Alternative Observation Tools for the Scope of Contemporary Education Supervision: An Action Research

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Abstract: In this study, in-class lesson observations were made with volunteer teachers working in primary and secondary schools using alternative observation tools regarding the scope of contemporary educational supervision. The study took place during the fall and spring semesters of the 2015-2016 and 2016-2017 academic years and the class observations were made with six alternative volunteer teachers in the primary and secondary schools in the provincial and district centers using alternative observation tools. In the classroom observations, the teacher's verbal flow scheme, teacher's movement scheme and student behaviors both during tasks and not, were analyzed. Observations were made during the two classes with teacher's permission. After the first observation, an information meeting was held and then the second observation was made. Following the observations, interviews were held with the teachers. In interviews, the information about the class observations was shared with teachers and their opinions about research were asked.

It has been found that alternative observations, in general, have a positive effect on the professional development of teachers. It is concluded that this type of observation approach positively affects teachers' in-class activities, helps in classroom management and teaching arrangements and positively affects student's unwanted behaviors.

Keywords: *Contemporary education supervision, alternative observation tools primary school teacher, secondary school teacher.*

Introduction

Historically, the functions of supervision have changed. Different scientists have made different definitions by looking at various aspects of the concept of supervision. Aydin (2016) analyzed supervision from an administrative viewpoint and defines it as an understanding of whether organizational actions are in line with accepted principles and rules. Sullivan and Glanz (2005, 6) have considered supervision as more of a teaching process and defined supervision as the teacher's process of focusing on the teaching in order to improve learning and increase student success. Moreover, the supervision is carried out by the supervisor to ensure that the people who are working, are doing their jobs properly (Caspi & Reid, 2012). Gordon (1991) defined education supervision as "leadership for the development of education with the improvement of student learning as the ultimate goal". One of the most important objectives of the supervision of the education system is to ensure and maintain the effectiveness of the schools. Whether the supervision is conducted by school management or the senior management and supervisors, the expected outcome is that the school can effectively carry out educational activities. The effectiveness of the school depends on the achievement of organizational, managerial and educational goals at the planned level (Basaran, 2000; Gokce and Kahraman, 2010). Defining effectiveness of school with organizational variables, Purkey and Smith (1983), argued that for schools to be effective, the school management should be the leader, the management should be decisive, and that these decisions should be sustained. The reason behind these is that the effective schools have methods for determining their program. A good supervision is needed for an effective plan. To achieve this effect, contemporary supervision methods should be used. As can be understood from these definitions, supervision covers a significant part of education and training activities.

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If we look at the development of supervision in the historical process, it appears that different approaches have emerged with the developments in the theories and applications of education. Before the 1900s, supervision was implemented as an extension of management, whereas in the 1900s supervision was implemented by professional educators. In the years 1930-40, human relations were emphasized in supervision activities, and after 1940s, it is seen that, in the concept of supervision, importance was placed on participation in activities such as goal setting in education and realization of these goals and appropriate behavior development. In recent years, an emphasis is placed on the development of human resources in educational supervision, and an understanding of supervision aiming to develop and effectively use human resources are emphasized in organizations.

Generally, the supervision can be classified into three types: classical supervision, modern supervision, and contemporary supervision. (1) The Classical Supervision is based on the classical theory that emerged in the early 1900s, especially the works of Max Weber, a German sociologist, Henry Fayol, a French executive, and Frederick Winslow Taylor, an American mechanical engineer. In classical supervision approaches, the most important aim of supervision is to realize the objectives. For this, it is important to realize the goals of the organization by utilizing the available resources at the highest level.

In classical supervision approaches, the workers are seen as part of the machine's interchangeable parts. The classical supervision theories that are used to increase productivity in these organizations clearly and precisely determine what, how, when, and what to do. Workers are subject to strict punishments such as cut-offs and dismissal if they do not comply with these clear and precise guidelines. Classical management approaches have been criticized in the following years for being narrow, limited, mechanical and bureaucratic (Yuksel & Aykac, 1994). From this point of view, the classical supervision theory is approached with the same point of view. (2) The modern supervision approach in education management aims to improve the teaching-learning process. In modern approach, the supervisor is also a catalyst for change. One of the most significant features of modern auditing is its emphasis on human relations (Aydin, 2016). (3) Contemporary supervision is to evaluate the education process and take the necessary measures to make it more effective by developing the process and learning the elements that affect it. According to contemporary supervision approaches, the establishment of a partnership relationship based on the principle of working together for solving problems between the concerned individuals is considered important in terms of improving teacher competence. At the same time, studies show that supervisors are more likely to focus on the training of the supervised person than their supervisory problems (Caras & Sandu, 2014; Egan, 2012; O'Donoghue, Wong Yuh Ju, & Tsui, 2017; Hair, 2013; Kadushin, 1992). As Memisoglu (2001) has described, contemporary supervision considers the democratic learning and teaching environment as a whole, and one of its most important characteristics that is based on collaboration. The focus of contemporary supervision is that the supervised person learns something from the supervision (Caspi & Reid, 2012). Thus, in contemporary supervision, the supervisor has the role of recognizing the gaps in supervision and offering guidance to eliminate these gaps and improve conditions (Aydin, 2016; Caspi & Reid, 2012; O'Donoghue, Wong Yuh Ju, & Tsui, 2017; Hair, 2014; Kadushin, 1992). Contemporary supervision makes this possible through the observation method. Observation is done on the basis of the data gathering to determine the situation. Various observation tools have been developed to obtain systematic data during observation. This data allows the supervisor to record the data they want to collect in a regular and systematic manner (Erdogan, 2014; Ipek and Balay, 2016). However, there are some situations that need to be taken into consideration when choosing observation tools. According to Burton and Brueckner (1955); the tool must be appropriate to what it is desired to measure. For example, some tools may measure the ability of a teacher to use teaching techniques, while others may be to used to measure classroom management skills. In addition, the selected tool must be able to provide accurate and clear data. The limitations of the tool must be known, and what it can measure should be taken into consideration.

In contemporary supervision, tools have been developed for a number of observations and specific purposes (Aydin, 2016; Ipek & Balay, 2016). Goldhammer, Anderson and Krajewski (1980, 74) have collected observation tools under the following groups: teacher-student interaction, speech flow, classroom atmosphere, positive and negative messages, verbal analysis, use of physical space, maintaining skills, body language, group roles, duties and responsibilities. Observations made for specific purposes, according to researchers, give teachers information about their performance and also increase the effectiveness of supervision (Aydin, 2016; Hair, 2014; O'Donoghue, Wong Yuh Ju, & Tsui, 2017;). The analysis and presentation of these data to the teachers can also be seen as a way to improve the behavior, to modify and to improve the teaching process of the teacher.

As can be understood from the literature review, the fact that the contemporary supervision model is carried out through class supervision shows that it is a method especially used for the professional improvement of the teachers. According to this, the supervisor can make assessments about the teacher's class by doing class supervision and after the lesson the supervisor can advise the teacher on classroom management (Dea, 2016; Morki, 2010).

The purpose of this research is to conduct class supervision within the scope of contemporary supervision. In line with this general objective, the following questions will be asked:

1. How is the teacher movement scheme in the class supervision of teachers within the scope of contemporary supervision?

2. How is the teacher's verbal flow scheme in the class supervision of teachers under contemporary supervision?

3. How is the students behavior, both while doing tasks and not, during in-class supervision of teachers within the scope of contemporary supervision?

4. What are the opinions of teachers on the implementation of contemporary supervision of classes?

Methodology

Research Goal

In this study, we used action research and interview method from qualitative research methods. Action research is a systematic intervention process that involves people conducting research on their own professional activities and acting to make changes (Costello, 2003). According to this, action research can be defined as the whole of systematic studies, carried out in order to improve the working conditions of the people in the process (Sagor, 2000). The primary purpose of the action research is to obtain information that will be useful in daily life for individuals (Beyhan, 2013). As far as education is concerned, action research is used as an instrument for school based plan development, professional improvement, system planning, school restructuring, and an assessment tool (Ferrance, 2000; Ozaslan, 2016; Inan, 2011).
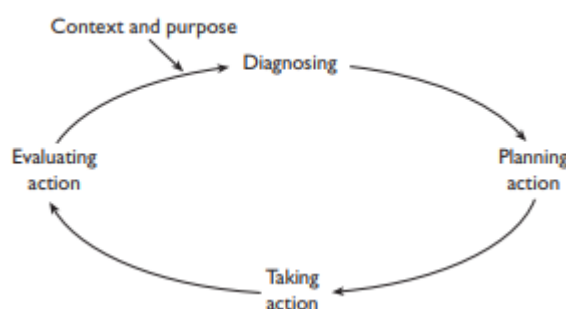

Figure-1 Action Research Phases (Coghlan & Brannick, 2014)

Action research may refer to the existence of various types depending on the difference in the controls of the researcher and the participants on the process (Beyhan, 2013; Edwards & Willis, 2014; Ferrance, 2000; Masters, 1995; Ozaslan, 2016; Simsek and Yildirim, 2011). In general, the basic action research model consists of planning, action taking, monitoring / observing, and adaptation based on reflection / feedback (Ferrance, 2000; Edwards and Willis, 2014). As shown in Figure 1, the action research continues until a cyclical system based on the triggering these steps one by one achieves the desired results.

Each step of the action research should include self-reflection, collaborative reflection and dialogue (Borgia-Schuller 1996). In this research, it was planned to give feedback to the teachers about the verbal flow diagram, teacher movement diagram, and students in-class behaviors, using in-class observations of teachers within the scope of contemporary observation. Table 1 shows the study pattern. The research was conducted with six volunteer teachers working in primary and secondary schools.

At the beginning of the study, teachers were informed about the observations to be made within contemporary supervision. Following the information, teachers were observed in a class for which they gave permission. Following these observations, the teachers were given feedback. Later, another class was observed with teacher's permission, which was followed by feedback. At the end of the research, an interview was held with the teachers about their views on the research.

Table 1 Implementation Steps of the Study (Pattern)

Work Group	Preliminary Information	First Application	Feedbacks	Last Application	Feedbacks	Opinion Forms And Interview
1.Teacher (Primary School)	15-20 Minutes	1 Lesson Hour	10-15 Minutes	1 Lesson Hour	10-15 Minutes	20 Minutes
2-Teacher (Primary School)	15-20 Minutes	1 Lesson Hour	10-15 Minutes	1 Lesson Hour	10-15 Minutes	20 Minutes
3-Teacher (Primary School)	15-20 Minutes	1 Lesson Hour	10-15 Minutes	1 Lesson Hour	10-15 Minutes	20 Minutes
4-Teacher (Secondary School)	15-20 Minutes	1 Lesson Hour	10-15 Minutes	1 Lesson Hour	10-15 Minutes	20 Minutes
5-Teacher (Secondary School)	15-20 Minutes	1 Lesson Hour	10-15 Minutes	1 Lesson Hour	10-15 Minutes	20 Minutes
6-Teacher (Secondary School))	15-20 Minutes	1 Lesson Hour	10-15 Minutes	1 Lesson Hour	10-15 Minutes	20 Minutes

Sample and Data Collection

In this study, "criterion sampling" method, one of the purposive sampling methods in qualitative research, was used in the formation of the study group. Purposive sampling allows for in-depth study of situations that are thought to have rich knowledge. A basic understanding of the criteria sampling method is the study of all situations that meet a set of predefined criteria. The criteria or criterion referred to here can be established by the researcher or a previously prepared criterion list can be used. The research group consisted of six volunteer teachers from primary and secondary school teachers working in the provincial and district centers in the 2015-2016 and 2016-2017 academic years. The demographic information of the teachers is given in Table-2.

Table 2 Demographic Information of Teachers in the Working Group

Work Group I	Nickname		Branch	General Seniority	Seniority At School	Educational Status
1- Teacher	Fatma	Primary School	Class Teacher	15	7	License
2- Teacher	Ismail	Primary School	Class Teacher	11	2	License
3- Teacher	Burcu	Primary School	Class Teacher	8	3	License
4- Teacher	Zeynep	Secondary School	Science Teacher	10	5	License
5- Teacher	Nevin	Secondary School	Turkish Teacher	6	3	License
6- Teacher	Damla	Secondary School	Social Science Teacher	23	14	License

Analyzing of Data

The analysis of the data was done by the researcher through descriptive analysis. According to this approach, the obtained data are summarized and interpreted according to the predetermined theme. In this type of analysis, the aim is to present the results in an organized and interpreted way. For this purpose, the data obtained are first described systematically and explicitly (Simsek & Yildirim, 2011).

Internal validity is checked for the validity of the study. Internal validity in qualitative research is defined as ensuring consistency (Sencan, 2005). In this study, internal validity was obtained by combining the variables related to dimensions during data and literature survey according to internal homogeneity and external heterogeneity characteristics. To increase internal validity, the headings and variables in the study were given the same characteristics as each other. In qualitative research, external validity is to generalize results for external events or environments (Neuman, 2010; Sencan, 2005). In this study is to provide the external validity of the data sources of the research, the collection of the data sources, the evaluation of the data sources and the interpretation and interpretation steps of the data are given in detail.

In order to increase the internal reliability of the study, results were expressed both numerically in tables and descriptively. The method used throughout the research to ensure the external reliability of the research, is to describe in detail, the method and the problems of the study, how the data is encoded, how it is analyzed, and the processes of analysis and interpretation. The external validity is described in detail to help the researchers who study similar subjects.

The Research Process

In this research, the researcher took lessons related to these subjects in master and doctoral classes and in each class, did implementations wrote reports at least once. Therefore, the researcher has knowledge and experience about supervision and clinical supervision in teaching. In the first phase of the research; interviews were conducted with teachers in many schools and they were asked whether they would like to participate in the study. Since the research was done on a voluntary basis, the research continued with the teachers who wanted to participate in the research. After teachers and schools were determined, data were collected concurrently with literature review, which constitutes the first phase of the research.

In the second phase, an action plan was developed to solve the problem (Figure-2). In the action plan of the research, the teacher verbal flow diagram, the teacher movement diagram, and the student in-class behavior were emphasized. The action plan, which is focused on these points, consists of three sub-dimensions: the teacher verbal flow diagram, the teacher movement diagram, and the student in-class behaviors. Dimensions are validated based on expert opinion. Also nicknames are used for the teachers. Teacher interviews were held in the teachers' room, at teacher's convenience, after an interpretation of the data by the teacher and the researcher.

Findings / Results

Teacher Verbal Flow Scheme for Primary School Teachers

In this part of the study, verbal flow schemes of primary school teachers were analyzed. The teachers have been given nicknames Fatma, Ismail and Burcu. Analyzes of teachers' verbal flow schemes include analysis of whether the teacher gives students permission to speak during classes. Accordingly, the codes are: "Only gives permission to speak to the students in front row", "Only gives permission to speak when students ask" and "Tries to get every student speak". Coding was done by counting the permissions given to the students after the class observation (For an analysis example, see Appendix-1). Results of the first and second observations are specified in Table-3.

Table 3 Giving Right to Speak To Students Generally In One Lesson Hour

Teacher	1st Observation	2nd Observation
Ismail	57	55
Fatma	42	50
Burcu	29	45

According to Table-3, Ismail teacher gave 57 students permission in the first observation and 55 students in the second observation. Fatma teacher gave 42 students permission in the first observation and 50 students in the second observation. Burcu teacher, who has less seniority among teachers, gave 29 students permission in the first observation and 45 students in the second observation. After the observation, in the interview, Burcu teacher explained the observations as follows:

I learned that some students in the class did not attend classes and learned how to get these students attention. The interview after the observation was direct and clear. The interviews have been recorded.
According to this, there is an increase in the number of permissions given by Fatma and Burcu, and it seems that the frequency with which Ismail teacher gave permission has not changed much.
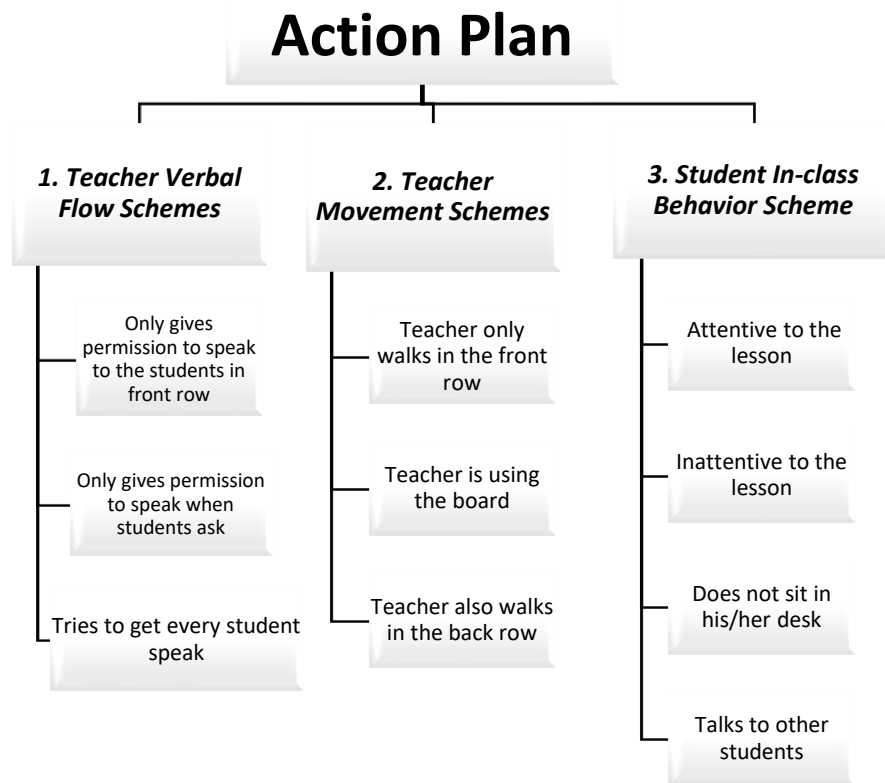
Action Plan

Figure 2 Action Plan

Table 4 Primary School Teachers Verbal Flow Analysis

Observed Behavior	1st Observation		2nd Observation	
	f	%	f	%
Only gives permission to speak to the students in front row	47	36,2	55	36,6
Only gives permission to speak when students ask	60	46,8	65	43,3
Tries to get every student speak to everyone	21	16,4	30	20
Total	128	100	150	100

As can be understood from Table 4, during both observations, the teachers tend to give permission to speak, only to the students who ask for permission. However, in the second observation, all of the teachers seem to have increased the number of permissions given to the students. Teachers have generally tried to give all students permission to speak in class.

Teacher Movement Schemes Findings for Primary School Teachers

Teacher movement schemes are coded as: "Teacher only walks in the front row", "Teacher is using the board", "and Teacher also walks in the back row". Coding was done after the class observation by analyzing the teacher's movements within the classroom (see Appendix-2 for an analysis example). Results of the first and second observations are specified in Table-5.

Table 5 Primary School Teachers Movement Analysis

Observed Behavior	1st Observation		2nd Observation	
	f	%	f	%
Teacher only walks in the front row	16	44,4	15	37,5
Teacher is using the board	12	33,3	15	37,5
Teacher also walks in the back row	8	22,2	10	25
Total	36	100	40	100

In general, it seems that teachers are trying to move around the classroom. Moreover, it seems that teachers rarely go to the back of the classroom. However, it seems that the tendency of the teachers to go to the back row is increased after the first observation interview. In interviews, Burcu Teacher:

After the interviews, I learned that I had to move inside the classroom more since I spend a lot time in front of the board. After the interview, I started to move inside the classroom more and try to pay attention to which students I give permission to speak.

As can be understood from the explanations of Burcu teacher, it can be said that the analysis made after the observation of the class has raised the awareness of the teachers.

Findings from the Students In-Class Behavior Scheme in regards to Primary School Teachers

In class behavior of the students are coded as three different categories: First 10 min. after the lesson has started 20 min. 30 min. The students are observed at these time points and their behaviors are noted (See Appendix-3 for an analysis example). These observations were marked on the classroom seating plan of students by being coded as "Attentive to the lesson", "Inattentive to the lesson", "Does not sit in his/her desk", "Talks to other students".

Table 6 Behaviors depending on observation time

Minutes Observed	1st Observation			2nd Observation		
	Student Behavior	f	%	Student Behavior	f	%
10th Minute	Attentive to the lesson	53	73,6	Attentive to the lesson	55	75,3
	Inattentive to the lesson	14	19,4	Inattentive to the lesson	7	9,5
	Does not sit in his/her desk	1	1,3	Does not sit in his/her desk	2	2,7
	Talks to other students	4	5,6	Talks to other students	9	12,3
	Total	72	100	Total	73	100
20th Minute	Attentive to the lesson	55	70,5	Attentive to the lesson	56	76,7
	Inattentive to the lesson	17	21,7	Inattentive to the lesson	8	10,9
	Does not sit in his/her desk	1	1,2	Does not sit in his/her desk	1	1,3
	Talks to other students	5	6,4	Talks to other students	8	10,96
	Total	78	100	Total	73	100
30th Minute	Attentive to the lesson	38	57,5	Attentive to the lesson	38	57,5
	Inattentive to the lesson	16	24,2	Inattentive to the lesson	16	24,2
	Does not sit in his/her desk	2	3,0	Does not sit in his/her desk	2	3,0
	Talks to other students	10	15,1	Talks to other students	10	15,1
	Total	66	100	Total	66	100

As it is seen in Table-11, between the first and second observations, the behavior of the students has not changed much. In the first and second observation, it is observed that the students are generally attentive to the lesson during the first 10th and 20th minutes of the class. During the 30th minute, it was observed that students were generally bored and not attentive to the lesson. In Table-7, general behaviors of the students during the first and second observation were specified.

Table 7 Analysis of Students' In-class Behavior

Observed Behavior	1st Observation		2nd Observation	
	f	%	f	%
Attentive to the lesson	141	70,1	160	73
Inattentive to the lesson	47	23,3	26	11,8
Does not sit in his/her desk	4	1,9	7	3,1
Talks to other students	19	9,4	26	118
Total	201	100	219	100

According to this, in both observations, the number of students attentive to the lesson, decreases towards the end of the lesson, and accordingly, the number of students, who do not stay in their desks and talk with their friends, increases. However, in the second observation; especially the behaviors unrelated to the class have decreased significantly and it has been seen that there is a positive change in student behaviors. According to this data, it can be concluded that the teachers' pay attention to their behavior in classroom after the observation. Burcu teacher defined this situation as:

After the interview, I ensured that the students who had been inattentive, started to participate to the class. I started teaching in an award-focused way so that the students would not make too much noise. I tried to move more inside the classroom, be active and encouraged the students to be active, too.

Opinions of Primary School Teachers after Class Supervision.

At the end of the research, the teachers' opinions about the class supervision were asked at the interviews. Accordingly, the teachers commented that the interview made after the class observation was clear and understandable. Teachers' opinions on this subject can be seen in the examples below:

The interview after the observation was direct and clear (Burcu teacher).

- Yes, it was a clear and understandable interview (Ismail teacher).

- The interview after the observation was understandable and clear. (Fatma teacher)

Teachers were asked whether the interviews provided guidance for them. The teachers answered as follows:

-The interview was very satisfactory for me, I saw what I should do in class and what I do right and wrong. (Burcu teacher)

- I learned that despite seniority, there is always something new to learn. (Fatma teacher)

Teacher Verbal Flow Schemes for Secondary School Teachers

Secondary school teachers were given the nicknames of Zeynep, Nevin and Damla. The coding of teachers' verbal flow schemes includes analysis of whether the teacher gives students permission to speak and how s/he does that. Results of the first and second observations are specified in Table-8.

Table 8 General Permission Count Given to Students to Speak One Lesson Hour

Teacher	1stObservation	2nd Observation
Zeynep	20	35
Nevin	40	45
Damla	50	47

According to Table-8, Zeynep teacher gave 20 students permission in the first observation and 35 students in the second observation. The reason why Zeynep teacher gives less students permission to speak is because she is teaching a new subject. Nevin teacher gave 40 students permission in the first observation and 45 students in the second observation. Damla teacher, who is a science teacher and has more seniority among teachers, gave 50 students permission in the first observation and 47 students in the second observation.

Table 9 Secondary School Teachers Verbal Flow Analysis

Observed Behavior	1st Observation		2nd Observation	
	f	%	f	%
Only gives permission to speak to the students in front row	40	36,3	60	100
Only gives permission to speak when students ask	51	46,3	16	67
Tries to get every student speak to everyone	19	17,2	24	43
Total	110	100	100	100

As can be understood from Table 9, the teachers tend to give the students in the front row permission to speak during the two observations. However, in the second observation, it appears that the tendency of teachers to give permission only the students who ask seems to decrease. Zeynep teacher, commented on the benefits of the study by saying: *"I was able to use the classroom environment more freely, and the views and contributions of classroom management that helped me become an innovative teacher."*

Teacher Movement Schemes Findings for Secondary School Teachers

The codes of the teacher movement schemes are specified in Table-10 as the first and second observations.

Table 10 Secondary School Teachers Movement Analysis

Observed Behavior	1st Observation		2nd Observation	
	f	%	f	%
Teacher only walks in the front row	72	47,3	60	35,7
Teacher is using the board	43	28,2	56	33,3
Teacher also walks in the back row	37	24,3	52	30,9
Total	152	100	168	100

As can be understood from Table 10, the teachers tend walk in the front rows. As it can be seen in the general table, the reason might be to use the board. Because the teachers want to use the board, they may prefer to walk in the front row, and not in the back. In an interview with Nevin teacher, she commented on her movement inside classroom by saying: *"The explanation that I do not need to stay near the board during class helped me in other classes as well."*

Findings from the Students In-Class Behavior Scheme in regards to Secondary School Teachers

In class behavior of the students are coded into three different categories and the results are given in Table-11:

Table 11 Behaviors depending on observation time

Observed minute	1st Observation			2nd Observation		
	Student Behavior	f	%	Student Behavior	f	%
10th minute	Attentive to the lesson	66	85,7	Attentive to the lesson	56	73,6
	Inattentive to the lesson	4	5,1	Inattentive to the lesson	2	2,6
	Does not sit in his/her desk	4	5,1	Does not sit in his/her desk	2	2,6
	Talks to other students	3	3,9	Talks to other students	16	21,0
	Total	77		Total	76	
20th minute	Attentive to the lesson	57	74,0	Attentive to the lesson	53	69,7
	Inattentive to the lesson	13	16,8	Inattentive to the lesson	4	5,2
	Does not sit in his/her desk	3	3,9	Does not sit in his/her desk	10	13,1
	Talks to other students	4	5,1	Talks to other students	9	11,8
	Total	77	100	Total	76	100
30th minute	Attentive to the lesson	58	77,3	Attentive to the lesson	54	71,0
	Inattentive to the lesson	4	5,3	Inattentive to the lesson	5	6,5
	Does not sit in his/her desk	7	9,33	Does not sit in his/her desk	8	10,5
	Talks to other students	8	10,6	Talks to other students	9	11,8
	Total	75	100	Total	76	100

As it is seen in Table-11, between the first and second observations, the behavior of the students has not changed much. In the first and second observations, it is observed that the students are generally attentive to the lesson during the first 10th and 20th minutes of the class. During the 30th minute, it was observed that students were generally bored and inattentive to the lesson. In Table-12, general behaviors of the students during the first and second observations were specified.

Table 12 Analysis of Students In-class Behavior

Observed Behavior	1st Observation		2nd Observation	
	f	%	f	%
Attentive to the lesson	181	78,3	163	71,4
Inattentive to the lesson	21	9,0	11	4,8
Does not sit in his/her desk	14	6,1	20	8,7
Talks to other students	15	6,4	34	14,9
Total	231	100	228	100

As it is seen in Table-12, although there is not a significant difference between the first and second observations, it is seen that in both observations, the student's interest towards the lesson decreases at the end of the lesson. The reason might be that, in the previous analysis (Table-10), the teachers walk less in the back rows of the class. This result could be a sign that teachers need to move around the classroom in order to improve the behavior of students who are less interested in the class.

Opinions of Secondary School Teachers after Class Supervision

When asked about the general opinions of the secondary school teachers about the research, Damla teacher, who has most seniority among the secondary school teachers, expressed a positive opinion, saying: *"After the interview, I taught more carefully since I knew what to keep in mind. I wish the inspectors give feedback like this, too."* However, Zeynep teacher commented: *"… to be an innovative teacher does not mean being a wonderful teacher. "It means to be able to take criticism…"* Although teachers participated voluntarily in the study, it can be said that the teachers who have more seniority look more positively to study.

Teachers were asked whether the interviews provided guidance for them. Their teachers have expressed their views in the following:

> *-The teacher who observed me was very careful and noted everything I did. That's why the interviews were very clear and understandable. (Damla teacher)*

-Yes, I made a map in the interview and I believe that these criticisms will help me in my professional life. (Zeynep teacher)

Discussion and Conclusion

The increasingly complicated educational system makes the role of teachers more difficult. Given that teachers are one of the most fundamental elements in the education system, teachers can engage in different actions and processes when performing their duties as required according to their competencies, individual tendencies, and interactions within and outside the organization (Basaran, 1982). In such cases, supervision ensures that the teacher is improved in many ways, becomes competent and eliminates the deficiencies. In this sense, supervision is seen as a process that promotes and improves teachers' professional development, reveals and evaluates the activities of workers to increase their productivity (Gunduz, 2012). As Taymaz (1985) described, there are two kinds of supervision. The class supervision and institution supervision. Course supervision evaluates the teacher's success in teaching and lecturing and also includes the activities of teachers to overcome deficiencies, develop their skills, adapt to the profession and environment, introduce innovations and changes, and provide professional help. One of the most important reasons for this is that the teacher is a person who is constantly interacting with the student at school, using teaching methods and techniques to improve the quality of education and training, and measuring and evaluating the students's performance at the end of the lessons. Teachers need to make professional progress over time to fulfill these qualities. These methods have common features such as behavior analysis, feedback, and individual orientation (Alkan, 2005).

In the study; it can be concluded that primary school teachers and secondary school teachers show a visible change in the first and second observations. As Dea, (2016), Tanrigul (1997), Erdem (2006) and Topcu (2010) have stated, the class observations are very important to ensure efficiency and productivity in education. The findings of Yesil and Kis (2015) also support these results. Accordingly, in the study of Yesil and Kis (2015), teachers think that the class supervision affects them positively and that the maximum contribution of class supervision is to see what teachers need to improve.

It can be concluded from the second observations of the students' in-class behavior, which shows that the students were more attentive to the class, and from the teachers increasing tendency to walk in the back row, that the teachers were more careful during the second observation. On the other hand, especially in terms of classroom management, the correction of student behaviors and the establishment of class dominance are findings that show that classroom administrations of teachers are more effective (Rawlings-Lester, Allanson, and Notar, 2017; Mansor, Wong, Rasul, Hamzah & Hamid, 2012). It is frequently observed in the literature that classroom supervision affects teachers' classroom management positively (Aydin, 2016) and is a part of classroom supervision (Akin and Kocak, 2007; Erdem, 2006). Acar (2009) also found similar findings in his study of class supervision and stated that class supervision contributed to the professional development of teachers.

If we look at the results of the teachers, it is seen that there is a change in the positive direction especially in the verbal flow scheme and teacher movement scheme. In the second observation, positive behaviors seem to increase. Erdem (2006) and Tanriogen (1996) state that such supervisions, in particular, will further regulate teachers' teaching activities. Especially in the second observation, it is seen that teachers conduct the lessons while keeping student behavior in mind. This may have caused the post-observation interview to have positive consequences. In a study by Morse et al. (1970, 1-10) entitled "The Effects of Different Supervision Feedback on the Teacher Candidates' Behavior," the teacher candidates were observed to see if feedback after their micro lessons affected their behavior related to teaching. It is concluded that, the behaviors of teachers in groups 1 and 2 have changed very little and the teachers in groups 3 and 4 focused on their behaviors related to teaching again. The in-class observations of teacher candidates aim to simplify the complexity of teaching and learning processes. At the same time, it can be argued that these practices provide the teacher candidates with a bridge between theoretical knowledge and practice, helping to lessen the complexity experienced in the classroom before they begin their careers.

Organizations determined to maintain their existence must constantly know and monitor the extent to which they fulfill the purpose of their existence, and this organizational phenomenon emphasizes the importance of supervision, including the effectiveness of continuous monitoring, evaluation and development (Tanriogen, 1997; Aydin, 2016). In this sense, supervision helps organizations to function healthy by controlling the process, correcting the deviations in the process and improving the process. With supervision, the objectives of the institution are better understood, the processes are monitored, the aims are tried to be attained, and necessary precautions are taken. It has been found that alternative observations in general have a positive effect on the professional development of teachers. Tanriogen (1997) stated that this type of class supervision would be useful for new teachers in the profession.

Recommendations

This type of class supervision is also improves the in-class processes implemented by the teachers. These results show that supervisors should be more careful in class supervisions and that the necessary legal arrangements should be made to make these observations. In this context, the research hypotheses tests should be repeated in different participant groups.

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