

Teacher Evaluation Model: A Comparison of Turkey and Ohio State, USA

By

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Abstract

Current research aims to analyze teacher evaluation systems in Turkey and USA to present similarities and differences along with positive and negative aspects and to submit data to decision makers in the field. The study interprets teacher evaluation systems in Turkey and Ohio State in the USA by comparing them in terms of structure, goal, principle, level and standards. Findings of the study show that legislation regarding the teacher evaluation system in Turkey includes an excessive amount of details in comparison to Ohio State, USA and needs to be updated promptly. In terms of goals, Ohio State teacher evaluation statements incorporate more succinct, general and inclusive meanings. It can be argued that teacher evaluation scale used in Ohio State, USA is more functional and guiding for the teachers in terms of levels of evaluation. While teacher evaluation/supervision in Turkey is based more on output performance approach, the structure of teacher evaluation system in Ohio State, USA includes elements from both output and process evaluation approaches.

Keywords: Evaluation, Teacher, Teacher Evaluation System,

1. Introduction

Inspection system approach is followed. The system is composed of input, process, output and feedback dimensions that the approach requires (Toffler, 1998; Barutçu, 2000; Keçeciöğlü, 2001). Supervision is based on contingency approach that emphasizes the importance of change in the modern management theory (Tüz, 2004; Genç, 2004). It is emphasized that the regulations and directives that direct the implementation of supervision services in the education system provide control, prevent deviations and identify handicaps (Aydın, 1993:157; Başar, 1995).

After undertaking implementations that will help achieving the prescribed goals in the organization and having reached expected results step by step, it is important to identify important issues such as whether executive work is done satisfactorily, whether aims are achieved and to what extent they are achieved or not (Toprakçı, 2001; 117). Evaluation defined as the identification of the extent and degree of achieving the program and activities in an organization is the last of executive process elements. An effective evaluation examines, identifies and announces to management what is achieved, how it is achieved and to what extent it is achieved.

Just like organizations, evaluation systems also take part in transformation and especially in development processes according to changing environmental conditions. Just like all other executive arrangements, evaluation systems should be constantly reviewed and necessary adjustments should be provided in line with the changes that may occur in the management system and in the larger systems that surrounds management (Canman, 1993:2).

Educational organizations strive for educating individuals appropriate for the specified aims and qualities. Evaluation is required to impartially identify the success rate of implementations (Bozkurt, 1996, 531). Evaluating a system to determine whether it works according to its goals is crucial for system integrity

and for the products the system generates. Evaluation is the process in which appropriate data is collected, analyzed and interpreted in order to make decisions regarding the process.

Supervision is an important activity in education systems to ensure the implementation of education and training activities in accordance with pre specified goals (Süngü, 2005:395). Identifying whether educators successfully undertake the mission assigned to them and determining the deviations and hardships in the education-training process is possible with scientific evaluation methods and supervision. To understand whether the individuals educated in the current educational system is appropriate for societal goals and to assess the education-training process is only possible with a control mechanism (Taymaz, 1997). The supervision duty structured on the basis of developing human resources and increasing efficiency includes collecting some documents about individuals and organizations, identifying the positive and negative aspects in the light of the collected information and after evaluating the outcome presenting the results to higher authorities (Çelik, 1999:201).

Structure of Teacher Supervision System in Turkey

Supervision/Inspection of education in Turkey is undertaken by *Directorate of Guidance and Inspection* situated in the central organization of the Ministry of National Education (MoNE) and by *Directorate of Education Supervisors* situated in provincial Directorates of National Education. Procedures and principles that govern the selection, assignments and training of inspectors in the Ministry and supervisors in Provincial Directorates of National Education are regulated by legislations and regulations (Official Gazette, 2011a). These texts specify some general qualifications to meet the requirements necessary for appointment and include the criteria for selection, regulations regarding the examination, roles and responsibilities, training and conditions of suspension and other procedures and principles about inspection. The legal regulation undertaken in 2011 that comprised of important changes in the organizational structure of the ministry (Official Gazette, 2011b) also included some changes in the inspection system. According to these changes, the inspectors working in the ministry central organization are called as supervisors under the Directorate of Guidance and Inspection and they were assigned with the task of inspection, examination and investigation in the framework of the roles and responsibilities of the Ministry following an approach that focus on prevention, education and guidance. Education inspectors that work in provinces are called inspectors and are assigned the services of guidance, on-the-job training, inspection, evaluation, examination, research and investigation in all levels of formal and non-formal educational organizations and in district and provincial directorates of national education.

Decree Law #652 about the Organization and Responsibilities of Ministry of National Education foresees the establishment of two separate inspection units: *Directorate of Guidance and Inspection* situated in the central organization of the Ministry of National Education (MoNE) and by *Directorate of Education Supervisors* situated in provincial Directorates of National Education. The Decree Law specifies that inspectors working under the ministry are called supervisors and the ones working under the provincial directorates are called inspectors. Directorate of Guidance and Inspection is a guidance and supervision unit whose implementations are regulated by MoNE Statute of Supervisory Board and MoNE Supervisory Board Legislation based on the annulled regulation of The Organization and Responsibilities of Ministry of National Education. MoNE Regulations of Education Supervision Directorates based on annulled regulation of The Organization and Responsibilities of Ministry of National Education regulate procedures and principles pertaining to the roles and responsibilities of education supervisors, selection, training and assignment of education supervisors, roles, authority and responsibilities of education supervisors and their assistants, work methods, qualifications, education and placements. Therefore, when the current changes, developments, theoretical data and legislative foundations are considered, the need to develop an alternative supervision model is apparent.

Why the Teacher Supervision System in USA-Ohio?

In the past decade, Ohio State in the USA has displayed crucial development in the field of education. The evaluation system founded on student learning, achievement, standards of educational achievement and roles and responsibilities include all students and educational structures for K-12. Teacher evaluation system was generated in a collective and democratic manner by the participation and collaboration of teachers, school administrators, universities, educational representatives and employee associations and it has been continuously developed. Ohio Teacher Evaluation System (OTES) aims to provide new opportunities to educators and increase their performances (obtained from the following link on 10/09/2013 <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System>).

Purpose

Current study aims to interpret evaluation systems in Turkey and Ohio State, USA by comparing the structures, goals, principles, levels and standards. The research aims to analyze teacher evaluation systems in Turkey and USA to present similarities and differences along with positive and negative aspects and to submit data to decision makers in the field

2. Method

Research Model

The study utilized survey model, a qualitative research method. Survey models are research approaches which aim to describe a past or present situation as is. Survey method tries to describe events, individuals or objects in their own situations without changing or affecting the conditions (Karasar, 2005: 77).

Data Collection

The study utilized document review as data collection method. Collecting data by examining existent records and documents is called document review. Document review consists of processes such as finding resources, reading, taking notes and evaluating for a specific purpose (Karasar, 2005:183).

Current study is based on the results of researcher's observations in the schools and education districts of Ohio State, USA and the interviews and investigations done with administrators and teachers, on online data, related literature, legislations and researcher's own experience and information obtained by working as an education inspectors for 11 years.

The research first introduces the current teacher evaluation and inspection system in Turkey followed by the introduction of teacher evaluation in Ohio State, Ohio in terms of structure, goals, principles, levels and standards and the findings will be discussed and interpreted at the end of each section.

3. Findings and Discussion

Evaluation System in Terms of Goals

A.1- The general goals of teacher evaluation/inspection in Turkey are present in Article 5/2 of MoNE Directorates of Primary Schools Supervisors Guidance and Inspection Directive under the title of specific goals and in Article 20 under the title of goals of teacher inspection. (Obtained from the following link on 02/09/2013 <http://mevzuat.meb.gov.tr/html/54.html>)

Article 5/2- Goal of Guidance and Inspection in Terms of Teachers

Based on laws, regulations, directives, circulars, programs, decrees and data from educational sciences, to monitor/evaluate/provide the teachers in terms of the following to develop the goals of organizations:

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- a) *Arranging the classroom, preparing for the lesson, ensuring the readiness of the tools and instruments, using and allowing students to use units such as library, laboratory, atelier, computer classroom and hall,*
- b) *Preparing Annual Work program, annual, unit, daily and lesson plans, coming to class prepared and planned,*
- c) *Teaching students how to do research and how to obtain information by using various methods and techniques that are appropriate for the lessons in time and effectively,*
- d) *Teaching Atatürk's Principles and Revolutions, the Turkish National Anthem, Atatürk's Address to the Turkish Youth and the Student Oath according to levels of the students,*
- e) *Instilling the habit and pleasure of reading in students, using and having students use Turkish language effectively and accurately,*
- f) *Having students acquire knowledge, skills, values and positive habits that the programs foresee, assessing and evaluating student achievement,*
- g) *Providing guidance to students, taking individual differences into consideration, directing students to group and individual activities, having students acquire responsibility and group identity,*
- h) *Having positive feelings towards students, school and education, respecting the profession, being a role model for students, following the prescribed dress code,*
- i) *Developing the self, following professional work and legislations and implementing them,*
- j) *Cooperating with administrators and colleagues showing willingness to undertake assigned tasks, being good examples in activities such as ceremonies, professional meetings, educational branch meetings and classroom guidance duty,*
- k) *Participating in meetings regarding the teachers' boards, classroom and group teachers' meetings, sharing ideas, making decisions and implementing them,*
- l) *Learning about the environment, using the resources that the environment provides, forming positive relationships with the parents and contributing to family education,*
- m) *Arranging and processing the books, recordings and files about the classrooms and the lessons,*

Article 20- Goal of Teacher Evaluation

The success rates of teachers employed in organizations are determined by inspections. According to the characteristics of the organization, "Teacher Inspection Form" is used in the process of inspecting teachers. Teacher inspection is provided to monitor the duration and quality of the activities that the teachers undertake in classrooms, halls, laboratories, ateliers and workshops to realize the goals of National Education and to;

- a) *Acquire information about the teacher's success in education and training,*
- b) *Identify teacher's positive behavior,*
- c) *Support the teacher to do his/her job in the best way,*
- d) *Provide guidance and assistance to provide integrity and unity in education and training,*
- e) *Develop teaching methods and techniques used in the organization,*
- f) *Support the acquisition and utilization of teaching tools and instruments,*
- g) *Provide assistance in the assessment and evaluation of student achievement by scientific methods,*
- h) *Provide solutions for the problems faced by teachers,*
- i) *Develop the measures provided by special needs students and direct teachers in that regard,*
- j) *Identify the educational leadership of the teacher in the classroom and the environment.*

A.2-The goal of the teacher evaluation system in Ohio State, USA is to make the teacher more effective (Obtained from the following link on 02/09/2013 <http://education.ohio.gov/Administrators>).

Effective Teachers:

- *Understand student learning and development, respect the diversity of the students they teach, and hold high expectations for all students to achieve and progress at high levels;*
- *Know and understand the content areas for which they have instructional responsibility;*
- *Understand and use varied assessments to inform instruction, and evaluate and ensure student learning;*
- *Plan and deliver effective instruction that advances the learning of each individual student;*
- *Create a learning environment that promotes high levels of student learning and achievement for all students;*
- *Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning; and*
- *Assume responsibility for professional growth and performance as an individual and as a member of a learning community.*

4- Discussion

In Terms of Goals

As it seen, the goal of teacher evaluation in both countries (Turkey and Ohio State, USA) is to increase and sustain quality in education. Goals in teacher evaluation in Turkey are explained rather elaborately in Turkish educational legislation. This is an indication of the need to update the current legislation regarding teacher evaluation.

In terms of goals, teacher evaluation system in Ohio State, USA mostly focuses on the characteristics of effective teachers. As a matter of fact, the actual purpose of the whole evaluation system is to ensure efficiency and productivity in teachers. In order to achieve this goal, the criteria for effective teaching are determined and the target to be reached is set beforehand.

B-In Terms of the Structure of Teacher Evaluation System

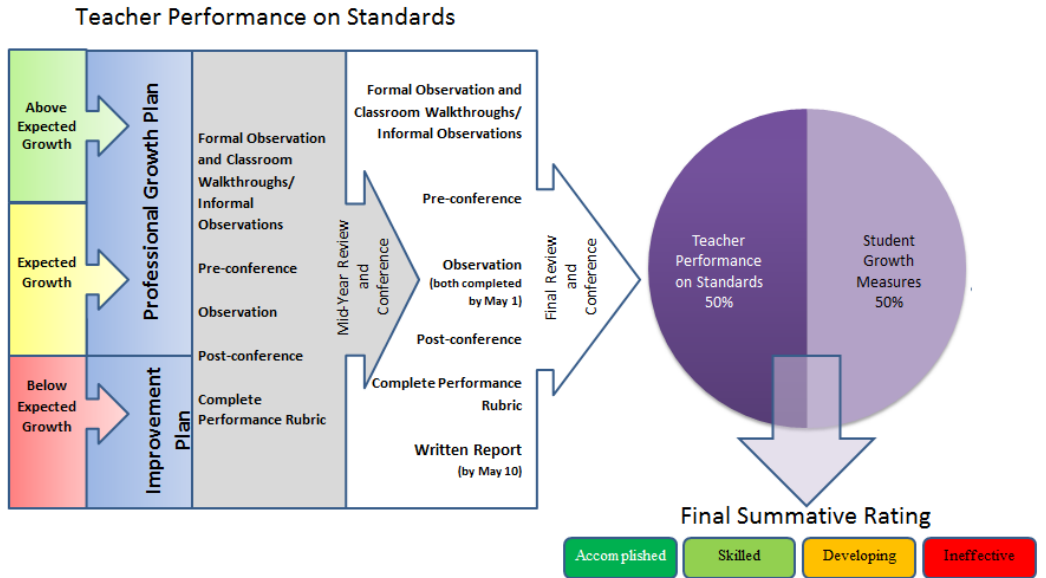
B.1- The structure of the evaluation/inspection of teachers in Turkey is stated in MoNE Directorates of Primary Schools Supervisors Guidance and Inspection Directive, Article 15/ö as: *“It is the principal to monitor organizations, administrators, teachers and other personnel annually at least once for the purpose of guidance or inspection. No organizations, administrators, teachers and other personnel can be unsupervised for two consequent calendar years. Only the personnel employed in open primary schools and in the Ministry’s central or provincial organizations, other governmental organizations or institutions or abroad for secondment assignments are exempt from this clause”* (obtained from the following link on 02/09/2013 <http://mevzuat.meb.gov.tr/html/54.html>); “

B.2- Structure of Teacher Evaluation System in Ohio State, USA (obtained from the following link on 02/09/2013 <http://education.ohio.gov/Administrators>). Ohio Teacher Evaluation System (OTES) is designed to increase teacher performance.

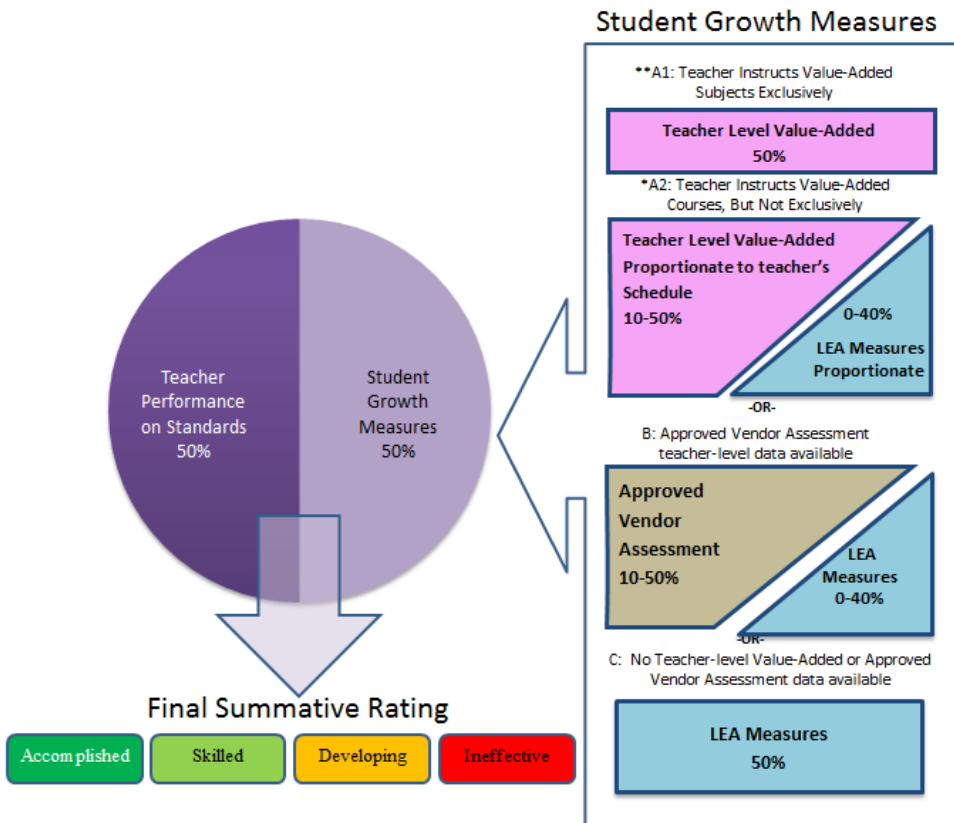
Ohio Teacher Evaluation System (OTES) is composed of two components, each weighted at 50 percent.

- A. Teacher performance rating
 - A professional growth plan
 - Two 30 minute observations
- B- Student academic achievement

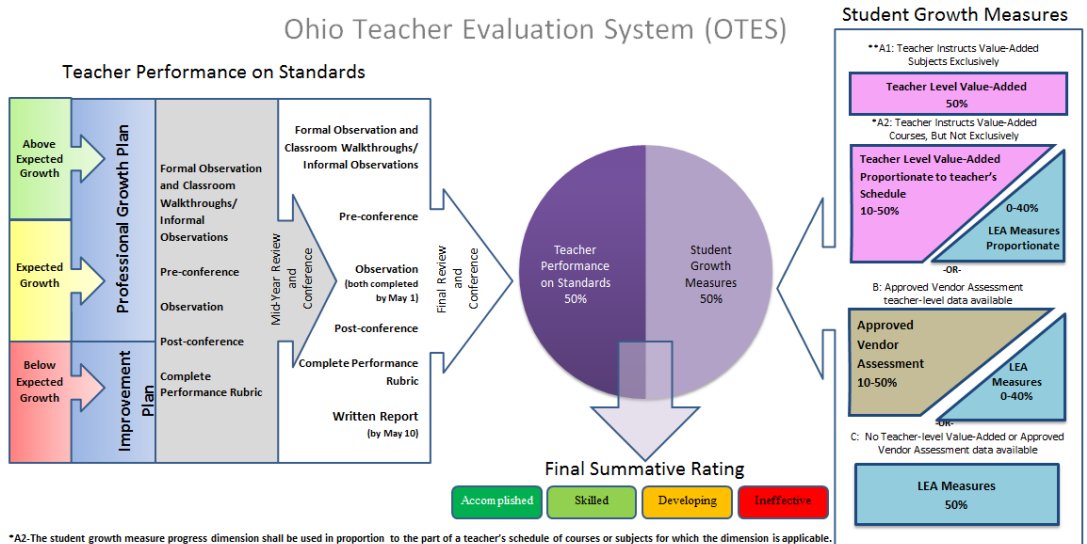
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The results of student achievement affect teacher performance 50 percent. Results of student growth are reflected in the evaluation system as three alternative measures which can be observed in the table below. Table.B.2.2.



Ohio Teacher Evaluation System (OTES) can be seen in Table B.2.3 in its entirety



As can be seen in Table B.2.1-3, the structure of the Ohio Teacher Evaluation System (OTES) in USA is based on product and process evaluation. The components of teacher evaluation are;

- **Teacher Performance**
- **Student Growth Measures**
- **Implementing the OTES Model**
- **Teacher Performance Rubric**
- **Guidance on Combining Teacher Performance Measures**

B-3. In terms of Structure

While the structure of teacher evaluation/inspection system in Turkey is based on output/product evaluation, the structure of the Ohio Teacher Evaluation System (OTES) in USA is organized to include both product and process evaluation. Therefore, Ohio Teacher Evaluation System (OTES) provides more objective data about teacher performance and growth. It can be argued that Ohio Teacher Evaluation System (OTES) Model is organized to present the strengths and weakness of the teachers and the areas that can be developed in more detail.

C.1-In Terms of Evaluation Standards

C.1- The criteria of teacher evaluation/inspection in Turkey are defined in MoNE Directorates of Primary Schools Supervisors Guidance and Inspection Directive, Annex/6 (obtained from the following link on 02/09/2013 <http://mevzuat.meb.gov.tr/html/54.html>).

According to Annex/6, teacher evaluation criteria are:

Tablo .C.1. OBSERVED BEHAVIOR

A. Classroom Readiness for Education

- Arranging the classroom, classroom maintenance and upkeep,
- Organizing the necessary activity and interest corners in the classroom
- Obtaining the age appropriate tools, instruments and materials for lesson/play
- Organizing a classroom library/reading corner and maintain the required records

B. Education and Training

- Preparing and implementing annual, daily and other teaching plans,

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- Following teaching principles, selecting strategies, methods, techniques and materials appropriate for the goals and subject matter of the lesson/activity; using these strategies, methods, techniques and materials efficiently and having students use them effectively; using activity and interest corners in the classroom efficiently and having students use them effectively; allowing for field trips, observations, investigations, research and experiments,
- Preparing the environment and processes that will allow students to actively participate in learning activities, establishing and maintaining effective communication with students,
- Assigning homework appropriate for student levels and related legislations, teaching students how to do research and how to access information by using various methods, teaching the students learning to learn,
- Developing national awareness and respect and love for national values, Teaching Atatürk's Principles and Revolutions, the Turkish National Anthem, Ataturk's Address to the Turkish Youth and the Student Oath according to levels of the students, instilling the habit and pleasure of reading in students, using and having students use Turkish language effectively and accurately,
- Having students acquire knowledge, skills, values and positive habits that the programs foresee, having students acquire responsibility and confidence,
- Undertaking activities with students who have special education needs,
- Assessing and evaluating student achievement,
- Teacher's educational leadership skills in the classroom environment,

C. Management-Environmental Relationships and Professional Development,

- Undertaking assigned tasks in cooperation with administrators, colleagues and other personnel,
- Maintaining books, files and records about the classrooms and lessons under his/her responsibility,
- Participating in ceremonies and professional meetings such as teachers' boards, classroom and group teachers' meetings; sharing ideas, making decisions and implementing them,
- Introducing and protecting the environment, , forming positive relationships with the parents and using the resources that the environment provides in educational activities,
- Having positive feelings towards students, school and teaching profession, internalizing the profession and being a role model,
- Following the principles and the rules that the profession entails; self development; reading educational works; following, learning and implementing the legislation and modern teaching strategies,

D. In-Service Training Requirements

As seen from Table C.1 above, evaluation of Turkish teachers include the following standards: *Status of Classroom Readiness for Education, Status of Education and Training, Management-Environmental Relationships and Professional Development, In-Service Training Requirements.*

C.2- Evaluation standards in Ohio State, USA are provided in Table C.2 (obtained from the following link on 02/09/2013 <http://education.ohio.gov/>)

Table .C.2

Standard	
Standard 1: Students	<ul style="list-style-type: none"> • <i>Knowledge of how students learn and of student development</i> • <i>Understanding of what students know and are able to do</i> • <i>High expectations for all students</i> • <i>Respect for all students</i> • <i>Identification, instruction and intervention for special populations</i>

<i>Standard</i>	
<i>Standard 2: Content</i>	<ul style="list-style-type: none"> • <i>Knowledge of content</i> • <i>Use of content- specific instructional strategies to teach concepts and skills</i> • <i>Knowledge of school and district curriculum priorities and Ohio academic content standards</i> • <i>Relationship of knowledge within the discipline to other content areas</i> • <i>Connection of content to life experiences and career opportunities</i>
<i>Standard 3: Assessment</i>	<ul style="list-style-type: none"> • <i>Knowledge of assessment types</i> • <i>Use of varied diagnostic, formative and summative assessments</i> • <i>Analysis of data to monitor student progress and to plan, differentiate, and modify instruction</i> • <i>Communication of results</i> • <i>Inclusion of student self-assessment and goal-setting</i>
<i>Standard 4: Instruction</i>	<ul style="list-style-type: none"> • <i>Alignment to school and district priorities and Ohio academic content standards</i> • <i>Use of student information to plan and deliver instruction</i> • <i>Communication of clear learning goals</i> • <i>Application of knowledge of how students learn to instructional design and delivery</i> • <i>Differentiation of instruction to support learning needs of all students</i> • <i>Use of activities to promote independence and problem-solving</i> • <i>Use of varied resources to support learner needs</i>
<i>Standard 5: Learning Environment</i>	<ul style="list-style-type: none"> • <i>Fair and equitable treatment of all students</i> • <i>Creation of a safe learning environment</i> • <i>Use of strategies to motivate students to work productively and assume responsibility for learning</i> • <i>Creation of learning situations for independent and collaborative work</i> • <i>Maintenance an environment that is conducive to learning for all students</i>
<i>Standard 6: Collaboration & Communication</i>	<ul style="list-style-type: none"> • <i>Clear and effective communication</i> • <i>Shared responsibility with parents/caregivers to support student learning</i> • <i>Collaboration with other teachers, administrators, school and district staff</i> • <i>Collaboration with local community agencies</i>
<i>Standard 7: Professional</i>	<ul style="list-style-type: none"> • <i>Understanding of and adherence to professional ethics, policies and legal codes</i> • <i>Engagement in continuous, purposeful professional development</i> • <i>Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement</i>

As seen from Table C.2 above, Ohio State Teacher Evaluation standards can be grouped under 7 areas: *Students , Content, Assessment, Instruction, Learning Environment, Collaboration & Communication.*

C.3- In Terms of Standards

When teacher evaluation systems in Turkey and Ohio State, USA are compared in terms of evaluation standards, it is seen that teacher performances in both countries are evaluated in both similar and different areas, criteria and sub criteria. The purpose of teacher evaluation in both countries is to acquire information about the quality of teaching-learning process and teacher performance in this process. Structure of the Ohio State Teacher Evaluation System includes wider areas and more current dimensions compared to teacher evaluation standards used in Turkey. Therefore, it can be argued that it is imperative to reorganize the teacher evaluation standards in Turkey in line with modern developments and approaches.

D- In Terms of Teacher Evaluation Levels/Scale

Achievement levels in Turkey are identified and scored on a scale from 1 to 4. According to the scale, scores between 0-59 is regarded as inadequate, 60-74 as medium, 75-89 as good and 90-100 as excellent. Evaluation scale is presented in Table D.1.

Table D.1

E. EVALUATION	Component	A	B	C	Total
	Score Value	10	70	20	100
	Achievement Scores				
	Achievement Level				

Achievement levels of teachers in Ohio State, USA are also identified according to a scale from 1 to 4 but they are not transformed into numerical values. Teachers are evaluated as ineffective, developing, skilled/proficient and accomplished. Table D.2 provides more detailed information on the summative rating of performance levels.

Table D.2. Described as a holistic rating of teacher performance:

<p>Ineffective: rating of <i>Ineffective</i> indicates that the teacher consistently fails to demonstrate minimum competency in one or more teaching standards. There is little or no improvement over time. The teacher requires immediate assistance and needs to be placed on an improvement plan.</p>	<p>Developing: rating of <i>Developing</i> indicates that the teacher demonstrates minimum competency in many of the teaching standards, but may struggle with others. The teacher is making progress but requires ongoing professional support for necessary growth to occur.</p>	<p>Skilled: rating of <i>Skilled</i> indicates that the teacher consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced teachers.</p>	<p>Accomplished: rating of <i>Accomplished</i> indicates that the teacher is a leader and model in the classroom, school, and district, exceeding expectations for performance. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.</p>
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C.3- In terms of Evaluation Levels/Scale

It can be argued that Ohio State Teacher Evaluation Scale is more functional, inclusive, based on evaluation utilizing multiple data and acts more as a guide for teachers.

5. Results and Discussion:

The results of the current study which compared teacher evaluation systems in Turkey and Ohio State, USA in terms of structure, goals, principles, levels and standards as follows:

- Compared to teacher evaluation in Ohio State, teacher evaluation in Turkey has excessive details in terms of legislation and needs to be updated,

- Statements included in teacher evaluation in Ohio State are more succinct, general and inclusive in terms of goals,
- In terms of evaluation levels, teacher evaluation scale used in Ohio State, USA is more functional and guiding and based on use of multiple data,
- While the structure of teacher evaluation/inspection in Turkey is more focused on output/product evaluation approach, the structure of teacher evaluation in Ohio State is based on both product and process evaluation.
- It can be said that teacher evaluation system in Ohio State, USA provides more objective data about teacher performance and growth,
- Teacher evaluation in Turkey needs to be redeveloped considering its structure, current data and legislative bases,

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