



An Authentic Look at Evaluation in Education: A School Self-Evaluation¹ Model Supporting School Development

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ABSTRACT

Purpose: Inspection and evaluation in education gained a different dimension with the implementation of concepts such as accountability, transparency and effectiveness to educational organizations. School self-evaluation is put into practice based on evidence in cooperation with stakeholders in order to develop and improve schools accordingly. The overall objective of this research is to develop a school self-evaluation model supporting school development for public secondary schools.

Methods: Among the mixed research methods, multi-stage mixed pattern is used for this purpose. The stages of this pattern are structured in accordance with the Research and Development (R&D) methodology. The documents are examined and the opinions of 9 experts are obtained by means of surveys in order to develop the model draft.

Results: A school self-evaluation model supporting school development, which is planned to be implemented annually, is developed in line with the overall objective of this research. This model consists of the following six stages: preparation, planning, implementation, evaluation, taking action, monitoring and reviewing. The first four stages are used for self-evaluation, and the last two stages are for development. The content of the model consists of the following six areas: "administration and leadership, education-training process, school-family-community cooperation, school health and safety, relations and communication at school, professional development".

Implications for Research and Practice: In conclusion, a six-stage school self-evaluation model for secondary schools is developed. The model that is developed may be used by adapting it according to the type of school, teaching level and needs. However, the school administrators and teachers need training on basic statistics, research and report writing during the implementation of the model. Experts with postgraduate diploma in fields such as education administration, supervision/evaluation may provide support in this matter. Moreover, opinions may be obtained from field expert academic members, education inspectors, school administrators and teachers regarding the applicability and adoptability of the model that is developed.

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Introduction

One of the important resources of countries is their young population. One of the main objectives of the education system is to educate this young population as qualified manpower according to the needs. The quality of education is determined with the level of achievement of goals. Serious resources are allocated to education in order to achieve these goals. The quality level of the education outcomes may determine whether or not resources are used effectively. We may suggest that this is possible by inspecting and evaluating the educational activities provided in schools.

Effective inspection and evaluation play a key role in improving the quality of education and school success (Aydin & Toptas, 2017, 168). Therefore, schools are not left to their own fate in almost every education system in the world. Schools and education and training services provided there are inspected through various models such as scientific, artistic, developmental, instructional, clinical, differentiated, risk-oriented and thematic models.

The education inspectors of the ministry conduct school inspections in Turkey once in three years within the scope of recent legislation (Law No. 6764 and the Supervisory Board Regulations). In other words, only 500 education inspectors of the ministry are expected to inspect 65 thousand 564 schools, approximately 18 million students and 1 million 68 thousand 979 teachers (MoNE, 2018a) (Law No. 6764). When we examine these figures, we find that there are approximately 130 schools, 36 thousand students and 2 thousand teachers per inspector in average.

Schools are only open 180 business days of the year. In this case, it does not seem possible for the inspectors to inspect every school even if they work continuously throughout the year on weekdays and weekends. Shortly, inadequate external evaluation in education has led to the development of different inspection and evaluation models. In this context, school self-evaluation as a product of this pursuit may be considered as an internal evaluation practice that enables schools to recognize and know themselves together with their stakeholders and complete the external evaluation.

A valid and reliable evaluation in the development of educational practices and the improvement of student learning at all levels is at the heart of establishing thriving education systems. The concept of effective use of public resources and providing qualified education services for every person started to become dominant in education policies. Moreover, increasing expectations from school, more educated parents, evidence-based decision-making, technological developments and looking after commercial interests in education are the factors that trigger the self-evaluation process (Organization for Economic Co-operation and Development [OECD], 2013).

School Self-Evaluation

School self-evaluation may be considered as an alternative approach to inspection. Each individual in this context is considered a natural learner. Moreover, the basis of school self-evaluation is the philosophy that development and change come from

within, that individuals have commitment to what they generate and that feedback is crucial for individual learning and organizational development (MacBeath, 1999). MacBeath, Schratz, Jakobsen and Meuret (2000, 92) define school self-evaluation as starting a dialogue on targets, priorities and quality criteria at the school and grade levels, or achieving targets by using tools that are appropriate and easily accessible. On the other hand, Simons (2013, 5) defines school self-evaluation as the process of obtaining, collecting, analyzing and transmitting the information with the purposes of increasing creativity at school, achieving the targets of accountability, development and knowledge, providing professional self-accountability, gaining the trust of the society in the school, attributing the school value to the school, and informing the stakeholders about the decision-making process within the school.

Self-evaluation is an extensive process. MacBeath (2006, 62-65-111) determined seven factors in this process for self-evaluation: purpose, intended audience, framework, criterion, process, tools and product. First of all, the purpose of self-evaluation should be identified. This goal should not only serve the expectations of inspectors coming from central offices such as Ofsted, but also focus on the identity of the school itself, which will respond to the challenges of the changing world. Schools may develop and center their activities towards criteria that are meaningful for and valued by the school stakeholders, rather than taking easily accessible standards, such as national or international test results for the reason that self-evaluation is the process of schools writing their own stories.

Self-evaluation in education in the globalizing world has become an increasingly important matter. Common points such as quality assurance and effectiveness in the context of self-evaluation are used in the ranking of countries in international comparisons according to specific indicators (OECD, 2009). Moreover, another reasoning behind the transition to self-evaluation at the international level is the transfer of decision-making process about education to the local school level (Ladden, 2015). Shortly, it may be suggested that self-evaluation practice attracts more attention at the international level as the matters such as quality assurance, effectiveness, accountability, and local decision-making gain more importance.

Self-evaluation has a multidimensional structure. MacBeath et al. (2000, 93) explained this multidimensional structure within the context of internal and external evaluation, development and accountability. According to the authors, self-evaluation is at a point where internal and external evaluation, accountability and development dimensions combine. Self-evaluation may be defined as a bottom-up process. The internal evidence of the school must meet the external expectations. However, self-evaluation needs to be school-based by being supported and not imposed by the central office to improve and develop education (MacBeath, 1999, 2).

School Self-Evaluation in Various Countries

Self-evaluation within the context of international policy is directed by three basic reasoning: economy, accountability and school improvement. This is because the cost of training, administration, execution and observing external evaluation is very high

in terms of economy and they do not add value to money. In terms of accountability, schools have to report to the government and parents who invest in them and to maintain community trust in teachers and school administrators. Reflection, dialogue process and evidence-based evaluation are the driving forces of better schools (MacBeath, 2006). There are differences in self-evaluation practices to answer the questions that arise within this reasoning. The self-evaluation process that is used in various countries and organizations is carried out with models consisting of different stages. These models are summarized in Table 1.

Table 1.

Self-Evaluation Model Samples from Various Countries and Institutions

<i>Model Developers</i>	<i>The name of the Model</i>	<i>The Stages of the Model</i>
1. Irish Department of Education and Skills (DES, 2016a)	Six Staged School Self-Evaluation Model	<ol style="list-style-type: none"> 1. Identify focus 2. Gather evidence 3. Analyse and make judgments 4. Write and share report and improvement plan 5. Put improvement plan into action 6. Monitor actions and evaluate the impact
2. European Foundation for Quality Management [EFQM], 2013)	European Foundation for Quality Management Excellence Model Self-Assessment Cycle	<ol style="list-style-type: none"> 1. Engage the management team 2. Plan the assessment 3. Train the participants 4. Conduct the assessment 5. Agree with priorities 6. Develop action plans 7. Monitor progress
3. The Standing International Conference of Inspectors (SICI, 2003)	Effective School Self-Evaluation [ESSE]	<ol style="list-style-type: none"> 1. Input 2. Process 3. Outcomes 4. External support
4. Scotland (How good is our school) (Alba, 2015)	School Improvement	<ol style="list-style-type: none"> 1. Looking inwards (knowing ourselves inside out through effective self-evaluation) 2. Looking outwards (learning from what happens elsewhere challenge our own thinking) 3. Looking forwards (exploring what the future might hold for today's learners and planning how to get there)
5. Canada (Ontario) (Ministry of Education, 2013; MacBeath, 2006)	Self-Evaluation Model based on School Effectiveness Framework	<ol style="list-style-type: none"> 1. Plan 2. Identify the focus 3. Measure the indicators 4. Collect data 5. Analyse data 6. Report 7. Develop an action plan

Table 1 Continue

			<ol style="list-style-type: none"> 1. Leadership 2. Personnel 3. Strategic Planning 4. Resources 5. Students focused Process 6. Staff Results 7. Administrative and Operational Results 8. Partnership and Society Results 9. Key Performance Results
6. Singapore (Tee, 2003)	School Excellence Model (SEM)		
7. New Zealand (Nusche, Laveault, MacBeath & Santiago, 2012)	Five staged Self-Evaluation Cycle for School Improvement		<ol style="list-style-type: none"> 1. Consider about school 2. Planning 3. Implementing 4. Monitoring 5. Informing
8. Hong Kong (Education Bureau, 2013)	School Evaluation Mechanism (School Improvement Cycle)	Self-	<ol style="list-style-type: none"> 1. Determining the current situation of the school 2. Planning 3. Implementation and Monitoring 4. Evaluation 5. Writing school report

As can be seen in Table 1, the school self-evaluation process is carried out in different and in minimum three and maximum nine stages in the countries that may be considered top-level according to OECD education data: Europe, New Zealand, Hong Kong, and Singapore. When we consider these stages, the school self-evaluation process starts with collecting evidence from different data sources about the current state of the school. Afterwards, these evidences are analyzed, the current state of the school is evaluated and a school self-evaluation report is prepared. The school improvement plan is prepared, implemented and observed based on this report. These evaluation models generally represent a cyclical process. We may suggest that action is being taken to improve the developmental areas in this process, while the strengths are maintained.

The self-evaluation models in Ireland, New Zealand, Singapore, Canada, Scotland and Hong Kong are developed within the context of educational organizations. Only Singapore directly adapted the EFQM stages to education in the perfection model (Tee, 2003). Therefore, we may assert that the model stages in these countries draw a more concrete road map for the education practitioners. In particular the six-stage school self-evaluation model of Ireland is a countrywide education policy; therefore, it is conducted with the support of guides issued by DES (2016b) and consultants.

There are different self-evaluation models that are developed to improve quality assurance and quality in education. Although some of these models (EFQM) have been

developed directly in business organizations, they have been adapted to schools as a result of the emergence of the concepts of accountability, transparency, quality assurance, performance evaluation in education through neoliberal policies (Tolofari, 2005).

We may suggest that self-evaluation models are developed by affecting each other despite certain differences. Even though the names of the stages in the current models differ, they seem to serve similar purposes (Taubman, 2015). In this respect, we may assert that these models serve the logic of presenting the current evidence-based state of schools and taking action for improvement.

Self-Evaluation Practices in Turkey

Practices in the world such as accountability in education, school development and improvement, and effective schools also affect the Turkish Education System. In the light of these developments, school self-evaluation in Turkey is practiced in the elementary, vocational secondary and higher education levels. At the primary school level, MoNE General Directorate of Basic Education has published the “Standards of the Primary Education Institutions (SPEI)” with the circular numbered 2009/83 and dated 05.11.2009 (MoNE, 2010). School self-evaluation in Turkey is a mandatory process carried out from the central office within the context of SPEI. The school principals have duties and responsibilities in this process, such as informing the teachers, students and parents in this respect and having the perception scales filled out, determining the school needs, and preparing the school development plan. Teachers, on the other hand, are responsible for assisting students in entering data into the SPEI system and discussing this issue at board meetings (MoNE, 2015a).

Turkey is at the beginning of the process of school self-evaluation. This is because self-evaluation in Turkey may also be regarded as a top-down practice from the central office to keep pace with the developments in the world through the development of institutional standards, increasing accountability in education, delegating certain authorities to schools such as class inspections. We may also assert that the importance of school self-evaluation studies will gradually increase within the scope of “School Development Model” of 2023 Education Vision (MoNE, 2018b). In this context, various researches have been conducted on the functioning of the SPEI process and the difficulties encountered in practice. In his research on self-evaluation based on SPEI, Zingil (2012) stated that the expressions in the perception scales are not clear and understandable enough and that students and parents disregard this practice.

On the other hand, the study of Sahin and Ceper (2013) conducted with school administrators and teachers indicated the parents’ illiteracy and lack of knowledge of how to use computers, the unclear evaluation questions and the unreliable evaluation results as obstacles on the effectiveness of SPEI. Similarly, Tanriogen and Ergun (2018) stated in their study conducted with teachers and administrators that stakeholders need support in the implementation of SPEI. This is because sufficient and objective results cannot be achieved within the scope of SPEI for the reason that parents do not know how to use computers and students enter data under the supervision of teachers.

Moreover, SPEI results are not shared with the schools or stakeholders are not informed in any way. Therefore, we may suggest that the questionnaires completed within the scope of SPEI do not serve the school self-evaluation at the desired level.

All these developments indicate a transition to self-evaluation in Turkey. Accordingly, there is a need for a school self-evaluation model that is easy to implement in schools, has valid and reliable tools, explains the participation of stakeholders with specific roles and tasks and provides flexibility to practitioners. In this context, the problem of the research is how a school self-evaluation model supporting school development should be, who should take part in this process, what the scope is and how the data collection process should be.

The overall objective of this research is to develop “a school self-evaluation model supporting school development” for public secondary schools. For this purpose, answers to the following questions are sought:

1. In regards to a school self-evaluation model supporting school development according to the views of academic members and current literature:
 - a. Which stakeholders should it consist of?
 - b. Which areas should it cover?
 - c. Which stages should it consist of?
 - d. From whom and by means of which data collection tools should data within the content determined in this process be collected?

Method

Research Design

The overall objective of this research is to develop a “school self-evaluation” model supporting school development and the study is conducted with a mixed research method (Teddlie and Tashakkori, 2010, 11), where both quantitative and qualitative research methods are used together. The multi-stage mixed pattern is used in this study, in which sequential or simultaneous stages of qualitative and quantitative approaches are combined to meet the overall program target, in order to provide support for the development, adaptation and evaluation of special programs (Creswell and Plano Clark, 2015, 108). The multi-stage mixed pattern is structured in accordance with the stages in Research and Development (R&D) methodology. In line with the purpose of this study, four-stage R&D model cycle consisting of “(1) research and comprehending, (2) design and development, (3) reflection and review, (4) implementation and evaluation” stages, formulated by Borg (1987) and Gall, Gall and Borg (2003), is used. However, since this study is limited to model development, the implementation and evaluation stage is removed from the cycle. Accordingly, the R&D methodology stages used in this study are summarized in Figure 1.

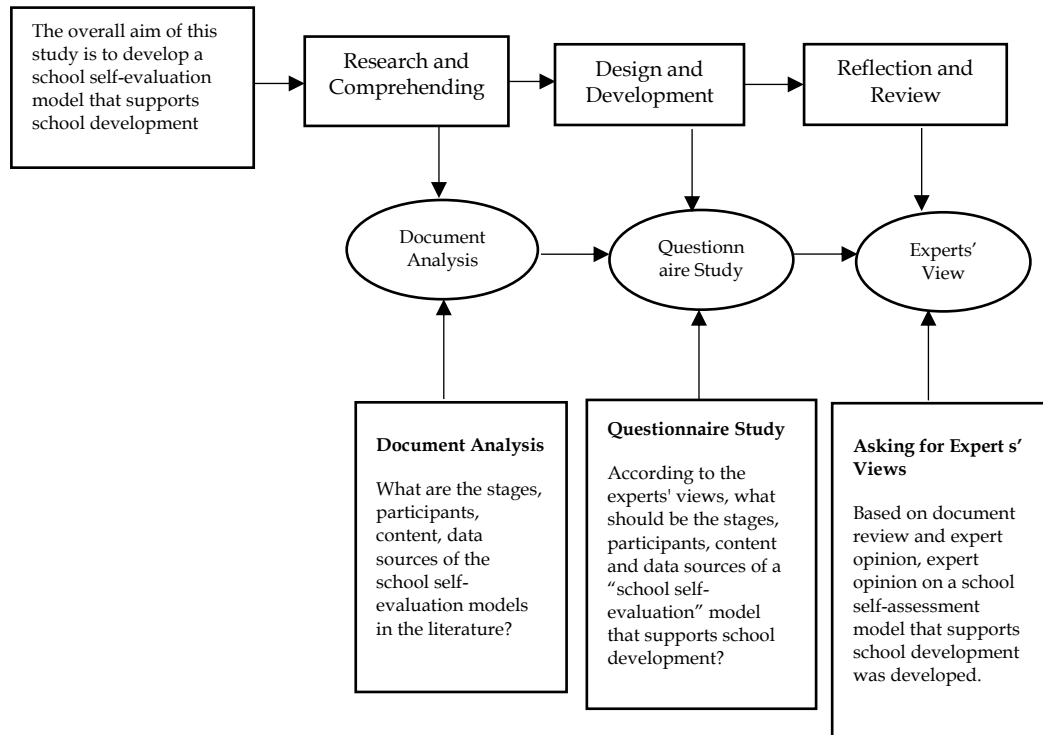


Figure 1. Stages of R&D Methodology

As can be seen in Figure 1, the multi-stage mixed model is organized within the framework of R&D methodology. This methodology has been conceptualized by Borg (1987) and then developed by Gall, Gall and Borg (2003). R&D methodology is an enterprise-based development model. Research results are used in order to design new products and principles. However, educators have later adapted this methodology in order to develop useful guides, models or documents for teachers and other practitioners (Saban, 2006). The four-stage R&D cycle used in the model development phase of the research is described as follows:

Research and Comprehending. At this stage, the literature and implementation examples related to self-evaluation and school self-evaluation (international and national dissertations, articles, papers and official web sites, etc.) are examined and an understanding of the school self-evaluation process supporting school development was tried to be developed. School self-evaluation models in the literature are screened and general characteristics, dimensions, elements, stages, scopes, stakeholders involved in

school self-evaluation process, time period of these models, information-data sources on which the school self-evaluation process is based, their intended use, from whom the data should be collected are analyzed. Moreover, the researcher also traveled to Ireland, where school self-evaluation has been officially implemented and applied, and gained experience in the self-evaluation process through observation and school visits.

Design and Development. Common characteristics of a “School Self-Evaluation Model Supporting School Development” are determined based on the information obtained from the self-evaluation models examined in the literature. These common points are considered according to “stakeholders, time frequency, objective, information-data sources providing evidence, differences/similarities according to school type/level, stages, self-evaluation areas/content, and from whom the data based on this content should be collected, and the model frame is formed. The opinions of experts on this subject are obtained through two questionnaires prepared within this frame. A draft “School Self-Evaluation Model Supporting School Development” is developed in line with the information obtained.

Reflection and Review. The model is presented to experts for review. Accordingly, the model is finalized. Afterwards, data collection tools are prepared for the implementation of the model that is developed.

Study Group

The study group of this research comprises nine academic members serving in the universities in Turkey. “Criterion sampling”, which is one of the purposeful sampling methods, is used in the model development process (Patton, 2014, 230-235). The criterion in this research is the faculty members to be experts in the areas of school development and evaluation, performance evaluation, teacher competencies and primary school institution standards. Within the scope of these criteria, 30 academic members, who have worked in the field of performance evaluation/conducted a thesis, took part in the process of determining teacher competencies, worked in school development and participated in the process of setting primary school institution standards, are determined. Afterwards, the studies of these academic members on related subjects are reviewed again and 17 faculty members are selected for the model development stage of this research.

The *School Self-Evaluation Model Questionnaire* (S-SEMQ) I form is sent to 17 selected academic members on 05.01.2018 by e-mail. However, only five professors, three associate professors and one academic member with doctorate degree from these academic members responded. One of the nine academic members stated that the questionnaire served its purpose, rather than responding the questionnaire. The areas of activity of the experts are school development, performance evaluation, teacher competencies and primary school institution standards. Obtaining expert knowledge from people who are experienced in the subject area in the relevant model development process also lies at the logic of R&D methodology (Gall, Gall and Borg, 1983).

In the process of developing a “School Self-Evaluation Model Supporting School Development Model”, S-SEMQ II is formed in line with the answers obtained from S-SEMQ I. S-SEMQ II is sent to nine academic members who answered the first questionnaire by e-mail. Six of these participants responded to S-SEMQ II.

Data Collection

In this study, qualitative and quantitative data are collected in line with the first three stages of R&D methodology. The qualitative data is collected using the document review method. This method is the reviewing of all kinds of technical, official and private documents (such as records, stamps, memorials, pictures, record books and scientific studies) (Sonmez and Alacapinar, 2017, 186). It is also used in the verification of information and findings from other sources (Bowen, 2009, 30). Document analysis method is used also in this study in order to identify school self-evaluation practices in various countries. Certain criteria have been established in this context for the studies included in the document review. These criteria are as follows:

1st Criterion: Documents to be related to self-evaluation/school self-evaluation,

2nd Criterion: Documents to be official reports, guides, brochures, dissertations or articles published in peer-reviewed journals with full text in Turkish/English.

In order to identify the studies that meet these criteria, keywords such as “self-evaluation, school self-evaluation, quality standards in education” are used to screen Google Academia, EBSCO databases, official website addresses of the Ministries of Education of the countries considered as developed in school self-evaluation and the websites of international organizations such as OECD, UNICEF, World Bank. As a result of this screening, quality standard areas from nine models, two of which are developed in business organizations (EFQM) and adapted to education, and seven of which are developed for schools (Ireland, Scotland, Canada, New Zealand, Hong Kong, Singapore, ESSE), 15 guides, 13 reports and brochures, and 11 studies are included in the study. While selecting the countries, we tried to take samples from different continents that are developed in school self-evaluation and that apply self-evaluation systematically within the framework of a certain model. In this context, we selected Ireland and Scotland in Europe, Hong Kong and Singapore in Asia, Canada in America and New Zealand in Australia, all of which have pioneered in school self-evaluation.

Besides, in order to collect quantitative data, S-SEMQ I and II, which are developed by the researcher, are used in order to obtain the opinions of experts, who are experts on school development and evaluation, performance evaluation and teacher competencies, about the components of a school self-evaluation model supporting school development (such as participants, stages, areas to be evaluated). The “participants, areas, evaluation stages, evaluation content” variables of the first sample of the model are determined based on expert opinions and information in the literature.

Data Analysis

Nine expert opinions are obtained through S-SEMQ-I and S-SEMQ-II. Data are collected from experts online. Descriptive statistics are used to analyze the data obtained from questionnaires. Data obtained from questionnaires applied to the experts are shown individually in tables and described as frequencies. In this context, the researcher calculated the frequencies of the data from experts in MS Excel program. The findings of the expert group are tabulated individually as U1, U2, U3... in line with each sub-objective and discussed with the literature support.

Descriptive content analysis is conducted within the scope of literature review in analyzing the documents related to the school self-evaluation models used in various countries in order to realize the sub-objectives of the study. The implementation of models in various countries is identified in line with the main parameters determined in particular (stakeholders, stages, content, etc.).

Results

Findings about the Development of a School Self-Evaluation Model Supporting School Development

The findings are discussed for the purposes of the research and presented in line with the research questions. In this context, the themes are determined as a result of document review. Themes covering the characteristics used in forming the developed model are shown in Figure 2.

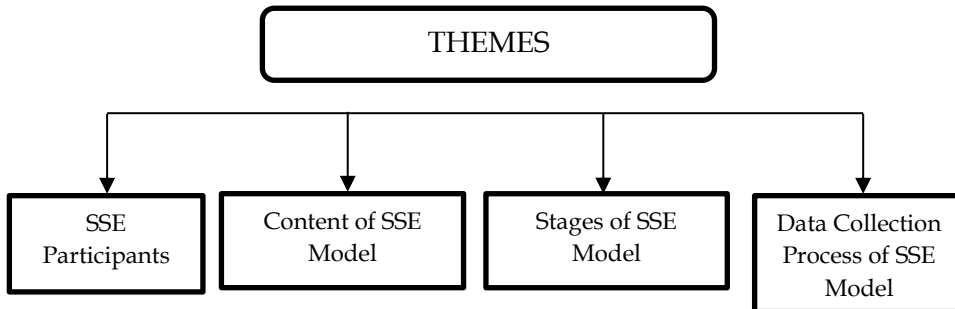


Figure 2. Themes in the Research

As can be seen in Figure 2, the findings of a school self-evaluation model supporting school development are presented under the following themes: stakeholders participating in the process, the content and stages of the model and the methods of data collection. In line with the stakeholder theme involved in the school self-evaluation process , two working groups as consultation unit and school self-

evaluation team are designed. In this context, expert opinions are obtained during the school self-evaluation process as to which stakeholders should be in the consultation unit and which should be in the school self-evaluation team. The opinions of experts on this matter are shown in Table 2.

Table 2.

According to Experts' Views Participants that should be in the Advisory Unit and School Self-Evaluation Team

<i>Stakeholders</i>	<i>School Self-Evaluation Team</i>	<i>f</i>	<i>Advisory Unit</i>	<i>f</i>
Principals and deputy principals	U2, U4, U6, U7, U9	5	U2, U3, U5, U6, U7, U9	6
Head of teachers	U1, U2, U3, U4, U5, U7, U9	7	U2, U6, U7, U9	4
Subject Teachers	U1, U2, U3, U4, U5, U9	6	U2, U7, U9	3
Support staff	U1, U2, U3, U4, U5, U6	6		-
Parents/parent-teacher association	U1, U2, U4, U6, U9	5	U3, U5	2
Head/representative of the school-teacher association	U1, U2, U4, U6, U7	5	U2, U3, U5	3
Students/students representative	U1, U2, U3, U4, U5, U6, U9	7	U6	1
External experts (researchers or academicians on SSE)	U1, U3, U6, U7, U9	5	U1, U2, U4, U5, U6, U7, U9	7
Supervisors (specialists on SSE)	U1	1	U1, U2, U3, U4, U5, U6, U9	7
External evaluators/inspectors	U1, U2, U6	3	U1, U2, U3, U4, U5, U9	6
Representatives of non-governmental organizations	U1	1	U1, U2, U3, U4, U5, U6	6

As can be seen in Table 2, experts believe that the consultation team should consist of school administrators, teachers, students, parents, support staff, representatives of parent-teacher association, external experts and evaluators. On the other hand, the experts stated that the school self-evaluation team should consist of school administrators, teachers, counselors, external experts, external evaluators and representatives of non-governmental organizations. At this point, one expert stated that "it is not necessary for NGO representatives and students to be in the self-evaluation team

(U7)". The same expert expressed that "external experts and consultants may be combined and take part in both units as "Expert" (U7)".

There are different stakeholders, which vary according to the structure of each country's education system, in the school self-evaluation models of the countries taken into consideration in this study. Therefore, the common stakeholders of various countries based on the literature are shown in Table 3.

Table 3.

Stakeholders at SSE Process in Various Countries

Stakeholders	Countries/Institutions							
	Ireland (DES, 2016b)	Scotland (HMIE, 2007)	Hong Kong (Education Bureau, 2013).	Singapore (Tee, 2003)	ESSE (SICI, 2003)	Canada (Ministry of Education, 2013)	New Zealand (Education Review Office, 2016)	Turkey (MoNE, 2015b)
School administrators	X	X	X	X	X	X	X	X
Teachers	X	X	X	X	X	X	X	X
Students	X	X	X	X	X	X	X	X
School board						X	X	
Parents	X	X		X		X	X	X
Experts/ Consultants	X					X		
External evaluators/ inspectors	X			X	X	X		
Support staff		X						
District managers						X		X
Representatives of society		X				X		

As shown in Table 3, the school self-evaluation process in various countries is generally carried out with the participation of school administrators, teachers, students and parents. In addition, external evaluators/inspectors also participate in the self-evaluation process in Ireland, Singapore, the ESSE model and Canada. On the other hand, administrators in the regional level are included in the self-evaluation

process in Turkey and Canada. In addition, experts/consultants, support staff and community representatives participate in the self-evaluation.

In the light of the research results and the findings of the literature review, a consultation unit within the Provincial/District Directorate of National Education (DNE) and a school self-evaluation team within the school is designed. The consultation unit consists of the school administrator, heads of departments, advisor (expert in the field of school evaluation or specialist with postgraduate diploma) and the education inspector as the external evaluator. On the other hand, the school self-evaluation team consists of the school administrator, heads of departments, student representative, parent representative and expert.

The content of the school self-evaluation models generally consists of quality standards/areas identified by the Ministry of Education or the relevant department. In Turkey, areas of administration, teaching-learning process and support services are identified within the context of SPEI. However, in this study, the existing inspection areas are examined in the literature in order to create a more general and comprehensive content. The opinions of experts on these areas are obtained in order to determine the content of the school self-evaluation model that is developed. The opinions of experts on school self-evaluation areas are shown in Table 4.

Table 4.

Experts' Views on the Domains of the School Self-Evaluation Model

SSE Domains	Experts	f
Administration services	U1 U2, U3, U4, U5, U6, U7, U9	8
Financial affairs	U2, U3, U4, U5, U6	5
Educational Environment	U1, U2, U3, U4, U5, U6, U7, U9	8
School environment	U1, U2, U3, U4, U6, U7, U9	7
Education and training programs	U1, U2, U3, U4, U6, U9	6
Student services	U1, U2, U3, U4, U5, U6, U7, U9	8
Teacher Services	U1, U2, U3, U4, U5, U6, U7, U9	8
Support Services	U1, U2, U3, U4, U6, U7, U9	7

As can be seen in Table 4, experts believe that school self-evaluation should be in the following areas: “administration services, financial affairs, educational environments, school environment, education and training programs, student services, teacher services and support services”. However, one expert stated that “*financial affairs should be within the scope of administration services (U1)*”, while another expert suggested that “*family participation and communication may be included in these areas (U4)*”. Another expert stated that “*the education and training program should not be included in this model since it is carried out by MoNE (U7)*”. However, there are also different quality or improvement areas identified in various countries. These areas provide information about the activities that schools should carry out. The quality standards and areas of the countries and studies examined within the scope of this research are shown in Table 5.

Table 5.

Educational Quality Domains According to Countries and Studies

<i>Countries/Studies</i>	<i>Educational Quality Domains</i>
Ireland (DES, 2016a)	<ul style="list-style-type: none"> • Learning-teaching • Leadership management
ESSE (SICI, 2003)	<ul style="list-style-type: none"> • External Support • Vision and Strategy • Key inputs for evaluation and improvement • Basic processes of evaluation and improvement • Impact on evaluation and outcomes
Scotland (HMIE, 2007)	<ul style="list-style-type: none"> • Leadership and Management • Learning process • Success and Acquisition
Canada (Ministry of Education, 2013)	<ul style="list-style-type: none"> • Assessment of Learning • School and Class Leadership • Student Participation • Curriculum, Teaching and Learning • Planning and Programming • Home, School and Community Cooperation
Singapore (Ministry of Education, 2015)	<ul style="list-style-type: none"> • Outputs to be achieved at the end of basic education • Outputs at the end of secondary education • Outputs to be achieved after secondary education
New Zealand (Education Review Office, 2016).	<ul style="list-style-type: none"> • Management • Leadership for Equality and Excellence • Educational Power Connections and Relations • Sensitive Education Program, Effective Teaching and Learning Opportunity • Professional competence and collective capacity • Evaluating, questioning and generating information for improvement and innovation
Hong Kong (Education Bureau, 2013).	<ul style="list-style-type: none"> • Organization and Management • Learning and Teaching • Student support and school partnerships • Student Performance
Turkey (SPEI) (MoNE, 2015b) and Performance Management System (PMS) (MoNE, 2015b)	<ul style="list-style-type: none"> • Education Management (SPEI) • Learning-Teaching Processes (SPEI) • Support Services (SPEI) • Education and training process (PMS) • School-family-environment cooperation (PMS) • School resources health and safety (PMS) • Student Support (PMS) • Management and leadership (PMS) • Personal and professional development (PMS)

Table 5 Continue

Common Framework (2015)	Inspection (Ofsted,	<ul style="list-style-type: none"> • Effective leadership and management • Quality of teaching, learning and assessment • Personal development, behavior and welfare • Student outcomes
Characteristics of Effective School (Sammons, Hillman & Mortimore, 1995)		<ul style="list-style-type: none"> • Shared vision and goals • High expectations of students' academic achievement levels • Professional leadership • Observation of development • Purposeful teaching • Focus on learning and teaching • Learning organization • Learning environment • School-family-community cooperation • Positive support and • Student Rights and responsibilities
Maldives (Ministry of Education, 2010)		<ul style="list-style-type: none"> • Inclusiveness • Learner-centered teaching-learning • Health and safety • School, family and community cooperation • Leadership and management

As can be seen in Table 5, 11 studies are examined in addition to expert opinions when identifying the content of this model. In each country and study, there are specific quality areas that form the basis of the school self-evaluation process. These areas and the relevant standards and sub-standards vary according to the educational objectives in the relevant country. However, it is possible to say that the content of all these models and studies is gathered in the following areas: “*school administration, leadership, education and training affairs, school-family cooperation, community support, school safety, healthy school, communication at school and the professional development of teachers*”. In this respect, the content of “A School Self-Evaluation Model Supporting School Development” is designed based on the quality areas and standards in education in the countries and studies given in Table 5. The findings and explanations in relation to the content of the model that is developed are summarized in Table 6.

Table 6

The Content of School Self-Evaluation Model Supporting School Development

<i>Domains and Standards</i>	<i>Explanation</i>
<p>Management and Leadership</p> <ul style="list-style-type: none"> • <i>School management</i> (Ofsted, 2015; Sammons, Hillman & Mortimore, 1995; Alba, 2015-Scotland; Education Bureau 2016-Hong Kong; DES, 2016-Ireland; National Agency For School Evaluation, 2017) • <i>Leadership at School</i> (Ofsted, 2015; Education Review Office, 2016-New Zealand; Sammons, Hillman & Mortimore, 1995; Alba, 2015-Scotland; Education Bureau 2016-Hong Kong; DES, 2016-Ireland; Ministry of Education, Canada) • <i>Participation in school management process</i> (SPEL, 2015; Sammons, Hillman & Mortimore, 1995; Ministry of Education, 2013-Canada) 	<p>In the field of Management and Leadership, the school management focuses on leadership and engaging stakeholders in the management process. The school administrator is expected to demonstrate transformational, instructional, distributive and sustainable leadership in line with the school context in order to act together with stakeholders towards the goal of improving education and training. It is the act of the school administration in consultation with the opinions of teachers, students and parents who are affected by this process in decisions to be made with a participatory management approach.</p>
<p>Education Process</p> <ul style="list-style-type: none"> • <i>Planning regularly educational process</i> (Sammons, Hillman & Mortimore, 1995; Education Review Office, 2016-New Zealand; SPEL, 2015) • <i>Identifying and meeting students' learning needs</i> (SPEL, 2015; Ministry of Education, 2013-Canada) • <i>Measurement-Evaluation-Monitoring-Supporting of Education</i> (Ministry of Education, 2013-Canada; Alba, 2015-Scotland; Sammons, Hillman & Mortimore, 1995) • <i>Making the physical conditions of the school suitable for education</i> (MacBeath, 1999; SPEL, 2015; Sammons, Hillman & Mortimore, 1995) • <i>Distributing and using resources/equipment appropriate for the education process</i> (SPEL, 2015; Sammons, Hillman & Mortimore, 1995) 	<p>In the field of Education Process, focusing on the roles and responsibilities of school management, teachers, students in order to improve the education offered at school within the scope of funding, educational environment, educational program, learning support and measurement, evaluation and monitoring.</p>
<p>School-Family- Community Cooperation</p> <ul style="list-style-type: none"> • <i>Making arrangements for school-family cooperation</i> (MacBeath, 1999; Sammons, Hillman & Mortimore, 1995; Alba, 2015-Scotland) • <i>Cooperating for taking community support</i> (SPEL, 2015; Education Bureau, 2016-Hong Kong; Ministry of Education, 2013-Canada) 	<p>In the field of School-Family-Community Cooperation, the school management and teachers focus on providing and informing the participation of family and community in order to carry out the educational process with the cooperation of family and society.</p>

Table 6 Continue

<i>Domains and Standards</i>	<i>Explanation</i>
School Health and Safety <ul style="list-style-type: none"> • <i>Providing students with a safe educational environment at school</i> (Alba, 2015-Scotland) • <i>Providing students with a healthy educational environment at school</i> (MoNE, 2015b,PMS) 	In the field of School Health and Safety, the school administration focuses on providing students with a safe and healthy school environment.
Relations and Communication at School <ul style="list-style-type: none"> • <i>Developing relations among stakeholders at school</i> (Education Review Office, 2016-New Zealand; SPEI, 2015) • <i>Developing communication among stakeholders at school</i> (MacBeath, 1999; National Agency For School Evaluation, 2017-Lithuania) 	In the field of Relations and Communication at School, the school management and teachers focus on healthy relationships and effective communication with students and families, and welcome families.
Professional Development <ul style="list-style-type: none"> • <i>Supporting teachers to develop the field and professional knowledge</i> (SPEI, 2015; Sammons, Hillman & Mortimore, 1995) • <i>Evaluating and contributing to the professional development of teachers</i> (Education Review Office, 2016-New Zealand) 	In the field of Professional Development, the school management focuses on the roles and responsibilities of teachers to improve their professional knowledge and support their professional development by conducting monitoring and evaluation studies.

Content of the model that is developed is summarized in Table 6. As can be seen, the content of the model consists of the following areas: “administration, leadership, education-training process, school-family-community cooperation, school health and safety, relations and communication at school, professional development”. The underlying reason for establishing the model's content based on world practices rather than taking from the existing SPEI practice in Turkey (MoNE, 2015b) directly is to develop a more comprehensive and general model content. This is because practices in Turkey, as also expressed by Simsek (2016), are not in the form of a stable educational policy, but are maintained until the bureaucrat who implemented the practice leaves his/her position. Therefore, we tried to determine a content that includes the practices in the world. The experts were asked, “*which of the six areas and standards should be included in the content of the model,*” in order to clarify the content of the model. Expert opinions about the areas and standards that should be included in the model are summarized in Table 7.

Table 7.

Experts' Views on Six Domains Containing the Content of School Self-Evaluation

<i>Domains/Standards</i>	<i>Absolutely Must</i>	<i>f</i>	<i>May not be</i>
<i>1. Administration and Leadership</i>			
1.1. Administrating a school organization	U2, U4, U5, U6, U7, U9	6	
1.2. Leading school organization	U2, U3, U4, U5, U6, U7, U9	7	
<i>2. Education Training Process</i>			
2.1. Planning educational process	U2, U3, U4, U5, U6, U7, U9	7	
2.2. Measurement-evaluation and monitoring	U2, U3, U4, U5, U6, U7, U9	7	
2.3. Arranging educational environments	U2, U3, U4, U5, U6, U7, U9	7	
2.4. Supporting education	U2, U3, U4, U6, U7	5	U5
2.5. Students' outputs/experiences	U2, U3, U4, U5, U6, U7, U9	7	
<i>3. School-Family-Community Cooperation</i>			
3.1. School-family relations	U2, U3, U4, U5, U6, U7, U9	7	
3.2. School-community relations	U2, U3, U4, U5, U6, U7, U9	7	
<i>4. School health and safety</i>			
4.1. Providing school health	U2, U3, U4, U5, U6, U7, U9	7	
4.2. Providing school safety	U2, U3, U4, U5, U6, U7, U9	7	
<i>5. Relations and Communication at School</i>			
5.1. Arranging relations among educational stakeholders (management-teachers-students-parents) at school	U2, U3, U4, U5, U6, U7, U9	7	
5.2. Effective communication at school	U2, U3, U4, U5, U6, U7, U9	7	
<i>6. Professional Development</i>			
6.1. Supporting the professional development of school staff	U2, U3, U4, U5, U6, U7, U9	7	
6.2. Monitoring and contributing to the professional development of school staff	U2, U3, U4, U5, U6, U7, U9	7	

As can be seen in Table 7, the experts stated that six areas and sub-areas that are identified should definitely be in the content of school self-evaluation. Only one expert expressed that "it may not be related to the sub-area of supporting education within the Education-Training Process (U5)". However, the researcher expressed the supporting of teaching in order to provide social-cultural-educational activities and guidance services to the students and to provide special education when necessary. In addition, there is no feedback from the experts regarding the content of the model. In the light of these findings, the following six areas included in the school self-evaluation process are identified: "Administration and Leadership, Education-Training Process, School-Family-Community Cooperation, School Health and Safety, Relations and Communication at School, Professional Development". The data collection tools necessary for the implementation of the study are also prepared in line with this content.

School self-evaluation models consist of specific stages. In this study, the stages of school self-evaluation and EFQM self-evaluation model of Ireland, Scotland, ESSE, Canada, Singapore, Hong Kong and New Zealand are observed. Possible stages are determined for the model in this research based on the stages in the models mentioned above and expert opinions are obtained. The opinions of experts in relation to the stages of the model are shown in Table 8.

Table 8.

Experts' Views on School Self-Evaluation Stages

<i>Stages</i>	<i>Experts' Views</i>	<i>f</i>
1. Preparation	U2, U4, U3, U5, U6, U7, U9	7
2. Planning	U1, U2, U4, U3, U5, U6, U7, U9	8
3. Implementation	U1, U2, U4, U3, U5, U6, U7, U9	8
4. Evaluation	U1, U2, U4, U3, U5, U6, U7, U9	8
5. Taking action	U2, U4, U3, U5, U6, U7, U9	7
6. Monitoring and Reviewing	U2, U4, U3, U5, U6, U7, U9	7

As can be seen in Table 8, the experts expressed that the school self-evaluation model should consist of the following six stages: "preparation, planning, implementation, evaluation, taking action, monitoring and reviewing". Only one expert suggested that "the preparation and planning stage should be combined and the action taking stage should be brought forward (U1)".

A school self-evaluation model supporting school development in this study as a result of the research findings and literature review is structured in the following six stages: "preparation, planning, implementation, evaluation, taking action, monitoring and reviewing". The first four stages of this model aim at school self-evaluation, and the last two stages at school development. In this context, the preparation, planning, implementation and evaluation stages and the current state of the school are demonstrated. Afterwards, improvement plan is prepared based on these results and evidence and action is taken. In the development phase of the model, external evaluators (education inspectors) are included in order to overcome organizational blindness. Finally, the sub-stages are shown in Figure 3 in order to provide a more detailed understanding of the model that is developed.

The sub-stages of "A School Self-Evaluation Model Supporting School Development" that is developed in the light of literature review and expert opinions within the scope of this study are shown in Figure 3. In addition, the process for how the model that is developed will be carried out in six stages in a school term (10 months) is shown in Figure 4.

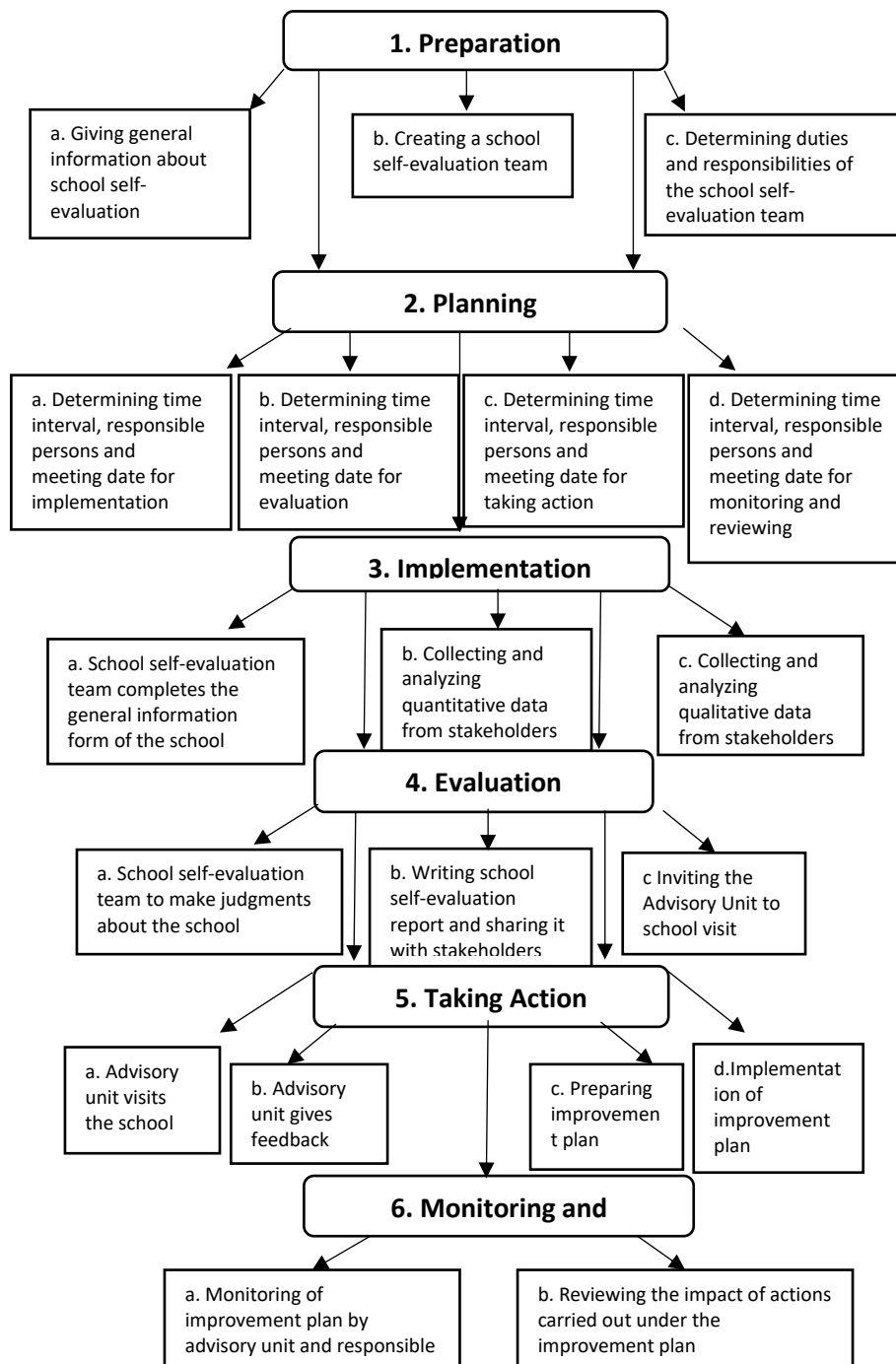


Figure 3. Sub-Stages of a School Self-Evaluation Model Supporting School Development

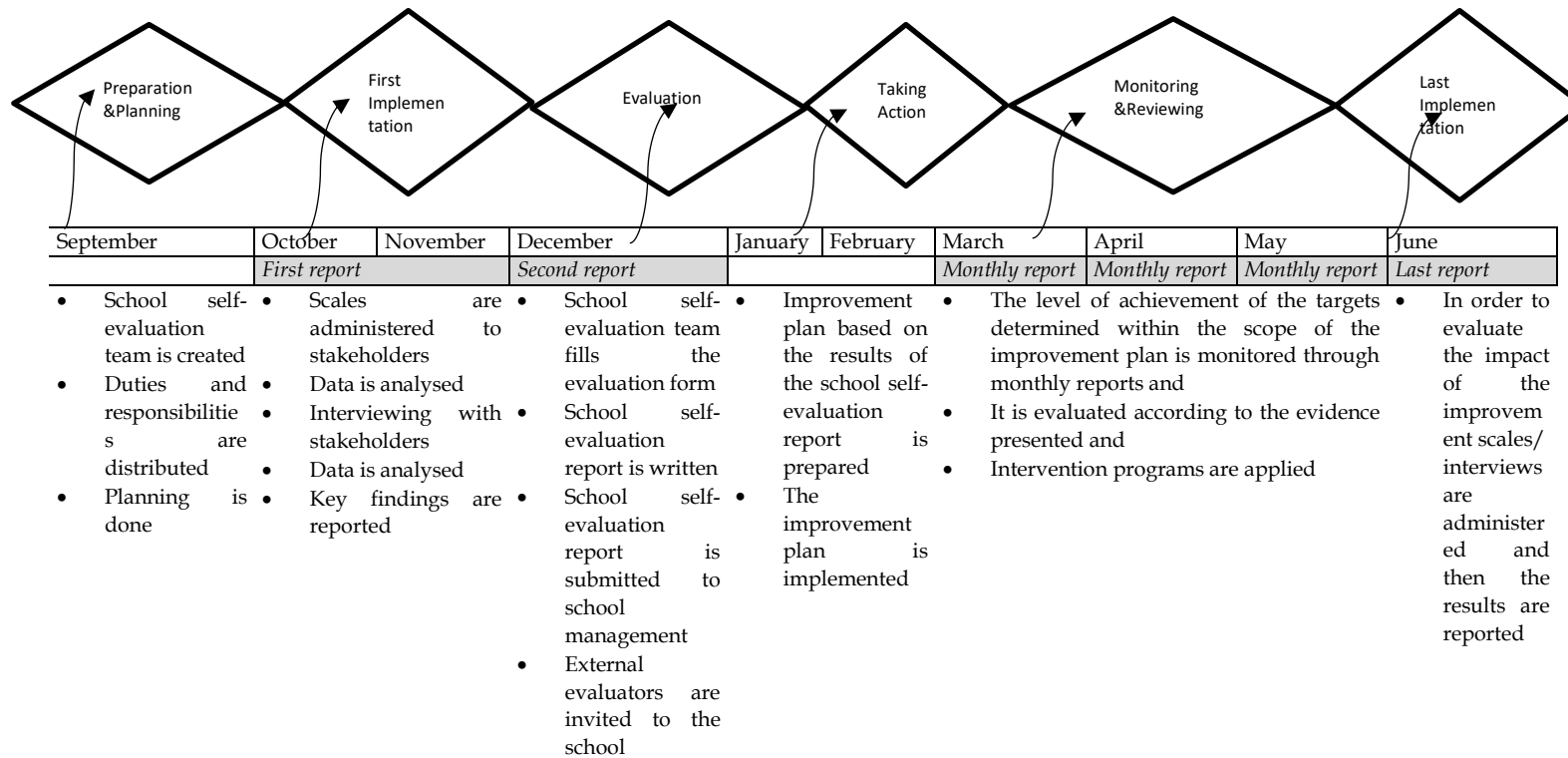


Figure 4. Progress of School Self-Evaluation Model

As can be seen in Figure 4, “A School Self-Evaluation Model Supporting School Development” is conducted once a year based on the findings. However, how the practitioners plan this one-year process is shown on a monthly basis for the period when the schools are open (September-June). At the beginning of this process, the school self-evaluation team is established in September within the scope of the preparation and planning stage, and planning is made by distributing the duties and responsibilities. Data is collected and analyzed according to this planning in October and November within the scope of the implementation phase and the results are written as the first report. In December, the school self-evaluation team completes the evaluation form based on the results and the evidence/documents presented at the school as a requirement of the evaluation phase of the model and makes a judgment about the school. Afterwards, a school self-evaluation report is prepared based on the existing results and evidence. External evaluators are invited to the school. The school self-evaluation part of the model is completed up to this stage.

The school development part of the model starts in January and February. The improvement plan is prepared and implemented in this part based on the results of the school self-evaluation report. In March, April and May, monthly reports on what has been done at school to achieve the improvement targets are prepared and the responsible persons determined observe the improvement process. In June, scales/interviews are reapplied and reported to evaluate the effect of improvement studies.

School self-evaluation is a process based on evidence that requires collaboration with the stakeholders. Data is collected in this process in six areas from school administrators, teachers, students and parents as the main stakeholders. However, it is not possible for all the identified stakeholders to have knowledge in these six areas. In this respect, expert opinions are sought to find out which data from which stakeholders should be collected. The frequency distribution of expert opinions on this matter is shown in Table 9.

Table 9.*Frequency Distribution of Experts' Views on Data Collection Process in SSE*

Domains	Data Collection Methods									To whom data is collected			
	General Information	Documents (meeting)	Legislation	Observation	Interview	Questionnaire/Scale	Test Results	Product File	Practices in various areas	School administrators	Teachers	Students	Parents
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1. Management and Leadership		21	4	23	35	30		2	19	32	36	33	27
2. Educational Process	1	30	7	44	69	52	6	16	24	52	70	65	40
3. School-Family-Community Cooperation		11	3	12	20	16		1	6	19	20	7	20
4. School Health and Safety	4	7	4	6	15	11	1		3	15	15	11	11
5. Relations and Communication at school		9	2	11	20	16		4	8	20	20	19	17
6. Professional Development		11		8	20	16			6	20	20	3	2

As can be seen in Table 9, "A School Self-Evaluation Model Supporting School Development" focuses on the following six areas: "Administration and Leadership, Education-Teaching Process, School-Family-Community Cooperation, School Health and Safety, Relations and Communication at School, Professional Development". In this context, expert opinions are sought to find out through which methods and from whom the data related to each field should be collected. The highest number of expert opinions is determined to be the collection of data from school administrators, teachers, students and parents through questionnaire/scale and interview form.

Besides, data should be collected from school administrators, teachers and parents in the field of "School-Family-Community Cooperation". This is because experts in this field think that students should only be involved in the fields that concern them. For this reason, students are accepted to be indirectly involved in school-family-community cooperation. In addition, implementation examples, minutes of meetings, records, legal documents and product files are requested as evidence during the evaluation phase.

Discussion Conclusion and Recommendations

Self-evaluation is a cooperative process. In this context, school self-evaluation is carried out with stakeholders. In the light of expert opinions and document review, we may suggest that school self-evaluation is generally conducted with the participation of teachers, students and parents under the leadership of school administrators. However, in Portugal (Figueiredo, Ramalho and Rocha, 2017), Belgium (Faddar and Vanhoof, 2017) and Ireland (Brown, McNamara, O'Hara, O'Brien and Skerritt, 2017), studies evaluating student and parent participation in the school self-evaluation process reveal that this participation remains unilateral, passive, and in the form of gathering information or obtaining opinions (Kurum, Cinkir, Brown, Faddar and Figueiredo, 2018). Therefore, a consultation unit within the Provincial/District DNE and a school self-evaluation team within the school are designed in this study and the role of each participant in the team is defined.

Some countries also have different participants. The self-evaluation process in Ireland is conducted with the participation of school administrators, teachers, parents and students under the leadership of school board (DES, 2016b). In addition, schools in Ireland get consultation about carrying out the model from academic members who are experts in self-evaluation or from experts in units such as PDST, when needed. In Scotland, on the other hand, this process is carried out with school administration, teachers, support staff, students, parents, community leaders (HMIE, 2007).

In Canada, self-evaluation is carried out by students, teachers, school administrators, parent-teacher associations, parents, local community, school board, district administrators and ministries (Ministry of Education, 2013) within the scope of school improvement. In Hong Kong, the stakeholders of the school self-evaluation process are not identified directly. However, it is stated that the process is carried out by school administrators and teachers to provide more qualified education to the students (Education Bureau, 2013). In New Zealand, the school board as well as the school principal and educational staff are responsible for the school self-evaluation process (Nusche, Laveault, MacBeath and Santiago, 2012).

In Singapore, school administrators have great responsibility in carrying out the self-evaluation process in the context of school excellence. In addition, external evaluators are responsible for verifying these results (Tee, 2003). In the ESSE model, the role of external evaluation in ensuring the effectiveness of self-evaluation is explained. Therefore, school administrators, teachers, students, parents, staff and external evaluators are identified as stakeholders (SICI, 2003) Data in the self-evaluation process that is tried to be implemented in Turkey in the context of ICS is gathered from school administrators, teachers, students and parents. Besides, Provincial/District DNE have specific responsibilities in carrying out the process (MoNE, 2015b).

In line with the second objective of the study, the content of school self-evaluation process consists of the following six areas: "Administration and Leadership, Education-Training Process, School-Family-Community Cooperation, School Health and Safety, Relations and Communication at School, Professional Development". On the other hand,

it is observed in the self-evaluation models examined that the process is carried out in cycles and that there are no sharp stages. The six-stage model of Ireland (DES, 2016a) begins with the identification of the focal point. After the focal point is identified according to the quality areas of education, evidence is collected; then, the process continues with the stages of analysis-making judgment, preparation of report-writing of improvement plan, taking action, monitoring and reviewing. In ESSE (SICI, 2003), the self-evaluation process, which starts with input, is carried out with the cycle of process, output and external support.

In Scotland (Alba, 2015), the process structured within the framework of school improvement also begins with self-evaluation. However, information about developments in the environment are obtained by looking outwards and planning is made in order to reach the target determined by looking at the future. Similarly, in Canada (Ministry of Education, 2013), the framework of school effectiveness is structured as the school self-evaluation and district process. The school self-evaluation process starts with the students' achievement of the learning and success goals. The process continues with the stages of evidence collection and taking action for improvement.

In Singapore (Tee, 2003), where the model of business excellence is adapted to education, the model is structured in the following variety of areas: leadership, personnel management, strategic planning, resources, student-oriented processes, staff results, managerial and functional outcomes, partnership and community outcomes. In New Zealand (Nusche, Laveault, MacBeath and Santiago, 2012), the five-stage self-evaluation model for school improvement is carried out in the cycle of thinking, planning, implementing, observing, informing about the current state of the school. Finally, in Hong Kong (Education Bureau, 2013), the process described as the school improvement cycle begins with demonstrating the current state of the school. The process continues with the planning, implementing, monitoring, evaluation, and reporting stages. The school self-evaluation model in this research is structured in the following six stages: "preparation, planning, implementation, evaluation, taking action, monitoring and reviewing".

In the self-evaluation models examined within the scope of this research, it is seen that data or evidence is collected mostly from school administrators, teachers, students and parents through observation, reflection, interview, questionnaire, peer observation, exam result analysis or other legal documents that provide evidence. The Ireland model uses observation, teacher reflection report, learning toolkit, checklists, interview, peer observation, documentation and questionnaires as evidence collection tools. Data are also collected from school administration, teachers, students and parents (DES, 2016a).

EFQM (2013) excellence model used for enterprises uses simple self-evaluation questionnaires, EFQM checklists, EFQM business excellence model matrix and simulations. On the other hand, evidence is collected in Singapore, which adapted the EFQM excellence model to education, in the form of ongoing activities in the school self-evaluation process, analysis of the results obtained, and community, stakeholder and personnel satisfaction that contribute to school excellence and success (Tee, 2003).

ESSE (SICI, 2003) determines the effectiveness of the school self-evaluation process based on available evidence. However, there is no direct information on which data collection method is taken to obtain evidence from school administration, teachers, students, parents and the society. In Scotland, qualitative, quantitative and observational data are obtained from school staff, students, partners and other stakeholders in the self-evaluation conducted within the scope of school improvement (HMIE, 2007).

In Canada, self-evaluation based on evidence obtained within the framework of quality standards in education to improve school effectiveness is carried out with the participation of the whole school and all school personnel (Ministry of Education, 2013). In New Zealand, the school self-evaluation process is carried out by presenting data on student achievement and school performance with the participation of all stakeholders in the school (Nusche, Laveault, MacBeath and Santiago, 2012). In Hong Kong, evidence is collected in the school self-evaluation cycle from school administrators, teachers, students and parents through interviews, surveys and screening, observations, analysis of student studies, document review (Education Bureau, 2013).

In order to implement the model developed in accordance with the fourth objective of the study, scales are developed and questionnaire and interview forms are prepared for school administrators, teachers, students and parents. In addition, "General School Information Form" is prepared in order to obtain general information about the school within the scope of these six areas.

In conclusion, the school self-evaluation is an extensive process. For the effective implementation of the developed model, schools need consultation. Therefore, MoNE should assign a certain number of schools to experts who have postgraduate diploma on topics such as education administration, inspection/evaluation, and school self-evaluation, and this process should be carried out with the help of expert support. On the other hand, data collection and analysis and reporting stages are challenging for practitioners. Therefore, basic statistics, research and report writing training should be provided to the individuals in the school self-evaluation team. In addition, a handbook about these analyzes should be prepared for schools and expert support should be provided, when necessary.

The content of this model is determined as six areas. However, according to the needs of the school, the stakeholder scales in these areas may be used independently or different areas (such as accommodation-food/nutrition for vocational high schools) according to school district, type and level may be added. Valid and reliable data collection tools should be developed within this context and school self-evaluation should be conducted.

The researchers may seek the opinions of school inspectors, school administrators and academic members regarding the applicability and adoptability of this model in Turkey. School administrators or researchers in secondary schools within the context of MoNE 2023 Vision Certificate school development target may apply the model that is developed. In addition, researchers may adapt this school self-evaluation model to different teaching levels and school types.

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Eğitimde Değerlendirmeye Özgün Bir Bakış: Okul Gelişimini Destekleyen Bir Okul Öz-Değerlendirme Modeli

Atıf:

- Kurum, G. & Cinkir, S. (2019). An authentic look at evaluation in education: A school self-evaluation model supporting school development. *Eurasian Journal of Educational Research*, 83, 253-286, DOI: 10.14689/ejer.2019.83.12

Özet

Problem Durumu: Eğitimin niteliği, amaçlara ulaşma düzeyi ile belirlenmektedir. Bu amaçlara ulaşmak için eğitime ciddi kaynaklar ayrılmaktadır. Kaynakların etkili şekilde kullanılıp kullanılmadığı eğitim çıktılarının nitelik düzeyiyle belirlenebilir. Bu durumun ise okullarda sunulan eğitim-öğretim etkinliklerinin denetlenip değerlendirilmesi ile mümkün olduğu söylenebilir. Ancak eğitimde dış değerlendirmenin yetersiz kalması farklı denetim ve değerlendirme modellerinin geliştirilmesini sağlamıştır. Bu bağlamda okul öz-değerlendirme de bu arayışın bir ürünü olarak okulların paydaşlarıyla birlikte kendilerini tanımasını ve bilmesini sağlayıp dış değerlendirmeyi tamamlayan bir iç değerlendirme uygulaması olarak ele alınabilir.

Öz-değerlendirme kapsamlı bir süreçtir. Bu süreçte MacBeath (2006, 62-65-111) öz-değerlendirme için amaç, hitap edilen kitle, çerçeve, ölçüt, süreç, araçlar ve ürün olmak üzere yedi faktör belirlemiştir. Öz-değerlendirme, okulların kendi hikâyelerini yazma süreci olduğu için okullar sadece ulusal ya da uluslararası test sonuçları gibi kolaylıkla

erişilebilen standartları ölçüt olarak almak yerine okul paydaşları tarafından anlamlı bulunan ve değer verilen ölçütler geliştirip, onları temel alabilir.

Dünyada eğitimde hesapverebilirlik, okul geliştirme ve iyileştirme, etkili okul gibi uygulamalar Türk Eğitim Sistemini de etkilemektedir. Bu gelişmeler ışığında Türkiye’de öz-değerlendirme ilköğretim, mesleki ortaöğretim ve yükseköğretim düzeyinde uygulanmaya başlanmıştır. İlköğretim düzeyinde MEB Temel Eğitim Genel Müdürlüğü, 05.11.2009 tarihli 2009/83 sayılı genelge ile “İlköğretim Kurumları Standartlarını (İKS)” yayınlamıştır (MEB, 2010). Türkiye’de okul öz-değerlendirme İKS bağlamında merkezden yürütülen zorunlu bir süreçtir.

Türkiye’de öz-değerlendirmeye bir geçiş olduğunu göstermektedir. Bu doğrultuda okullarda kullanımı kolay, geçerli ve güvenilir araçlara sahip, paydaş katılımının belirgin rol ve görevlerle açıklandığı ve uygulamacılara esneklik tanıyan bir okul öz-değerlendirme modeline ihtiyaç duyulmaktadır. Bu bağlamda araştırmanın problemini, okul gelişimini destekleyen bir okul öz-değerlendirme modelinin nasıl olması, bu süreçte kimlerin yer alması, kapsamının neler olması ve veri toplama sürecinin nasıl olması gerektiği oluşturmaktadır.

Amaç: Bu araştırmanın genel amacı kamu ortaokulları için okul gelişimini destekleyen bir okul öz-değerlendirme modeli geliştirmektir. Çalışmada öğretim üyelerinin görüşlerine ve mevcut alan yazına göre okul gelişimini destekleyen bir okul öz-değerlendirme modelinin paydaşları, alanları, aşamaları ve veri toplama süreci belirlenmeye çalışılmıştır.

Yöntem: Bu araştırma hem nicel hem de nitel araştırma yöntemlerinin birlikte kullanıldığı karma araştırma yöntemi (Teddlie ve Tashakkori, 2010, 11) ile gerçekleştirilmiştir. Ayrıca bu çalışmada özel programların geliştirilmesi, uyumlu hale getirilmesi ve değerlendirilmesine destek sağlamak amacıyla (Creswell ve Plano Clark, 2015, 108) nitel ve nicel yaklaşımların sıralı ya da eş zamanlı aşamalarının genel program hedefini karşılayacak şekilde birleştirildiği çok aşamalı karma desen kullanılmıştır. Çok aşamalı karma desen Araştırma ve Geliştirme (AR-GE) yöntembilimindeki aşamalar doğrultusunda yapılandırılmıştır. Bu çalışmanın amacı doğrultusunda Borg (1987) ve Gall, Gall ve Borg (2003) tarafından formüle edilen “(1)araştırma ve kavrama, (2)tasarlama ve geliştirme, (3)yansıma ve gözden geçirme, (4)uygulama ve değerlendirme aşamalarından oluşan dört basamaklı AR-GE modeli döngüsü kullanılmıştır. Ancak bu çalışma model geliştirme ile sınırlı tutulduğu için uygulama ve değerlendirme aşaması döngüden çıkarılmıştır.

Bu araştırmanın çalışma grubu için Türkiye’de bulunan üniversitelerde görev yapan performans değerlendirme alanında çalışma yapmış/tez yürütmüş, öğretmen yeterlikleri belirlenmesi sürecinde yer almış, okul geliştirme üzerine çalışma yapmış ve ilköğretim kurum standartları belirleme sürecinde yer almış 30 öğretim üyesi belirlenmiştir. Sonrasında bu öğretim üyelerinin ilgili konularda yaptığı çalışmalar tekrar gözden geçirilerek bu araştırmanın model geliştirme aşaması için 17 öğretim üyesi seçilmiştir. Sonuç olarak bu çalışma katılmayı kabul eden dokuz öğretim üyesi ile yürütülmüştür. Veriler doküman analizi ve Okul Öz-Değerlendirme Modeli Anketi aracılığıyla toplanmış, betimsel olarak analiz edilmiştir.

Bulgular: Araştırmanın genel amacı doğrultusunda yıllık olarak uygulanması planlanan okul gelişimini destekleyen bir öz-değerlendirme modeli geliştirilmiştir. Bu model hazırlık, planlama, uygulama, değerlendirme, eyleme geçme, izleme ve değerlendirme olmak üzere altı aşamadan oluşmaktadır. İlk dört aşama öz-değerlendirme, son iki aşama geliştirme amacıyla kullanılmaktadır. Bu modelin içeriği “yönetim ve liderlik, eğitim-öğretim süreci, okul-aile-toplum işbirliği, okul sağlığı ve güvenliği, okulda ilişkiler ve iletişim, mesleki gelişim” olmak üzere altı alandan oluşmaktadır. Model okul öz-değerlendirme ekibi tarafından uygulanmaktadır. Ayrıca bu sürece kılavuzluk etmesi amacıyla danışma birimi de oluşturulmuştur. Danışma birimi okul yöneticisi, zümre başkanları, danışman (okul değerlendirme alanında uzman öğretim üyesi ya da lisansüstü eğitim almış uzman) ve dış değerlendirici olarak maarif müfettişinden oluşmaktadır. Diğer taraftan okul öz-değerlendirme ekibi; okul yöneticisi, zümre başkanları, öğrenci temsilcisi, veli temsilcisi ve uzmandan oluşmaktadır. Uzmanların görüşlerine göre nitel ve nicel veriler okul yöneticisi, öğretmen, öğrenci ve veliden anket/ölçek ve görüşme formu aracılığıyla toplanmalıdır.

Diğer taraftan “Okul-Aile-Toplum İşbirliği” alanında okul yöneticisi, öğretmen ve veliden veri toplanmalıdır. Çünkü bu alanda uzmanlar öğrencilerin sadece kendilerini ilgilendiren alanlarda sürece dâhil olmaları gerektiğini düşünmektedir. Bu sebeple öğrencilerin okul-aile-toplum işbirliğine dolaylı olarak dâhil edildiği kabul edilmektedir. Bu kapsamda geçerli ve güvenilir paydaş ölçekleri, görüşme/anket ve okul genel bilgiler formu hazırlanmıştır. Ayrıca değerlendirme aşamasında kanıt olarak uygulama örnekleri, toplantı tutanakları, kayıtlar, yasal belgeler ve ürün dosyaları istenmiştir.

Sonuç ve Öneriler: Bu çalışmada ortaokullar için altı aşamalı bir okul öz-değerlendirme modeli geliştirilmiştir. Okul öz-değerlendirme işbirlikli bir süreçtir. Ancak okul öz-değerlendirmenin genel olarak okul yöneticileri liderliğinde daha çok öğretmen, öğrenci ve veli katılımıyla gerçekleştiğini söylemek mümkündür. Bu sebeple bu çalışmada İl/İlçe MEM bünyesinde danışma birimi, okul bünyesinde okul öz-değerlendirme ekibi tasarlanmıştır ve her katılımcının ekip içindeki rolü tanımlanmıştır. Okul öz-değerlendirme modelinin içeriği “Yönetim ve Liderlik, Eğitim-Öğretim Süreci, Okul-Aile-Toplum İşbirliği, Okul Sağlığı ve Güvenliği, Okulda İlişkiler ve İletişim, Mesleki Gelişim” olmak üzere altı alandan oluşmaktadır. Ancak okulun ihtiyaçlarına göre bu alanlardaki paydaş ölçekleri bağımsız şekilde kullanılabilir ya da okul bölgesi, türü ve kademesine göre farklı alanlar (meslek liseleri için konaklama-gıda/beslenme gibi) eklenebilir.

Diğer taraftan bu modelin uygulaması sürecinde okul yöneticileri ve öğretmenler temel istatistik, araştırma ve rapor yazma konusunda eğitime ihtiyaç duymaktadır. Bu doğrultuda eğitim yönetimi, denetimi/değerlendirmesi gibi alanlarda lisansüstü eğitim almış uzmanlardan destek sağlanmalıdır. Ayrıca geliştirilen modelin uygulanabilirliği ve benimsenebilirliğine ilişkin alan uzmanı öğretim üyelerinin, maarif müfettişlerinin, okul yöneticilerinin ve öğretmenlerin görüşleri alınarak çeşitli araştırmalar yürütülmelidir.

Anahtar Sözcükler: Okul öz-değerlendirme, okul geliştirme, okul iyileştirme, model geliştirme, araştırma-geliştirme yöntembilimi.