



Professional Development Levels of Teachers in Respect of Developmental Supervision Areas

Süleyman Göksoy

University of Düzce, Faculty of Education, Educational Sciences, Educational Administration and Supervision, Konuralp Kampusü, 81600 Düzce, Turkey, goksoys@hotmail.com

Abstract. The present research aimed to determine the professional development levels of teachers according to developmental supervision approach. Case study method from qualitative research methods was used in the data collection. Educators participated in the research state that the professional development areas of the teachers should be comprised of eight main areas. These areas defined by the educators are lesson preparation and planning, teaching-learning process (lesson), assessment and evaluation, professional development, communication, counselling, classroom management, projects and time management. Therefore, it can be indicated that the determined professional development areas of teacher should be prioritized in order to increase both educational quality and teacher performances.

Keywords: *teacher, developmental supervision and professional development, case study.*

Introduction

Problem Statement. Supervision process is consisted of three stages as the measurement of the performance, comparing the performance with a standard and doing an managerial activity to reduce variations. Being the last stage of the management process, supervision provides a critical connection to the planning. Supervision enables managers to figure out whether they have achieved their goals and plans and to discover the activities they need to carry out. Another reason that makes supervision important is recruitment. An effective supervision system provides information and feedback related

to employee performance. It decreases the risk of problem occurrence. Another reason for supervision is to protect the organization and its entity. Comprehensive supervisions and backup plans will minimise the work failure (Robbins, Decenzo, & Coulter, 2013).

Supervision is a management function which includes monitoring the activities and correcting the deviations in order to plan and complete the organizational activities. Managers cannot measure the performances of the units unless the activities are evaluated and the performance is compared with the desired standards. An effective supervision reveals oneself only when the goals are achieved. That is, the effectiveness of a supervision system is determined by its ability to facilitate the goal achievement process. A system efficacy depends on its service to help managers complete organizational goals. The most common supervision type relies on feedback. Feedback means providing direct and clear information about the performance according to the results of a task. Supervision that includes feedback has two superiorities. First, feedback provides meaningful information to managers about the effectiveness of their planning efforts. Feedback that reveals the little difference between the standards and current performance indicates that planning generally attains the goals. If the deviation is significant, the manager can benefit from this information while developing new plans. Second, feedback can increase the motivation. People want to know how good they do their jobs and feedback provides this kind of information (Robbins et al., 2013; Robbins & Judge, 2012). Feedback reflects the development demonstrated by the objectives and it reveals the difference between desired and current activities. Therefore it increases people's motivation. However, not all kinds of feedback is effective equally. Feedback that individuals obtain themselves is more effective than the feedback received from other people (Ivancevich & McMahon, 1982). Therefore, not each feedback is effective. Feedback that is produced by the individual is more effective than the one produced by the environment. Individuals produce feedback by monitoring themselves in accordance with the goals (Robbins & Judge, 2012).

Feedback is necessary to achieve the goals and make the goals beneficial because individuals get the chance to compare their performances with their goals in this way. Feedback should be given on the goals that are achieved. It helps organization members succeed in their objectives. Feedback is helpful in two ways. Firstly, it helps individuals determine how successful they are and encourages them. Secondly, it reveals the performance settings that are needed to be enhanced. For instance, a school carries out the item analysis of a compulsory achievement test and reduces the mishaps in the performance (Lunenburg & Ornstein, 2013). In this way, people work harder when they obtain feedback related to their objectives. The reason is that feedback demonstrates differences between what they do and what they want to do and directs their behaviours (Robbins & Judge, 2012).

Teachers carry out many roles and tasks. The areas that they can be supervised increase accordingly. These supervision areas or what should be supervised should be determined carefully. In the supervision process, what should be supervised is more critical than how

to supervise. The reason is that wrong criteria may result in nonfunctional points. Also the areas to be supervised determines the goals of the organization members. Supervision can be carried out before an activity starts, while an activity proceeds or after an activity is completed. As previously mentioned, supervision is a management function and it reveals whether the goals are achieved as planned. It has different types. The first one is feedforward, the second is simultaneous supervision and the last one is called feedback supervision (Robbins et al., 2013).

Developmental supervision is one of the supervision approaches used in teacher supervision. According to developmental supervision approach, the supervisor is responsible for analyzing the developmental stage of the teacher and demonstrating a supervision behaviour suitable for that developmental stage (Aydın, 2014). Developmental supervision suggests that teachers demonstrate four development approaches as directive control approach, directive informing approach, cooperative approach and non-directive approach (Glickman, Gordon, & Ross-Gordon, 2014).

Glickman et al. (2014) suggested that the main aspect of the developmental supervision is to provide a supervision according to developmental stage, expertise and commitment of an individual or a group. This is because teachers take part in different stages of adulthood and career development from the bottom up. Teachers in the lower developmental stage are generally considered suitable for directive control approach and directive informing approach. Because they experience difficulties in defining the problem and they do not take the responsibility to make decisions. Teachers who need instructions should be directed by giving suggestions. Teachers in the middle developmental stage can benefit from the cooperative supervision approach the most. This group of teachers can find solutions to certain teaching problems but they still need assistance to prepare a comprehensive teaching development plan and to review all of the alternatives. Teachers in the high developmental, expertise and commitment stage are generally ready for self-directed development arose from non-directive supervision approach. Therefore non-directive approach should be employed with this group of teachers. The stages of developmental supervision are determining the most appropriate starting stage, applying the determined approach and supporting teacher development while increasing the decision making responsibility gradually (Glickman et al., 2014). Developmental supervision is a very important approach in terms of determining teachers' main requirements and providing the most appropriate evaluation to their improvements. However, the most critical side of this approach is presenting the development stages of the teachers properly (Aydın, 2014).

In comparison with the feedback obtained from another person, feedback that is produced by the individual is more motivating and it facilitates personal improvement (Ivancevich & McMahan, 1982). Feedback produced by the employees enables them to monitor their developments and it is more effective than the feedback received from the environment. In this context, the data obtained from the teacher's self-evaluation can be easily used in developmental studies but these data may not be very beneficial in

their decisions of work or promotion. Studies reveal that teacher's self-evaluation is very helpful in terms of evaluating the teacher's performance properly. If the teachers have self-evaluation skills and use them regularly in their professional lives, the supervision load of principals and leaders reduces and the self-control skills of the teachers are enhanced (Gümüşeli, 2014). There are many tools and techniques for teachers to evaluate themselves. A graded scoring key for the teachers' self-evaluation will be used in the present research for it will be more beneficial for teachers' personal development.

The aim of the research is to develop a graded scoring key for teachers to use in their self-evaluation to realise their developmental stages. This graded scoring key will be prepared to determine the criteria to be used in teacher performances, the scores of the performances, teachers' success types according to their scores and the stages that teachers need to reach.

The requirements of the model and the content of the theory were studied in detail. In this context, it is aimed to determine the professional development stages of the teachers in accordance with developmental supervision approach. The following items were studied accordingly:

- a) Teacher behaviours observed in directive control approach stage (samples),
- b) Criteria for teacher professional development in directive control approach stage (suggestions),
- c) Teacher behaviours observed in directive informing approach stage (samples),
- d) Criteria for teacher professional development in directive informing approach stage (suggestions),
- e) Teacher behaviours observed in cooperative approach stage (samples),
- f) Criteria for teacher professional development in cooperative approach stage (suggestions),
- g) Teacher behaviours observed in nondirective (self-directed) approach stage (samples),
- h) Criteria for teacher professional development in nondirective (self-directed) approach stage (suggestions).

Method. The research aims to demonstrate the current situation, therefore it is a descriptive research. Qualitative research method was applied in collecting the data. Qualitative research includes qualitative data collection tools such as observation, interview and document analysis. It constitutes a qualitative process of observing the case holistically in its natural environment. The most important contribution of these methods is that they provide different perspective to the issue and reveal the social structure that forms these perspectives (Yıldırım & Şimşek, 2005). Semi-structured interview form was applied primarily in the research. Interview is a very powerful method which is used to determine people's perspectives, emotions, opinions, experiences and perceptions. At this

point, the fact that some opinions of the participants are included in the research report is important in terms of transferring their perspectives directly (Yıldırım & Şimşek, 2005).

Qualitative research terms as validity and reliability were considered dogmatical by the deductive understanding of the positivist paradigm, therefore terms as plausibility and transmissibility have been preferred recently (Corbin & Strauss, 2008; Yıldırım ve Şimşek, 2005). Accordingly, research process and operations were endeavoured to be explained in detail in order to increase the external validity (transmissibility) of the research. The findings were included directly without making any interpretations in order to enhance the internal validity (consistency).

Purposeful sampling method was used in determining the study group. Purposeful sampling provides detailed examination of the situations which includes plenty of information (Büyüköztürk et al., 2012; Yıldırım & Şimşek, 2008). The research is based on voluntary participation of the teachers in different educational stages. Accordingly, graded scoring key was applied to 30 teachers who work in different educational stages (preschool, primary school, secondary school, high school and vocational high school) in Düzce in 2015–2016 academic year. The number of female and male teachers are equal and their professional experience ranks between three and twenty five years. The initials of the participant teachers were used in the research findings.

Data Collection Tool. Graded scoring key (rubric) method was used as the data collection tool in the research. The graded scoring key developed by Glickman et al. (2014) was utilized in the research. Graded scoring key is a scoring guide which includes performance defining criteria. This tool involves any criteria developed to score any study. There are many reasons to use graded scoring key. It gives a clear quality definition to teachers. As the graded scoring key is used, people feel more responsible for the product that they produce. It provides people with standards and criteria which they can use to evaluate their performances. The stages of developing graded scoring key are as follows: the purpose of developing the scale is determined, the items that will be evaluated are determined, competencies are determined, key for the evaluated behaviour, product or skill is prepared, brief criteria are created. There are two kinds of graded scoring key as holistic and analytic. Holistic graded scoring scale is scoring the main process or product holistically regardless of its units. On the other hand, analytic scoring scale includes scoring the units of the performers or the product separately and then calculating the total score. These scales are formed with the aim of providing different scores to the different aspect of a work or a product (Daşcan, 2014).

Graded scoring key includes criteria developed to score any kind of work. Development of a graded scoring key is comprised of the following steps: determining the scale purpose, determining the scoring key type, defining of the criteria, preparing the draft of the scale, determining the consistency and reliability after applying it. There are two types of the graded scoring key according to its purpose: holistic graded scoring key and

analytic graded scoring key (Kıroğlu, 2011). The most useful graded scoring key is the one that we prepare (Kıroğlu, 2008). It indicates the level and perfection of a behaviour. Criteria and sub criteria which are the behavioural indicators of the evaluated feature are determined. Then the reaction categories corresponding to these criteria are stated. The number of reaction categories and the statements of the categories should be consequent with each other. The meanings attributed to grade scoring key developed by Glickman (2014) are explained in Table 1.

Table 1
Explanation of Graded Scoring Key

| Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|--|---|--|--|
| Ineffective level indicates that the educator fails to perform minimum competence in one or more areas. The educator has too little improvement in time or not at all. The educator needs immediate help and an improvement plan should be prepared. | Improvable level indicates that the educator perform minimum competence in most of the standars but may have difficulties in the rest of them. The educator demonstrate progress but should receive professional support to make a significant improvement. | Skillful level indicates that the educator fulfill the requirements of the performance continuously and perform either most of the competencies or all of them. This is the desired performance level for most of the experienced educators. | Successful level indicates that the educator not only meet the requirements of the performance but also be a good leader and a model in the school and its environment. The educator always work for his/her educational, leadership and professional aspects and contribute to the school, colleagues and students. |

The approaches stated in the table above should correspond to the teacher's special development level. In the directive control approach, the supervisor takes the decision and informs the individual or the group about how they will continue. A supervisor who uses directive informing approach presents alternatives to the individual or the group and asks teachers' opinions. In the cooperative approach, the supervisor and the individual or the group share the information and solutions equally in order to form a common plan. In the nondirective (self-directed) approach, the supervisor facilitates the planning and decision making processes of the individual or the group (Sullivan & Glanz, 2015).

Findings and Interpretation. The main purpose of developmental supervision is to provide directive control approach to the teachers who need immediate help, to supply teachers who are less experienced with directive informing approach, to provide cooperative approach to the teachers who make little professional progress and to demonstrate

nondirective approach to the teachers who have completed their professional development. The supervision areas and their criteria should be determined in order to apply the developmental supervision approach in schools. In the present research, the teacher opinions given in the table above were obtained by using a graded scoring key and categorized accordingly. The results obtained from the analysis of the teacher opinions are explained below.

The common and different teacher professional development areas and teachers' participation rates determined by the educators are demonstrated in Table 2.

Table 2
Most Important and Common Areas For Teachers Improvement and Not Functioning Supervision

| Common Supervision Areas | f | % | Different Supervision Areas | f | % |
|---|----|-----|-----------------------------|---|------|
| Lesson planning and preparation | 29 | 100 | Coordination | 1 | 3.44 |
| Teaching-learning process (lesson procedure) | 29 | 100 | Appearance and outfit | 1 | 3.44 |
| Assessment and evaluation | 29 | 100 | Club works | 1 | 3.44 |
| Professional development (professional knowledge) | 29 | 100 | Personal features | 1 | 3.44 |
| Communication | 29 | 100 | Law and legislation | 1 | 3.44 |
| Counselling | 29 | 100 | School embracement | 1 | 3.44 |
| Classroom management | 29 | 100 | Teaching program | 1 | 3.44 |
| Projects | 29 | 100 | Shareholder contentment | 1 | 3.44 |
| | | | Time management | 1 | 3.44 |

As it is seen in the table, the educators collect the teachers' professional development and supervision areas under eight main areas. These areas are generally lesson planning and preparation, teaching-learning process (lesson procedure), assessment and evaluation, professional development, communication, counselling, classroom management and projects. Therefore the educators state that as long as the determined areas are given importance and priority, both educational quality and teacher's performance will be enhanced.

The teachers participated in the research individually stated some areas that may be helpful to contribute to their professional careers. They should be taken into consideration in terms of supervision, counselling and direction. These areas are mainly on club works, appearance and outfit, personal features, law and legislation, school embracement, teaching program, shareholder contentment and time management. Club works include social activities of the teachers and students. Also appearance and outfit constitutes an

important point in teachers' opinions. Teacher These areas may be considered as minor ones, however they can be regarded as general teacher development areas as well.

In the light of correct results, it can be inferred that graded scoring key to be used in teacher developmental supervision has the following features; It is teacher centered and suitable for determining and enhancing the teacher development levels. It is rather situational and applicable for constructivist learning sense. It aims to reduce the deficiencies in assessment and evaluation by following the standard criteria. Also it is more democratic and participant.

In the research results, common developmental areas stated by the teachers are determined after conducting a synthesis study on teachers' professional development areas. The summary of graded scoring key of each professional development area is given on Table 3 (a-h).

Table 3(a)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|---------------------------------|---|---|--|--|
| Lesson Planning and Preparation | There is no daily and yearly plans or the plans are not consistent with the teaching programs and acquisitions. Teacher does not have any plans in his professional life. Teacher does not arrange any parent-teacher meeting. Teacher does not plan the time of the lesson topics. No time management. | Plans are weak in terms of meeting the requirements of the program and the acquisitions. Teacher prepares lesson plans but Teacher does not get prepared according to the plans. Teacher does not completely apply the lesson plan. There is only the yearly plan. Time management is weak. | Planning is student based, personal differences are taken into consideration. Aims and purposes are clearly stated. The activities are prepared according to certain methods and techniques, also the resourced and materials are pointed. Teacher prepares the learning environment. Teacher gets prepared for the lesson. Teacher plans the questions that reinforces the difficult subjects. Tim management is relatively good. | Planning is carried out professionally and it meets the requirements of all aims and purposes of the program while following the rules of the ministry. Teacher always has the material suitable for the classroom level. Teacher plans the time effectively and the aims, activities, methods and techniques are student centered. Teacher always arranges parent teacher meetings. Difficult subjects are reinforced with related questions and time is arranged accordingly. Daily and yearly plans are consistent with each other. Time management is very successful. |

As it is seen in the table, the summary of graded scoring key of each professional development area are; no daily or yearly plans, does not apply the lesson plans, planning is based on students personal differences, planning is professional and purposes the program.

Table 3(b)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|--|---|--|--|---|
| Teaching - Learning Process (Lesson Procedure) | <p>Teacher uses a nonscientific technique that teacher develops.</p> <p>Teacher does not give any homework that requires homework.</p> <p>Teacher does not provide the participation of unsuccessful students and fails to apply the techniques. Most of the students have low academic success.</p> <p>Teacher cannot diversificate the teaching regarding the personal differences.</p> <p>Teacher arrives late and seeks ways to leave early.</p> <p>Teacher teaches in one type of way.</p> | <p>Teacher completes the lesson by using only one method, ignores the differences.</p> <p>Teacher gives homework but does not seek for benefit.</p> <p>Teacher uses enough techniques, however the half of the students fail.</p> <p>Teacher tries to use suitable resources, materials but fails to provide students' participation enough.</p> <p>Teacher only explaining what students will learn.</p> <p>The students have average success.</p> <p>Teacher is always planned and rarely late.</p> <p>Teacher assigns only the required projects.</p> | <p>Teacher tries to use several techniques together but fails because of his low pedagogical knowledge.</p> <p>Teacher explains the subject according to personal differences and provides success.</p> <p>Teacher uses suitable resources and materials and tries to provide active participation of the students.</p> <p>Teacher gives importance to students' attention and needs.</p> <p>Teacher checks student's attention to the subject but sticks to one method and program. Students are successful in provincial examinations.</p> <p>Teacher is careful about the working hours.</p> <p>Teacher works with the students in required projects.</p> | <p>Teacher cares about the differences and uses different techniques cooperatively.</p> <p>Students are successful and their performances are high.</p> <p>Teacher uses suitable resources and materials.</p> <p>Teacher provides active participation of the students to the teaching activity</p> <p>Teacher raises role models.</p> <p>Teacher always checks the students' attention to the subject and never sticks to a single method or a program.</p> <p>Teacher explains not only what the students will learn but also how they will learn</p> <p>Teacher believes that students can learn and achieve.</p> <p>Teacher comes to the school and leaves the school on time and spares his time to the students.</p> <p>Teacher supports the students participated in projects, presents projects to TUBITAK and has foreign relations.</p> |

As it is seen in the table, the summary of graded scoring key of each professional development area are; most of students have low academic success, students have average academic success, students are successful in exams, students are successful and their performances are high.

Table 3(c)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|---------------------------|--|--|---|--|
| Assessment and Evaluation | Teacher does not check whether the subject is understood or not. Insufficiency in evaluating the student success. Assessment and evaluation results show that the general success of the class is below the group average. There is no objective criteria in examinations, homework and in-class evaluations. Performance and project home works are not assigned. | Teacher carries out the evaluation with irrelevant questions. Teacher assigns homework and assesses student success and skills but does not evaluate the results. In the academic examinations, the success is average. The examinations, homework and other evaluations are not suitable for the level of the students. Performance and project homework are assigned but no criteria are stated. | The evaluation is exaggerated and superficial, which prevents the understanding of the subject. Teacher assigns suitable homework that does not tire students and then evaluates. Teacher endeavours to determine and reduce the deficiencies according to the evaluation results. The success in the periodical examinations is above the average. The examinations, homework and other evaluations are suitable for the level of the students and they cover all of the acquisitions. Performance and project homework are assigned, criteria are stated but they are not suitable for the student level. | The evaluation is carried out with appropriate instruments. Teacher assigns suitable homework that does not tire the students and evaluates the students' success and skills. Teacher determines and reduces the deficiencies according to the evaluation results. The success in the periodical examinations is significantly above the country average. The assessment and evaluation is carried out professionally. They are suitable for the student level. Teacher makes use of feedback in evaluating the results. Analysis is carried out. Performance and project homework are assigned, criteria are stated and they are suitable for student level. The evaluation is carried out on time. |

As it is seen in the table, the summary of graded scoring key of each professional development area are; no objective criteria for evaluation, evaluation is not suitable for students, evaluation is suitable for some students, assessment and evaluation are carried out professionally.

Table 3(d)

Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|---|--|---|---|--|
| Professional Development (Professional Knowledge) | Teacher's professional and scientific knowledge is low and it is not sufficient enough in his professional life. Teacher is reluctant to attend to the trainings, meetings and seminars that improves professional knowledge, skills and competence. Teacher does not follow the developments in the field and is insufficient in field information. Teacher does not attend the in-service trainings and seminars. Teacher frequently hinders the professional duties and responsibilities. | Teacher's professional knowledge is sufficient to perform his duty. Teacher attends to in-service trainings, meetings and seminars in order to improve his professional knowledge, skills and competence. Teacher has average field information but fails to use it. Teacher sometimes attends to in-service trainings. Teacher reads publications related to education but does not make an effort to learn the regulations and modern teaching strategies. Teacher sometimes includes self-development and self-evaluation. | Teacher has field information which produce good results. Teacher follows the publications related to professional development and carries out scientific research. Teacher follows the in-service educational activities. Teacher reads sources in order to improve himself and learns the regulations and modern teaching strategies. Teacher attends to seminars frequently. Teacher fulfills his professional duties and responsibilities without extra work. | Teacher has an excellent professional knowledge and always works harder. Teacher follows the publications related to professional development and carries out scientific research. Teacher maintains post-graduate education. Teacher follows the in-service educational activities. Teacher reads sources in order to improve himself and learns the regulations and modern teaching strategies. Teacher also applies them. Teacher attends to seminars frequently. Teacher is an expert in teaching field. |

As it is seen in the table, the summary of graded scoring key of each professional development area are; hides from duties and responsibilities, sometimes includes self-development and self-evaluation, fulfills professional duties without extra work, is an expert, evaluates and improves himself

Table 3(e)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|---------------|--|--|--|---|
| Communication | <p>Teacher does not have strong communication skills.</p> <p>Teacher uses slangs while speaking and cannot get along with people.</p> <p>Teacher does not value communication with the students and does not allow students to talk.</p> <p>The communication is one-sided and fails to use his speech effectively.</p> <p>Teacher does not listen to his students and does not care about their problems.</p> | <p>Teacher tries to communicate with students, parents and school management but it is not sufficient.</p> <p>Teacher uses slangs while speaking but is agreeable.</p> <p>His communication with the students is limited.</p> <p>There are some students who are afraid of talking with teachers.</p> <p>Teacher uses his body language and gestures, however fails to use them relevantly and consistently.</p> | <p>Teacher communicates with the students and cooperates with the parents.</p> <p>Teacher cooperates with the school management while applying the rules of school operations.</p> <p>Teacher seeks for solutions for students' problems.</p> <p>Teacher uses his body language and gestures while speaking and is aware of their effects on people.</p> <p>Teacher takes the feedback into consideration.</p> <p>Teacher listens to the students and observes them.</p> <p>Teacher understands the deficiencies and tries to reduce them.</p> | <p>Teacher communicates with the students and cooperates with the parents.</p> <p>Teacher cooperates with the school management while applying the rules of school operations.</p> <p>Teacher uses body language effectively, knows how to impress the students and have good relations with the environment.</p> <p>Teacher communicates with the students and knows their personal and social lives.</p> <p>Teacher attracts the students' attention while teaching.</p> <p>Teacher uses different techniques in order to increase communication.</p> <p>Teacher does not have problems with the people of group.</p> <p>Teacher cares about the feedback given to him and uses all aspects of communication.</p> <p>Teacher listens to the students and spend time with them in order to have a strong relationship with them.</p> |

As it is seen in the table, the summary of graded scoring key of each professional development area are; does not have strong communication skills, tries to communicate, but it is not sufficient, communicates with everybody, cooperates with management, communicates and cooperates with students, parents, management

Table 3(f)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|-------------|---|---|--|--|
| Counselling | Teacher is not aware of personal differences and does not provide counselling to students' social development. Teacher is disconnected with the students. Teacher does not pay attention to their motivation. Teacher does not know the parents and fails to communicate with the students. | Teacher does not provide group counselling, therefore teacher does not contribute to their personal and social development. Teacher thinks that students' themselves and their environment are the main reasons for personal differences, but does not try to increase participation. Teacher tries to meet the requests of counselling service but is insensible. Teacher only provides counselling to students and does not know the parents. | Counselling programs suitable for scientific standards are carried out in order to meet students' needs. There is evidence that evaluation is made. Teacher is disconnected from the class. The documents are complete. Teacher arranges the levels in order to increase students' attention to the subject. Teacher fails to develop methods to increase students' personal motivations. Teacher cooperates with parents, gives information about the students. Teacher cares about students' attention and requirements. | Counselling programs suitable for scientific standards are carried out in order to meet students' needs. Evaluation is made. Teacher receives professional support when in need. Teacher manages the classroom well, provides counselling. The documents are complete. Teacher arranges the levels in order to increase students' attention to the subject. Teacher pays attention to their personal motivation. Teacher is a good listener and leader. Teacher arranges seminars to the students and parents. Teacher contacts with parents and students in and out of the school making use of any educational opportunity and cooperates with the parents in order to discuss students' behaviours and success levels. Teacher provides counselling to the students about their problems. Teacher values the students and cares about their developmental features. |

As it is seen in the table, the summary of graded scoring key of each professional development area are; does not have strong communication skills, tries to communicate, but it is not sufficient, communicates with everybody, cooperates with management, communicates and cooperates with students, parents, management.

Table 3(g)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|----------------------|---|--|--|--|
| Classroom Management | Teacher cannot take precautions for more successful students in order to prevent them from decrease the motivation of the others. Teacher is not successful in classroom management and cannot direct the students. Teacher is always negative and this makes students uncomfortable. Teacher is not competent in the field. Teacher only addresses a small group of students, not all of them. | Teacher allows students to answer but does not make sure that all of the students understand. Teacher does not use enough reinforcement. Teacher can manage the classroom but his teaching strategy is not related to the subject. Teacher is authoritative. There is positive atmosphere in the class but teaching efforts are not sufficient to meet students' needs. Teacher arranges the classroom before starting the lesson and makes some warnings during the lesson. | Teacher asks questions to increase whole class participation and gives opportunities to less successful students. Teacher uses enough reinforcement. Teacher is successful in classroom management and the management method is consistent with the subject. Teacher interacts with the students during the lesson. Teacher treats every student the same and is candid and sincere. Students feel comfortable. Teacher sets the rules from the very beginning, therefore the classroom is ready before the lesson. The students are motivated by seeing a simple movement from the teacher. | Teacher asks questions to increase whole class participation. Teacher prepares enough reinforcement and repeats the answers with the classroom. The teaching strategies are accepted by the students, enjoyable and effective. Both teacher and students are active in the classroom and they perform their tasks. Students express themselves easily and they are not afraid of making mistakes. They respect each other. Students are always ready to learn new things. Teacher does not spend energy on discipline. |

As it is seen in the table, the summary of graded scoring key of each professional development area are; not competent, addresses in a small group of students, arranges classroom before starting the lesson, gives warnings, sets the rules, ready for lessons, students are motivated, students are always ready to learn, teachers does not spend energy on discipline.

Table 3(h)
Graded Scoring Key on Teachers' Developmental Areas

| Areas | Directive control approach | Directive informing approach | Cooperative approach | Nondirective (self-directed) approach |
|----------|---|---|---|---|
| Projects | Teacher does not have information about the project and does not try to develop any projects. Teacher is insufficient in preparing reports and documenting his work. There are many deficiencies. | Teacher has information about national and international projects. Teacher attends to related seminars and symposiums. Teacher follows the projects does not value the importance of the projects very much. Teacher has difficulties in preparing reports. His documents are sufficient. | Teacher attends to the national and international projects as a project partner. Teacher informs the students and encourages them to attend. Teacher prepares good analysis and documents. Teacher tries to make a complete file. | Teacher carries out national and international projects. Teacher coordinates different projects and contributes to the institution. Teacher follows, evaluates and develops special teaching strategies. Teacher attends to national and international projects. Teacher designs projects that gives good results and interprets and presents them. |

As it is seen in the table, the summary of graded scoring key of each professional development area are; not competent, addresses in a small group of students, arranges classroom before starting the lesson, gives warnings, sets the rules, ready for lessons, students are motivated, students are always ready to learn, teachers does not spend energy on discipline.

Conclusions

Primarily the professional development level of teachers should be analyzed and then a supervision behaviour should be demonstrated appropriate for the professional development of teachers. Since the teachers carry out a great number of roles and duties, the number of supervision areas and their sub-categories increase. As previously mentioned, the duties and responsibilities of the teachers involve lesson planning and preparation, teaching learning process, assessment and evaluation, professional development, com-

munication, counselling, classroom management and projects. Accordingly, the teachers should be provided with cooperation, counselling, directing and supervision according to directive control, directive informing, cooperative and nondirective approaches. As Glickman et al. (2014) states, the teachers' professional development levels, expertise and professional commitment determine their counselling and supervision types. The important point is that the professional development needs of the teachers should be determined. Therefore, suitable professional leadership roles can be provided to them.

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Pedagogų profesinio tobulėjimo lygiai ugdomojo vadovavimo sričių atžvilgiu

Süleyman Göksoy

Diuzdžės universitetas, Ugdymo mokslų fakultetas, Edukologijos mokslai, Švietimo administravimas ir vadovavimas, Konuralp Kampüsü, 81600 Diuzdžé, Turkija, goksoys@hotmail.com

Santrauka

Veiksminga vadovavimo sistema teikia informaciją ir grįžtamąjį ryšį apie darbuotojo veiklą. Ji sumažina problemų atsiradimo riziką. Vadovavimas yra valdymo funkcija, apimanti veiklos stebėjimą ir klaidų koregavimą, siekiant planuoti ir vykdyti organizacinę veiklą. Vadovai negali įvertinti pavaldinių veiklos, neįvertinę atliktų užduočių ir nepalyginę jų atlikimo su siekiamais veiklos rezultatais. Vadovavimas tampa tik tada efektyvus, kai yra pasiekiami tikslai. Tai reiškia, kad vadovavimo sistemos veiksmingumą lemia jos gebėjimas palengvinti tikslų siekimo procesą. Sistemos veiksmingumas priklauso nuo to, kiek ji gali padėti vadovams siekti organizacinių tikslų. Labiausiai paplitusi vadovavimo forma remiasi grįžtamoju ryšiu. Grįžtamasis ryšys yra tiesioginės ir aiškios informacijos apie veiklą teikimas pagal užduoties atlikimo rezultatus. Vadovavimas, kuris remiasi grįžtamoju ryšiu, turi du pranašumus. Pirma, grįžtamasis ryšys teikia prasmingą informaciją vadovams apie jų planavimo pastangų veiksmingumą. Grįžtamasis ryšys, kuris neparodo skirtumo tarp siekiamų standartų ir dabartinės veiklos, reiškia, kad planavimas buvo sėkmingas ir pasiekė užsibrėžtus tikslus. Jeigu nukrypimas yra ryškus, vadovas gali pasinaudoti šia informacija rengdamas naujus planus. Antra, grįžtamasis ryšys gali padidinti motyvaciją. Vadovavimas yra vadybos funkcija, kuri parodo, ar tikslai, kaip buvo planuoti, pasiekti. Yra daug vadovavimo tipų. Šiame tyrime naudojamas ugdomojo vadovavimo matas ir siekiama nustatyti mokytojų profesinio tobulėjimo lygius ugdomojo vadovavimo atžvilgiu. Duomenis buvo renkami remiantis vienu iš kokybinių tyrimų metodų – atvejo analize. Tyrime buvo taikoma pusiau struktūruoto interviu forma ir mokytojų išsilavinimo vertinimo sistema (rubrikos). Šiame kontekste mokytojų veikla buvo tiriama ugdomojo vadovavimo, kuris apima visiškos vadovo kontrolės, dalinės vadovo kontrolės, bendradarbiavimo su vadovu ir nekontroliuojančio valdymo etapus, atžvilgiu. Išnagrinėtos šios sritys: mokytojo elgesys, pastebėtas vadovo kontrolės etape (pavyzdžiai); kriterijai, reikalingi mokytojams vadovo kontrolės etape (rekomendacijos); mokytojo elgesys, stebimas dalinės vadovo kontrolės etape (pavyzdžiai); kriterijai, reikalingi mokytojams dalinės vadovo kontrolės etape (rekomendacijos); mokytojų elgesys, pastebėtas bendradarbiavimu su vadovu paremto santykio etape (pavyzdžiai); kriterijai, reikalingi mokytojams bendradarbiavimu su vadovu paremtų santykių etape (rekomendacijos); mokytojų elgesys, pastebėtas nekontroliuojančio valdymo etape (pavyzdžiai); kriterijai, reikalingi nekontroliuojančio valdymo etape (rekomendacijos). Remiantis ugdomojo vadovavimo požiūriu, pirmiausia turėtų būti nustatytas mokytojų profesinis lygis, o tada vadovavimo stilius turi atliepti

tą lygi, kuriame yra mokytojas. Kadangi mokytojai atlieka daugybę vaidmenų ir pareigų, sričių, kurioms reikalingas vadovavimas, daugėja. Pedagogai, dalyvaujantys tyrime, pastebėjo, kad turi būti aštuonios mokytojų profesinio tobulėjimo sritys. Šios sritys apima pamokų ruošimą ir planavimą, mokymo ir mokymosi proceso (pamokų) organizavimą, vertinimą, profesinį tobulėjimą, bendravimą, konsultavimą, klasės valdymą, projektų ir laiko planavimą. Todėl galima teigti, kad mokytojų nustatytiems profesinio tobulėjimo sritims reikia suteikti pirmenybę, siekiant pagerinti tiek švietimo, tiek mokytojų darbo kokybę.

Esminiai žodžiai: *mokytojas, ugdomasis vadovavimas ir profesinis tobulėjimas, atvejo analizė.*

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