Perceptions of Educators about Teacher Placement and Appraisal in the Charter School Model[1]

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Abstract

The purpose of this study is to evaluate perceptions of Turkish educators about teacher placement and teacher appraisal in the Turkish education system context by identifying successful and problematic components of charter schools. Sequential explanatory mixed research method design was used; the qualitative part of the study was conducted with a group of 30 educators. The qualitative analysis was conducted through the content analysis method. The quantitative part of the study was conducted with a participant group of 583 educators. Frequency and percentage values were obtained by analyzing data. The major finding of the study was that most of participants except teachers approached positively the contribution to the quality of education, the success of students, professional development of the teachers and the professionalization of teaching when the teachers were employed and evaluated in terms of their performance by the school board. This board had a role in the management of the school and included some parents as members within the framework of charter school model. Teachers involved in this study reacted adversely to the framework related to their duties and job features and responsibilities that lead to the success of the charter school model.

Keywords: Charter schools, education policies, educational reform, teacher.

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Introduction

Charter school is a sort of school that is established by society and financed by the government based on a contract in countries like Canada, the USA, England, New Zealand, Australia, and India but not the case in Turkey. One of the main strengths of charter schools is that they allow the parents and children to choose the schools. In charter schools, the school board conducts recruitment and assignment of the teachers. These schools also adopt a philosophical approach in which the teachers become more active and accountable during the preparation of the education program.

The first idea of chartering was a 1974 paper called Educating by Charter by Budde, a teacher, school principal, and faculty member at the University of Massachusetts in the USA. Shanker expanded Budde's idea and suggested a procedure that would enable teams of teachers and others to submit and implement proposals to set up their autonomous public schools within their schools' buildings. These ideas caught the attention of a group of educators and policy innovators in Minnesota, notably including

Joe Nathan, Ted Kolderie, and Ember Reichgott (Finn et al., 2016). By 1991, Minnesota passed the first charter school law (Bosetti et al., 2015).

Charter schools are the state schools designed to make crucial contributions to students' learning and create innovations in education (Mindzak, 2011). These schools provide options for parents and educators or the school mission (Bosetti, 2001) and have a semi-autonomous structure (Fuller, 2002). Even though there is the concept of being a state school in their definition, they are mixed institutions that do not have all the features of state schools. In other words, these schools have some of the features of private schools (O'Reilly & Bosetti, 2000).

Charter schools are public schools that operate under a management contract. A charter school submits to the requirements of a contract with its authorizing agency in exchange for exemptions from many of the rules and regulations that govern traditional public schools (Witte et al., 2007). These schools' teachers autonomously develop their curriculum and school boards engage in their budgeting and hire and fire their staff (Ford & Ihrke, 2015). Although the charter schools have to hire certificated teachers like the other state schools (Bosetti, 2001), according to the study by Amsterdam (2017), some of the charter schools in the USA were examined thoroughly based on the state they were found in, and it was revealed that the teachers who were not capable of teaching were assigned to teach in schools in some states. Charter schools enable teachers to work in an atmosphere that has opportunities like using new philosophical approaches, teaching methods, and tools of evaluation in an autonomous and innovative school environment. Teachers find an opportunity to become active in all the stages concerning school operations from the planning of the curriculum to management and financial regulations (Bierlein & Mulholland, 1994; Good & Braden, 2000). Teachers in most charter schools also design policies, form the curriculum, establish sustainability networks, and supervise the working conditions (Little Hoover Commission, 1996).

The word *charter* in the term of contracted schools refers to the document expressing the specific purpose of the school and the rules in its functioning. (Lawton & Brown, 2012). This document is an agreement between the ministry of education and the individual or group that is involved in the establishment and management of the chartered school. The contract includes school-specific educational services provided by the school board. Besides, it defines how the school work and what student output for success is. School philosophy, purpose, and goals stated in the contract also accentuate its reason for existence. These definitions should underpin measurable and enhanced student learning. These features included in the contract also form a basis for making educational decisions. The process of reorganizing the contract or any changes in its content are obliged to be specified in the contract. Getting informed parents and teachers, who are parts of the contract process in any case of change is compulsory. Each amendment requires ministerial approval before the contract implementation (Alberta Learning, 2002).

As charter schools have to fulfill each goal in their contract, they strive towards this. On the condition that the school does not comply with regional responsibilities, the minister may terminate the relevant contract (Alberta Learning, 2002; NCES, 2015). In other words, the inspection report on unfulfillment of the specified goals may cause the school closure (Buechler, 1996; Lawton & Brown, 2012; Clark et al., 2015). The doctrine of these schools is quite clear; poor (unsuccessful) schools must be closed, or approval authorities will not renew their contracts (Finn & Manno, 2015). The decision of the minister of education on this matter is the final decision (Alberta Learning, 2002). The motivation of charter schools for achievement stems from some obligations such as temporary contracts dependent on high student success otherwise threat of school closures (Al, 2013).

The purpose of this study is to reveal the opinions of the educators in Turkey about employment of teachers, evaluation of their performances, and work requirements when they work under a school board using the charter school model. In the scope of this purpose, both what the prospective advantages, disadvantages, and suggestions are and how the results obtained differ according to the duties of the participants have been examined.

Method

Research Design

The study conducted by mixed research method involves collecting more types of data and analyzing more types of information than either quantitative or qualitative research alone (Creswell & Clark, 2017). In research carried out using the mixed research method, the qualitative and quantitative techniques of gathering data and analysis were used in a concurrent or sequential way (Tashakkori & Teddlie, 2003). The research was designed in accordance with the sequential mixed research method suggested by Creswell (2006). The mixed research method includes collection and analysis of both qualitative and quantitative data, the integration of these two types of data and their results, the use of certain mixed research method designs, and the comprising of the study within a single framework as theory and philosophy. This study began with the qualitative method for exploratory purposes and continued with the quantitative method by utilizing a large participant group so that the results could be generalized to a population (Creswell, 2003).

Research Participants

The study group of the qualitative dimension of the study was formed by a total of 30 participants who were teachers, school principals, supervisors, and academics working in different levels of state schools (nursery schools, primary schools, secondary schools, and high schools) and state and private universities in Istanbul during the 2016-2017 academic year. The qualitative data of the study was obtained through face-to-face interviews. The participant group of the quantitative dimension consisted of a total of 583 participants including 309 teachers, 117 principals, 54 supervisors, and 103 academics. The participant group was composed of teachers and principals working at pre-schools, primary schools, secondary schools, and high schools in state schools which were in 11 randomly chosen districts of Istanbul; supervisors working across Turkey; academics working at the faculties of education in 38 randomly-chosen state and private universities during the 2017-2018 academic year.

Research Instrument and Procedure

Qualitative data of the study were collected through open-ended s prepared by the researchers and face-to-face interviews. In addition, the survey included 47 items which were also prepared by the researchers and used to gather quantitative data. The items contained in the survey were formed by using the data which was obtained through interviews in the qualitative dimension and literature research. The survey was designed according to the five-point Likert scale and a rating system from totally disagree (1) to totally agree (5) was preferred. Total values of the answers which were given as totally agree and agree were counted as the participants who agreed; and total values of the answers which were given as totally disagree and disagree were counted as the participants who disagreed in the findings and discussion parts. The percentage of people who chose each option is also mentioned in brackets in the findings section. Both of the data collection tools were examined by experts and revised and pilot studies were carried out to provide content validity before their application.

Data Analysis

Firstly, the codings included two to four characters of letters and numbers were completed on the data. As a result of this, the participants were categorized according to their jobs. The participants in this study were divided into four groups as teachers, principals, superintendents, and academicians and they were coded. According to this, the first step of the coding showed to which group the participant belonged. It was "T" for teachers, "P" for principals, "S" for supervisors, and "A" for academics. The second step after this showed the rotation number in the interviews. "." (full stop) was put between the steps in the coding process to make them understandable. The third character for the academics defined the academic title of the participant. For this, they were coded as Professor (P), Associate Professor (AP), Assistant Professor (AssP) and PhD (PhD). The fourth step for the academics and the third step for the principals and the teachers showed the professional field of the participants. The professional fields given by the teachers and principals and the expertise fields of the academics were varied as

Classical Turkish Literature (CTL), Classroom Training (CT), Educational Administration (EA), English (E), Information Technologies (IT), Pre-school Education (PE), Psychology (P), Turkish Language and Literature (TLL), Biology Education (BE), Counseling (C), Philosophy–History of Science (PHS) and Science Education (SE).

Content analysis was completed with the assistance of a computer program for the qualitative data and basic statistical values like frequency and percentages were obtained by using a computer program on the quantitative data.

Findings

The data were collected through face-to-face interviews with teachers, principals, supervisors, and academics who worked in Turkey and took part in the study to determine the advantages and drawbacks of the situation in charter schools. The school boards of these schools had a role in the management of the schools, and parents were also members of the board and were involved in evaluating teacher performance. The qualitative data were analyzed and put into three themes: advantages, drawbacks, and suggestions. These themes are shown in figure 1.
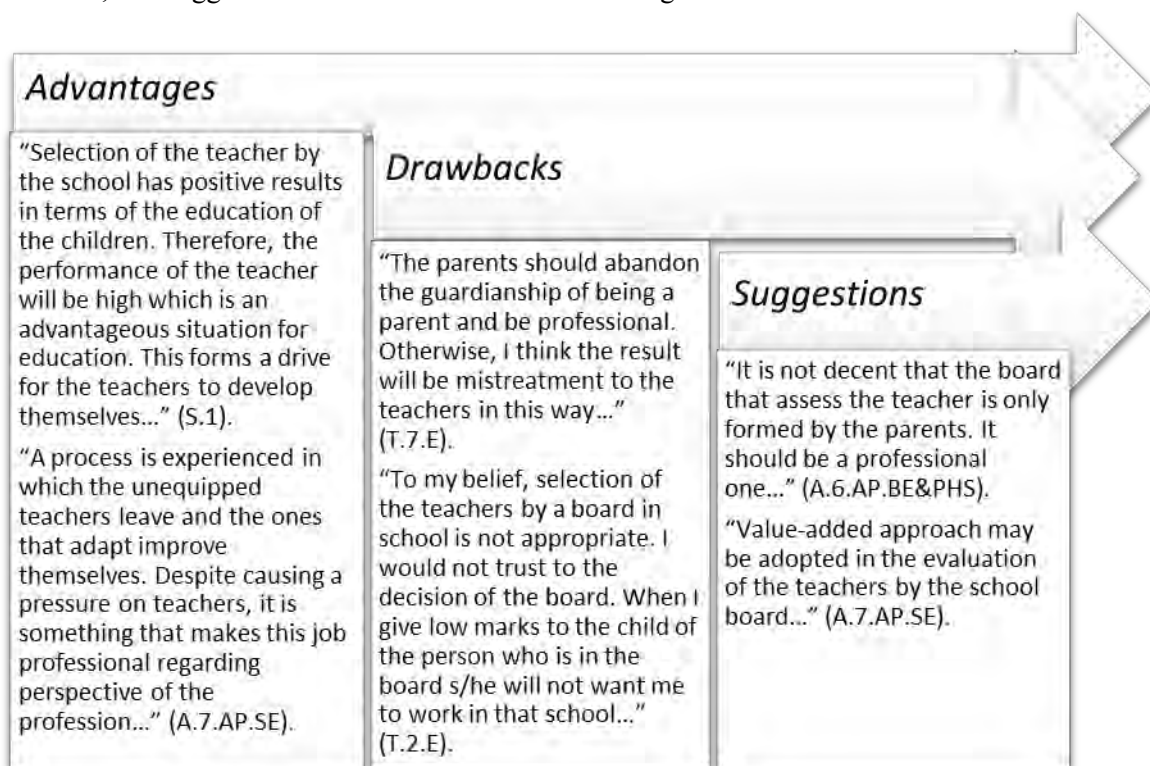
Advantages

"Selection of the teacher by the school has positive results in terms of the education of the children. Therefore, the performance of the teacher will be high which is an advantageous situation for education. This forms a drive for the teachers to develop themselves..." (S.1).

"A process is experienced in which the unequipped teachers leave and the ones that adapt improve themselves. Despite causing a pressure on teachers, it is something that makes this job professional regarding perspective of the profession..." (A.7.AP.SE).

Drawbacks

"The parents should abandon the guardianship of being a parent and be professional. Otherwise, I think the result will be mistreatment to the teachers in this way..." (T.7.E).

"To my belief, selection of the teachers by a board in school is not appropriate. I would not trust to the decision of the board. When I give low marks to the child of the person who is in the board s/he will not want me to work in that school..." (T.2.E).

Suggestions

"It is not decent that the board that assess the teacher is only formed by the parents. It should be a professional one..." (A.6.AP.BE&PHS).

"Value-added approach may be adopted in the evaluation of the teachers by the school board..." (A.7.AP.SE).

Figure 1. *Themes and Representative Comments*

Advantages. Participants who evaluated the charter school model as it related to teachers and had positive ideas mentioned that being selected and assigned by the school board may affect teachers' performance in a positive way *(S.1, P.3.EA, A.7.AP.SE, T.6.IT, A.3.PhD.C&EA, P.4.PE)*. The participants were the supervisors, principals, academics, and teachers who believed that the teachers would be aware that they should teach in a professional way to work at the school, they would be open and willing to develop themselves to continue teaching for the next year, and this situation would result in positive pressure on the teachers and would make them more professional.

Drawbacks. Some academics considered that the pressure on the teacher might lead the teacher to leave their profession because they believed that teaching was not a profession to be practiced under pressure *(A.3.PhD.C&EA, A.5.AssP.EA)*. Especially the teacher participants opposed to the idea of teacher selection by the school board. All of the participants who were permanent teachers at state schools stated that the parents could not be unbiased, objective or proficient enough to evaluate the teachers *(T.2.E, T.7.E, T.8.TLL, T.3.P)*. Some participants mentioned that they felt uneasiness with the system, lacked communication with parents, the board would make decisions for political reasons, there was uncertainty in the selection process, and the situation had no legal basis *(P.4.PE, P.8.CT, P.3.EA, A.3.PhD.C&EA)*.

Suggestions. Participants recommended that the school board should consist of professionals in order not to behave unjustly toward teachers in the charter school model *(A.6.AP.BE&PHS)*. The top management should give the ultimate decision of teacher dismissal to avoid unfair termination. Given that these are state schools and in the case that dismissal becomes a necessity, this should be reported to the top management by the school board *(P.6.CTL)*. Adopting the value-added approach in the process of teacher evaluation might help prevent uncertainty regarding the scientific or legal basis being used to assess teachers.
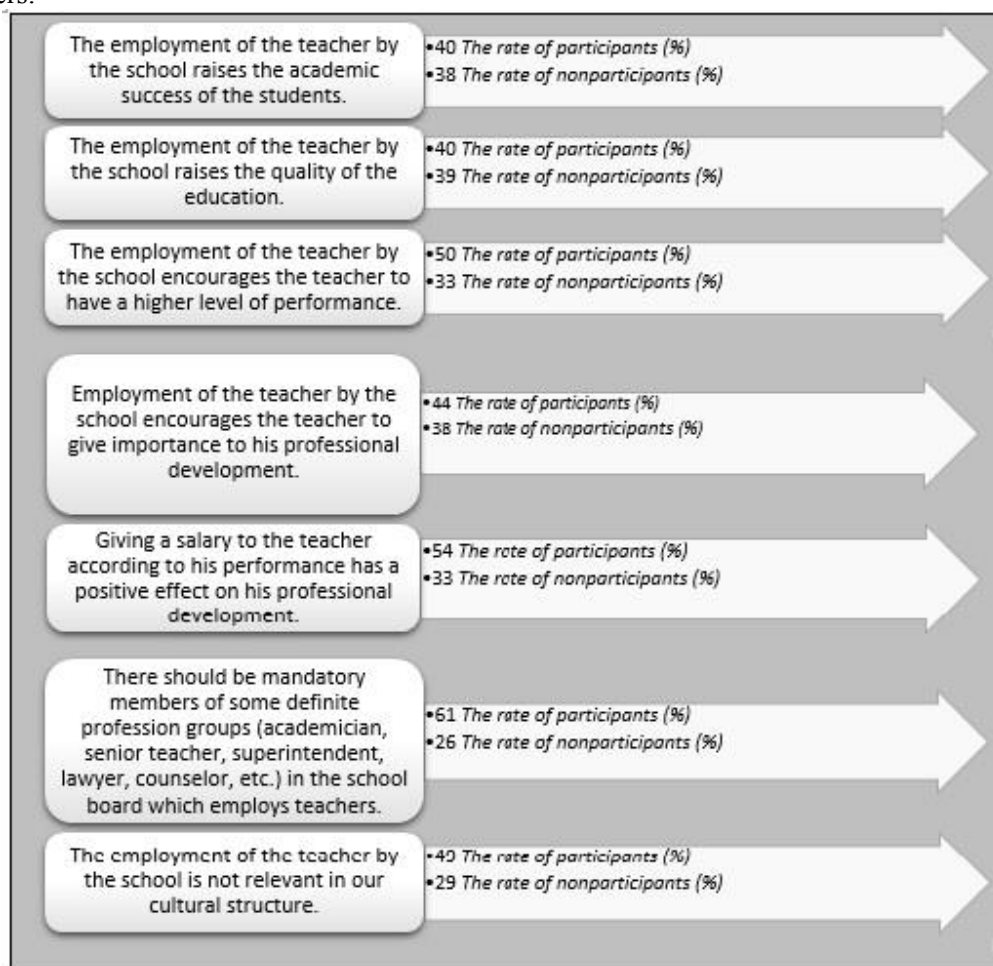

Figure 2. *Perceptions of Educators and Rates (%)*

Educators who participated in the survey *(44% of 583: 74.36% of principals; 57.29% of academics; 53.70% of supervisors and 25.89% of teachers; p<.05)* believed that selection of the teacher, his/her dismissal, and evaluation of his/her performance by the school board would encourage the teacher to give importance to his/her professional development, while 38% did not agree with this idea.

Educators who participated in the survey *(54% of 583: 70.87% of academics, 74.08% of supervisors, 82.05% of principals and 50.49% of teachers; p<.05)* indicated that giving a salary to the teacher based on his/her performance would contribute to his/her professional development, whereas 33% of them disagreed.

Educators who participated in the survey *(61% of 583: 78.64% of academics; 77.78% of supervisors; 69.24% of principals, and 48.54% of teachers; p<.05)* stated that there had to be mandatory members of some specific professional groups (academic, senior teacher, supervisor, lawyer, counselor, etc.) in the school board which employed teachers and evaluated their performances, while 26% disagreed with this idea.

Educators who participated in the survey *(49% of 583: 41.75% of academics; 44.45% of supervisors; 44.44% of principals and 61.81% of teachers; p<.05)* supported the idea that the employment of the teacher by the school was not relevant in our cultural structure, whereas 29% had the opposite idea.

Discussion

The interview questions of this study aim to get the ideas of educators in Turkey regarding the processes of employment, evaluation, and accountability in charter schools. Some participants mentioned that the students, the school, and the education system would be better if the teacher performed professionally. The features emphasized by the participants for a teacher were mostly diligence, sacrifice, and teacher development and renewal (Bakioğlu & Karaevli, 2019). Yörük and Su (2015) explain that the structure of the charter school may help teachers work more unselfishly. The idea that the teacher in a charter school should work professionally to fulfill his/her duty may provide a motive to develop himself/herself. In the qualitative dimension of the study, one of the opinions of the participants who supported the employment and performance assessment of the teachers by the school board was that the teacher would be more willing to improve himself. According to Wei et al. (2014), there is a more supportive educational environment for the teachers in charter schools in terms of leadership, cooperation with colleagues, professional development, mentorship, and resources when compared with traditional state schools. In the study of Iachini et al. (2013) according to the students who study at the recovery charter schools which were opened to gain the students who left state schools, the reasons for their success in their new schools are individualized learning, school structure, and school climate. As a result of this study, cooperation with teachers was emphasized to prevent dropouts.

In this study, differing results were obtained from the different groups regarding participants' opinions about how teachers should be chosen in the charter school model. Especially the difference between the opinions of the teachers and the principals stood out. The rate of the participants who predicted that the success of the students would be higher provided that the teachers were chosen and assigned by the school was 40% (totally agree: 16%; agree: 24%,) which was less than half of all the participants. While most of the teachers chose the totally disagree (26.54%) and disagree (27.51%) options for this item, the principals had a very high percentage of totally agree (37.61%). The most indecisive group on this subject was academics (35.92%). Those who give positive opinions are mostly in the stages of career entry (1-5 years) and recession (6-10 years). The reasons for the negative opinions of the teachers in the first 10 years of their profession are; it may be necessary to examine with the ongoing detailed interview whether the negative opinions of the teachers in the first 10 years of their profession stem from the reaction given to the idea of being appointed by the school, the lack of their self-confidence, the negative experiences the gained on student success or a general disappointment (Karaevli, 2018). It was emphasized in the study of Bakioğlu et al. (2013) that there was no one to get support for the problems that the teachers had in their first years and they tried to solve these problems on their own; consequently, some teachers' perspectives towards the students and the profession became negative. The results of the prediction of whether the teacher's assignment by the school will increase the academic achievement of the students are in line with the opinions on whether the quality of education will increase in the same situation. The ratio of those who think that the selection and assignment of the teacher by the school board will contribute to the improvement of the quality of

education (40%) and the percentage of those who do not think in this way (39%) are close to each other, but the ratio of those who think that it will contribute to the improvement of the quality of education is higher. When the results are investigated on the distribution according to the type of task, it is seen that the principal participants (73.5%) participated in the article at the highest rate, followed by the supervisors (50%). The majority of faculty members were concentrated in the article which states that they were undecided (35.92%). The options that the teachers showed intensity were again totally disagree (27.18%) and disagree (28.16%). It can be said that those who express negative opinions in this subject are predominantly in career stages (1-5 years) in career entry (53.33%) and (6-10 years) recessions (56.31%). Crawford (2017) found that there was a positive relationship between seniority and satisfaction with teacher's job. It was emphasized that as a result of the increase in seniority, the effects of the teachers, who developed to be more effective, increased on the success and correct behaviors of the children, and there became a process that increased the satisfaction of the teacher to his/her job.

The results regarding whether the employment of the teacher by the school made the academic success of the students higher was quite similar to the opinions about whether the quality of education rose in the same situation. The rate of the participants who stated that employment and assignment of the teacher by the school board contributes to the quality of education (40%) and the rate of the participants who had the opposite idea (39%) were very close. According to the type of work, the participants who had a high level of agreement were the principals (73.5%) and they were followed by the supervisors (50%). Academics were indecisive on this subject (35.92%). The options that the teachers chose most were totally disagree (27.18%) and disagree (28.16%). There were participants who commented that the anxiety was experienced by the teacher during the employment process, and they believed the attitude towards his/her performance could be both positive and negative. In other words, participants were divided into two groups on this subject.

One group put forward the idea that this anxiety and pressure as well as the worry of losing his/her job make the teacher work harder and embrace his/her job more. However, the other group emphasized that teaching is not a job that can be done under pressure, worry and anxiety lead to a decrease in the motivation of the teacher and affect his/her performance adversely. It may even result in burnout syndrome, which has consequences like a lower level of student success. Half of the participants supposed that being employed by the school encourages the teacher to attach more importance to his/her professional development (totally agree: 20%; agree: 30%). Although the principals (78.64%), supervisors (66.67%), and academics (58.25%) responded positively according to the type of work, the teachers responded negatively disagree (48.54%). In the study by Prear Thomas (2010), the quality of the teachers in the school is mentioned as the reason for the increase in the success of a charter school in the last five years in Ohio as well as the reason for sustaining this success. The emphasis on the statement if you are good, the person who wins will be you, which is presented by the charter school structure, may support the professionalization of the job of teaching. This dynamism, which is based on the teacher's good attainment in his/her profession, but also attaining good gains, will pave the way for him to advance by taking advantage of new opportunities. As a result, with this perception, it can be ensured that as the profession spreads firstly to the occupants and then to the society, it is possible to look at the teaching profession from a professional point of view and to eliminate the approaches that humiliate the profession. This situation can be considered as an element that will increase teachers' respect and satisfaction towards their profession (Karaevli, 2018).

Crawford (2017) found that there is a relationship between the teacher's salary and satisfaction with his job. Roch and Sai (2017) indicated that lower wages and limited union membership are among the reasons why teachers working in contracted schools -especially for-profit or independent contracted schools- have lower satisfaction than teachers in traditional public schools. It is possible to get into a development-oriented cycle in order to be better thanks to the spiritual satisfaction and motivation that the teacher receives a higher wage by professionally performing his/her profession and increasing the standard of living of the teacher and increasing the prestige of the profession. 54% of respondents (strongly agree: 18%; agree: 36%) think that giving a performance-based salary to the teacher will

contribute to the professional development of the teacher. When the results differ according to the task type; principals (45,30%), supervisors (55,56%), and faculty members (48,54%) indicated that the highest percentage of participants agreed with the five options, while the answer of the teachers' agglomeration was strongly disagree (28,16%).

It may be useful in predicting the reasons for this concern that they have both the teachers take into account both in terms of Turkey, what are the priority issues to be solved in this school buildings assessed in the framework of research by dealing with why the teachers showed clutter causes at a rate that can be considered high to this negative answer, in other words, why they have this worry. For the groups that have chosen the article I strongly disagree at the highest rate are those who are in their career of (1-5 years) entry to career (31.43%) and recession stages (6-10 years) (27.18%); it may be useful to address the anxiety felt during the first years of the profession, the painful process between professionalization and the inability to cope with reality and to address the pressure of colleagues to take care of themselves as soon as possible in response to the need for mentor support, and to develop sustainable solutions for this purpose.

The participants had doubts about whether parents who were members of the board might be fair and conscientious while deciding who would work and evaluating performances in the placement and appraisal of teachers by the board. Some participants emphasized that some ethical qualities were necessary for people who were members of the board to behave objectively , such as not focusing on their personal interests and not having prejudice in their personal opinions about the teacher or the level of the communication with the teacher because the children of the parents who form the school board are the students being taught in the school. According to the teacher participants, the parents who care about how their children are treated or how they are graded, in short, the parents who have the potential of evaluating the teacher just considering their own child might treat unfairly to teachers. The teacher participants were worried about experiencing mistreatment because of being in a position that they did not deserve and losing their jobs as a result.

According to research by Akbaba et al. (2008), it found that when teachers and administrators are evaluated by students and parents, there may be a negative climate in school on the teachers' part. It was mentioned that there might be problems that could lead to conflict between teachers and parents and teachers and students, and the teachers did not want the parents and students to take part in the evaluation process of the teachers. The participants that were interviewed face to face expressed their worries about which criteria would be used for the teachers. Whether these criteria are evaluated objectively or in a biased way is a subject that has the potential to be a source of conflict. One of the suggestions on this subject is the approach that is based on increasing value (value-added performance). This approach focuses on the importance of how much the student has progressed since the first meeting with him/her.

The participants also worried about the effect of the variables like appearance, point of view, and relationships. However, some subjects that may cause problems according to teachers could be prevented if the board uses objective approaches to evaluation. Yörük and Su (2015) point out that the personal rights of teachers may be neglected in charter schools. It has been emphasized that it is necessary to take some precautions for teachers not to be abused and forced to accept being underpaid, giving no reaction because of the worry of losing their job or being unable to demand justice. In spite of being state schools, charter schools do not guarantee that teachers work at the same school until they retire. Therefore, when the teacher does not do the profession successfully, it is expected that he/she is aware of the situation that he/she cannot continue. However, the participants have emphasized that there should be some precautions to protect the teacher when he/she is dismissed just because of informal or unethical reasons.

Another opinion of the participants who found the employment and assignment of the teachers by the school board inconvenient was doubt about whether the parents were capable of the task they had been given. Some of the participants who admitted that this evaluation could be done providing that it was done objectively also questioned to what extent the parents could be successful in this. They believed a certain level of education, knowledge, and awareness might be necessary to correctly choose

which scientific methods and approaches would be used by the members of the board in the selection of the teacher or evaluating his/her performance.

Finn et al. (2016) stress that the capacity or the proficiency of the school board may become a problem as the schools need all types of information including strategy, finance, estate, pedagogy, human resources, business law, and social relations. This range of capabilities can hardly be met by a school board that has five to seven members in an autonomous school having a small leadership group and a few hundred children to serve. Moreover, participants had the idea that the parents should have both academic competence and some ethical qualities. Thus, the possibility to have this holistic efficiency or find some people who have it, or even the hope that these people come together randomly in the same school, is extremely low. That's why, the participants, and especially the teachers, had conflicting ideas about the parents who become decision-makers for schools.

Addi-Raccah and Arviv-Elyashiv (2008) mention that teachers are uncomfortable because of the interfering and demanding attitudes of the parents and they consider that this makes their professional positions meaningless. A suggested strategy that could be developed in such a situation is raising parents' belief and trust in the ability of teachers' skills and degrees and avoiding conflict. It depends on the open communication and transparency of teachers. Curry (2013) emphasizes the sufficiency problems owing to the incapability of inexperienced parents and adds that the families do not know business law, how to prepare a balance-sheet, how to manage a business, or how to prepare a marketing plan. For this reason, it is crucial that the school board gives an opportunity to a professional, assigned leader to run the daily management of the school.

The tasks like assignment of the people who will be in the school board should be according to some criteria, such as being trained academically during their membership on the school board or being paid some money during their tenure on the school board to make them motivated to do their best. Moreover, some institutions approved by the government may decrease the number of negative events over time. In addition, the participants believe that mandatory members belonging to definite job groups (academic, senior teacher, supervisor, lawyer, counselor, etc.) may be helpful in the selection of teachers, with which. 61% of the 583 participants agreed.

The participants who disagree with the statement that teachers who work at the same school should get their salaries according to their performance believed that a system like this causes stress in the school climate and problems related to envy and conflict. Although this situation is predicted to cause negative events between teacher-teacher, teacher-administrators, teacher-school board, the possibility of getting performance-based salary seems to be high in charter schools (Finn et al., 2016). Crawford (2017) finds in his study that there is a relationship between the salary that the teacher won and the satisfaction that he/she feels towards his/her job. Becoming better and being in a development-oriented cycle may be provided through inner satisfaction and motivation which is caused by being professional in the job and getting a higher salary, having high living standards, and raising job prestige for teachers. More than half of the participants expressed that paying the teacher according to his/her performance contributes to his/her professional development. Despite this, the teachers who were participants mostly disagreed with this statement. It may be beneficial to pay attention to the worries that teachers have about this topic.

This study reflects the opinions of the academics and supervisors working in Turkey and the teachers and principals working in state schools in Istanbul in terms of selection, assignment, and features of the teaching profession in the charter school model. The findings demonstrate that especially the teacher participants had a negative attitude (such as choices of the five-point Likert scale showing disagreement) towards the qualities of teachers, which is a key element of success in these schools. The opinions of the academics, supervisors, and principals are relatively more positive than those of teachers. They believed that assigning teachers, continuing their job according to their performance, and deciding the salary they get from the school board may have positive effects on the quality of the education, the academic success of the students, and the personal development of the teachers. Only if it is understood what the underlying reasons for the resistance that the teachers show and the worry they feel are, this

development process, which some of the participants called "the professionalization of the teaching job", can be carried out thoroughly.

In such a school structure, the support of teacher unions in every area is crucial. Instead of having some bodies which are handicaps for the teachers to come together as is the case in Turkey, the nonprofit organizations (unions, associations, chambers, etc.) which are formed by teachers can be encouraged and developed by the government in order to support them in these schools.

The consequences were mentioned by the teacher participants who work in state schools and were interviewed face to face about the employment of teachers by school boards. Also, most of the participants who shared their opinions through the survey have opposing answers. The answers were almost equally divided on the items answered by teachers. Therefore, it can be concluded that the teachers who work in state schools may have some difficulties in adopting to the role of the teacher in the charter school model. However, events that develop the point of view about the professionalization of teaching can be planned to help persuade teachers.

Results

One of the successful components of charter schools based on this study is teacher placement and appraisal. The teacher participants were worried about school board's authorization for actions such as assigning teachers, evaluating their performance and deciding whether they could continue to work. Therefore, they showed that by choosing that they did not agree to the item. Moreover, most participants confirmed that teacher salary should be based on their performances. Some teachers had doubts about whether this study is a public opinion poll or not and whether it was a preparation for teachers to be no longer ongoing as a public servant or not. In this study, it is possible to observe normal distribution in the answers of principal, supervisor, and academic participants other than teacher participants. Consequently, principals, supervisors and academics positively reacted to the regulations regarding teacher placement and appraisal. According to them, this was also one of the successful components of charter schools and had positive effects on the professional development of teachers. However, teachers who were carrying out the job had negative perspectives on these potential regulations. In further studies, the reasons that teachers feel anxiety about and have a negative attitude to the issue can be investigated in detail.

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