher evaluation systems is to improve instruction and consequently, increase student learning in schools. Teacher evaluations are typically conducted by school administrators. Davis, Ellett, and Annunziata (2002, p.288) state, "…school-based administrative and professional leadership play essential roles in determining the meaning and value of teacher evaluation in schools, and how teacher evaluation can extend beyond its ritualistic traditions to improve teaching and learning." Since teachers are an important part of teacher evaluations, it is necessary to consider their views about teacher evaluation processes.

This thesis explores English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School within the framework of Patton's (1997) utilization-focused evaluation model. There are four sources of motivation that inspired the researcher to conduct this study. These include (1) the increasing demand for teacher evaluation in Turkey, (2) the professional position held as the deputy director of the mentioned school, (3) systematic evaluation of instructor evaluation processes not being practiced in English preparatory schools in Turkey, and (4) evaluations of instructor evaluation processes in English preparatory schools not being published in Turkey.

English preparatory schools of English-medium higher education institutions in Turkey enable students to be furnished with the necessary skills to succeed in their university studies. Unlike language schools, English preparatory schools must focus on the language skills that students need in an academic setting. This fact emphasizes the importance of teachers' professional development in English preparatory schools with a view to implementing an effective language program. In accordance with the objective of providing quality instruction, teacher evaluation systems which are formative in nature prove to be helpful in organizing professional development activities for teachers. Since teacher evaluation is capable of identifying areas for improvement, teachers may benefit more from professional development activities that are connected to teacher evaluation results. Higher Education Law in Turkey does not include specifications for English preparatory schools of English-medium higher education institutions. Hence, preparatory school administrators design their systems and processes in coordination with the academic senates in their universities. In addition, preparatory schools often create their own teacher evaluation systems owing to the fact that the job descriptions of preparatory school instructors are different than those of faculty members (Dalgıç, 2010).

There are several studies on different types of teacher evaluation in Turkey. These studies mostly focus on performance evaluation in high schools (Koçak, 2006), educational supervisions in primary and secondary schools (Memişoğlu, 2013; Şat, 2013), and performance evaluation of faculty members in higher education institutions (Argon, 2010; Esen & Esen, 2015; Kalaycı, 2009). To the best of the researcher's knowledge, the literature reviewed indicates that systematic evaluation of instructor evaluation has not been practiced in English preparatory schools of higher education

institutions in Turkey. Research efforts and studies on instructor evaluation remain unpublished and are only available to specific preparatory school contexts. There is a need for research into instructor evaluations in English preparatory school settings. Therefore, this case study aims to investigate English instructors' beliefs about the instructor evaluation at Istanbul Şehir University English Preparatory School.

1.2. Rationale and Research Questions

The previous section focused on the primary reasons for selecting this research area as the focus of the thesis. In accordance with Patton's (1997) utilization-focused evaluation (UFE) model, the following research questions were designed considering the needs of the primary intended user.

RESEARCH PROBLEM:

What are the English preparatory school instructors' opinions about the instructor evaluation system?

SUBPROBLEMS:

1. To what extent do the instructors believe instructor evaluation is necessary?

2. What are the instructors' opinions about the impact of the instructor evaluation process on their professional development and on school improvement?

3. What are the instructors' opinions about the impact of the instructor evaluation process on their emotions?

4. How do the instructors view the school director as the evaluator in the instructor evaluation process?

5. What are the instructors' opinions about the strengths and weaknesses of the instructor evaluation at the English Preparatory School?

1.3. Research Context

This part addresses the context in which research was carried out and introduces the teacher evaluation process. This study was carried out at Istanbul Şehir University, which offers a one-year English preparatory program to students.

1.3.1. Background of the English Preparatory School

Istanbul Şehir University started its academic activities as a private foundation university in the 2010-2011 academic year in Istanbul. The university has 6 colleges: College of Humanities and Social Sciences, College of Engineering and Natural Sciences, School of Management and Administrative Sciences, College of Communications, School of Law, and School of Islamic Studies. Newly enrolled students take an English Placement Test, University of Michigan English Placement Test, at the beginning of each academic year. There are 100 multiple-choice questions in the English Placement Test: 20 Listening, 30 Grammar, 30 Vocabulary and 20 Reading questions. English Preparatory School administers the test. According to their English Placement Test results, students are placed in one of the 5 levels in the English Preparatory Program. Those who receive the required score in the English Placement Test are eligible to take an in-house English Proficiency Test. The English Preparatory School started to administer its own English Proficiency Test in the Spring Semester of 2015-2016 academic year. The Proficiency Test consists of Reading, Listening, Writing, and

Speaking sections. Students who achieve a minimum score of 60 on the English Proficiency Test are allowed to start their departmental studies.

The English Preparatory School has a modular system including 5 levels: Elementary (Basic User/A1), Pre-Intermediate (Basic User/A2), Intermediate (Independent User/B1), Upper-Intermediate (Independent User/B2) and Pre-Faculty (Independent User/High B2). The levels are based on Common European Framework of Reference for Languages (CEFRL). Each level lasts 7 weeks. The curriculum follows an integrated approach to the teaching of language skills (Listening, Reading, Writing, and Speaking). In the Elementary and Pre-Intermediate levels, students learn general English and in the following courses they learn theme-based academic English. A process-based approach is used for assessment and evaluation. In a module, students take a midterm exam and are assessed by a variety of assessment components such as process writing tasks, presentations and quizzes. In-module assessment components and weightings are given in Table 1.

Table 1: English Preparatory Program In-Module Assessment Components and Weightings

LEVEL	IN-MODULE ASSESSMENT COMPONENTS AND WEIGHTINGS									SUM OF IN-MODULE GRADES
	MID TERM	PROCESS WRITING	TIMED WRITING	ORAL PRESENTATION	GROUP DISCUSSION	VOCAB QUIZ	HW	ISSUES of INTEREST	IN-CLASS SCORE	
ELE	30%	15%	10%	20%	N/A	10%	5%	N/A	10%	50%
PRE-INT	30%	15%	N/A	15%	15%	10%	5%	N/A	10%	50%
INT	30%	15%	10%	10%	10%	10%	5%	N/A	10%	50%
UPPER-INT	30%	15%	10%	N/A	15%	15%	5%	N/A	10%	50%
PRE-FAC 14 WEEK	30%	20%	15%	N/A	N/A	10%	5%	10%	10%	50%
PRE-FAC 7 WEEK	30%	25%	10%	N/A	N/A	10%	5%	10%	10%	50%

The sum of in-module assessment grades (50%) and the module end test grade (50%) makes up the total grade. Students are required to achieve a minimum total grade of 60 points in order to move onto the next level. Once students successfully complete Pre-Faculty, the last level in the program, they are eligible to take the English Proficiency Test. They are required to obtain a minimum score of 60 on the English Proficiency Test in order to complete the English Preparatory Program. Levels in the English Preparatory Program are given in Figure 1.

| ELEMENTARY |
| Sum of In-Module Assessment Grades: 50% + Module End Test Grade: 50% |
| Total Grade: 100% (minimum 60 required) |

| PRE-INTERMEDIATE |
| Sum of In-Module Assessment Grades: 50% + Module End Test Grade: 50% |
| Total Grade: 100% (minimum 60 required) |

| INTERMEDIATE |
| Sum of In-Module Assessment Grades: 50% + Module End Test Grade: 50% |
| Total Grade: 100% (minimum 60 required) |

| UPPER-INTERMEDIATE |
| Sum of In-Module Assessment Grades: 50% + Module End Test Grade: 50% |
| Total Grade: 100% (minimum 60 required) |

| PRE-FACULTY |
| Sum of In-Module Assessment Grades: 50% + Module End Test Grade: 50% |
| Total Grade: 100% (minimum 60 required) |

| ENGLISH PROFICIENCY TEST |
| Total Grade: 100% (minimum 60 required) |

| FACULTY STUDIES |

Figure 1. Levels in the English Preparatory Program

778 students enrolled to Istanbul Şehir University in 2015-2016 academic year. 21 of these students passed the IELTS test and started their departmental studies. IELTS was used as the English proficiency test until the English Preparatory School started to prepare and administer its own English Proficiency Test in the Spring Semester of 2015-2016 academic year. With the addition of 184 students from previous years, a total of 941 students started the preparatory school in 2015-2016 academic year.

At the beginning of 2015-2016 academic year, there were 52 English instructors in the English Preparatory School. 41 instructors were experienced teachers whereas 11 instructors were novice teachers. Experienced instructors are those who had been

teaching in the preparatory school for at least 2 years and novice instructors are those who were hired at the beginning of 2015-2016 academic year. According to the Instructor's Handbook, primary duties of instructors are:

- To teach a normal load of 20 class periods 50 minutes/week as assigned

- To direct and facilitate the language learning, academic skills development, and personal development of students

- To maintain strict attendance and punctuality for students, and to lead by example

- To deliver school curriculum effectively and to support the instructional program

- To take part in professional development and to maintain a professional code of conduct

- To attend the general meetings when announced and on a weekly basis the relevant level meetings

- To upload students' attendance, materials covered in class and extras, to create assignments, and to enter student grades

- To check the institutional e-mail regularly; minimum of three times during the workday

- To respond promptly to e-mails and phone calls

- To work and communicate effectively with co-instructors

The organizational structure of the English Preparatory School is given in Figure 2.
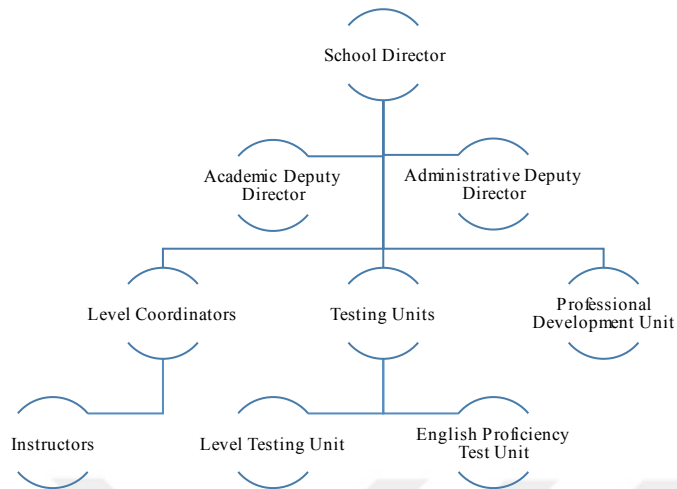
Figure 2. English Preparatory School Organizational Chart

1.3.2. Professional Development in the English Preparatory School

Professional development forms the basis of the culture of the English Preparatory School. The mission of the preparatory school is maintaining program consistency and excellence through continuous commitment to professional development of the instructors. It is stated in the Instructor's Handbook that professional development in the preparatory school has three key purposes:

- Enabling instructors to develop their effectiveness and to increase job satisfaction

- Enabling instructors to meet the requirements and expectations of the preparatory school

- Enabling instructors to make a full contribution to the work of the preparatory school

According to the Instructor's Handbook, the preparatory school recognizes that the development of its staff is an essential component of meeting its vision; thus, instructors

working at the preparatory school are in an environment rich with professional development opportunities and all teachers are strongly encouraged to develop specialized areas of interest in the field, to conduct research in the classroom, to publish articles on that research, to help lead-in service training sessions, and to present at national and international conferences.

One of the professional development activities carried out in the English Preparatory School is the workshop as a forum for discussion. The workshops aim to create opportunities for instructors to learn about new strategies to apply to their classroom teaching. They are organized and led by voluntary preparatory school instructors. The two types of workshops offered are initial and ongoing. All instructors are required to attend one initial workshop each module. Initial workshops are held on Wednesdays. Ongoing workshops are optional and are held on Tuesdays. They are designed to gain a deeper understanding of the initial workshop and to meet the particular needs of the instructors. The workshops are conducted in areas such as lesson planning, teaching strategies, and teacher research. There are also Special Interest Groups (SIGs) in the English Preparatory School. Instructors with similar interests such as approaches to teaching skills, teacher education, drama & literature, and use of technology in education come together to discuss the issues in different fields and exchange their views and best practices within the institution.

1.3.3. Instructor Evaluation Process in the English Preparatory School

The English Preparatory School has been conducting instructor evaluation for 4 years. The director of the preparatory school designed the instructor evaluation system.

The evaluation model is similar to the standards-based teacher evaluation systems that are used in elementary, secondary, and high schools in the United States and some other countries in Europe. Sources of performance data such as classroom observation, student feedback, and professionalism are used in teacher evaluation systems in the aforementioned countries. These sources are also used in the English Language Teaching (ELT) context (Richards & Farrell, 2005). Therefore, it is possible to implement a standards-based teacher evaluation system in an ELT environment. As stated in the Instructor's Handbook, instructor evaluations are conducted for all the instructors as a tool to give the staff feedback on their teaching and performance and as a resource for professional development. The stages of the overall instructor evaluation are given in Table 2.

Table 2: Overall Instructor Evaluation Stages in the English Preparatory School

Instructor evaluation stage	Time period	Procedure	
1. Performance standards for the instructors are established and communicated	At the beginning of the academic year	Performance standards are shared with the instructors in the first general staff meeting of the academic year	
2. Instructors' performance is monitored and measured	During the academic year	*Measures of teacher performance for experienced instructors*	*Measures of teacher performance for novice instructors*
		a. The professional development scheme proposed by the instructor from the previous year b. Midterm and module end test class averages c. Student surveys d. Professionalism	a. Evaluative classroom observation b. Student surveys c. Professionalism
3. Instructor evaluation results are shared with the instructors	At the end of the academic year	Instructor evaluation results are shared with the instructors in the appraisal interview	

The evaluation is carried out once a year for both experienced and novice instructors. At the beginning of the academic year, performance standards for the instructors are established and communicated. During the academic year, instructors' performance is monitored and measured through multiple sources of information. At the end of the academic year, the director of the preparatory school holds a formal appraisal interview with the instructors to share the evaluation results. The key objectives of the appraisal interview are sharing the instructor evaluation results, identifying the impact of each stage of the evaluation on teacher satisfaction with the process, understanding teachers' perceptions of the fairness of performance ratings, increasing teachers' motivation to improve performance, and setting academic goals for the teachers. The appraisal interview is divided into 3 sections. In the first section of the interview, the school director asks specific questions in order to find out about instructors' experiences in the academic year. The following questions are asked for this purpose:

- What can you tell me about your role and performance in this academic year?

- What areas do you think you have to improve?

- How was your relationship with your students, colleagues, and managers?

- Name 3 things that you are satisfied with in the preparatory school.

- Name one thing that you do not like and would like to change.

- What professional development activities have you participated in?

In the second section of the interview, each instructor, with the help of the school director, sets three goals for the next academic year by answering the following questions:

- What are your goals for the next academic year? List three targets for next year.

- Which specific skills would you like to improve in the next year?

- What action will you take to achieve these aims?

- What can your manager do to help you attain your goals?

Some examples of teacher goals are implementing a new teaching technique, completing a course, and running an in-house workshop. In the third section of the interview, the school director shares the evaluation results with the instructors.

A specific rubric is used to evaluate the teacher performance in the academic year. Due to the time constraints and difficulties of carrying out classroom observations, evaluative classroom observations are conducted only for the novice instructors in the first year of their teaching. Evaluative classroom observations are not conducted for experienced instructors as a measure of teacher performance in the instructor evaluation process. Instead, experienced instructors are evaluated on their professional development, which corresponds to the achievement of the goals that were established in the previous year's appraisal interview.

The performance evaluation rubric for experienced instructors includes four domains (see Table 3 for details).

Table 3: Instructor Evaluation Processes for Experienced Instructors

Instructor evaluation measure	Source of evidence	Rating scale	Weight
Professional development	* Evidence collected by the school director * Evidence collected by the instructor	Achievement of each academic goal: 10 points (a total of 3 goals)	30%
Midterm and module end test class averages	Student achievement data	Low: 10 points Average: 20 points High: 30 points	30%
Student surveys	Student survey data	Unsatisfactory: 10 points Satisfactory: 20 points	20%
Professionalism	Evidence collected by the school director, deputy directors, and level coordinators	Unsatisfactory: 10 points Satisfactory: 20 points	20%

The first domain of the rubric evaluates teacher professional development. Experienced instructors are evaluated on the 3 academic goals that were set in the previous year's appraisal interview. Evidence of professional development is necessary in this part of the evaluation. It includes but not limited to: attending or holding in-house workshops, making peer observation for development purposes, and participating and presenting in conferences. In this domain, instructors receive ten points for the achievement of each goal. Professional development domain constitutes thirty percent of the total evaluation score.

The second domain of the rubric includes student achievement results. The preparatory school has a modular system that includes five levels: Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Pre-Faculty. In the Elementary and Pre-Intermediate levels, students learn general English. In the last two levels, they learn theme-based Academic English. There are four modules in an academic year, each of which lasts 7 weeks. As the students move up to higher levels, their classes and teachers change. Consequently, instructors teach a different group of students in each 7-week

module. The preparatory school students are assessed in a module through various assessment components and a midterm exam. At the end of the module, they take a module end test. Each instructor's class achievement scores are recorded in terms of midterm exam and module end test in each module. At the end of an academic year, midterm and module end test class averages of each instructor are evaluated. Since the student achievement on tests are related to course objectives, the exam averages serve as the evidence of student learning. Instructors receive a score out of thirty points, depending on their class averages. This domain constitutes thirty percent of the total evaluation score.

The third domain includes student surveys. At the end of each module, students are given a survey, which was designed by the director of the preparatory school and ex-vice rector of the university. In the survey, students provide feedback on their teachers' performance in a given module, the course and themselves as learners. In the instructor evaluation section of the student survey, students indicate whether they agree with the statements related to the instructor's teaching performance on a 5-point scale ranging from 1 (totally disagree) to 5 (totally agree). Instructors' teaching performance scores are recorded throughout an academic year. At the end of an academic year, an individual instructor's average on teaching performance is compared with the preparatory school averages. Instructors whose teaching score averages are constantly below the department averages are considered as unsatisfactory. In this component, instructors receive a score out of twenty points. This domain constitutes twenty percent of the total evaluation score.

In the last domain of the rubric, instructors are evaluated on their performance regarding their duties in the school. According to the Instructor's Handbook, some of the

instructor duties are attending the weekly level meetings and general staff meetings, updating the Learning Management System with students' attendance records and grades, responding promptly to e-mails and phone calls, and working and communicating effectively with co-instructors. In this respect, information is gathered from the school director, deputy directors, and level coordinators. In this domain, instructors are evaluated out of twenty points.

The performance evaluation rubric for novice instructors includes three domains (see Table 4 for details).

Table 4: Instructor Evaluation Processes for Novice Instructors

Instructor evaluation measure	Source of evidence	Rating scale	Weight
Evaluative classroom observation	Evidence collected by the school director	* *Planning and preparation* Unsatisfactory: 10 points Satisfactory: 20 points * *Classroom atmosphere* Unsatisfactory: 10 points Satisfactory: 20 points * *Instruction* Unsatisfactory: 10 points Satisfactory: 20 points	60%
Student surveys	Student survey data	Unsatisfactory: 10 points Satisfactory: 20 points	20%
Professionalism	Evidence collected by the school director, deputy directors, and level coordinators	Unsatisfactory: 10 points Satisfactory: 20 points	20%

The first domain of the rubric includes evaluative classroom observation. Each novice instructor goes through one evaluative classroom observation in his or her first year in the English Preparatory School. The school director carries out evaluative classroom observations. Each instructor is provided with detailed information about the

time of the observation and the procedures in advance. The evaluative classroom observation model is given in Figure 3.
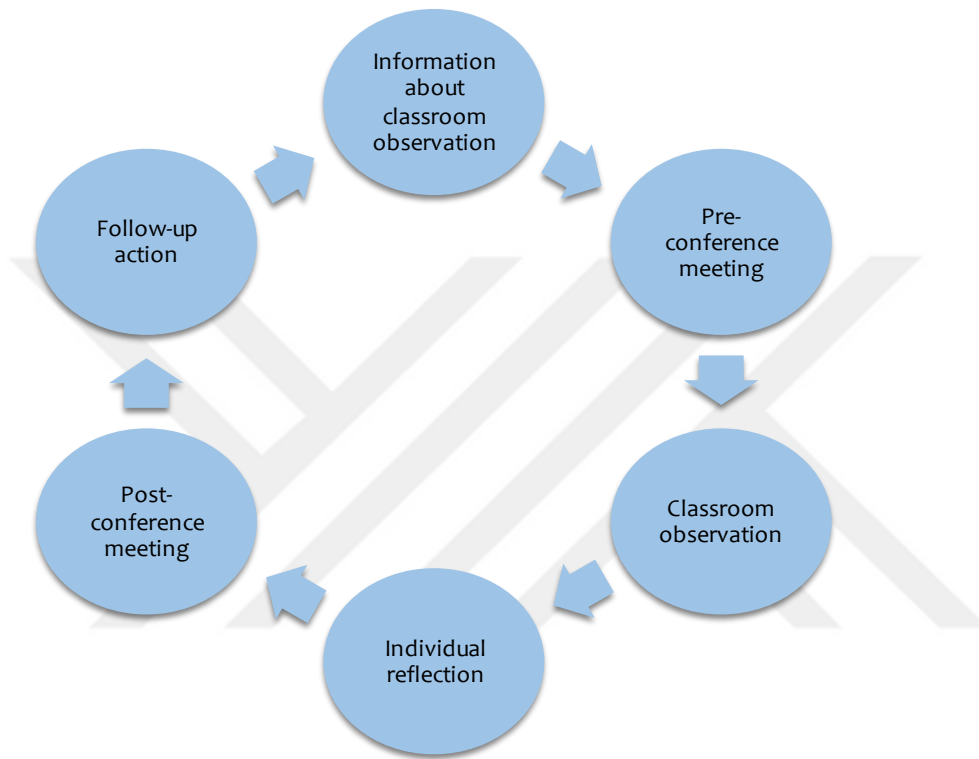
Figure 3. English Preparatory School Evaluative Classroom Observation Model

Evaluative classroom observation criteria include 3 areas: Planning and preparation, classroom atmosphere, and instruction. Instructors receive a score out of twenty points in each area of the criteria, depending on their performance. This domain constitutes sixty percent of the total evaluation score.

The second and third domains of the rubric are the same as those for the experienced instructors.

At the end of each academic year, experienced instructors are evaluated in the four domains of the instructor evaluation rubric whereas novice instructors are evaluated

in three domains. While giving instructors a total evaluation score, a holistic approach is used. Instructor evaluation scores lead to two main outcomes. First, the evaluation results are used for a summative purpose. Evaluation scores are shared with the HR department for the purpose of termination of employment or salary increase. However, in the last 2 years, salary increase has not been based on instructor evaluation scores due to a miscommunication between the English Preparatory School administration and the HR department. Termination of employment has been issued only once since the instructor evaluation process started. Second, the evaluation process serves a formative function. The instructor evaluation scores enable the preparatory school administration to identify the key areas where teachers should improve. Individual instructors are encouraged to participate in professional development activities in order to improve their teaching skills.

In conclusion, professional development is considered as a significant factor in achieving the educational goals in the English Preparatory School. The preparatory school administration firmly believes that teachers' professional development is not only beneficial for the individual but also is a means to create an environment in which collective learning occurs. Therefore, the main objective of the instructor evaluation is to encourage instructors to engage in professional development activities so that they can improve their teaching practices and share their knowledge with their colleagues.

1.4. Significance of the Study

This particular study will acknowledge the English Preparatory School administration of how effective the implemented instructor evaluation is so that necessary changes, adaptations and decisions to improve organizational competencies can be made

by the administrators and instructors as a result of the outcome of the study. This study is also planned to be a guide for preparatory schools that carry out instructor evaluation. In this sense, the study will inform the administrators and teachers about the insights along with the strengths and weaknesses of the instructor evaluation via the opinions of instructors. Finally, it is hoped that this study will add up to the literature on teacher evaluation in Turkey. By these means, the results of the study may serve as a sample for English preparatory schools to understand the deficiencies in their organizations and to make the necessary improvements.

1.5. Overview of Methodology

The purpose of the study was to investigate English instructors' beliefs about the instructor evaluation conducted at Istanbul Şehir University English Preparatory School. For this reason, an evaluative case study approach was used. Patton's Utilization-Focused Evaluation Model (1997) was used as the framework of the study.

1.5.1. Participants

The participants of the study consisted of 52 English instructors. All of the instructors were full-time teachers in the English Preparatory School in 2015-2016 academic year.

1.5.2. Data Collection Instruments and Data Analysis

Since it was aimed to make decisions regarding the improvement of the instructor evaluation process of an English preparatory school in this study, a mixed methodology

design was used to gather quantitative and qualitative data. Several scholars have pointed out that the use of multiple sources of evidence is an important strength of case studies (Bassey, 1999; Gillham, 2010). Patton (1997) advocates the use of multiple methods of data collection in utility-focused evaluations. Quantitative data of the study was gathered through a teacher questionnaire, "Teacher Evaluation Profile Questionnaire" (Stiggins & Duke, 1987). The questionnaire was revised to be appropriate for the study. Descriptive analyses were conducted to analyze the data gathered through the close-ended questions in the questionnaire. As for the qualitative data, written responses to open-ended questions in the questionnaire were categorized by using content-analysis techniques and semi-structured interviews were conducted with the instructors. The data gathered through interviews were analyzed both by content-analysis techniques and by Nvivo software program. An overview of research design is given in Table 5.

Table 5: Overview of Research Design

Research question	Data collection instrument	Data analysis	Participants
1. To what extent do the instructors believe instructor evaluation is necessary?	* Questionnaire (Q.21) * Interview (Q.1)	Descriptive statistics / Content analysis	English instructors
2. What are the instructors' opinions about the impact of the instructor evaluation process on their professional development and on school improvement?	* Questionnaire (Q.1-7) * Interview (Q.2-3)	Descriptive statistics / Content analysis	English instructors
3. What are the instructors' opinions about the impact of the instructor evaluation process on their emotions?	* Questionnaire (Q.8-12) * Interview (Q.4)	Descriptive statistics / Content analysis	English instructors
4. How do the instructors view the school director as the evaluator in the instructor evaluation process?	* Questionnaire (Q.13-20) * Interview (Q.5)	Descriptive statistics / Content analysis	English instructors
5. What are the instructors' opinions about the strengths and weaknesses of the instructor evaluation at the preparatory school?	* Questionnaire (Q.22-23)	Content analysis	English instructors

1.6. Limitations

The main limitation of the study is the convenience sampling method that was applied to collect data. As it is a case study, a sample population of 52 instructors was chosen to explore English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School. Therefore, the results of this study may not be generalized to other English preparatory schools of universities in Turkey.

Furthermore, an internal evaluator, who holds the position of deputy director at the English Preparatory School, conducted the study. This fact might have affected the objectivity of the results in two ways. First, some instructors might not have been honest with the researcher for the fear that the administrative staff of the preparatory school would not welcome their opinions. Second, the researcher, despite being in the natural context of the study, might not have had a critical perspective on the issues covered in the study.

Finally, English is not the native language of either the researcher or the majority of the sample population. This might have interfered with the expression of some ideas or caused the misinterpretation of some facts during the interviews.

1.7. Organization of the Study

In the second chapter of the study, the literature review will be presented. This review includes a definition of professional development, emotional intelligence, and teacher evaluation and their historical background. The third chapter concerns the methodology used in the study. The methodology to collect and analyze the data used in the study is discussed in this chapter. The fourth chapter includes the analysis of the data

gathered from the questionnaire and the interviews during the study. The fifth chapter provides the discussion of the findings related to the research questions and the literature. The sixth chapter provides implications for practice and recommendations for further research.

1.8. Definition of Terms

Emotional Intelligence: "Emotional intelligence refers to an ability to recognise the meanings of emotions and their relationships, and to reason and problem solving based on them." (Chauhan & Chauhan, 2007, p. 219).

Evaluation stakeholders: Evaluation stakeholders are "…people who have a stake – a vested interest – in evaluation findings" (Patton, 1997, p.41).

Evaluative classroom observation: The term will be used for formal observation of teaching that is aimed to make a summative evaluation of individual teachers.

Experienced Instructors: The term will refer to the English instructors who were hired by Istanbul Şehir University English Preparatory School in 2014-2015 academic year or before.

Instructor: The term will refer to the person who teaches English classes at Istanbul Şehir University English Preparatory School.

Instructor Evaluation: The term "instructor evaluation" will be used to refer to the teacher evaluation that is conducted for the English instructors at Istanbul Şehir University English Preparatory School.

Novice Instructors: The term will refer to the English instructors who were hired by Istanbul Şehir University English Preparatory School at the beginning of 2015-2016 academic year.

Professional Development: The term "professional development" includes all activities aimed at improving teaching quality.

Teacher Evaluation: The term "teacher evaluation" will be used to refer to the process in which teachers are evaluated to reach and maintain high levels of teaching performance.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter covers relevant bodies of literature regarding this study. First, a definition of professional development will be given and its relationship with education will be discussed. Second, the role of emotional intelligence in the workplace will be explained. Third, the models, purposes, and information sources of teacher evaluation will be examined. Then, studies conducted on teacher evaluation will be discussed. Last, a summary of the literature review will be provided.

2.2. Professional Development

In the education sector, professional development is considered as an essential activity undertaken throughout a teacher's career. Continuous professional development is necessary for teachers to constantly update their knowledge of teaching and learning (Darling-Hammond & McLaughlin, 1995; Knight 2002). In this regard, educators emphasize the importance of continuous professional development activities. Teachers hold the opinion that professional development activities are more beneficial when they are extended over a period of time (Matherson and Windle, 2017). Fullan (2007) states that professional learning can be effective if it is a part of teachers' daily routines. Fullan (2007) also argues that building a school culture that supports collaboration enables teachers to improve their practice. In order to provide opportunities for teachers to collaborate, school organizations should consider "…rethinking schedules, staffing

patterns, and grouping arrangements to create blocks of time for teachers to work and learn together" (Darling-Hammond & McLaughlin, 1995, p.601).

Professional development includes formal and informal learning opportunities for teachers to improve their teaching practice (Earley & Bubb, 2004; Jurasaite-Harbison & Rex, 2009; Kennedy, 2011). Formal learning is acquired through courses and workshops (Richards & Farrell, 2005; Avalos, 2010) whereas informal learning can be gained through teacher networks and links (James & McCormick, 2009) and regular departmental meetings in schools (Knight, 2002). Marzano, Frontier, and Livingstone (2011) assert that workshops should be led by teachers that have expertise in different subjects rather than by educators from outside the school.

Scholars and researchers have noted that school cultures and organizational structures have an important effect on teachers' professional development (Darling-Hammond & McLaughlin, 1995; James & McCormick, 2009; Scribner, 1999). Opfer and Pedder (2011) explore the effect of school organization on an individual teacher's learning system and suggest that professional development initiatives are subject to school organizational contexts. According to Clarke and Hollingsworth (2002, p.962), the school environment can alter teacher professional development by means of "…access to opportunities for professional development; restriction or support for particular types of participation; encouragement or discouragement to experiment with new teaching techniques; and, administrative restrictions or support in the long-term application of new ideas".

In addition to their contribution to teacher improvement, professional development activities may also support school improvement through organizational

learning. Dufour and Fullan (2013) draw attention to the significance of effective leaders in integrating continuous professional development into the school culture and state:

> But effective system leaders recognize that the best professional development does not take place away from work or during the occasional presentation – it happens in the workplace on an ongoing basis. So these leaders focus on creating the processes and culture that enable educators to learn continually as part of their routine professional practice. They understand that the deepest professional learning will occur when that learning:
> - Is job embedded, occurring in the workplace rather than in workshops
> - Engages people in the work rather than listening to presentations about the work
> - Is collective rather than individual
> - Is aligned with the system's goals rather than the pursuit of random interests
> - Is evaluated on the basis of results
>
> (p.54)

Watkins and Marsick (1999) divide the process of learning into 3 groups: individual learning, team learning, and organizational learning. In a workplace environment where learning opportunities are offered and collaboration is sought, individuals can build on their experiences. Establishing school systems where individuals can share their experiences and encouraging people to participate in a collective vision lead to organizational learning (Watkins & Marsick, 1999). Earley and Bubb (2004) argue that professional development programs should be designed with a view to improving both individual teachers and entire school systems. Richards and Farrell (2005, p.12) concur with this view and note, "…collaboration with others both enhances individual learning and serves the collective goals of an institution." In a 2-year study of 9 elementary schools, Newmann, King, and Youngs (2000) propose that professional development activities should be aligned with the school's needs and should be designed in a way to

increase the school's capacity. This implies that professional development, though sometimes seen as an individual activity, should be part of a bigger picture.

The social aspect of professional development has received much attention in the literature. There seems to be a general consensus among educators that effective professional development programs should encourage collaboration among teachers rather than promote individual learning. Knight (2002) points out that continuing professional development should be based on collaborative activities. Individual teachers and groups of teachers are likely to influence each other in school environments (Knight, 2002). Drawing on data collected from a study of 1027 teachers in the United States, Garet, Porter, Desimone, Birman, and Yoon (2001) point out the advantages of professional development programs designed for groups of teachers. Teachers from the same school, department or grade have common topics to discuss and in turn this collective participation can lead to the formation of an effective school culture (Garet et al., 2001). Likewise, Richards and Farrell (2005) argue that volunteer based teacher support groups transform schools into professional learning communities. Teachers in support groups can take part in activities such as curriculum development, peer coaching, and classroom observation. In their article, Cooper and Boyd (1998) explain different models for cooperative teacher learning. The models mainly include teacher groups that meet regularly in order to discuss recent developments in education. Teachers may use what they have learned either to improve their individual teaching practices or to contribute to school improvement. Cooper and Boyd (1998) argue that effective collaborative models have 4 distinct characteristics: (a) collaborative climate, (b) personal qualities in group members that foster teamwork, (c) effective group skills and

reflective thinking skills, and (d) principles of adult learning. Diaz-Maggioli (2004) shows a positive relationship between collective professional development practices and student learning. Diaz-Maggioli (2004) emphasizes the importance of teacher collaboration and states that administrative support is needed for professional development to have a positive impact on student learning. Marzano et al. (2011) argue that latest developments in web technologies lead to online teacher collaboration. In this manner, teachers can share their ideas in online discussion groups and explore new ways to improve their teaching practices through collaboration.

In some studies, school principals were reported to support collaborative practices in schools because of their contributions to professional development. In their study of 34 school principals and assistant principals in the United States, Brown and Militello (2016) report that the participants favor the idea of professional development through teacher collaboration in their schools. In the context of 103 continuous professional development coordinators in Hong Kong, Cheng (2017) explored participants' views of the relationship between a collaborative learning culture and professional development. Cheng (2017) concludes that it is essential to build a collaborative culture in order to enhance effective professional development.

Scholars have come up with different conceptions and models of teacher professional development. In their review of the teacher professional development literature, Opfer and Pedder (2011) found that the teacher, the school system, and the professional learning activity are the three main systems in teacher professional learning. Focusing on the complexity of teaching and learning environments, they conclude that interactions among the three systems should be thoroughly examined to understand the

learning process. Opfer and Pedder (2011) also suggest that teacher professional learning is context-specific and characteristics of different school systems and teachers should be considered to have an overall understanding of teacher learning. In their non-linear Interconnected Model, Clarke and Hollingsworth (2002) incorporate 4 professional development domains: (a) the external domain (external sources of information), (b) the domain of practice (professional experimentation), (c) the personal domain (teachers' knowledge and beliefs), and (d) the domain of consequence (salient outcomes). They state that there is constant interaction among the domains through reflection and enaction. Understanding the complex aspects of teacher learning as specified in the model may help those in charge to build professional development programs that cater for teachers with different ways of learning (Clarke & Hollingsworth, 2002). Guskey (1986) provides a different perspective to professional development. His linear model includes 3 areas of change brought by professional development programs: (a) change in teachers' classroom practices, (b) change in student learning outcomes, and (c) change in teachers' beliefs and attitudes. What makes this model different than the other linear professional development models is the order of the change process. Guskey (1986) suggests that teachers change their beliefs about teaching after they see that new classroom practices lead to increased student outcomes. The linear model of teacher change assumes that teachers will maintain the teaching practices that result in better student learning (Guskey, 1986).

2.3. Emotional Intelligence

Studies of emotional intelligence started to attract attention in the 1990s. According to Salovey and Mayer (1990, p.189), emotional intelligence is "…the subset

of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." There are three main theoretical approaches to emotional intelligence, namely specific ability approaches, integrative-model approaches, and mixed model approaches (Mayer, Roberts, & Barsade, 2008). Specific ability and integrative-model approaches only focus on mental abilities in the concept of emotional intelligence whereas mixed models take into consideration personality characteristics with mental abilities. The Four-Branch Model of emotional intelligence is a widely known integrative approach (Mayer & Salovey, 1997). According to this model, emotional intelligence is divided into four areas: (1) perceiving emotions, (2) using emotions to facilitate thought, (3) understanding emotions, and (4) managing emotions. Being aware of the emotions of self and others may help individuals use emotional intelligence in order to achieve desired outcomes.

Several scholars and researchers have explored the role that emotional intelligence plays in the workplace. Cherniss, Goleman, Emmerling, Cowan, and Adler (1998) introduce a process for developing emotional intelligence in organizations. The process includes preparation, training, transfer and maintenance, evaluation phases. Their process model has strong implications for individual and organizational emotional intelligence. Goleman (1995) emphasizes the role of emotional intelligence in creating effective work groups and asserts that high emotional intelligence has a significant impact on the success of collaborative work groups in organizations. George (2000) argues that leaders with high emotional intelligence facilitate the formation of a shared vision in their organizations by understanding and managing employees' emotions.

Mayer, Salovey, and Caruso (2004) suggest that individuals with high emotional intelligence may be more skilled at increasing work-related motivation in organizations. The findings of the study by Gardner and Stough (2002) indicate that there is a positive relationship between emotional intelligence and effective leadership. However, Gardner and Stough (2002) also suggest that more empirical research is required to confirm this theory. Leaders who are aware of the emotions of others can use this knowledge to increase performance in the workplace. Focusing on the school environment, Moore (2009) states that school leaders who develop their knowledge of emotions are likely to be more skilled at managing change in their schools. Effective educational leaders are capable of adjusting their emotions to establish positive relationships with the teachers (Cherniss, 1998).

2.4. Teacher Evaluation

It is generally thought that performance management plays an important role in organizations (Caldwell, 2002; Sims, 2002). Performance management requires direct involvement of employees and gives them responsibility for managing their own performance. In the context of schools, performance management can be carried out through the teacher evaluation process. According to Shinkfield and Stufflebeam (1995, p.86), teacher evaluation is defined as "…the systematic assessment of a teacher's performance and/or qualifications in relation to the teacher's defined professional role and the school district's mission." Educators focus on different characteristics while defining a successful teacher evaluation system. In their review article, Darling-

Hammond, Wise, and Pease (1983) consider four conditions for a teacher evaluation system to be effective:

- All actors in the system have a shared understanding of the criteria and processes for teacher evaluation;
- All actors understand how these criteria and processes relate to the dominant symbols of the organization, that is, there is a shared sense that they capture the most important aspects of teaching, that the evaluation system is consonant with educational goals and conceptions of teaching work;
- Teachers perceive that the evaluation procedure enables and motivates them to improve their performance; and principals perceive that the procedure enables them to provide instructional leadership;
- All actors in the system perceive that the evaluation procedure allows them to strike a balance "between adaptation and adaptability, between stability to handle present demands and flexibility to handle unanticipated demands" (Weick, 1982, p.674); that is, that the procedure achieves a balance between control and autonomy for the various actors in the system.

(p. 320)

Darling-Hammond et al. (1983) also state that success of a teacher evaluation system is related to the characteristics of the school organization where the evaluation is carried out. In a similar vein, Shinkfield and Stufflebeam (1995) draw attention to the unique characteristics of individual schools and state that the philosophy and curriculum of a specific school should play a role in creating the teacher evaluation system to be used. Danielson and McGreal (2000) demonstrate 3 important elements of teacher evaluation: (a) performance standards, (b) procedures for assessing all aspects of teaching, and (c) trained evaluators. With regards to the levels of performance, a valid set of criteria is required to evaluate all the important aspects of teaching. Furthermore, evaluators must have experience in both different aspects of teaching and the use of evaluative criteria so

that the entire teacher evaluation system can be reliable. Odden (2004) states that a standards-based teacher evaluation system should include 4 elements:

> 1.   A set of teaching standards that describes in considerable detail what teachers need to know and be able to do
> 2.   A set of procedures for collecting multiple forms of data on teacher's performance for each of the standards
> 3.   A related set of scoring rubrics that provide guidance to assessors or evaluators on how to score the various pieces of data to various performance levels and a scheme to aggregate all micro scores to an overall score for a teacher's instructional performance
> 4.   A way to use the performance evaluation results in a new knowledge- and skills-based salary schedule if the evaluation system is to be used to trigger fiscal incentives
>
> (p. 127)

2.4.1. Teacher Evaluation Models

Darling-Hammond et al. (1983) state that different definitions of teaching and school organizations have resulted in a variety of teacher evaluation processes. Scholars agree on the purposes and benefits of the teacher evaluation for both individual teachers and schools as organizations; however, there seems to be disagreement on the procedures of teacher evaluation systems in the literature (McGreal, 1983).

Different purposes of teacher evaluation and the lack of consensus on evaluation procedures have led to a variety of teacher evaluation models being carried out in different districts of the United States and in several other countries. Scriven (1994) argues that a duties list may form the basis of teacher evaluation models. The list of teacher duties includes: (a) knowledge of subject matter, (b) instructional competence, (c) assessment competence, (d) professionalism, and (e) other duties to the school or community. The levels of performance in the domains are Unacceptable, Needs Improvement, Satisfactory, Good, and Excellent. In order to be considered a competent

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teacher, a satisfactory performance is required across the 15 subdomains of the duties list. Scriven (1994) draws attention to job descriptions and duties that are specific to different school contexts and argues that evaluators must exercise caution while evaluating related dimensions of performance stated in the duties list.

Danielson (2007) created a framework for teaching including 4 domains: (a) planning and preparation, (b) the classroom environment, (c) instruction, and (d) professional responsibilities. The domains in the framework are divided into 22 components and they set performance standards for teaching. Teaching performance standards in the framework are assessed by a four-level rubric: Unsatisfactory, Basic, Proficient, and Distinguished. Danielson's framework for teaching has been widely used as a foundation for teacher evaluation models in the United States and some other countries.

In their teacher evaluation model, Marzano and Toth (2013) divide the teacher evaluation system into 5 domains: (1) classroom strategies and behaviors, (2) planning and preparing, (3) reflecting on teaching, and (4) collegiality and professionalism, and (5) VAM (value-added measures) scores based on student growth. Domains 1-4 include 60 subdomains. Marzano and Toth (2013) emphasize the importance of classroom strategies and behaviors because they are considered to be closely related to student achievement. With regards to Domain 5, Marzano and Toth (2013, p.20) note, "value-added measures typically employ complex formulas that attempt to attribute influences on student learning over time to specific factors." According to the model, data on teacher performance is collected from each of these domains. The scale for evaluating teacher performances in the domains includes 5 levels: Not Using, Beginning, Developing,

Applying, and Innovating. The scores are, then, converted into a comparable score and combined to get a total score for teachers.

2.4.2. Purposes of Teacher Evaluation

In the literature, teacher evaluation models mainly serve two purposes: summative and formative. The summative purpose is related to the quality assurance and accountability whereas the formative purpose is associated with teacher professional development (Danielson & McGreal, 2000; Marzano, 2012; Stiggins & Duke, 1987; Tucker & Stronge, 2005). Danielson and McGreal (2000, p.8) note, "Screening out unsuitable candidates, dismissing incompetent teachers, and providing legally defensible evidence are all summative functions; providing constructive feedback, recognizing and reinforcing outstanding practice, providing direction for staff improvement, and unifying teachers and administrators around improved student learning are all formative." Darling-Hammond et al. (1983) categorize the purposes of teacher evaluation into 4 areas. The formative purposes are teacher development and school improvement. On the other hand, the summative purposes include job status decisions for teachers and decisions about school status. McGreal (1982) suggests that a teacher evaluation system should have one single purpose to be successful. In their study of teacher evaluation processes in 32 school districts, Wise, Darling-Hammond, McLaughlin, and Bernstein (1985) found that determining the primary purpose of teacher evaluation is a challenging task for school administrators. One conclusion of their study is that a teacher evaluation system should have one single purpose. Wise et al. (1985) also state that teacher evaluation programs for improvement must have broad criteria so as to specify the areas for improvement whereas

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teacher evaluation programs for accountability must have rather narrow criteria to distinguish incompetent teachers. Marzano (2012) concurs with this view, arguing that teacher evaluation systems designed for ensuring accountability are different than those designed for developing teachers. Teacher evaluation systems for improvement decisions are comprehensive and specific, include developmental scales for teachers, and acknowledge and reward teacher growth (Marzano, 2012).

The summative purpose of teacher evaluation has been subject to criticism by some scholars. Conley and Glasman (2008) argue that the accountability feature of teacher evaluation instills fear in some teachers. This may compromise the effective use of teacher evaluation data for professional development purposes. Duke (as cited in Larsen, 2005) also states that teachers are more inclined not to use new teaching practices when they participate in summative teacher evaluations. Larsen (2005) argues that a teacher evaluation system with a focus on accountability leads to feelings of anxiety and stress in teachers.

According to Stiggins (1986), one important advantage of teacher evaluation systems with a focus on teacher improvement over those with accountability purposes is that they can utilize multiple sources of data to evaluate teacher performance. In a similar vein, Marzano and Toth (2013) emphasize the formative purpose of teacher evaluation for professional development. They suggest the use of teacher self-audits, growth goals set by teachers, peer-observation schemes, online professional learning communities, and coaching as part of the teacher evaluation system (Marzano & Toth, 2013).

2.4.3. Sources of Information in Teacher Evaluation

In the past, traditional teacher evaluation systems mainly focused on appraisal interviews and classroom observations (Darling-Hammond et al., 1983). However, recent changes in teacher evaluation systems have included teaching performance standards and multiple measures of performance. Several educators argue that teacher evaluation systems should collect data from multiple sources of performance information (Darling-Hammond et al., 1983; Danielson & McGreal, 2000; Looney, 2011). According to Danielson and McGreal (2000), classroom observation, teacher self-assessment, evidence of professional development, samples of student work, and student surveys are among the major sources of performance information. Peterson, Wahlquist, Bone, Thompson, and Chatterton (2001) describe a teacher evaluation system implemented in a school district in the United States. The distinctive feature of the system is that teachers can use multiple sources of performance data of their choice. Novice teachers are required to use a minimum of four data sources whereas experienced teachers are allowed to use one to three sources of performance data. Peterson et al. (2001) report that according to surveys and interviews, both teachers and school principals are satisfied with the teacher evaluation system.

Classroom observation has been a major element of teacher evaluation systems. Danielson (2008, p.2) stresses the importance of classroom observation and states, "…the observation of classroom practice is the cornerstone of the evidence of a teacher's skill; engaging students in important learning is rightly considered to be the key to professional teaching." Classroom observations typically include a pre-observation conference and post-observation conference (Danielson, 2008; McGreal, 1983). Pre-observation

conference enables the observer and the teacher to decide on the focus of the classroom observation and in the post-observation conference, the teacher receives feedback on his or her performance and the areas for improvement (McGreal, 1983). Some educators have come up with alternative methods for observing classroom performance of teachers. Marshall (2009) asserts that traditional formal classroom observations are not sufficient because principals can observe each teacher only once in a year. Marshall (2009) suggests conducting short unannounced observations, which makes it possible to observe teachers more than once in a year. In a similar vein, Danielson (2008), and Marzano and Toth (2013) argue that several short observations during the year could provide the school principals with more data to evaluate the teachers.

Depending on organizational structures and educational goals, teacher evaluation systems may choose to use student learning as a source of performance information. Evidence of student learning can be incorporated into teacher evaluation systems through various methods. Darling-Hammond (2015) argues that individual teachers' contributions to student learning should be separated from other external factors in order for student outcomes to be reliable sources of information in teacher evaluation. According to Danielson and McGreal (2000), a measure of student learning can be used as part of teacher evaluation on condition that reliable methods are used to collect and assess student outcomes. It is difficult to use students' standardized test scores in teacher evaluation due to technical concerns and various external factors; therefore, teachers should be allowed to share the results of their own assessments in the classroom (Danielson & McGreal, 2000). Tucker and Strong (2005) suggest that measures of student growth should be a part of teacher evaluation. Tucker and Strong (2005) also

argue that there needs to be a connection between the curriculum and assessment for the measures to be valid and reliable. Technical problems of using standardized tests as measures of student learning have been echoed by a number of scholars. Using standardized tests makes it difficult to attribute student learning to teacher performance because of external factors such as parental influence and school curriculum (Danielson, 2008). Danielson and McGreal (2000) assert that standardized tests cannot assess complex forms of student learning. Consequently, they are not suitable for evaluating a teacher's contribution to student learning in some aspects. One way of assessing student growth is through value-added measure (VAM). According to Marzano and Toth (2013, p.5), "…a VAM is a measure of how much a student has learned since some designated point in time." Value-added models use standardized test scores to estimate gains in student achievement due to teachers' instructional practices (Marzano & Toth, 2013). Darling-Hammond et al. (2012) criticize value-added student learning models in teacher evaluation and assert that the effect of teacher performance is variable because of different statistical methods used. Student characteristics and class profiles also lead to differences in teacher effectiveness when teacher performance is evaluated based on value-added models (Darling-Hammond et al., 2012). As an alternative to VAM models, teachers could gather evidence of student learning from their own classes (Darling-Hammond, 2015).

Student surveys are used as a source of performance data in some teacher evaluation systems. McGreal (1982) states that survey items need to focus on the classroom environment rather than the teacher when student surveys are used as a source of teacher performance information. Similarly, Danielson and McGreal (2000) assert that

student surveys should be used for formative purposes only to support other sources of performance data in teacher evaluation.

2.4.4. Teacher Evaluation Studies Abroad and in Turkey

There are several studies on teachers' perceptions of teacher evaluation. In the context of teachers in New Zealand, Gratton (2004) investigated teachers' perceptions of the purpose of the teacher appraisal system in a secondary school. He examined documents related to teacher appraisal prepared by the government and the school. A questionnaire and interviews were used as data collection tools. The findings indicate that teachers do not have a clear understanding of the purpose of teacher appraisal. Gratton (2004) concludes that appraisal procedures are not clear in the related documents prepared by the school.

The article by Kimball (2002) reports case studies of 3 school districts that use similar standards-based teacher evaluation systems in the United States. Most of the teachers who participated in the case studies perceived that the teacher evaluation process did not have a direct impact on professional development. Kimball (2002) stresses the importance of evaluator training for giving valuable feedback to teachers.

In their study of 414 secondary school teachers in Belgium, Tuytens and Devos (2016) focus on the feedback provided by evaluators in teacher evaluation. They used a questionnaire and interviews to collect data. The participants of the study believe that the evaluators' feedback is beneficial in that it refers to the relationship between teachers' classroom practices and school improvement. Tuytens and Devos (2016) conclude that teacher evaluation is more valuable when it includes school improvement activities.

Delvaux, Vanhoof, Tuytens, Vekeman, Devos, and Van Petegem (2013) investigated 65 secondary schools that carry out teacher evaluation in Belgium. Data were collected through a questionnaire. The findings reveal that teachers are more eager to participate in professional development if they find evaluator feedback useful. Also, the participants of the study believe that there is a positive relationship between the evaluator's knowledge of teaching and teacher professional development activities. Delvaux et al. (2013) state that an in-depth case study may be useful to further investigate the relationship between teacher evaluation and professional development.

Researchers have also conducted studies on how teacher evaluation with a formative purpose can have a positive effect on teacher professional development. In their case study of 17 teacher evaluation administrators and principals, and 36 teachers, Stiggins and Bridgeford (1985) investigated participants' perceptions of the teacher evaluation practices in their schools. Some of the administrators who participated in the study stated that there was a positive relationship between teacher evaluation and teacher improvement. Stiggins and Bridgeford (1985) conclude that formative evaluation should involve suitable sources of information and should be the primary purpose of teacher evaluation.

DeMatthews (2015) reports findings from a study of 5 principals in the United States. He employed interviews as the data collection instrument. The participants believe that professional development should be a continuous activity and teachers should be provided with feedback throughout the year. DeMatthews (2015) argues that principals' instructional leadership may help form a connection between teacher evaluations and teacher professional development.

Derrington and Kirk (2017) explored the relationship between the teacher evaluation system and professional development opportunities in their study of 28 school principals in the United States. Data were collected through interviews. The findings of the study indicate that principals favored using the teacher evaluation results to create collaborative professional development opportunities for teachers.

Üstünlüoğlu (2009) studied administrators' and instructors' perceptions of a new teacher appraisal system in a School of Foreign Languages of a private university in Turkey. The administrators found the new appraisal system beneficial in terms of individual and school improvement, and the instructors welcomed the teacher appraisal as an opportunity to share their opinions about the school (Üstünlüoğlu, 2009).

2.5. Summary

The literature review chapter is divided into three sections. In the first section, the importance of professional development in the improvement of education is explained. The connection between the school organization and teacher professional development (Clarke & Hollingsworth, 2002; Dufour & Fullan, 2013; Watkins & Marsick, 1999) is discussed. One conception of professional development focuses on the interactions among the leader, the school system, and the professional activity (Opfer & Pedder, 2011) whereas a different professional development model asserts that interactions among the external domain, the domain of practice, the personal domain, and the domain of consequence should be examined (Clarke & Hollingsworth, 2002). A different professional development model suggests that professional development programs result in changes in teachers' classroom practices, student learning outcomes, and teacher's

beliefs and attitudes in a linear manner (Guskey, 1986). In the second section, the role that emotional intelligence plays in the workplace is discussed. Emotional intelligence can be utilized by perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Mayer & Salovey, 1995). Leaders who are skillful at understanding and managing emotions can use their emotional intelligence to transform their organizations into collaborative workplaces (George, 2000; Goleman, 1995; Moore, 2009). In the third section, a definition of teacher evaluation is given along with its basic characteristics. Teacher evaluation models could be designed based on a list of teacher duties (Scriven, 1994), on a framework of teaching with a focus on performance standards (Danielson, 2007), and on a system incorporating student growth as a source of performance data (Marzano & Toth, 2013). Accountability and professional development (Danielson & McGreal, 2000; Marzano, 2012; Stiggins & Duke, 1987; Tucker & Stronge, 2005) are given as the two main purposes of teacher evaluation. Classroom observation (Danielson, 2008), student learning (Tucker & Stronge, 2005), and student surveys (McGreal, 1982) are mentioned as the common sources of teacher performance information in teacher evaluation. Last, different studies conducted on teacher evaluation are discussed.

Teacher evaluation is conducted in elementary, secondary, and high schools in the United States and other countries. There are several studies on the effectiveness of teacher evaluation systems from the perspectives of teachers and administrators. In light of the literature reviewed and the research studies, to the best of the researcher's knowledge, no studies have been conducted to identify English instructors' beliefs about instructor evaluation systems in the context of English preparatory schools of English-

medium universities in Turkey. Therefore, this case study aims to investigate English instructors' beliefs about the instructor evaluation at Istanbul Şehir University English Preparatory School.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of this evaluative case study was to explore English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School. Chapter 3 presents the methods and procedures used in this study. Research design, participants and setting, data collection instruments, data collection procedures, pilot study, and data analysis procedures are described.

3.2. Research Design

Yin (2003, p.13) defines a case study as, "…an empirical inquiry that investigate a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." Bassey (1999) categorizes educational case study types as theory-seeking and theory-testing case studies, story-telling and picture-drawing case studies, and evaluative case studies. According to Bassey (1999, p.63), evaluative case studies are "…enquiries which set out to explore some educational programme, system, project, or event in order to focus on its worthwhileness." This study was designed as an evaluative case study. It included a single case, the instructor evaluation process at Istanbul Şehir University English Preparatory Program, and investigated the instructors' opinions about the evaluation process.

This evaluative case study used a mixed methods approach. Effective use of research tools is essential in mixed method studies (Denscombe, 2007). Both quantitative and qualitative methods were necessary to provide comprehensive data in order to fully explain instructors' opinions about the instructor evaluation process. In this study, the quantitative data were collected through a revised version of Teacher Evaluation Profile Questionnaire (Stiggins & Duke, 1987). The qualitative data were collected through semi-structured interviews. Interview questions were designed considering the data that emerged from the questionnaire. Therefore, the interviews provided significant insight into the questionnaire findings.

3.2.1. Utilization-focused Evaluation

According to Alkin (2011, p.9), evaluation is "…judging the merit or worth of an entity." Utilization-focused evaluation is grounded on six sociological fields: applied sociology grounded in the sociological imagination, sociology of knowledge, diffusion of innovations, sociological perspectives on power and conflict, organizational sociology, and qualitative sociology (Patton, 2015). The core objective of utilization-focused evaluation is to identify the primary users in a program and carry out the evaluation in a way in which the users are able to enhance their programs (Stufflebeam & Coryn, 2014). According to Patton (1997, p.20), "…the focus in utilization-focused evaluation is on intended use by intended users." Ramirez and Brodhead (2013, p.25) state, "Primary intended users (PIUs) have a direct, identifiable stake in the evaluation and its use. They are required to be engaged with the evaluation on an ongoing basis during the entire

process." By making the primary users a part of the evaluation process, it is more likely for evaluation outcomes to be used for program improvement (Patton, 1997).

Evaluation outcomes can be used to make summative decisions about a program, to make improvements in a program, and to create knowledge about a program (Patton, 1997). Using a formative approach, process evaluation, an improvement-oriented evaluation method, puts emphasis on program improvement by investigating the activities of a program (Patton, 1997; Patton, 2014). Thus, process evaluation incorporates the opinions of the people that are involved in a particular program (Patton, 1997).

Patton's Utilization-Focused Evaluation Model (1997) was used as the framework of this study. According to this model, intended users of the evaluation are identified, intended uses of the evaluation are specified, the focus of the evaluation is decided, data collection methods are determined, and findings are interpreted (Patton, 1997). This case study implemented Utilization-Focused Evaluation (UFE) Checklist (Patton, 2013). Utilization-Focused Evaluation Checklist established by Patton is given in Appendix A. The following steps formed the framework of the study.

Utilization-Focused Evaluation Checklist

Step 1 – Assess and build program and organizational readiness for utilization-focused evaluation.

Permission to conduct the study was obtained from the school director (see Appendix B). The director was informed that the evaluation procedures were developed considering the needs of the English Preparatory School. Instructors in the English

Preparatory School were informed about the nature of the study and the level of their participation. Instructors were ready and receptive for the evaluation.

Step 2 – Assess and enhance evaluator readiness and competence to undertake a utilization-focused evaluation.

The researcher was the single evaluator in this utilization-focused evaluation. He had looked into the teacher evaluation models and had knowledge about the properties of effective systems. The researcher had been an English instructor in Istanbul Şehir University English Preparatory School for 3 years and then, he held the position of deputy director of the English Preparatory School since the instructor evaluation process first started. He experienced all instructor evaluation processes and participated in 2 appraisal interviews as a viewer. As a result, the researcher had knowledge about instructors' expectations and attitudes towards the instructor evaluation, professional development of teachers, and the procedures and outcomes of the instructor evaluation. One of his weaknesses was that he had not carried out a utilization-focused evaluation before.

Step 3 – Identify, organize, and engage primary intended users.

In the context of the English Preparatory School, the school director and English instructors are the stakeholders of the instructor evaluation. The school director is a qualified educator and holds a PhD degree in Curriculum and Instruction. The director of the preparatory school was identified as the primary intended user for 2 reasons. First, she is the person who designed the instructor evaluation process and is responsible for all aspects of the evaluation. Second, she has the authority to implement the changes suggested as a result of the work done through the evaluation of the instructor evaluation

process. Hence, the researcher worked closely with the director of the preparatory school from the start of the study. Research questions, intended uses of the evaluation, and methods and design decisions were discussed in a meeting with the primary intended user. Throughout the evaluation process, the director was informed about the progress.

Step 4 – Conduct situation analysis with primary intended users.

Procedures and outcomes of the previous instructor evaluation processes were reviewed, with emphasis given to areas for improvement. Resistance to and criticism of previous instructor evaluations were also discussed with the school director. Being the deputy director of the English Preparatory School brought both advantages and disadvantages to the researcher. One of the challenges of this utilization-focused evaluation was that instructors might not be willing to share their honest opinions about the instructor evaluation system because the researcher was an internal evaluator. Therefore, one of researcher's objectives was to make sure that instructors understand that the outcomes of this study would be only used for the improvement of current instructor evaluation system. On the other hand, due to his position, the researcher had experience in the instructor evaluation process and its procedures and had detailed knowledge about instructors.

Step 5 – Identify primary intended uses by establishing the evaluation's priority purposes.

The primary intended use of the evaluative case study was decided to be a formative evaluation in accordance with the needs of the school director. The priority of the preparatory school director was to improve the instructor evaluation model on the basis of the feedback from instructors.

Step 6 – Consider and build in process uses if and as appropriate.

This evaluative case study will facilitate program and organizational development in the future because it focused on the aspects of the instructor evaluation that could be improved according to the instructors' beliefs. Because the target group of the study was the instructors working at the English Preparatory School, the evaluation processes were collaborative and inclusive.

Step 7 – Focus priority evaluation questions.

Research questions were discussed with the school director, making her a part of the process. Because the questionnaire and interview questions were structured according to the case study research problems, research questions were answered with the data obtained from the research tools.

Step 8 – Check that fundamental areas for evaluation inquiry are being adequately addressed.

Research questions were designed and discussed with the school director. As stated in the purpose, the study will identify English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School.

Step 9 – Determine what intervention model or theory of change is being evaluated.

There is no intervention model or theory of change to be evaluated.

Step 10 – Negotiate appropriate methods to generate credible findings that support intended use by intended users.

Utilization-focused evaluation model is the framework of this evaluative case study and a mixed methodology design has been selected. The school director was

informed about the questionnaire and interview questions. She supported the methods that were used in this evaluative case study.

Step 11 – Make sure intended users understand potential controversies about methods and their implications.

A mixed methodology design was used to gather quantitative and qualitative data. Quantitative data of the study was gathered through a teacher questionnaire, "Teacher Evaluation Profile Questionnaire" (Stiggins & Duke, 1987). The questionnaire was revised to be appropriate for the study. As for the qualitative data, 2 open-ended questions were included in the questionnaire and semi-structured interviews were conducted with the instructors who went through the instructor evaluation process in the 2015-2016 academic year.

Step 12 – Simulate use of findings.

The questionnaire and interview were piloted with a group of instructors teaching in the English Preparatory School to check for reliability and validity.

Step 13 – Gather data with ongoing attention to use.

The school director was informed about the details of the data collection process.

Step 14 – Organize and present the data for use by primary intended users.

Descriptive analyses were conducted to analyze the quantitative data gathered through the questionnaire. As for the qualitative data, 2 open-ended questions were included in the questionnaire and semi-structured interviews were conducted with the instructors who went through the instructor evaluation process in the 2015-2016 academic year. The data gathered through the open-ended questions in the questionnaire

were analyzed by content-analysis techniques and the data obtained through interviews were analyzed both by content-analysis techniques and by Nvivo software program.

Step 15 – Prepare an evaluation report to facilitate use and disseminate significant findings to expand influence.

Results and Conclusions sections of the case study will lead to meaningful use of the outcomes.

Step 16 – Follow up with primary intended users to facilitate and enhance use.

As the researcher holds the position of deputy director of the English Preparatory School, he will have a chance to work with the school director for any improvements in the instructor evaluation process after the case study is completed.

Step 17 – Meta evaluation of use: Be accountable, learn, and improve.

As the utilization-focused evaluation is part of a case study research, there will not be a meta evaluation after the evaluation.

Steps in the UFE checklist are given in Table 6.

Table 6: Steps in the UFE Checklist

Step	Aim	Details
Step 1	Assess and build program and organizational readiness for the evaluation	* Permission was obtained from the school director * English instructors were informed about the evaluation
Step 2	Assess and enhance evaluator readiness for the evaluation	* As the internal evaluator, the researcher had knowledge about the evaluation context
Step 3	Identify and engage primary intended users	* The school director was identified as the primary intended user
Step 4	Conduct situation analysis with primary intended users	* Previous instructor evaluations were reviewed * Advantages and disadvantages of the internal evaluator were identified
Step 5	Identify primary intended uses	* Primary intended use was decided to be a formative evaluation
Step 6	Consider and build in process uses	* The evaluative case study will facilitate program and organizational development
Step 7	Focus priority evaluation questions	* Research questions were discussed with the primary intended user
Step 8	Check that fundamental areas for evaluation inquiry are being addressed	* Research questions were designed and discussed with the primary intended user
Step 9	Determine what intervention model or theory of change is being evaluated	* There is no intervention model or theory of change to be evaluated
Step 10	Negotiate appropriate methods to generate credible findings	* Data collection methods were supported by the primary intended user
Step 11	Make sure intended users understand potential controversies about methods	* Questionnaire and interview questions were designed to be appropriate for the study
Step 12	Simulate use of findings	* Questionnaire and interview were piloted
Step 13	Gather data with ongoing attention to use	* Primary intended user was informed about data collection process
Step 14	Organize and present data for use by primary intended users	* Quantitative and qualitative data were analyzed as part of the study
Step 15	Prepare an evaluation report to facilitate use	* Results and conclusions sections of the case study will lead to use
Step 16	Follow up with primary intended users to facilitate use	* The researcher will have the opportunity to work with the primary intended user for any improvements
Step 17	Meta evaluation of use	* There will not be a meta evaluation

3.3. Participants and Setting

The target population of this study was the English instructors who worked at Istanbul Şehir University English Preparatory Program in the 2015-2016 academic year.

At the beginning of 2015-2016 academic year, there were 52 instructors in the English Preparatory Program. 10 of these instructors participated in the pilot study; therefore, they were taken out of the target population. Of the remaining instructors, a total of 36 instructors participated in the study for a return rate of 86%. Participants' demographic characteristics presented in Table 7 include gender, teaching experience, tenure status, degree, and other ELT qualifications.

Table 7: Demographic Characteristics for Instructors

Characteristics	f	%
Gender		
Female	24	66.7
Male	12	33.3
Tenure Status		
Experienced	31	86.1
Novice	5	13.9
Degree		
BA	11	30.6
MA	25	69.4

Note: n=36

As can be seen in Table 7, the ratio of female to male participants is 2:1. In terms of tenure status, 31 (86%) of the instructors are experienced and 5 (14%) of the instructors are novice. Experienced instructors (n=31) have at least 2 years of teaching experience in the English Preparatory Program whereas novice instructors (n=5) have only 1 year of teaching experience in the English Preparatory Program at the end of 2015-2016 academic year. Regarding degree, 25 (69%) of the instructors hold a master's degree, 11 (31%) of the instructors hold a bachelor's degree only.

3.4. Data Collection Instruments

A mixed methods approach was used in this study. Both quantitative and qualitative methods were utilized to collect data. The quantitative data were collected through a revised version of Teacher Evaluation Profile Questionnaire (Stiggins & Duke, 1987). The qualitative data were collected through open-ended questions in the questionnaire and semi-structured interviews.

3.4.1. Questionnaire

Teacher Evaluation Profile Questionnaire developed by Stiggins and Duke (1987) was modified to be used in this study (see Appendix C and D). Permission was requested and obtained from Daniel Duke to adapt the questionnaire (see Appendix E). The questionnaire was adapted to the Istanbul Şehir University English Preparatory Program environment by including terminology specific to this environment and by replacing the terms "teacher" and "evaluator" with "instructor" and "director" respectively. The first section of the questionnaire contained demographic information such as gender, years of teaching experience, teaching experience at Istanbul Şehir University English Preparatory School, and degree level. The rest of the questionnaire explored English instructors' opinions about the instructor evaluation process and was divided into 5 sections: Impact on Professional Development, Impact on School Improvement, Impact on Teacher Emotions, School Director as the Evaluator, and Overall Rating. The breakdown of the items is presented in Table 8.

Table 8: Breakdown of Questionnaire Items

Section	Number of Items	Item Type
Section B – Impact on Professional Development	4	five-point Likert scale
Section C – Impact on School Improvement	3	five-point Likert scale
Section D – Impact on Teacher Emotions	5	five-point Likert scale
Section E – School Director as the Evaluator	8	five-point Likert scale
Section F – Overall Rating	3	Item 21: five-point Likert scale
		Items 22-23: open-ended questions

There were a total of 23 items in the five sections of the questionnaire. The first 21 items were designed as five-point Likert scale items whereas items 22 and 23 were open-ended questions. Item 12 was reverse scored because disagreement with this item would mean a favorable attitude.

3.4.2. Interview

Qualitative data were collected through semi-structured interviews in this evaluative case study. One advantage of semi-structured interviews is that while there are pre-set, open-ended questions, the interview may also use probes to obtain more information about particular topics in the interview (Gillham, 2005). Interviews were conducted with 8 volunteer instructors and each interview took 10 – 20 minutes. All interviews were recorded on tape. Since the study used a sequential mixed methods design, interview questions were designed on the basis of questionnaire findings. There were 5 open-ended questions in the interview (See Appendix F and G). All interviewees were asked the same questions. Appointments were made with the participants before the

interviews and the interview consent form was given to each interviewee (See Appendix H and I).

3.5. Data Collection Procedures

Mixed methods approaches combine quantitative and qualitative data collection methods. According to Denscombe (2007), there are 3 basic types of mixed methods research designs: sequential studies, simultaneous studies, and multilevel (simultaneous or sequential) studies. A sequential mixed methods design was adopted for this evaluative case study. Quantitative data collection was followed by qualitative data collection (QUAN→QUAL). Questionnaire findings at the first quantitative phase were explored in more detail in the semi-structured interviews. This led to a more detailed understanding of the issues associated with the instructor evaluation process at the English Preparatory School.

This evaluative case study was conducted in 4 stages. At the first stage, the teacher questionnaire was piloted with 10 instructors who were excluded from the target population. The pilot questionnaires were administered in October 2017. At the second stage, quantitative data were collected through the questionnaire. In late October 2017, the questionnaire was distributed to 42 English instructors through Survey Monkey (http://www.surveymonkey.com). A total of 36 instructors completed the questionnaire for a return rate of 86%. At the third stage, the interview questions were designed on the basis of questionnaire findings and were piloted with 2 instructors who were excluded from the target population. The pilot interviews were conducted in November 2017. At

the fourth stage, qualitative data were collected through semi-structured interviews between December 2017 and February 2018.

3.5.1. Pilot Study

The pilot study is an important part of the research process. Pilot tests are conducted to find and correct errors in questionnaires and to increase the reliability (Oppenheim, 1992). The data collection instrument for quantitative data was the modified version of a teacher questionnaire, "Teacher Evaluation Profile Questionnaire" (Stiggins & Duke, 1987). The questionnaire was pilot tested to ensure reliability and validity. The pilot study was carried out in October 2017 with 10 English instructors who were randomly selected from the target population. Oppenheim (1992) asserts that participants in a pilot study should be similar to the participants in the main research study for the pilot study to be informative. The participants of the pilot study were chosen for their familiarity with the evaluation system since the instructor evaluation process of Istanbul Şehir University English Preparatory Program is rather different than those of other English preparatory programs. The English instructors who participated in the pilot study were excluded from the sample of the study.

The reliability analysis was conducted using SPSS 20 (Statistical Package for Social Sciences). Cronbach's coefficient alpha value was calculated for the questionnaire with 22 items. Then, Cronbach's coefficient alpha values were calculated for each subscale in the questionnaire in order to identify the internal consistency reliability of the items. The overall reliability of the questionnaire was high (α=.95), with the following coefficient alpha values for each subscale: Subscale 1-Impact on Professional

Development (α=.86), Subscale 2-Impact on School Improvement (α=.92), Subscale 3-Impact on Teacher Emotions (α=.43), and Subscale 4-School Director as the Evaluator (α=.98). Subscale 1 Item-Total Statistics are presented in Table 9.

Table 9: Subscale 1 Item-Total Statistics

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	.95	.70
Q2	.62	.86
Q3	.88	.74
Q4	.48	.89

n=10, Cronbach's alpha for Subscale 1=.86

The internal consistency reliability of Subscale 1 was considered high (α=.86). In the *Corrected Item-Total Correlation* column, all items have item-total correlations values above .30. Field (2009) suggests that the corrected item-total correlation value should not be below .30 in order for a scale to be reliable. In the *Cronbach's Alpha if Item Deleted* column, deleting item 4 would increase Cronbach's alpha for Subscale 1 from .86 to .90. However, this increase was considered negligible, as deleting item 4 would not increase the reliability significantly. Therefore, the item was not removed.

Table 10: Subscale 2 Item-Total Statistics

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q5	.83	.91
Q6	.91	.83
Q7	.81	.91

n=10, Cronbach's alpha for Subscale 2=.92

The internal consistency reliability of Subscale 2 was considered high (α=.92). In the *Corrected Item-Total Correlation* column, all items have item-total correlations values above .30. In the *Cronbach's Alpha if Item Deleted* column, all values are below the Cronbach's alpha for Subscale 2 (α=.92). To put it another way, none of the items in Subscale 2 would increase the reliability if they were removed.

Table 11: Subscale 3 Item-Total Statistics

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q8	.37	.27
Q9	-.54	.73
Q10	.46	.23
Q11	-.06	.53
Q12	.77	.04
Q13	.72	.02

n=10, Cronbach's alpha for Subscale 3 =.43

The internal consistency reliability of Subscale 3 was found to be low (α=.43). During the item analysis it was identified that two items had significantly low item-total correlation values: Q9= -54 and Q11= -06. It can be seen that deletion of item 9 "*Olumsuz okutman değerlendirmesi yorumları aldığımda hayal kırıklığına uğrarım / I feel disappointed when I receive negative instructor evaluation comments*" would increase Cronbach's alpha for Subscale 3 substantially and improve reliability (α=.73). Therefore, this reverse-phrased item was removed from the questionnaire. Deletion of item 11 "*Sınıf gözlemleri öncesinde kendimi gergin hissederim / I feel tense before classroom observations*" would increase Cronbach's alpha for Subscale 3 from .43 to .53. Hence, this reverse-phrased item was reworded as a positive statement: "*Sınıf gözlemleri öncesinde kendimi rahat hissederim / I feel calm before classroom observations*".

Table 12: Subscale 4 Item-Total Statistics

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q14	.97	.96
Q15	.81	.97
Q16	.92	.97
Q17	.88	.97
Q18	.87	.97
Q19	.87	.97
Q20	.96	.97
Q21	.92	.97

n=10, Cronbach's alpha for Subscale 4=.98

The internal consistency reliability of Subscale 4 was found to be high (α=.98). In the *Corrected Item-Total Correlation* column, all items have item-total correlations values above .30. In the *Cronbach's Alpha if Item Deleted* column, all values are the same as or below the Cronbach's alpha for Subscale 4 (α=.98). None of the items were decreasing the internal consistency of Subscale 4; therefore, all of the items in Subscale 4 were kept.

In addition to the reliability analysis, some changes were made depending on the feedback received from the pilot study participants. To start with, item 1, *"Okutman değerlendirme süreci, öğretim uygulamalarını geliştirmek için tasarlanmış işbirlikçi mesleki gelişim etkinliklerine katılmam için olanaklar sağlar / The instructor evaluation process provides me with opportunities to participate in collaborative professional development activities designed to improve teaching practice",* was simplified as *"Okutman değerlendirme süreci mesleki gelişim etkinliklerine katılmam için olanaklar sağlar / The instructor evaluation process provides me with opportunities to participate in professional development activities".* Furthermore, item 2, *"Öğretim günlerinde mesleki gelişim için yeterli zaman ayrılır / Sufficient time is allotted for professional*

development during the teaching day", was rephrased as *"Öğretim günlerinde ders saatleri dışında mesleki gelişim için yeterli zaman ayrılır / Sufficient time is allotted for professional development outside of class hours during the teaching day"* in order to be more specific. Third, the first sentence in the Overview section *"İngilizce okutmanlarının okutman değerlendirme süreci hakkında düşüncelerini konu alan bu çalışmaya katıldığınız için teşekkür ederiz / Thank you for participating in this study of English instructors' beliefs about the instructor evaluation process"* was simplified as *"Okutman değerlendirme sürecini konu alan bu çalışmaya katıldığınız için teşekkür ederiz / Thank you for participating in this study about the instructor evaluation process"* since the same phrase was used in the following sentence. Lastly, in order to clarify the full scope of the instructor evaluation process, the following part was added to the end of the Overview section.

"Okutman değerlendirme süreci:

1) akademik yıl süresince akademik hedefler belirlenmesi, değerlendirme amaçlı sınıf gözlemi, ara sınav (Midterm) ve kur sonu sınavı (MET) sınıf ortalamaları, öğrenci anketleri, profesyonellik ölçütleri yoluyla okutman performanslarının izlenmesi ve ölçülmesi ve

2) akademik yıl sonundaki performans değerlendirme görüşmesini (appraisal interview) kapsamaktadır."

"The instructor evaluation process includes both

1) monitoring and measuring instructors' performance during the academic year through the measures of setting academic goals, evaluative classroom observations,

midterm and module end test (MET) class averages, student surveys, and professionalism

and

2) the appraisal interview at the end of the academic year."

Interview questions were pilot tested with 2 instructors who were already excluded from the target population. Pilot interviews were carried out in November 2017. Based on the feedback from participants, no changes were made to the interview questions.

3.6. Data Analysis Procedures

Quantitative and qualitative data collection methods were used in this study. Regarding quantitative data, descriptive analyses were conducted to analyze the data gathered through the close-ended questions in the questionnaire. First, participants' responses to the questionnaire were downloaded from http://www.surveymonkey.com website. The data were, then, uploaded to SPSS 20 software program. After the data were uploaded, frequency distributions, means, and standard deviations were used for a descriptive analysis.

As for the qualitative data, written responses to open-ended questions in the questionnaire were categorized by using content-analysis techniques and semi-structured interviews were conducted with the instructors who went through the instructor evaluation process in the 2015-2016 academic year. The data gathered through the questionnaire and interviews were analyzed both by content-analysis techniques and by Nvivo software program (See Appendix J).

4.1. Introduction

This study gathered data on instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School. The main research question is "What are the English Preparatory School instructors' opinions about the instructor evaluation system at Istanbul Şehir University English Preparatory School?" Under this main research question, five sub-questions were developed.

4.2. Results

4.2.1. "To what extent do the instructors believe instructor evaluation is necessary?"

The responses to this research question include both quantitative and qualitative data. The quantitative data for this research question were obtained from the questionnaire, Part F (Overall Rating), item 21. The qualitative data were taken from the interview, Question 1.

The majority of the 36 instructors who replied to item 21 believe that instructor evaluation is necessary for professional development and school improvement. Table 13 displays the mean scores of instructors' beliefs about the necessity of instructor evaluation by degree and tenure.

Table 13: Instructors' beliefs about the necessity of instructor evaluation: means and standard deviations

Item		BA	MA	Novice	Experienced	Total
Necessity of Instructor Evaluation	Mean	4.18	3.68	3.80	3.83	3.83
	N	11	25	5	31	36
	SD	.60	.94	.44	.93	.87

Looking at the data by degree, instructors with a bachelor's degree had a mean score of 4.18 and instructors with a master's degree had a mean score of 3.68. Regarding tenure, novice instructors had a mean score of 3.80 and experienced instructors had a mean score of 3.83. The total mean score for Item 21 was 3.83.

Table 14 presents instructors' beliefs about the necessity of instructor evaluation by frequencies and percentages.

Table 14: Instructors' beliefs about the necessity of instructor evaluation: frequencies and percentages

n=36	1		2		3		4		5	
Item	f	%	f	%	f	%	f	%	f	%
21. Instructor evaluation is necessary or my professional development and school improvement	1	2.8	1	2.8	8	22.2	19	52.8	7	19.4

When item 21 is examined, nearly three-quarters (72%) of the instructors strongly agreed or agreed that instructor evaluation is necessary for their professional development and school improvement. 2 instructors (6%) strongly disagreed or disagreed with this item.

As for the qualitative data, 8 instructors shared their opinions about the necessity of instructor evaluation in the interview. All participants agreed that instructor evaluation is necessary for professional development and school improvement. 4 out of 8 instructors stated that instructor evaluation is necessary for professional development. 2 instructors

stated that employees should be evaluated in every organization. 1 instructor indicated that teachers' adaptation to an organization should be evaluated and 1 instructor stated that evaluation is necessary for the coordinated activity of an organization. Regarding the relationship between instructor evaluation and professional development, one instructor commented:

'It [instructor evaluation] is absolutely necessary. Because basically without having a constant evaluation or feedback from the administrators, how would it be possible for an improvement…to see whether we are improving?'

Another instructor focused on classroom observations and stated:

'I think it [instructor evaluation] is necessary. Because a teacher can see where she is professionally...how should I put it… she can understand how successful she is professionally, together with the experience that she has gained so far and of course how her director sees her in this regard. I think evaluation is a very positive feedback. For instance, the feedback that I receive from the school director after she observes my class or my performance is very valuable to me because I can see "What should I change… how should I improve myself?" in the future.'

4.2.2. "What are the instructors' opinions about the impact of instructor evaluation process on their professional development and on school improvement?"

The responses to this research question include both quantitative and qualitative data. The quantitative data were taken from the questionnaire, Subscale 1 (Part B -

Impact on Professional Development), items 1-4 and Subscale 2 (Part C - Impact on School Improvement), items 5-7. The qualitative data were taken from the interview, Questions 2 and 3.

Table 15 displays the mean scores of instructors' opinions about the impact of instructor evaluation process on their professional development by degree and tenure.

Table 15: Instructors' opinions about the impact of instructor evaluation process on their professional development: means and standard deviations

Item		BA	MA	Novice	Experienced	Total
Professional development opportunities	Mean	3.72	3.64	3.60	3.67	3.66
	N	11	25	5	31	36
	SD	.46	.86	.89	.74	.75
Sufficient time for professional development	Mean	3.09	3.36	3.60	3.22	3.27
	N	11	25	5	31	36
	SD	.94	1.03	1.14	.99	1.00
Positive effect of feedback	Mean	3.90	3.52	3.80	3.61	3.63
	N	11	25	5	31	36
	SD	.53	.77	.44	.76	.72
Improved teaching practices	Mean	3.90	3.36	3.80	3.48	3.52
	N	11	25	5	31	36
	SD	.30	.99	1.09	.85	.87
Subscale 1 composite mean score	Mean	3.65	3.47	3.70	3.50	3.52
	N	11	25	5	31	36
	SD	.43	.72	.67	.65	.64

Regarding degree, instructors with a bachelor's degree had mean scores of 3.09 to 3.90 and instructors with a master's degree had mean scores of 3.36 to 3.64. When the data is examined by tenure, novice instructors had mean scores of 3.60 to 3.80 and experienced instructors had mean scores of 3.22 to 3.67. The highest total mean was 3.66 for item 1 *"The instructor evaluation process provides me with opportunities to participate in professional development activities"* whereas the lowest total mean was 3.27 for item 2 *"Sufficient time is allotted for professional development outside of class hours during the teaching day."* The composite mean score for Subscale 1 was 3.65 for the instructors with a bachelor's degree and 3.47 for the instructors with a master's

degree. Novice instructors had a composite mean score of 3.70 and experienced instructors reported a composite mean score of 3.50. The total composite mean score for Subscale 1 regarding the impact of instructor evaluation process on professional development was 3.52.

The frequencies and percentages of instructors' beliefs about the impact of instructor evaluation on their professional development are presented in Table 16.

Table 16: Instructors' beliefs about the impact of instructor evaluation on their professional development: frequencies and percentages

n=36	1		2		3		4		5	
Item	f	%	f	%	f	%	f	%	f	%
1. The instructor evaluation process provides me with opportunities to participate in professional development activities	-	-	2	5.6	12	33.3	18	50.0	4	11.1
2. Sufficient time is allotted for professional development outside of class hours during the teaching day	-	-	11	30.6	7	19.4	15	41.7	3	8.3
3. The feedback I receive during the instructor evaluation process has a positive effect on my professional development	-	-	3	8.3	9	25.0	22	61.1	2	5.6
4. I have improved my teaching practices as a result of the instructor evaluation process	1	2.8	5	13.9	5	13.9	24	66.7	1	2.8

61% of the instructors strongly agreed or agreed that the instructor evaluation process provides them with opportunities to participate in professional development activities and 6% disagreed. When item 2 is examined, half of the instructors (n=18) strongly agreed or agreed that sufficient time is allotted for professional development outside of class hours. It is important to note that 31% of the instructors disagreed with

this item. Regarding item 3, 67% of the instructors strongly agreed or agreed that the feedback they receive during the instructor evaluation process has a positive effect on their professional development and 8% of them disagreed with this item. Regarding item 4, the majority (70%) of the instructors strongly agreed or agreed that they have improved their teaching practices as a result of the instructor evaluation process. 17% of the instructors strongly disagreed or disagreed with this item.

As for the qualitative data, 8 instructors were asked their opinions about the impact of instructor evaluation on their professional development. The following sub-sections are the major themes that emerged from Interview Question 2.

Classroom observations

7 out of 8 instructors stated that classroom observations create an opportunity for professional development. Focusing on the feedback aspect of classroom observations, one instructor reported:

'...In a classroom observation, for example, when it is said that teacher talking time should be reduced a bit, he [instructor] can think about it like "How can I achieve this?" and like "It can be reduced in this way, let me try it". Then, if you see that it worked out for you, at the end of the following year you can report it by saying "I have achieved this". It [feedback from the school director] also contributes in that manner...'

Another instructor highlighted the importance of a trained evaluator and commented:

'Feedback from classroom observations always has a positive effect. It enables an individual to stop for a moment and evaluate himself. Because professional development is provided by someone who was trained in this subject and who

knows how to give feedback, it gives a teacher the impression that "Yes, I am being evaluated by a competent person because this person has received training in this subject".'

One instructor emphasized reinforced skills and explained:

'I have had 2 classroom observations so far. There are some subjects specific to our institution. We [instructors] learned about most of these subjects during the orientation process, but there are also different things. I believe I grasped these things during classroom observations and I have paid attention to them since then. When I encounter similar issues, teaching vocabulary for example, I always consider the feedback that I received during my classroom observations.'

Appraisal interview

Appraisal interview was another common theme that emerged from Question 2. 6 out of 8 instructors stated that appraisal interviews have a positive effect on professional development. One instructor explained:

'...We also have the appraisal interview. If we examine it as a whole, the questions asked by the school director in our one-to-one interviews such as "What changes would you make in the program?" are also beneficial. Consequently, at that point we are thinking like... "We did this and we achieved this result... If we had done this, could we have achieved a different result?" Frankly speaking, I find appraisal interviews very good and useful. The school director conducts them very efficiently. Questions specific to our program and questions common in ELT, but not random questions... When we talk about these,

we say "Yes, we did it this way, we have been doing it right, we should continue

exactly the same way…" Again, improvement is sought in that sense.'

The same instructor gave a specific example regarding appraisal interviews and stated:

'… at a larger scale, there are some research studies that I have conducted. I set

them as academic goals in the appraisal interview. These studies…"How can we

teach Writing better?…for example. At least I learned about this topic.'

In a similar vein, one instructor emphasized the goal-setting component of appraisal interviews and explained:

'… in the process [instructor evaluation] the school director wants us to set a 12-

month goal during the appraisal interview. It is very difficult for a person to say

to himself "Let me set a goal for myself and achieve it". Here, the process already

brings about this condition and I perceive that feedback as guidance. I mean the

feedback… like "What are you planning to do in the next 12 months?" At that

point, the person all of a sudden starts the process of setting a goal. What I mean

is… even a person who never thinks about goals starts the process of setting a

goal. He says, "I have done this and that so far" and after receiving the feedback

he says, "I can achieve these things as well"…'

Another instructor focused on one of her achievements and stated:

'I have been working at Şehir [University] for 5 years now and I think I have

improved a lot in several areas. For instance, I didn't think about use of

technology much… however, in the appraisal interview that I had with my

director, she guided me and said, "… if you do something like this, it could be

good for you"… she was very positive. And after that… after the interview with

the school director I created online Weebly pages for all modules. That, for instance, affected me very positively. Now I can use more technology... I can follow the new trends in education. I think it has improved me a lot in that regard.'

Self-reflection

2 out of 8 instructors touched upon the relationship between self-reflection and professional development. One instructor commented:

'In the evaluation, firstly... a person sits down and says, "What am I doing? How is my performance? What kind of work am I doing?"... it enables self-reflection. It enables the person to examine or evaluate the event... the process and what he has done so far. The person who does this is close to improvement after all...'

Another instructor stated:

'I think the evaluation process is always related to self-reflection. Our minds are always on it in that sense... Considering questions like "How can we do it?" or "What should we pay attention to about this issue... should we make a change?"... in terms of keeping us in the process of self-reflection, the evaluation contributes to our professional development.'

Time for professional development

6 out of 8 instructors reported that there is not enough time for professional development due to the intensity of the program. One instructor commented:

'Our program is very intense. We have 7-week modules and we are working very hard. Do we have time for studies... like reading articles while the program is running? The answer to this question is no, it can't be done within the day. We

need to ignore some important things in order to do this. It's impossible to find

time in particular weeks.'

Another instructor stated:

'In fact, I wish we had more time for it [professional development] because on top

of our teaching duties, there are other factors such as lesson preparation,

materials development and photocopying... and grading papers... in addition to

these responsibilities, in order to improve ourselves... Personally, I would like to

do some reading or work on a project but days go by so fast that I lose control of

things... as I said before I can't invest in myself. I think we are unable to find time

for professional development due to the intense program.'

1 instructor stated that the school creates time for professional development and 1 instructor stated that it depends on the level that instructors are teaching.

Table 17 displays the mean scores of instructors' opinions about the impact of instructor evaluation process on school improvement by degree and tenure.

Table 17: Instructors' opinions about the impact of instructor evaluation process on school improvement: means and standard deviations

Item		BA	MA	Novice	Experienced	Total
Collaborative action/group learning	Mean	3.54	3.20	3.80	3.22	3.30
	N	11	25	5	31	36
	SD	.93	.81	.44	.88	.85
Positive organizational change	Mean	3.27	3.36	3.80	3.25	3.33
	N	11	25	5	31	36
	SD	.64	.86	.44	.81	.79
Increased effectiveness	Mean	3.45	3.40	3.80	3.35	3.41
	N	11	25	5	31	36
	SD	.68	.76	.44	.75	.73
Subscale 2 composite mean score	Mean	3.42	3.32	3.80	3.27	3.35
	N	11	25	5	31	36
	SD	.55	.67	.18	.65	.63

Regarding degree, instructors with a bachelor's degree had mean scores of 3.27 to 3.54 and instructors with a master's degree had mean scores of 3.20 to 3.40. Regarding tenure, novice instructors had mean scores of 3.80 for each item and experienced instructors had mean scores of 3.22 to 3.35. The highest total mean was 3.41 for item 7 *"The preparatory school has increased its effectiveness as a result of the instructor evaluation process"* whereas the lowest total mean was 3.30 for item 5 *"The instructor evaluation process encourages collaborative action and group learning in the preparatory school."* The composite mean score for Subscale 2 was 3.42 for the instructors with a bachelor's degree and 3.32 for the instructors with a master's degree. Novice instructors had a composite mean score of 3.80 and experienced instructors had a composite mean score of 3.27. The total composite mean score for Subscale 2 regarding the impact of instructor evaluation process on school improvement was 3.35.

Table 18 shows the frequencies and percentages for items 5-7.

Table 18: Instructors' opinions about the impact of instructor evaluation process on school improvement: frequencies and percentages

n=36	1		2		3		4		5	
Item	f	%	f	%	f	%	f	%	f	%
5. The instructor evaluation process encourages collaborative action and group learning in the preparatory school	1	2.8	6	16.7	10	27.8	19	52.8	-	-
6. The instructor evaluation process supports positive organizational change in the preparatory school	-	-	6	16.7	13	36.1	16	44.4	1	2.8
7. The preparatory school has increased its effectiveness as a result of the instructor evaluation process	-	-	3	8.3	17	47.2	14	38.9	2	5.6

Based on the instructor responses to item 5, 53% of the instructors agreed that the instructor evaluation process encourages collaborative action and group learning in the preparatory school. 20% of the instructors strongly disagreed or disagreed with item 5. Regarding item 6, less than half (44%) of the instructors agreed and 1 instructor (3%) strongly agreed that the instructor evaluation process supports positive organizational change in the preparatory school. 17% of the instructors disagreed with item 6. Considering item 7, less than half 45% of the instructors strongly agreed or agreed that the preparatory school has increased its effectiveness as a result of the instructor evaluation process. Furthermore, it is important to note that a large number (47%) of the instructors neither agreed nor disagreed with this item and 8% disagreed.

Regarding the qualitative data, 8 instructors were asked their opinions about the impact of instructor evaluation on school improvement. The following sub-sections are the major themes that emerged from Interview Question 3.

Knowledge sharing

5 out of 8 instructors reported that knowledge sharing encouraged by the instructor evaluation leads to school improvement. One instructor explained:

'First of all, during this process [instructor evaluation] teachers... including me... are provided with opportunities to share their knowledge and skills on different platforms. Workshops are one of them... and Special Interest Groups. The reason for their establishment, the reason for their existence, I think, is a part of this evaluation process... or if they exist, the evaluation exists. There is an embedded relationship. Currently, we have both of them. Regarding school improvement, be it the curriculum or the operation of the system, individuals both improve themselves and come together to share what they have learned. After sharing the knowledge, even while we are sharing, we ask, "How can we improve this system?"...'

Another instructor echoed this point:

'Actually we have always had this... we had Special Interest Groups when I first started. In these groups... I think less experienced teachers, in particular, learn a lot from more experienced teachers. We share with each other and for example, thanks to these groups where we exchange ideas and share experiences, it is spread throughout the school and in fact, it keeps the school system active.'

Another instructor responded:

'Yes, it [instructor evaluation] has an effect on school improvement. If it contributes to one single individual... consequently it changes the school's quality

of education by means of sharing. For this reason, it will have a positive effect because the individual effect will lead to effects on the whole school.'

Feedback from instructors

2 out of 8 instructors reported that the program is updated considering the feedback received from instructors during the evaluation process. One instructor explained:

'... for example, during classroom observations we also give feedback on teaching materials. To my knowledge, all feedback is taken into consideration. We are provided with materials... they say, "You can use these materials", but they also ask, "Are they useful?" ... "We are using these materials, but do you like them or not?" If 7 out of 10 teachers do not like them, the materials are either improved or replaced. As I said, this is just like a two-lane road; it comes from the other side and goes from our side. The combination of all these aspects contributes to the effectiveness of the program.'

Raising education standards

2 out of 8 instructors stated that instructor evaluation helps raise education standards in the preparatory school. One instructor explained:

'I think it [instructor evaluation] has a positive effect in terms of reaching a certain standard. To say the least, we are aware of each other. We define where we stand. By sharing our objectives or remembering them... this evaluation process shows it to us in a way. It reminds us of our objectives, determines our next step, for example... it help us to take a collective step I think. Therefore, this evaluation process is useful in that... for example, when Istanbul Şehir University

Preparatory Program is mentioned, it's known that the staff maintains a certain level of standard.'

4.2.3. "What are the instructors' opinions about the impact of instructor evaluation process on their emotions?"

The responses to this research question include both quantitative and qualitative data. The quantitative data were taken from the questionnaire, Subscale 3 (Part D - Impact on Teacher Emotions), items 8-12. The qualitative data were taken from the interview, Question 4.

Table 19 displays the mean scores of instructors' opinions about the impact of instructor evaluation process on their emotions by degree and tenure.

Table 19: Instructors' opinions about the impact of instructor evaluation process on their emotions: means and standard deviations

Item		BA	MA	Novice	Experienced	Total
Feel pleased with comments	Mean	4.45	4.56	4.40	4.54	4.52
	N	11	25	5	31	36
	SD	.52	.71	.54	.67	.65
Feel relaxed in the appraisal interview	Mean	3.18	3.68	3.40	3.54	3.52
	N	11	25	5	31	36
	SD	1.07	.85	.89	.96	.94
Feel calm before class observations	Mean	2.54	2.80	3.80	2.54	2.72
	N	11	25	5	31	36
	SD	1.12	1.29	.83	1.20	1.23
Gain personal satisfaction	Mean	3.63	3.20	3.60	3.29	3.33
	N	11	25	5	31	36
	SD	.80	.95	.54	.97	.92
Feel nervous about the evaluation process	Mean	3.27	2.88	3.40	2.93	3.00
	N	11	25	5	31	36
	SD	.78	1.26	1.14	1.15	1.14
Subscale 3 composite mean score	Mean	3.41	3.42	3.72	3.37	3.42
	N	11	25	5	31	36
	SD	.56	.67	.38	.66	.63

When the data is examined by degree, instructors with a bachelor's degree had mean scores of 2.54 to 4.45 and instructors with a master's degree had mean scores of 2.80 to 4.56. Regarding tenure, novice instructors had mean scores of 3.40 to 4.40 and experienced instructors had mean scores of 2.54 to 4.54. The highest total mean was 4.52 for item 8 *"I feel pleased when I receive positive instructor evaluation comments"* whereas the lowest total mean was 2.72 for item 10 *"I feel calm before classroom observations."* It is important to point out that novice instructors (n=5) had a mean of 3.80 for item 10 whereas experienced instructors (n=31) had a mean of 2.54. The composite mean score for Subscale 3 was 3.41 for the instructors with a bachelor's degree and 3.42 for the instructors with a master's degree. Novice instructors had a composite mean score of 3.72 and experienced instructors had 3.37. The total composite mean score for Subscale 3 regarding the impact of instructor evaluation process on instructors' emotions was 3.42.

Frequencies and percentages for items 8-12 are displayed in Table 20.

Table 20: Instructors' opinions about the impact of instructor evaluation process on their emotions: frequencies and percentages

n=36	1		2		3		4		5	
Item	f	%	f	%	f	%	f	%	f	%
8. I feel pleased when I receive positive evaluation comments	-	-	1	2.8	-	-	14	38.9	21	58.3
9. I feel relaxed during the appraisal interview with the school director	-	-	7	19.4	7	19.4	18	50	4	11.1
10. I feel calm before classroom observations	5	13.9	15	41.7	4	11.1	9	25.0	3	8.3
11. I gain personal satisfaction as a result of participating in the instructor evaluation process	1	2.8	5	13.9	14	38.9	13	36.1	3	8.3
12. The overall instructor evaluation process makes me nervous	2	5.6	13	36.1	8	22.2	9	25.0	4	11.1

As can be seen in item 8, a substantial majority (97%) of the instructors strongly agreed or agreed that they feel pleased when they receive positive evaluation comments. Only 1 instructor (3%) disagreed with this item. Regarding item 9, 61% of the instructors strongly agreed or agreed that they feel relaxed during the appraisal interview with the school director. 19% of the instructors disagreed with this item. When item 10 is examined, more than half (56%) of the instructors strongly disagreed or disagreed that they feel calm before classroom observations. 33% of the instructors strongly agreed or agreed with this item. Regarding item 11, 44% of the instructors strongly agreed or agreed that they gain personal satisfaction as a result of participating in the instructor evaluation process. A relatively large number (39%) of the instructors neither agreed nor disagreed with this item and 17% strongly disagreed or disagreed. When item 12 is examined, 42% of the instructors strongly disagreed or disagreed that the overall instructor evaluation process makes them nervous. 36% of the instructors strongly agreed or agreed with this item.

As for the qualitative data, 8 instructors were asked their opinions about the impact of instructor evaluation on their emotions. The following sub-sections are the major themes that emerged from Interview Question 4.

Positive emotions

6 out of 8 instructors mentioned positive emotions about the instructor evaluation process. 3 instructors stated that they were relaxed in appraisal interviews, 1 instructor stated she felt appreciated in appraisal interviews, 1 instructor stated the whole evaluation process made him feel self-confident, and 1 instructor stated he had positive emotions towards the evaluation process. One instructor commented:

'If I think about appraisal interviews, I feel relaxed. If we want to make a positive or negative comment about the program, a criticism or a suggestion for example, I think it's a good opportunity… to be able to talk with the school director in a relaxing atmosphere...'

Another instructor also commented on appraisal interviews:

'I always feel appreciated… I can say that… For example, I've always felt like that during the appraisal interviews. Because it's a good feeling to see that your director appreciates you when you strive to be better in your work.'

One instructor stated that the evaluation process made him feel self-confident:

'My feelings about this evaluation are positive in general. I mean it works in terms of self-esteem. That is, when a person achieves something it shows that he is able to do something. The evaluation gives a feeling of self-confidence about one's abilities.'

Negative emotions

7 out of 8 instructors mentioned negative emotions about the instructor evaluation process. 3 instructors stated that they feel stressed about classroom observations, 2 instructors stated they feel nervous about classroom observations, 1 instructor stated she feels intimidated by classroom observations, and 1 instructor stated she feels worried regarding student surveys.

One instructor expressed strong feelings about classroom observations. However, she also highlighted the necessity of having observations. She explained:

'I feel stressed during classroom observations. Maybe you always teach your classes effectively, but when things like scoring and decision process are

involved… people could be stressed while teaching… they have every right to feel

the way they do. Because evaluation is not something that everybody likes… I

mean even students don't like it, let alone teachers… it's not something that

teachers with a certain level of education would enjoy. Therefore, it has several

stressful aspects… but, is it necessary? Yes, it is. Some things are both stressful

and necessary. There is nothing to be done.'

Another instructor stated that a certain level of nervousness is beneficial and indicated:

'Nervousness is a feeling that I experience during classroom observations.

However, a little nervousness… there is a positive return. A certain level of

nervousness is always proportional to success. I can say that there is a

relationship between nervousness and success.'

One instructor mentioned student surveys and explained:

'The written components of student surveys sometimes make me feel worried.

Students sometimes do not evaluate you academically. It may not be so objective

at times.'

4.2.4. "How do the instructors view the school director as the evaluator in the
instructor evaluation process?"

The responses to this research question include both quantitative and qualitative
data. The quantitative data were taken from the questionnaire, Subscale 4 (Part E - School
Director as the Evaluator), items 13-20. The qualitative data were obtained from the
interview, Question 5.

Table 21 displays the mean scores of instructors' opinions about the school director as the evaluator in the instructor evaluation process by degree and tenure.

Table 21: Instructors' opinions about the school director as the evaluator in the instructor evaluation process: means and standard deviations

Item		BA	MA	Novice	Experienced	Total
Is a credible feedback source	Mean	4.18	4.04	4.60	4.00	4.08
	N	11	25	5	31	36
	SD	.60	.78	.54	.73	.73
Has knowledge of teaching/learning methods	Mean	4.27	4.36	4.60	4.29	4.33
	N	11	25	5	31	36
	SD	.64	.70	.54	.69	.67
Is well-trained in the evaluation system	Mean	4.00	4.04	4.40	3.96	4.02
	N	11	25	5	31	36
	SD	.63	.78	.54	.75	.73
Has good relations with the instructors	Mean	4.27	4.12	4.60	4.09	4.16
	N	11	25	5	31	36
	SD	.78	.72	.54	.74	.73
Has the ability to manage her emotions	Mean	3.72	3.60	4.40	3.51	3.63
	N	11	25	5	31	36
	SD	.78	1.11	.54	1.02	1.01
Has the ability to manage instructors' emotions	Mean	3.45	3.32	4.20	3.22	3.36
	N	11	25	5	31	36
	SD	.82	.94	.44	.88	.89
Conducts the evaluation process in a non-threatening manner	Mean	3.63	4.00	4.20	3.83	3.88
	N	11	25	5	31	36
	SD	1.20	.95	.44	1.09	1.03
Carries out the appraisal interview fairly	Mean	3.90	3.88	3.80	3.90	3.88
	N	11	25	5	31	36
	SD	.70	.88	.44	.87	.82
Subscale 4 composite mean score	Mean	3.94	3.91	4.35	3.85	3.92
	N	11	25	5	31	36
	SD	.62	.66	.34	.65	.64

Regarding degree, instructors with a bachelor's degree had mean scores of 3.45 to 4.27 and instructors with a master's degree had mean scores of 3.32 to 4.36. When the data is examined by tenure, novice instructors had mean scores of 3.80 to 4.60 and experienced instructors had mean scores of 3.22 to 4.29. The highest total mean was 4.33 for item 14 *"The evaluator has knowledge of a variety of teaching and learning*

methods" whereas the lowest total mean was 3.36 for item 18 *"The evaluator is able to manage my emotions".* The composite mean score for Subscale 4 was 3.94 for the instructors with a bachelor's degree and 3.91 for the instructors with a master's degree. Novice instructors had a composite mean score of 4.35 and experienced instructors had a composite mean score of 3.85. The total composite mean score for Subscale 4 regarding instructors' opinions about the school director as the evaluator in the instructor evaluation process was 3.92.

Frequencies and percentages for items 13-20 are displayed in Table 22.

Table 22: Instructors' opinions about the school director as the evaluator in the instructor evaluation process: frequencies and percentages

n=36	1		2		3		4		5	
Item	f	%	f	%	f	%	f	%	f	%
13. The evaluator is credible as a source of feedback	-	-	1	2.8	5	13.9	20	55.6	10	27.8
14. The evaluator has knowledge of a variety of teaching and learning methods	-	-	1	2.8	1	2.8	19	52.8	15	41.7
15. The evaluator is well trained in the teacher evaluation system	-	-	1	2.8	6	16.7	20	55.6	9	25.0
16. The evaluator has a good working relationship with me	-	-	1	2.8	4	11.1	19	52.8	12	33.3
17. The evaluator is able to manage her emotions	1	2.8	3	8.3	12	33.3	12	33.3	8	22.2
18. The evaluator is able to manage my emotions	1	2.8	5	13.9	12	33.3	17	47.2	1	2.8
19. The evaluator conducts the instructor evaluation process in a non-threatening manner	1	2.8	4	11.1	3	8.3	18	50.0	10	27.8
20. The evaluator carries out the appraisal interview fairly	-	-	3	8.3	4	11.1	22	61.1	7	19.4

Regarding item 13, the majority (84%) of the instructors strongly agreed or agreed that the evaluator is credible as a source of feedback. Only 1 instructor (3%)

disagreed with item 13. Regarding item 14, a vast majority (95%) of the instructors strongly agreed or agreed that the evaluator has knowledge of a variety of teaching and learning methods. Only 1 instructor (3%) disagreed with this item. When item 15 is examined, the majority (81%) of the instructors strongly agreed or agreed that the evaluator is well trained in the teacher evaluation system and only 1 instructor (3%) disagreed with this item. As can be seen in item 16, the majority (87%) of the instructors strongly agreed or agreed that the evaluator has a good working relationship with them. Only 1 instructor (3%) disagreed with item 16. When item 17 is examined, more than half (55%) of the instructors strongly agreed or agreed that the evaluator is able to manage her own emotions. A relatively large number (33%) of the instructors neither agreed nor disagreed with this item and 11% strongly disagreed or disagreed. When item 18 is examined, half (50%) of the instructors strongly agreed or agreed that the evaluator is able to manage their emotions. A relatively large number (33%) of the instructors neither agreed nor disagreed with this item and 17% strongly disagreed or disagreed. Regarding item 19, 78% of the instructors strongly agreed or agreed that the evaluator conducts the instructor evaluation process in a non-threatening manner. 14% of the instructors strongly disagreed or disagreed with this item. Regarding item 20, the majority (80%) of the instructors strongly agreed or agreed that the evaluator carries out the appraisal interview fairly and %8 disagreed.

As for the qualitative data, 8 instructors were asked their opinions about the school director as the evaluator in the instructor evaluation process. 7 out of 8 instructors agreed that the school director is successful as the evaluator in the evaluation process. Supporting professional development, using criteria in the evaluation process, having a

strong English Language Teaching background, and delegating authority are the reasons why the participants consider the school director successful. 1 instructor stated that the school director is not successful because she lacks expertise in professional development. 7 out of 8 instructors stated that the school director can manage instructors' emotions. With regards to managing her own emotions, 3 instructors stated that the school director is successful whereas 2 instructors stated that the director might not manage her own emotions at times. The following sub-sections are the major themes that emerged from Interview Question 5.

Support for professional development

4 out of 8 instructors reported that they believe the school director is successful because she supports instructors' professional development in the evaluation process. One instructor commented:

> *'I think she [school director] is successful. She has a very positive attitude during classroom observations and appraisal interviews. She always supports our professional development. For example, the school director observed my class in my first year here. At some point during the observation I got nervous for a couple of minutes or so. After the observation she talked to me and told me this was normal. Regarding this, for example… she suggested that I carry out some studies. Then, I formed a peer classroom observation group with some friends and we observed each other for a couple of weeks. Later on, I didn't feel that nervous again.'*

Another instructor mentioned school director's approach to the instructor evaluation and explained:

'I think the school director is successful... her views about the evaluation are important. This is completely a development-oriented process. And also, organization of the things that are requested from us in the appraisal interview... For example, she asks, "What are your achievements... things that were challenging for you this year?"... and "What are your goals for the next 12 months?" This guidance is also a development-oriented action. I think we should consider this attitude as a success.'

Ability to manage instructors' emotions

7 out of 8 instructors agreed that school director is able to manage instructors' emotions. One instructor commented:

'She [school director] is very aware of my emotions and clearly she reads those signals and emotions. She addresses me in a direction that I could win and she and the school could win. I personally feel that my relationship with her is nothing but good, in a way that she understands how I feel and I know how she feels.'

Another instructor echoed this point:

'She [school director] can manage my emotions. For example, there was something about a student survey. In that survey, the students gave me low ratings in some components... I can say that they were lower than I expected. And the school director relieved me. She relieved me by saying, "In fact, I consider those other questions more important these ones... those questions are more important than others..." I felt really bad because of some questions... because sometimes

you may think the students take your efforts for granted. In that sense, I felt that

she could develop empathy.'

Ability to manage her own emotions

3 instructors stated that school director is able to manage her own emotions whereas 2 instructors reported that she might not manage her own emotions from time to time. One instructor stated:

'The school director is generally successful at managing her emotions. She is

working with 60 people and when I consider her relationships with other

teachers... with others around her... I think she is doing a good job given the

number of people. We can talk about anger management in this regard. I think

she can control her anger because there are several issues that can make her

angry. Not only anger or similar emotions but also happiness and joy... I think

she is also able to manage these positive emotions.'

Another instructor stated that school director might not always manage her emotions. He commented:

'In some situations... the intensity of the program and number of people are the

major factors here... as a result, in some situations, together with tiredness and

stress, she [school director] may not be able to manage them [her emotions]. It's

not very easy.'

4.2.5. "What are the instructors' opinions about the strengths and weaknesses of the instructor evaluation at the English Preparatory School?"

The responses to this research question include qualitative data. The qualitative data were taken from the questionnaire, Part F (Overall Rating), items 22-23. Item 22 and item 23 were open-ended questions. Written comments for these questions were coded and then categorized into themes.

Table 23 presents the themes that emerged from questionnaire item 22.

Table 23: Themes that emerged from Questionnaire Item 22

Item 22. According to your experience, what are the strengths of the instructor evaluation at the preparatory school?	
Emergent themes	Respondents (n=32)
1. Support for professional development	18
2. Classroom observations	7
3. School director	5
4. Sources of performance data	5
5. Support for school improvement	5

Regarding item 22, 5 themes were identified after the coding process: support for professional development, classroom observations, school director, sources of performance data, and support for school improvement. 32 instructors responded to this item. Some respondents made comments regarding more than one theme. For this reason, the total of responses for each theme is greater than the number of respondents. The following sub-sections are the themes that emerged from item 22.

Support for professional development

The first identified theme was support for professional development. 18 respondents (56%) identified professional development as one of the strengths of the instructor evaluation. Some written comments by instructors were as follows:

Instructors' open-ended responses: support for professional development

"It [instructor evaluation] enables teachers to make presentations with the purpose of enhancing professional development and to participate in presentations by other teachers"

"supporting personal development"

"I believe that the instructor evaluation at the preparatory school changes instructors' approaches to self-reflection. I think this awareness is useful for instructors in terms of professional development and it makes it possible for them to develop in the areas where they feel weak"

"providing motivation for professional development"

"identifying the weaknesses clearly and devising an action plan to keep track of development"

"Areas to develop are presented in a non-threatening way and shared solutions are proposed to overcome problems"

"Instructors are unaware of some professional issues due to their hectic schedules. The evaluation process enables instructors to notice and evaluate some of these issues with the help of an outside perspective. An educated and experienced perspective may help instructors to identify their weaknesses and to develop themselves"

"Instructor evaluation enables people to make a habit of setting goals. Those who do not have personal development goals start questioning themselves and take the first step"

"It [instructor evaluation] not only highlights areas to develop, but emphasizes your strong points as well"

"It [instructor evaluation] gives me a chance to show how I have grown and developed as an instructor. I can learn new tips and methods for approaching learning aims"

Classroom observations

The second identified theme was classroom observations. 7 respondents (22%) identified classroom observations as strength of the instructor evaluation. Written comments by instructors were as follows:

Instructors' open-ended responses: classroom observations

"A third advantage of the evaluation process is that instructors evaluate themselves as a result of classroom observations"

"feedback during classroom observations"

"Classroom observations raise awareness of lesson planning and timing"

"evaluative classroom observations: preparation stage, pre-observation meetings, and post-observation meetings together with constructive and guiding feedback that is provided in a professional manner"

"a step-by-step approach to classroom observations, pre- and post-observation meetings, chance to revise the lesson plan"

"receiving constructive feedback after classroom observations"

"classroom observations enable instructors to identify their weak points"

School director

The third identified theme was school director. 5 respondents (16%) identified school director as one of the strengths of the instructor evaluation. Written comments by instructors were as follows:

Instructors' open-ended responses: school director

"The director's friendly attitude enables instructors to talk with her face-to-face. This is a good chance for them to express themselves"

"The school director has deep knowledge of ELT and is professional at all times"

"Director's positive attitude – I think it is a proof of the fact that you are being listened to"

"The director carries out an objective and constructive evaluation"

"the director being honest and fair"

Sources of performance data

The fourth theme was related to sources of performance data. 5 respondents (16%) identified sources of performance data as strength of the instructor evaluation. Written comments by instructors were as follows:

Instructors' open-ended responses: sources of performance data

"the use of multiple performance criteria"

"There are enough sources of data for evaluation"

"Teacher evaluation does not only consider student surveys. Receiving low scores from students does not mean that I am a bad teacher and my director is aware of this fact"

"clear and professional performance criteria"

"It is good to have student surveys in the performance criteria. Student surveys are beneficial because instructors know how students view them. Students really like some things that I do unconsciously and I was able to learn about these types of things thanks to student surveys"

Support for school improvement

The fifth theme was support for school improvement. 5 respondents (16%) identified school improvement as one of the strengths of the instructor evaluation. Some written comments by instructors were as follows:

Instructors' open-ended responses: support for school improvement

"strengthening collaboration and assistance among teachers"

"sharing ideas with different perspectives in the school"

"It [instructor evaluation] gives instructors a chance to review and contribute to the practices in the preparatory school"

"highlighting school objectives and increasing awareness"

"a positive process that leads to education with high standards in the preparatory school"

Themes that emerged from questionnaire item 23 are given in Table 24.

Table 24: Themes that emerged from Questionnaire Item 23

Item 23. *According to your experience, what are the weaknesses of the instructor evaluation at the preparatory school?*	
Emergent themes	Respondents (n=18)
1. Summative outcomes of the evaluation	10
2. Student surveys	5
3. Classroom observations	4

Regarding item 23, 3 themes were identified after the coding process: summative outcomes of the evaluation, student surveys, and classroom observations. 18 instructors responded to this item. One respondent made comments regarding more than one theme. For this reason, the total of responses for each theme is greater than the number of respondents. The following sub-sections are the themes that emerged from item 23.

Summative outcomes of the evaluation

The first identified theme was summative purpose. 10 respondents (56%) identified summative outcomes as a weakness of the instructor evaluation. Some of the written comments by instructors were as follows:

Instructors' open-ended responses: summative outcomes of the evaluation

"the fact that evaluation result determines whether I will continue working in the school"

"Organizational commitment decreases because instruction evaluation causes the anxiety of losing your job"

"Contrary to what is said, there is no salary increase on the basis of instructor evaluation results"

"Evaluation results have little effect on salary increase"

"It is not clear whether the evaluation result has any effect on salary increase. If there is such an effect, the significance of each component of the evaluation is not clear"

"Its [instructor evaluation's] effect on the salary increase is ambiguous"

"It [instructor evaluation] has no effect on salary increase"

Student surveys

The second theme was related to student surveys. 5 respondents (28%) identified student surveys as one of the weaknesses of the instructor evaluation. Written comments by instructors were as follows:

Instructors' open-ended responses: student surveys

"Student surveys do not always provide the right information about instructors"

"Student surveys are regarded as a tool for vengeance by some students"

"Student surveys lack a system that enables instructors to notice their strengths as well as weaknesses"

"While filling out the survey, students are affected by their emotions and they disregard teacher competence. For this reason, student survey reliability is reduced"

"Students are poor sources of credible feedback on teachers' abilities or effectiveness. They bring a number of biases when completing the student survey and this makes the surveys more of a popularity contest"

Classroom observations

The third identified theme was classroom observations. 4 respondents (22%) identified classroom observations as a weakness of the instructor evaluation. Written comments by instructors were as follows:

Instructors' open-ended responses: classroom observations

"Observed classroom performance is misleading because instructors make preparations beforehand"

"I do not have enough time to get prepared for the classroom observation. We need to be informed earlier"

"Instructor performances in classroom observations are artificial and unnatural"

"Expectations are not clear in classroom observations. There is no sample lesson plan that we can consider as an example"

4.3. Summary of Quantitative and Qualitative Findings

Sub-research Question 1 – *To what extent do the instructors believe instructor evaluation is necessary?*

The quantitative data obtained from the questionnaire is consistent with the qualitative data collected from the interviews. Item 21 in the questionnaire asked instructors about their opinions about the necessity of instructor evaluation. The total mean score was 3.83, which indicates that instructors believe that instructor evaluation is necessary. 72% of the respondent instructors strongly agreed or agreed that instructor evaluation is necessary. In the interviews, all instructors (n=8) agreed that instructor evaluation is necessary. 4 themes emerged in the interviews: professional development, organizational need for evaluation, adaptation to the organization, and coordinated activity of the organization. The qualitative data support the quantitative data.

Sub-research Question 2 – *What are the instructors' opinions about the impact of instructor evaluation process on their professional development and on school improvement?*

The quantitative data obtained from the questionnaire is partially consistent with the qualitative data collected from the interviews.

Questionnaire items 1 – 4 asked about instructors' opinions about the impact of instructor evaluation on their professional development. The total composite mean score was 3.52, suggesting that instructors believe that instructor evaluation has a positive effect on their professional development. The item with the lowest total mean score was item 2 *"Sufficient time is allotted for professional development outside of class hours during the teaching day"* ($\overline{X}$=3.27) whereas the item with the highest total mean score was item 1 *"The instructor evaluation process provides me with opportunities to participate in professional development activities"* ($\overline{X}$=3.66). In the interviews, one instructor said about classroom observations, *"... I always consider the feedback that I received during my classroom observations..."* Another instructor focused on the feedback and stated, *"... feedback from the school director also contributes in that manner..."* Regarding appraisal interviews as part of the instructor evaluation, one instructor commented: *"... at a larger scale, there are some research studies that I have conducted. I set them as academic goals in the appraisal interview."* The quantitative data indicate that instructors moderately agree that sufficient time is allotted for professional development ($\overline{X}$=3.27). However, in the interviews, 6 out of 8 instructors reported that there is not enough time for professional development during the teaching day. One instructor stated, *"... It's impossible to find time in particular weeks."* Another instructor shared the same opinion and said, *"... I think we are unable to find time for professional development due to the intense program."* The qualitative data seem to support most of the quantitative data.

Questionnaire items 5 – 7 asked about instructors' opinions about the impact of instructor evaluation on school improvement. The total composite mean score for this subscale was 3.35, suggesting that instructors believe that instructor evaluation has some degree of impact on school improvement. The item with the lowest total mean score was item 5 "*The instructor evaluation process encourages collaborative action and group learning in the preparatory school*" ($\overline{X}$=3.30) whereas the item with the highest total mean score was item 7 "*The preparatory school has increased its effectiveness as a result of the instructor evaluation process*" ($\overline{X}$=3.41). However, it is important to note that a large number (47%) of the instructors neither agreed nor disagreed with item 7. In the interviews, 3 themes emerged as the aspects of instructor evaluation that lead to school improvement: knowledge sharing, feedback from instructors, and raising education standards. One instructor stated, "*Yes, it [instructor evaluation] has an effect on school improvement. If it contributes to one single individual... consequently it changes the school's quality of education by means of sharing.*" Another instructor noted, "*I think it [instructor evaluation] has a positive effect in terms of reaching a certain standard.*" The qualitative data support the quantitative data.

Sub-research Question 3 – *What are the instructors' opinions about the impact of instructor evaluation process on their emotions?*

The quantitative data obtained from the questionnaire is consistent with the qualitative data collected from the interviews. Questionnaire items 8 – 12 asked about instructors' opinions about the impact of instructor evaluation on their emotions. The total composite mean score for this subscale was 3.42. The item with the lowest total

mean score was item 10 "*I feel calm before classroom observations*" ($\overline{X}$=2.72). It is worth pointing out that novice instructors (n=5) had a mean of 3.80 for this item whereas experienced instructors (n=31) had a mean of 2.54. The item with the highest total mean score was item 8 "*I feel pleased when I receive positive instructor evaluation comments*" ($\overline{X}$=4.52). According to the findings of the interviews, instructors have mixed opinions about the impact of instructor evaluation on their emotions. In general, instructors have positive emotions about the instructor evaluation, specifically about appraisal interviews. One instructor indicated, "*If I think about appraisal interviews, I feel relaxed…*" and another instructor stated, "*I always feel appreciated… I can say that… For example, I've always felt like that during the appraisal interviews…*" On the other hand, 6 out of 8 instructors expressed negative emotions about classroom observations. One instructor noted, "*I feel stressed during classroom observations…*" Another instructor stated a similar point of view, "*Nervousness is a feeling that I experience during classroom observations…*" However, he also added, "*… a little nervousness… there is a positive return. A certain level of nervousness is always proportional to success.*" The qualitative data support the quantitative data.

Sub-research Question 4 – *How do the instructors view the school director as the evaluator in the instructor evaluation process?*

The quantitative data obtained from the questionnaire is consistent with the qualitative data collected from the interviews. Questionnaire items 13 – 20 asked about instructors' opinions about the school director as the evaluator in the instructor evaluation process. The total composite mean score for this subscale was 3.92, suggesting that

instructors believe that the school director is good at managing the instructor evaluation process. The item with the lowest total mean score was item 18 "*The evaluator is able to manage my emotions*" ($\overline{X}$=3.36). The item with the highest total mean score was item 14 "*The evaluator has knowledge of a variety of teaching and learning methods*" ($\overline{X}$=4.33). In the interviews, all the instructors agreed that the school director is overall successful in the instructor evaluation, with the exception of one instructor. 4 out of 8 instructors reported that school director's support for professional development is the main reason why she is successful in the instructor evaluation. One instructor said, "*I think the school director is successful… her views about the evaluation are important. This is completely a development-oriented process…*" Instructors also consider the school director successful at managing instructors' emotions. 7 out of 8 instructors reported that the school director is able to manage their emotions. One instructor noted, "*She [school director] is very aware of my emotions and clearly she reads those signals and emotions. She addresses me in a direction that I could win and she and the school could win…*" However, instructors have mixed opinions about the school director's ability to manage her own emotions. 3 instructors agreed that she is able to manage her emotions while 2 instructors disagreed with this statement. One instructor said, "*The school director is generally successful at managing her emotions…*" Another instructor noted, "*…in some situations, together with tiredness and stress, she [school director] may not be able to manage them [her emotions]…*" The qualitative data support the quantitative data.

Sub-research Question 5 – *What are the instructors' opinions about the strengths and weaknesses of the instructor evaluation at the English Preparatory School?*

The qualitative data were obtained from the questionnaire, items 22 and 23, which were open-ended questions.

32 instructors replied to item 22 and 5 themes emerged as the strengths of the instructor evaluation: support for professional development, classroom observations, school director, sources of performance data, and support for school improvement. One instructor commented, "*It [instructor evaluation] enables teachers to make presentations with the purpose of enhancing professional development…*" Another instructor noted, "*I believe that the instructor evaluation at the preparatory school changes instructors' approaches to self-reflection. I think this awareness is useful for instructors in terms of professional development…*" One instructor indicated classroom observation as strength and commented, "*A third advantage of the evaluation process is that instructors evaluate themselves as a result of classroom observations.*" One instructor emphasized the role of the school director and stated, "*The director carries out an objective and constructive evaluation.*" Another instructor pointed out the relationship between instructor evaluation and school improvement, "*… a positive process which leads to education with high standards in the preparatory school.*"

18 instructors replied to item 23 and 3 themes emerged as the weaknesses of the instructor evaluation: summative outcomes of the evaluation, student surveys, and classroom observations. Concerning the summative outcomes of the instructor evaluation, one instructor noted, "*… the fact that evaluation result determines whether I will continue working in the school.*" Another instructor commented, "*Its [instructor evaluation's] effect on salary increase is ambiguous.*" One instructor regarded student surveys as a weakness and explained, "*Students are poor sources of credible feedback on*

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teachers' abilities or effectiveness. They bring a number of biases when completing the student survey and this makes the survey more of a popularity contest." One instructor criticized classroom observations and noted, *"Instructor performances in classroom observations are artificial and unnatural."*

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter presents a discussion of the findings of the study. The purpose of this study was to identify English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School. A mixed methodology design was used in this study to gather quantitative and qualitative data. Quantitative data of the study was gathered through the revised version of "Teacher Evaluation Profile Questionnaire" (Stiggins & Duke, 1987). The questionnaire included both close-ended and open-ended questions. As for the qualitative data, semi-structured interviews were conducted with the instructors. The sample population of the study consisted of 52 English instructors. The results will be discussed as related to each of the sub-research questions.

5.2. Discussion

The main research question is "What are the English Preparatory School instructors' opinions about the instructor evaluation system at Istanbul Şehir University English Preparatory School?" Under this main research question, five sub-questions were developed.

Sub-research Question 1: *To what extent do the instructors believe instructor evaluation is necessary?*

The findings indicate that the instructors believe that instructor evaluation is necessary. In the interviews, half of the participant instructors reported that instructor evaluation is necessary for their professional development. In the literature, teacher professional development is associated with the formative purpose of teacher evaluation (Danielson & McGreal, 2000; Marzano, 2012; Stiggins & Duke, 1987). According to Stiggins (1986, p.57), teacher evaluation systems with a formative purpose "…gather performance information from the teacher, and from colleagues, students, and others and give that information back to the teacher…" The findings on instructors' beliefs about the relationship between teacher evaluation and professional development seem to concur with those of Delvaux et al. (2013), who reported that teachers believe that some aspects of teacher evaluation have a positive effect on professional development. To sum up, it can be concluded that instructors in the English Preparatory Program strongly believe that instructor evaluation is necessary.

Sub-research Question 2: *What are the instructors' opinions about the impact of instructor evaluation process on their professional development and on school improvement?*

According to the quantitative and qualitative findings, it can be argued that instructors believe that the instructor evaluation process has a positive impact on their professional development. One area that could be considered as a weakness is the time allotted for professional development in the English Preparatory School. This finding is

consistent with the report by OECD (2009). According to Teacher And Learning International Survey (TALIS), 47% of the teachers from participating countries stated that conflict with work schedule was the reason why they cannot engage in professional development (OECD, 2009). The other major themes that emerged from the interviews regarding professional development were classroom observations, appraisal interview, and self-reflection. One instructor underscored the importance of feedback from classroom observations and stated, *"It [feedback from the school director] also contributes in that manner…"* and another commented, *"…Feedback from classroom observations always has a positive effect…"* One instructor mentioned the reinforcement of teaching skills and noted, *"…When I encounter similar issues, teaching vocabulary for example, I always consider the feedback that I received during my classroom observations…"* The importance of feedback from classroom observations is widely recognized in the literature. Structured classroom observation models consisting of a pre-conference, the observation, and a post-conference are efficient in collecting evidence about teaching (Danielson & McGreal, 2000). Danielson and McGreal (2000, p.86) note, "Post-conferences are a time for reflection, review, constructive feedback, and reinforcement." Teachers that go through a teacher evaluation process value the post-observation conferences with feedback because they help them improve their teaching skills (Ritter & Barnett, 2016). In a study by Range, Young, and Hvidston (2013), participant teachers indicated that feedback provided by the school director is a fundamental aspect of post-observation conferences. In an action research study by Ovando (2006), teachers reported that constructive feedback from classroom observations provides opportunities for professional development. Instructors also reported that the

goal-setting aspect of the appraisal interview has a positive impact on their professional development. The findings on instructors' beliefs about the usefulness of appraisal interviews for academic goal-setting seem to be in agreement with McGreal (1983), who identified goal-setting as a primary activity of teacher evaluation systems. This is also in line with the findings by Donaldson (2012). Teachers support an evaluation system if it enables them to set their goals together with their director (Donaldson, 2012). In conclusion, it can be argued that instructors in the English Preparatory School believe that instructor evaluation process has a positive effect on their professional development.

According to the quantitative findings, the instructors slightly agree that the instructor evaluation process has a positive impact on school improvement. In addition, it may be inferred that some instructors do not have a clear idea about whether the instructor evaluation has an effect on the preparatory school as an organization. The qualitative findings seem to support the quantitative findings. 3 themes emerged from the interviews: knowledge sharing, feedback from instructors, and raising education standards. Regarding knowledge sharing, one instructor noted, "*First of all, during this process [instructor evaluation] teachers… including me… are provided with opportunities to share their knowledge and skills on different platforms. Workshops are one of them… and Special Interest Groups. The reason for their establishment, the reason for their existence, I think, is a part of this evaluation process… or if they exist, the evaluation exists. There is an embedded relationship*" and another said, " *…We share with each other and for example, thanks to these groups [Special Interest Groups] where we exchange ideas and share experiences, it is spread throughout the school and in fact, it keeps the school system active.*" On this basis, it can be argued that instructors support

the use of collaborative learning arrangements such as workshops and teacher support groups. The findings on instructors' beliefs about the relationship between collaborative learning and school improvement are in agreement with the literature. Earley and Bubb (2004) argue that efficient teacher evaluation processes establish a connection between individual professional development and school improvement. The study by Leithwood, Leonard, and Sharratt (1998) shows that collaboration efforts among teachers support organizational learning in schools. The importance of collaborative learning efforts is also acknowledged in the English Language Teaching field. According to Richards and Farrell (2005), workshops and teacher support groups in schools not only facilitate teacher professional development but also help schools reach their goals. All in all, it may be concluded that instructors in the English Preparatory School believe that instructor evaluation process has a positive effect on school improvement.

Sub-research Question 3: *What are the instructors' opinions about the impact of instructor evaluation process on their emotions?*

According to the quantitative findings, the instructors have mixed opinions about the impact of the instructor evaluation on their emotions. The qualitative findings seem to support the quantitative findings. In the context of appraisal interviews, it can be suggested that instructors value one-to-one time spent with the school director. Regarding negative emotions about the instructor evaluation process, 6 instructors expressed negative feelings specifically towards classroom observations. One instructor commented, "*I feel stressed during classroom observations. Maybe you always teach your classes effectively, but when things like scoring and decision process are involved...*

people could be stressed while teaching…" but she also added, *"… but is it [classroom observation] necessary? Yes, it is. Some things are both stressful and necessary. There is nothing to be done."* Another stated, *"Nervousness is a feeling that I experience during classroom observations. However, a little nervousness… there is a positive return. A certain level of nervousness is always proportional to success…"* Given the comments that the instructors made, it can be deduced that although the instructors may have negative emotions about classroom observations, they still believe in their necessity. Teachers' mixed emotions about teacher evaluation have been discussed to some extent in the literature. In their study on a new standards-based evaluation, Heneman and Milanowski (2003) concluded that teachers have both positive and negative attitudes towards the evaluation system. Zepeda and Pondicell (1998) investigated teacher perceptions related to classroom observations and reported that the majority of the participant teachers felt validated and empowered thanks to the support of the school director. In other studies, teachers reported that they feel stressed in classroom observations (Haep, Behnke & Steins, 2016; Wang & Day, 2002). Overall, it can be argued that instructors have mixed opinions about the impact of instructor evaluation process on their emotions.

Sub-research Question 4: *How do the instructors view the school director as the evaluator in the instructor evaluation process?*

According to the quantitative findings, the instructors strongly believe that the school director is successful at managing the instructor evaluation process. The qualitative findings seem to support the quantitative findings. 7 out of 8 instructors stated

that the school director is successful as the evaluator in the instructor evaluation process. 4 instructors reported that they consider the school director successful because of her support for instructors' professional development. The findings on the beliefs of instructors about the school director as the evaluator in the evaluation process are consistent with the literature, which emphasizes the role of the school director in teacher evaluation. One of the important duties of school leaders is to foster professional development by establishing unthreatening relationships with teachers (DiPaola & Hoy, 2014). In a similar vein, Davis et al. (2002) underscore the importance of school leadership in effective teacher evaluation systems. According to some studies, participant teachers perceive teacher evaluation as positive if the school director is knowledgeable about teaching (Atkins, 1996; Pry & Schumacher, 2012). Blase and Blase (1999) and Zimmermann and Deckert-Pelton (2003) explored teachers' perceptions of feedback and concluded that feedback received from the school director in teacher evaluation have positive effects on teachers' professional development. Respondent instructors also commented on the school director's ability to manage emotions. 7 out of 8 instructors stated that the director is able to manage their emotions. 3 instructors stated that school director is able to manage her own emotions whereas 2 instructors stated that the director might not be able to manage her own emotions at certain times. On this basis, it may be inferred that the school director's ability to manage her and others' emotions could be one of the reasons why she is considered successful as an evaluator in the instructor evaluation process. The role of emotions in leadership has also received attention in the literature. According to Mayer, Salovey, Caruso, and Sitarenios (2001), emotional intelligence is the ability to perceive and manage one's and others' emotions. Successful

leaders can manage their own emotions by discovering negative emotions before displaying them and they can manage others' emotions by establishing empathy and developing good relationships (Morton, 2012). Cherniss (1998) and George (2000) assert that one of the essential characteristics of good leaders with high emotional intelligence is that they can build positive relationships with their subordinates. Overall, it can be concluded that instructors have a positive opinion of the school director's ability to manage the instructor evaluation process.

Sub-research Question 5: *What are the instructors' opinions about the strengths and weaknesses of the instructor evaluation at the English Preparatory School?*

5 emergent themes were identified as the strengths of the instructor evaluation: support for professional development, classroom observations, school director, sources of performance data, and support for school improvement. 18 out of 32 respondents reported professional development as strength of the instructor evaluation. One instructor noted, "*I believe that the instructor evaluation at the preparatory school changes instructors' approaches to self-reflection. I think this awareness is useful for instructors in terms of professional development and it makes it possible for them to develop in the areas where they feel weak*", another instructor wrote, "*identifying the weaknesses clearly and devising an action plan to keep track of development*" and another said, "*Areas to develop are presented in a non-threatening way and shared solutions are proposed to overcome problems.*" According to these comments, instructors believe that the evaluation process identifies their weaknesses and provides a route map for improvement. One instructor noted, "*It [instructor evaluation] not only highlights areas to develop, but*

emphasizes your strong points as well" and another instructor said, *"It [instructor evaluation] gives me a chance to show how I have grown and developed as an instructor…"* It can be concluded from these comments that instructors appreciate the fact that the evaluation process emphasizes their positive qualities and achievements. Therefore, it may be inferred that the evaluation process also plays a role in motivating instructors to work on areas for improvement. It is well accepted in teacher evaluation literature that teacher evaluation systems should support teacher professional development (Danielson, 2001, 2008; Danielson & McGreal, 2000; Looney, 2011; Marshall, 2005; Peterson, 1984; Weems & Rogers, 2010). 7 respondents reported classroom observation as strength of the instructor evaluation. This is in agreement with the findings of the study by Jiang, Sporte, and Luppescu (2015), where the majority of participant teachers reported that they found post-observation meetings useful because of the valuable feedback they received. School director, sources of performance data, and support for school improvement were also reported as strengths of the instructor evaluation by 5 respondents each.

3 emergent themes were identified as the weaknesses of the instructor evaluation: summative outcomes of the evaluation, student surveys, and classroom observations. 5 instructors expressed their concerns about the outcome of the instructor evaluation related to salary increase and 2 instructors mentioned a threat to their job security as a consequence of the instructor evaluation. In the literature, scholars have noted that the summative purpose of teacher evaluation causes anxiety in some teachers (Conley & Glasman, 2008; Larsen, 2005). 5 instructors identified student surveys as a weakness of the instructor evaluation. The instructors pointed out that students are not reliable sources

for collecting information because they are under the influence of their emotions while assessing teaching performance. Scholars have different opinions regarding the use of student evaluation of teachers. Peterson et al. (2001) reported in their study that student surveys could be used as reliable sources of data in teacher evaluations. Sproule (2000) asserts that student evaluation is not a valid measure of teaching performance. The findings of the study by Zabaleta (2007) indicated that student evaluations are not effective in measuring teaching performance. 4 instructors indicated classroom observations as a weakness of the instructor evaluation. This finding seems to be contradictory because classroom observation was also identified as strength of the instructor evaluation. However, it can be argued that although instructors support the idea of classroom observations, they have some concerns about the procedures. At this juncture, it can be assumed that instructors expect classroom observations to be managed more efficiently.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This study investigated English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School. Chapter 6 presents conclusion, recommendations for practice and recommendations for further research.

6.2. Conclusion

Before I started this research, I had experienced 4 instructor evaluations in the English Preparatory School; however, I did not have comprehensive knowledge about teacher evaluation systems and related topics. Throughout this case study, I was able to learn about the issues related to teacher evaluation. The literature review that I conducted helped me to comprehend the theoretical foundations of teacher evaluation and the evaluative aspect of this study enabled me to focus on the specific details of the evaluation process conducted in the English Preparatory School.

Patton's Utilization-Focused Evaluation Model (1997) was used as the framework of this study. In the course of this evaluative case study, I followed Utilization-Focused Evaluation Checklist, which includes 17 steps. To start with, I needed to assess the organizational readiness for utilization-focused evaluation. In this respect, one of the advantages was that the preparatory school had been conducting instructor evaluations for 4 years. Consequently, tenured instructors had practical experience of the instructor

evaluation system, which allowed them to offer informed opinions about the process. The school director, who had designed and started the evaluation process, also had a strong interest in this utilization-focused evaluation.

The preparatory school director was identified as the intended user of the evaluation in the next step. Having worked with the school director before, I was able to work collaboratively with her throughout the utilization-focused evaluation. Her particular interest in the instructor evaluation and teachers' professional development also proved to be useful. One challenge was finding the time to have meetings in order to discuss the course of the utilization-focused evaluation. Due to her schedule, it was at times difficult to meet the school director on a regular basis.

The school director requested an evaluation with a formative focus to make improvements in the instructor evaluation. In order to obtain in-depth information about the aspects of the instructor evaluation from the instructors' point of view, it was necessary for me to use both quantitative and qualitative data collection methods. The most challenging part of this process was synthesizing questionnaire responses and interview answers in order to reach correct conclusions. In this respect, using a sequential mixed methods design was found to be helpful. I designed the interview questions depending on questionnaire responses. This allowed me to address the main issues that arose from the questionnaire.

Regarding the questionnaire and interviews, I was expecting the instructors to be more hesitant to share their opinions about the instructor evaluation process. However, the questionnaire was completed with a return rate of 86% and interview answers provided me with detailed insight about the themes that emerged in the questionnaire

analysis. It can be deduced that the anonymous nature of the data in this study and the value that instructors place on the instructor evaluation had a positive impact on the quality of collected responses.

6.3. Recommendations for Practice

As part of the Utilization-Focused Evaluation (UFE) Checklist (Patton, 2013) implemented in this case study, the director of Istanbul Şehir University English Preparatory School was informed about the possibilities for improvement to the instructor evaluation. Based on the findings of this study, the following recommendations were suggested.

The findings indicate that instructors agree that instructor evaluation is necessary. Instructors believe that the instructor evaluation process has a positive impact, particularly on their professional development. It was found that instructors have improved their teaching practices as a result of the professional development opportunities offered by the instructor evaluation process. However, instructors also reported that there is not sufficient time for professional development due to the hectic work schedule. Therefore, it is suggested that more time is allowed in the instructors' schedules so that they can take part in more professional development activities.

It is evident from this study that instructors benefit from classroom observations. Instructors reported that there is a strong relationship between the feedback from classroom observations and their professional development. However, it was also found that classroom observations create anxiety in some instructors. Therefore, it is suggested that the school director put in more effort to make classroom observation a less stressful

experience for instructors. This could be achieved by focusing more on its formative aspects such as professional development and improved teaching practice rather than on its summative outcomes. Regarding classroom observations, some instructors also mentioned that they do not have enough time for preparations and that expectations are not clear. Therefore, it is recommended that the school director should make improvements in procedures and processes in order to optimize an already well-functioning classroom observation system.

According to the qualitative findings of the study, some instructors identified the summative outcomes of the instructor evaluation as a weakness. They stated that evaluation results do not lead to salary increase as expected and that the evaluation process creates a threat to their job security. At this point, one course of action could be to clarify the performance standards expected of the instructors. As a result, it could be easier for instructors to set their goals and to achieve the level of performance that leads to specific outcomes.

The findings also indicate that although instructors overall believe that the instructor evaluation process has a positive effect on school improvement, some instructors may not know the impact of the instructor evaluation on school improvement. As a result of the instructor evaluation process, the relationship between school improvement and collaborative activities such as workshops and special interest groups should be emphasized. In this manner, instructors could be encouraged to participate in collaborative activities to allow them to achieve personal growth and to contribute to school improvement through organizational learning.

6.4. Recommendations for Further Research

The current study investigated English instructors' beliefs about the instructor evaluation system at an English preparatory school. Further research could include directors and middle managers such as level coordinators and unit heads in studies. In this way, comparisons can be made to determine similarities and differences between their perceptions of the instructor evaluation process.

In the current study, the school director was the only evaluator in the instructor evaluation process. Further research could be conducted at English preparatory schools in Turkey where there is distributed leadership involving multiple evaluators.

The present study adopted a single-case study approach to investigate beliefs about the instructor evaluation process. Further studies can adopt a multiple-case study approach to compare English preparatory schools in Turkey that implement a standards-based evaluation system. This way, it might be possible to explore whether teachers with different perceptions of instructor evaluation have an impact on the implementation of instructor evaluation at different schools.

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APPENDICES

APPENDIX A: Utilization-Focused Evaluation Checklist

Utilization-Focused Evaluation (U-FE) Checklist

Michael Quinn Patton January 2013

Utilization-Focused Evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience and learn from the evaluation process.

The checklist is based on *Essentials of Utilization-Focused Evaluation* (Patton, 2012, Sage Publications).

All references in the checklist to exhibits and menus refer to this book.

Step 1   Assess and build program and organizational readiness for utilization-focused evaluation.

Step 2   Assess and enhance evaluator readiness and competence to undertake a utilization- focused evaluation.

Step 3   Identify, organize, and engage primary intended users.

Step 4   Conduct situation analysis with primary intended users

Step 5   Identify primary intended uses by establishing the evaluation's priority purposes**.**

Step 6   Consider and build in process uses if appropriate.

Step 7   Focus priority evaluation questions.

Step 8   Check that fundamental areas for evaluation inquiry are being adequately addressed.

Step 9   Determine what intervention model or theory of change is being evaluated.

Step 10   Negotiate appropriate methods to generate credible findings and support intended use by intended users.

Step 11   Make sure intended users understand potential controversies about methods and their implications.

Step 12   Simulate use of findings.

Step 13   Gather data with ongoing attention to use.

Step 14   Organize and present the data for use by primary intended users.

Step 15   Prepare an evaluation report to facilitate use and disseminate significant findings to expand influence.

Step 16   Follow up with primary intended users to facilitate and enhance use.

Step 17   Metaevaluation of use: Be accountable, learn, and improve

APPENDIX B: Permission from the School Director

İstanbul Şehir Üniversitesi İngilizce Hazırlık Programı Müdürlüğüne

Araştırmamı kurumunuzda yapabilmem için gerekli iznin verilmesi hususunda, gereğini arz ederim.

Arda Bayraktaroğlu

05/06/2017

Araştırmanın;

Adı:	Örnek Durum İncelemesi: İngilizce Okutmanlarının İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki Okutman Değerlendirme Süreciyle İlgili Düşünceleri
Amacı:	İngilizce okutmanlarının İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki okutman değerlendirme süreciyle ilgili düşüncelerinin belirlenmesi
Yöntemi:	Nicel ve nitel araştırma yöntemleri
Uygulanacağı Yerler:	İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu
Başlama ve Bitiş Tarihi:	Ekim 2017 – Şubat 2018

İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu Müdürü

Yar. Doç. Dr. F. İlke Büyükduman

05/06/2017

APPENDIX C: Teacher Questionnaire Revised for the Study (Turkish)

Açıklama

Okutman değerlendirme sürecini konu alan bu çalışmaya katıldığınız için teşekkür ederim. Bu çalışmanın amacı, İngilizce okutmanlarının İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki okutman değerlendirme süreci hakkındaki düşüncelerini incelemektir.

Bu anonim anket yüksek lisans çalışmamın bir parçası olarak okulunuzdaki okutman değerlendirme sistemi hakkındaki görüşlerinizi öğrenmek için tasarlanmıştır. Anket yaklaşık 15 dakika sürecektir. Katılımınız İstanbul Şehir Üniversitesi İngilizce Hazırlık Programı'ndaki okutman değerlendirme sisteminin geliştirilmesine önemli bir katkıda bulunacaktır. Katılımınız ve cevaplarınız gizli ve anonim olarak tutulacaktır.

Anketteki **değerlendirici** ifadesi, okulunuzdaki okutman değerlendirmesinin tüm yönlerinden öncelikle sorumlu olan kişi anlamına gelmektedir. Değerlendiricinin sorumluluklarından bazıları şunlardır:

- performans standartlarını belirlemek
- performans bilgilerinin toplanmasında kullanılan kaynakları incelemek
- performans değerlendirme görüşmesini (appraisal interview) yürütmek
- değerlendirme puanını hesaplamak

Anketteki **okutman değerlendirme süreci** ifadesi, bir akademik yıl içinde Ekim ve Mayıs ayları arasındaki öğretmen değerlendirme dönemi anlamına gelmektedir.

Okutman değerlendirme süreci:
1) akademik yıl süresince akademik hedefler belirlenmesi, değerlendirme amaçlı sınıf gözlemi, ara sınav (Midterm) ve kur sonu sınavı (MET) sınıf ortalamaları, öğrenci anketleri ve profesyonellik kaynakları yoluyla okutman performanslarının izlenmesi ve ölçülmesi;

2) akademik yıl sonundaki performans değerlendirme görüşmesini (appraisal interview)

kapsamaktadır.

A. Demografik Bilgiler

1. Cinsiyetiniz

    A. Kadın
    B. Erkek

2. Kaç yıldır öğretmenlik yapıyorsunuz?

    A. 0 – 1 yıl
    B. 2 – 3 yıl
    C. 4 – 5 yıl
    D. 6 – 10 yıl
    E. 11 ya da daha fazla yıl

3. İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulunda çalışmaya ne zaman başladınız?

    A. 2015-2016 akademik yılı başında
    B. 2015-2016 akademik yılından önce

4. Eğitim düzeyiniz nedir?

    A. Lisans derecesi
    B. Yüksek lisans derecesi
    C. Doktora derecesi
    D. CELTA, TEFL ve TESOL gibi diğer İngilizce Öğretim yeterlikleri

B. Mesleki Gelişim Üzerindeki Etki

Okutman değerlendirme sürecinin mesleki gelişiminiz üzerindeki etkisi hakkında görüşlerinizi belirtiniz.

	1= Hiç Katılmıyorum	2= Katılmıyorum	3=Ne Katılıyorum Ne Katılmıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
1. Okutman değerlendirme süreci mesleki gelişim etkinliklerine katılmam için olanaklar sağlar.	1	2	3	4	5
2. Öğretim günlerinde ders saatleri dışında mesleki gelişim için yeterli zaman ayrılır.	1	2	3	4	5
3. Okutman değerlendirme sürecinde aldığım geri bildirimlerin mesleki gelişimim üzerinde olumlu bir etkisi vardır.	1	2	3	4	5
4. Okutman değerlendirme sürecinin bir sonucu olarak öğretim uygulamalarımı geliştirdim.	1	2	3	4	5

C. Okul Gelişimi Üzerindeki Etki

Okutman değerlendirme sürecinin okul gelişimi üzerindeki etkisi hakkında görüşlerinizi belirtiniz.

	1= Hiç Katılmıyorum	2= Katılmıyorum	3=Ne Katılıyorum Ne Katılmıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
5. Okutman değerlendirme süreci hazırlık okulunda işbirlikçi eylem ve grup öğrenimini teşvik eder.	1	2	3	4	5
6. Okutman değerlendirme süreci hazırlık okulunda olumlu bir örgütsel değişimi destekler.	1	2	3	4	5
7. Okutman değerlendirme sürecinin bir sonucu olarak hazırlık okulu etkinliğini arttırdı.	1	2	3	4	5

D. Öğretmen Duyguları Üzerindeki Etki

Okutman değerlendirme sürecinin duygularınız üzerindeki etkisi hakkında görüşlerinizi belirtiniz.

	1= Hiç Katılmıyorum	2= Katılmıyorum	3=Ne Katılıyorum Ne Katılmıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
8. Olumlu okutman değerlendirmesi yorumları aldığımda mutlu olurum.	1	2	3	4	5
9. Okul müdürü ile yapılan performans değerlendirme görüşmesi sırasında kendimi rahat hissederim.	1	2	3	4	5
10. Sınıf gözlemleri öncesinde kendimi rahat hissederim.	1	2	3	4	5
11. Okutman değerlendirme sürecine katılmaktan kişisel tatmin elde ederim.	1	2	3	4	5
12. Okutman değerlendirme sürecinin tümü kendimi endişeli hissettirir.	1	2	3	4	5

E. Değerlendirici Olarak Okul Müdürü

Okutman değerlendirme sürecinde değerlendirici olan okul müdürü hakkında görüşlerinizi belirtiniz.

	1= Hiç Katılmıyorum	2= Katılmıyorum	3=Ne Katılıyorum Ne Katılmıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
13. Değerlendirici, bir geri bildirim kaynağı olarak güvenilir birisidir.	1	2	3	4	5
14. Değerlendiricinin çeşitli öğretme ve öğrenme yöntemleri hakkında bilgisi vardır.	1	2	3	4	5
15. Değerlendirici, öğretmen değerlendirme sistemi konusunda iyi eğitimlidir.	1	2	3	4	5
16. Değerlendiricinin benimle iyi bir çalışma ilişkisi vardır.	1	2	3	4	5
17. Değerlendirici kendi duygularını yönetme becerisine sahiptir.	1	2	3	4	5
18. Değerlendirici benim duygularımı yönetme becerisine sahiptir.	1	2	3	4	5
19. Değerlendirici, okutman değerlendirme sürecini tehditkar olmayan bir şekilde yönetir.	1	2	3	4	5
20. Değerlendirici, performans değerlendirme görüşmesini adil bir şekilde yürütür.	1	2	3	4	5

F. Genel Değerlendirme

	1= Hiç Katılmıyorum	2= Katılmıyorum	3=Ne Katılıyorum Ne Katılmıyorum	4= Katılıyorum	5= Kesinlikle katılıyorum
21. Okutman değerlendirmesi mesleki gelişimim ve okul gelişimi için gereklidir.	1	2	3	4	5

22. Sizin deneyiminize göre, hazırlık okulunda yapılan okutman değerlendirmesinin güçlü yanları nelerdir?

23. Sizin deneyiminize göre, hazırlık okulunda yapılan okutman değerlendirmesinin zayıf yanları nelerdir?

APPENDIX D: Teacher Questionnaire Revised for the Study (English)

Overview

Thank you for participating in this study about the instructor evaluation process. The purpose of this study is to investigate English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School.

This anonymous questionnaire has been designed as a part of my Master's study to learn your opinions about the instructor evaluation system in your school. The questionnaire will take approximately 15 minutes. Your participation will provide an important contribution to the improvement of the instructor evaluation system at Istanbul Şehir University English Preparatory Program. Your participation and answers will be kept confidential and anonymous.

The term **evaluator** in the questionnaire refers to the person who is primarily responsible for all aspects of the instructor evaluation in your school. Some of the evaluator responsibilities are:

- determining the performance standards
- investigating the sources of performance information
- conducting the appraisal interview
- calculating the evaluation score

The term **instructor evaluation process** in the questionnaire refers to the teacher appraisal period at Istanbul Şehir University English Preparatory School in the academic year between October and May.

The instructor evaluation process includes both
1) monitoring and measuring instructors' performance during the academic year through the measures of setting academic goals, evaluative classroom observations, midterm and module end test (MET) averages, student surveys, and professionalism
and,
2) the appraisal interview at the end of the academic year.

A. Demographic Information

1. What is your gender?
   - A. Female
   - B. Male

2. How many years have you been teaching?
   - A. 0 – 1 year
   - B. 2 – 3 years
   - C. 4 – 5 years
   - D. 6 – 10 years
   - E. 11 or more years

3. When did you start to work at Istanbul Şehir University English Preparatory School?
   - A. at the beginning of 2015-2016 academic year
   - B. before 2015-2016 academic year

4. What is your degree level?
   - A. Bachelor's Degree
   - B. Master's Degree
   - C. Doctorate Degree
   - D. Other English Language Teaching qualification such as CELTA, TEFL, and TESOL

B. Impact on Professional Development

Express your opinions about the impact of the instructor evaluation process on your professional development.

	1= Strongly Disagree	2= Disagree	3=Neither Agree Nor Disagree	4= Agree	5= Strongly Agree
1. The instructor evaluation process provides me with opportunities to participate in professional development activities.	1	2	3	4	5
2. Sufficient time is allotted for professional development outside of class hours during the teaching day.	1	2	3	4	5
3. The feedback I receive during the instructor evaluation process has a positive effect on my professional development.	1	2	3	4	5
4. I have improved my teaching practices as a result of the instructor evaluation process.	1	2	3	4	5

C. Impact on School Improvement

Express your opinions about the impact of the instructor evaluation process on school improvement.

	1= Strongly Disagree	2= Disagree	3=Neither Agree Nor Disagree	4= Agree	5= Strongly Agree
5. The instructor evaluation process encourages collaborative action and group learning in the preparatory school.	1	2	3	4	5
6. The instructor evaluation process supports positive organizational change in the preparatory school.	1	2	3	4	5
7. The preparatory school has increased its effectiveness as a result of the instructor evaluation process.	1	2	3	4	5

D. Impact on Teacher Emotions

Express your opinions about the impact of the instructor evaluation process on your emotions.

	1= Strongly Disagree	2= Disagree	3=Neither Agree Nor Disagree	4= Agree	5= Strongly Agree
8. I feel pleased when I receive positive instructor evaluation comments.	1	2	3	4	5
9. I feel relaxed during the appraisal interview with the school director.	1	2	3	4	5
10. I feel calm before classroom observations.	1	2	3	4	5
11. I gain personal satisfaction as a result of participating in the instructor evaluation process.	1	2	3	4	5
12. The overall instructor evaluation process makes me nervous.	1	2	3	4	5

E. School Director as the Evaluator

Express your opinions about the school director as the evaluator in the instructor evaluation process.

	1= Strongly Disagree	2= Disagree	3=Neither Agree Nor Disagree	4= Agree	5= Strongly Agree
13. The evaluator is credible as a source of feedback.	1	2	3	4	5
14. The evaluator has knowledge of a variety of teaching and learning methods.	1	2	3	4	5
15. The evaluator is well trained in the teacher evaluation system.	1	2	3	4	5
16. The evaluator has a good working relationship with me.	1	2	3	4	5
17. The evaluator is able to manage her emotions.	1	2	3	4	5
18. The evaluator is able to manage my emotions.	1	2	3	4	5
19. The evaluator conducts the instructor evaluation process in a non-threatening manner.	1	2	3	4	5
20. The evaluator carries out the appraisal interview fairly.	1	2	3	4	5

F. Overall Rating

	1= Strongly Disagree	2= Disagree	3=Neither Agree Nor Disagree	4= Agree	5= Strongly Agree
21. Instructor evaluation is necessary for my professional development and school improvement.	1	2	3	4	5

22. According to your experience, what are the strengths of the instructor evaluation at the preparatory school?

23. According to your experience, what are the weaknesses of the instructor evaluation at the preparatory school?

APPENDIX E: Permission for Revision & Use of Teacher Evaluation Profile (TEP) Questionnaire

RE: Permission to use the Teacher Evaluation Profile (TEP) questionnaire

On Tue, Feb 28, 2017 at 5:19 PM, Jennifer Klump <Jennifer.Klump@educationnorthwest.org> wrote:
Hello Arda,

Thank you for your request. Although our organization did at one time grant permission for people to use or adapt this survey, we do not hold copyright on this instrument, and we now refer all requests to the co-developer, Daniel Duke, who is not at the University of Virginia.

Here is his contact information

http://curry.virginia.edu/about/directory/daniel-l.-duke

Regards,

Jennifer Klump
Education Northwest
Ask A REL Reference Desk Librarian
101 SW Main St., Suite 500; Portland, OR 97204
503.275.0454 or 800.547.6339
    http://educationnorthwest.org

Need help finding evidence-based answers to questions about education practices, policies, or programs? Take advantage of our free reference desk service offered by our REL Northwest project. Submit your request to http://relnw.educationnorthwest.org/ask-a-rel or contact me by phone for prompt, authoritative, and customized answers to your questions.

-----Original Message-----
From: jeff.jones@educationnorthwest.org [mailto:jeff.jones@educationnorthwest.org] On Behalf Of Arda Bayraktaroglu
Sent: Tuesday, February 28, 2017 12:03 AM
To: Jennifer Klump
Subject: Permission to use the Teacher Evaluation Profile (TEP) questionnaire
Your Name: Arda Bayraktaroglu
Your Email: ardabayraktaroglu@Şehir.edu.tr
Category: General Information

Message:
To whom it may concern,

My name is Arda Bayraktaroglu. I am currently a Master's Candidate studying at Yeditepe University, Istanbul, Turkey. My study is on the perceptions of English instructors about the teaching evaluation process in an English preparatory school.

While I was doing literature review on my research topic, I came across the book The Case for Teacher Commitment to Teacher Growth: Research on Teacher Evaluation (Stiggins and Duke, 1987) on EBSCOhost research database. I am interested in using the Teacher Evaluation Profile (TEP) Questionnaire in my research. I will revise the questionnaire contents to make it appropriate for my study context. I will

definitely make proper citations to the original work in my study. I read on the related page of the book that this is the research version of the TEP and for details I need to contact Northwest Regional Educational Laboratory. Also, I have found out that permission to use the TEP Questionnaire has been granted by Northwest Regional Educational Laboratory in various dissertations.

Can you direct me to the individual or department that can grant me permission to use the Teacher Evaluation
Profile (TEP) Questionnaire (Stiggins&Duke, 1987)?

Kind regards,

This was submitted via the EdNW's website contact form.

RE: Permission to use the Teacher Evaluation Profile (TEP) questionnaire

On Wed, Mar 1, 2017 at 2:49 PM, Duke, Daniel L. (dld7g) <dld7g@eservices.virginia.edu> wrote:
Dear Arda: Thank you for your interest in the TEP. You have my permission to use the TEP in your research. I wish you well in your efforts. Sincerely, Professor Daniel L. Duke, University of Virginia

From: Arda Bayraktaroglu [ardabayraktaroglu@Şehir.edu.tr]
Sent: Wednesday, March 01, 2017 1:10 AM
To: dld7g@virginia.edu
Subject: Permission to use the Teacher Evaluation Profile (TEP) questionnaire

Dear Mr. Duke,

My name is Arda Bayraktaroğlu. I am currently a Master's Candidate studying at Yeditepe University, Istanbul, Turkey. My study is on the perceptions of English instructors about the teaching evaluation process in an English preparatory school. While I was doing literature review on my research topic, I came across your book, *The Case for Teacher Commitment to Teacher Growth: Research on Teacher Evaluation* (Stiggins&Duke, 1987), on EBSCOhost research database. I am interested in using the Teacher Evaluation Profile (TEP) Questionnaire in my research. I will revise the questionnaire contents to make it appropriate for my study context. I will definitely make proper citations to the original work in my study. I read on the related page of the book that this is the research version of the TEP and for details I need to contact Northwest Regional Educational Laboratory. I was told by Jennifer Klump at Education Northwest that I need to contact you for permission.

Can you grant me permission to use parts of the Teacher Evaluation Profile (TEP) Questionnaire in my research?

Yours faithfully,

Arda Bayraktaroğlu

APPENDIX F: Interview Protocol (Turkish)

Çalışma: İngilizce okutmanlarının İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki okutman değerlendirme süreci hakkındaki görüşleri

Tarih:

Görüşme saati:

Görüşmeyi yapan kişi:

Görüşme yapılan kişi:

GÖRÜŞMEDEN ÖNCE

(İyi günler. Benim ismim Arda Bayraktaroğlu. Yeditepe Üniversitesi'nde Yüksek Lisans çalışmamı yapmaktayım. İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki okutman değerlendirme süreci hakkındaki sorularımı yanıtlamak için zaman ayırdığınız için teşekkür ederim. İzniniz ile bu görüşmeyi kaydetmek istiyorum. Bu görüşmedeki yanıtlarınız gizli tutulacaktır).

(Çalışmanın açıklanması, izin formunun verilmesi)

Görüşme Soruları

1) Okutman değerlendirmesinin gerekli olduğunu düşünüyor musunuz? Neden/Neden değil?

2) Okulunuzdaki okutman değerlendirmesi sürecinin mesleki gelişiminiz üzerinde nasıl bir etkisi vardır?
Yönlendirici sorular:
- *okul müdüründen aldığınız geri bildirim?*
- *öğretim günlerinde mesleki gelişim için yeterli zaman?*

3) Okulunuzdaki okutman değerlendirme sürecinin okul gelişimi üzerinde nasıl bir etkisi vardır?
Yönlendirici sorular:
- *grup öğrenimi?*
- *olumlu örgütsel değişimi desteklemesi?*

4) Okulunuzdaki okutman değerlendirme süreci duygularınızı nasıl etkilemektedir?
Yönlendirici sorular:
- *sınıf gözlemleri?*
- *okul müdürüyle yapılan performans değerlendirme görüşmesi?*
- *okutman değerlendirme sürecinin tümü?*

5) Sizin düşüncenize göre okul müdürü, okulunuzdaki okutman değerlendirme sürecinde bir değerlendirici olarak başarılı mıdır?
Yönlendirici sorular:
- *kendi duygularını yönetebilir?*
- *sizin duygularınızı yönetebilir?*

GÖRÜŞMEDEN SONRA
- Görüşmeciye teşekkür edilmesi

APPENDIX G: Interview Protocol (English)

Study: English instructors' beliefs about the instructor evaluation process at Istanbul Şehir University English Preparatory School

Date:

Time of Interview:

Interviewer:

Interviewee:

BEFORE THE INTERVIEW
(Good afternoon. My name is Arda Bayraktaroğlu. I am a master's candidate at Yeditepe University. I would like to thank you for spending your time to answer some questions about the instructor evaluation process at Istanbul Şehir University English Preparatory School. With your permission, I would like to record this interview. Your responses in this interview will be kept confidential.)
- Describe the study, submit the consent form

Interview Questions

1) Do you believe instructor evaluation is necessary? Why? Why not?

2) What effect does the instructor evaluation process in your school have on your professional development?
Prompts:
- *feedback from the director?*
- *sufficient time for professional development during the teaching day?*

3) What effect does the instructor evaluation process in your school have on school improvement?
Prompts:
- *collaborative learning?*
- *supports positive organizational change?*

4) How does the instructor evaluation process in your school affect your emotions?
Prompts:
- *classroom observations?*
- *appraisal interview with the director?*
- *overall evaluation process?*

5) Do you think the school director is successful as the evaluator in the instructor evaluation process in your school?
Prompts:
- *able to manage her emotions?*
- *able to manage your emotions?*

AFTER THE INTERVIEW
- Thank the interviewee for their participation

APPENDIX H: Interview Consent Form (Turkish)

Örnek Durum İncelemesi için Onay Formu: İngilizce Okutmanlarının İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki Okutman Değerlendirmesi Hakkındaki Görüşleri

Arda Bayraktaroğlu tarafından yürütülen araştırma çalışmasına katılımınız için davet edilmektesiniz. Lütfen bu formu okuyunuz ve sorularınız varsa yöneltiniz.

Araştırma Çalışmasının Açıklaması

Bu araştırma çalışması İngilizce okutmanlarının İstanbul Şehir Üniversitesi İngilizce Hazırlık Okulu'ndaki okutman değerlendirme süreci hakkındaki görüşlerini inceleyecektir. Çalışmanın bu aşaması görüşmeleri içermektedir. Katılmaya karar verirseniz onay formunu imzalamanız ve araştırmacı ile okutman değerlendirmesi hakkındaki deneyimlerinizi paylaşacağınız bire bir görüşmede yer almanız istenecektir. Görüşme yaklaşık olarak 15 – 20 dakika arasında sürecektir. Görüşme kaydedilecek ve yazıya dönüştürülecektir. Doğruluğunu kontrol etmeniz için görüşmenin yazılı halini gözden geçirme fırsatınız olacaktır.

Riskler ve Verilecek Rahatsızlıklar

Bu görüşmeye katılımda ortaya çıkacak riskler ve rahatsızlıklar en düşük düzeydedir ve günlük yaşamda karşılaşılabilecek risk ve rahatsızlıklardan daha fazla olmaması beklenmektedir. Bu çalışmaya katılımınız ile ilgili olarak herhangi bir rahatsızlık ya da başka konuları tartışmak için Arda Bayraktaroğlu ile görüşebilirsiniz.

Gizlilik

Bu araştırma çalışmasına katılımınız gizli tutulacaktır. Bu çalışmadan elde edilen bilgiler kimliğinizi ortaya çıkaracak bir biçimde yayınlanmayacaktır.

Gönüllü Katılım

Bu görüşmeye katılımınız gönüllüdür. Araştırma çalışmasından istediğiniz zaman ayrılabilirsiniz.

ONAY FORMUNU OKUDUM. SORULARIMA YANIT VERİLDİ. BU FORMDA BULUNAN İMZAM BU ARAŞTIRMA ÇALIŞMASINA KATILMAYA ONAY VERDİĞİM ANLAMINA GELMEKTEDİR.

Katılımcının İsmi

_____

Katılımcının İmzası

_____

Araştırmacının İsmi

_____

Araştırmacının İmzası

_____

Tarih

_____

APPENDIX I: Interview Consent Form (English)

Consent Form for A Case Study: English Instructors' Beliefs about the Instructor Evaluation Process at Istanbul Şehir University English Preparatory School

You are kindly asked to participate in a research study that is conducted by Arda Bayraktaroğlu. Please read this form and feel free to ask questions.

Descriptions of the Research Study

This research study will investigate English instructors' beliefs about the instructor evaluation at Istanbul Şehir University English Preparatory School. This stage of the study will involve interviews. If you decide to participate, you will be asked to sign a consent form and participate in a one to one person interview with the researcher about your experiences with the instructor evaluation. The interview will take approximately fifteen to twenty minutes. The interview will be recorded and transcribed. You will have the opportunity to review the transcript for accuracy.

Risks or discomforts

The risk or discomfort of participating in this interview is minimal and not expected to be any more than encountered in every day life. You may speak with Arda Bayraktaroğlu to discuss any discomfort or other issues related to your participation in the study.

Confidentiality

Your participation in this research study is confidential. Information obtained through this study will not be published in a manner that would allow you to be identified.

Voluntary participation

Your participation in this interview is voluntary. You can withdraw from the research study at any time.

I HAVE READ THE CONSENT FORM. MY QUESTIONS HAVE BEEN ANSWERED. MY SIGNATURE ON THIS FORM MEANS THAT I CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY. I CERTIFY THAT I AM 18 YEARS OF AGE OR OLDER.

Name of the Participant

_____

Signature of the Participant

_____

Name of the Researcher

_____

Signature of Researcher

_____

Date

_____

Node Structure
Questionnaire

Hierarchical Name	Nickname	Aggregate	User Assigned Color

Node

Nodes

Hierarchical Name	Nickname	Aggregate	User Assigned Color
Nodes\\AÇIK UÇLU ANKET SORULARI		No	None
Nodes\\AÇIK UÇLU ANKET SORULARI\SORU 22 SİZİN DENEYİMİNİZE GÖRE HAZIRLIK OKULUNDA YAPILAN OKUTMAN DEĞERLENDİRMESİNİN GÜÇLÜ YANLARI NELERDİR		No	None
Nodes\\AÇIK UÇLU ANKET SORULARI\SORU 23 SİZİN DENEYİMİNİZE GÖRE HAZIRLIK OKULUNDA YAPILAN OKUTMAN DEĞERLENDİRMESİNİN ZAYIF YANLARI NELERDİR		No	None
Nodes\\ANKET SORU ANALİZLERİ		No	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 22 GÜÇLÜ YANLAR		Yes	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 22 GÜÇLÜ YANLAR\mesleki gelişim		No	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 22 GÜÇLÜ YANLAR\okul gelişimi		No	None
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Nodes\\ANKET SORU ANALİZLERİ\SORU 22 GÜÇLÜ YANLAR\performans veri kaynakları		No	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 22 GÜÇLÜ YANLAR\sınıf gözlemleri		No	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 23 ZAYIF YANLAR		Yes	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 23 ZAYIF YANLAR\öğrenci anketleri		No	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 23 ZAYIF YANLAR\sınıf gözlemleri		No	None
Nodes\\ANKET SORU ANALİZLERİ\SORU 23 ZAYIF YANLAR\sonuç değerlendirmesi		No	None

Hierarchical Name	Nickname	Aggregate	User Assigned Color

Node

Nodes

Hierarchical Name	Nickname	Aggregate	User Assigned Color
Nodes\\GÖRÜŞME SORU ANALİZLERİ		No	None
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Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 1\okutman değerlendirmesi gerekli\kurumun eşgüdümlü hareketi		No	None
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Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 4\olumlu duygular		Yes	None

| Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 4\olumlu duygular\kendine güven_değerlendirme sürecinin tümü | | No | None |

Hierarchical Name	Nickname	Aggregate	User Assigned Color
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Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürü değerlendirme sürecinde değerlendirici olarak başarılı		Yes	None
Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürü değerlendirme sürecinde değerlendirici olarak başarılı\değerlendirme sürecinde kriter izlemesi		No	None
Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürü değerlendirme sürecinde değerlendirici olarak başarılı\hocaların mesleki gelişimine destek vermesi		No	None
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Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürünün hoca duygularını yönetebilmesi		No	None
Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürünün hoca duygularını yönetebilmesi\başarılı		No	None
Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürünün kendi duygularını yönetebilmesi		No	None
Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürünün kendi duygularını yönetebilmesi\başarılı		No	None
Nodes\\GÖRÜŞME SORU ANALİZLERİ\SORU 5\okul müdürünün kendi duygularını yönetebilmesi\başarısız		No	None
Nodes\\GÖRÜŞME SORULARI		No	None
Nodes\\GÖRÜŞME SORULARI\SORU 1 OKULUNUZDA YAPILAN OKUTMAN DEĞERLENDİRMESİNİN GEREKLİ OLDUĞUNU DÜŞÜNÜYOR MUSUNUZ		No	None
Nodes\\GÖRÜŞME SORULARI\SORU 2 OKULUNUZDA YAPILAN OKUTMAN DEĞERLENDİRMESİNİN MESLEKİ GELİŞİMİNİZ ÜZERİNDE NASIL BİR ETKİSİ VAR		No	None

Nodes\\GÖRÜŞME SORULARI\SORU 3 OKULUNUZDA YAPILAN OKUTMAN DEĞERLENDİRMESİNİN OKUL GELİŞİMİ ÜZERİNDE NASIL BİR ETKİSİ VAR	No	None
Nodes\\GÖRÜŞME SORULARI\SORU 4 OKULUNUZDAKİ OKUTMAN DEĞERLENDİRME SÜRECİNİN DUYGULARINIZ ÜZERİNDE NASIL BİR ETKİSİ VAR	No	None
Nodes\\GÖRÜŞME SORULARI\SORU 5 OKULUNUZDAKİ OKUTMAN DEĞERLENDİRME SÜRECİNDE BİR DEĞERLENDİRİCİ OLARAK OKUL MÜDÜRÜNÜ BAŞARILI BULUYOR MUSUNUZ	No	None