

Naslov članka/Article:

Views of School Improvement Coordinators on Peers and School Observation

Koordinatorji izboljšav v šolah – njihov pogled na sodelavce in šolsko okolje

Avtor/Author:

Esen Altunay and Kübra Nur Özerten

DOI

<https://doi.org/10.59132/vviz/2019/3/25-41>

CC licenca



Priznanje avtorstva-Nekomercialno-Brez predelav



Vodenje v vzgoji in izobraževanju 44, 3/2019, letnik 17

ISSN 1581-8225 (tiskana izdaja)

ISSN 2630-421x (spletna izdaja)

Izdal in založil: Zavod Republike Slovenije za šolstvo

Kraj in leto izdaje: Ljubljana, 2019

Spletna stran revije:

<https://www.zrss.si/strokovne-revije/vodenje-v-vzgoji-in-izobrazevanju/>

Views of School Improvement Coordinators on Peers and School Observation

Esen Altunay

Ege University, Turkey

Kübra Nur Özerten

Ege University, Turkey

The aim of the research is to determine the views of school improvement coordinators on peer and school observations and to develop recommendations. The research was conducted through a case study of qualitative research designs to examine the views of school improvement coordinators on peer and school observation. Nineteen coordinators working as teachers were chosen to participate. Data for the study were obtained from semi-structured interviews. According to results, participants pointed out some themes, namely 'organizational benefits, benefits for teachers, social benefits, benefits for observers of peer observation.' Participants also said that they had 'difficulties themselves, difficulties arising from the observation process, and observed teachers, as well as organizational difficulties.' Many suggestions were given about professional development, ensuring continuity of observation, managing the observation process and evaluating the school improvement process with data.

Keywords: school observation, peer observation, school improvement, coordinator teacher

Introduction

The Education system has a structure that affects the quality of life as well as the quality of society and is influenced by the societal dynamics. Improvement of schools and school workers is important in order to educate highly creative, productive and environmentally sensitive individuals (Çelikten and Özkan 2018). Therefore, restructuring and transformation efforts are observed in school systems to correct most of the practices that are not effective, to increase individual performance and to implement educational vision. Systematic and deliberate change effort in learning conditions of one or more schools aimed at ensuring effective achievement of educational goals is defined as school improvement (Helvacı

2005). This way, it is possible that schools, being aware of social change, become able to respond to the changing needs of society and to provide change, generally with restoring policies and practices (Şişman 2016) and especially by having well-trained teachers who are open to change. In this context, the purpose of the research is to determine the views of the school improvement coordinators on peer and school observation.

Theoretical Framework

Considering the central role of teachers in the success of changing application in school, professional development studies become prominent. As a matter of fact, starting a change that teachers do not consider appropriate and being in a passive situation in this process is the most important problem. In this context, teachers must be trained primarily for change. During this process, activities such as workshops, seminars, projects, assemblies, panels, etc., can be used for professional improvement studies. It is important that professional improvement studies are approached through scientific dimensions and shared with teachers according to their application dimensions (Tonbul and Altunay 2010).

In school improvement applications, one of the ways used to mobilize the structure is employing one or more change agents in schools. A change agent has several roles, such as focusing on performance objectives, leading to organization of specific tasks, establishing effective communication channels, using technology efficiently, evaluating performance with performance and encouraging the actors to work at full capacity. Furthermore, the agent of change is active in management and dissemination of change at organizational level (Lunenburg and Ornstein 2013). In the change process, the coordinating teacher, specifically trained to use the school's technical learning equipment is perceived by the other teachers as a colleague who serves in the area of technical inadequacy (Akkoyunlu and Orhan 2003). As a change agent in school, coordinator (peer observer) can be seen as a self-improving teacher, activating the structure, leading-advocating for continuity of school improvement. Change agent (observer) observation is a process during which teachers enter their classes as observers in order to share experience related to education, make feedback, evaluate and develop classroom management skills and, as a result, reveal the strengths and weaknesses of the lesson. At the same time, teachers in this process are proponents

of information sharing and learning, both in their functions of observing and being observed (Bozak, Yıldırım, and Demirtaş 2011). The widespread use of peer observer as a change agent can enable evaluation of the teaching process and serve as basis for change of school culture. In this context, Bandura's theory of social cognitive learning is remarkable in understanding that structure and strategies provide both development of the change tool (coordinator), and richness of learning during the school improvement process.

The Social Cognitive Theory of Bandura (1977) emphasizes that learning emerges from interaction between individual, behavior and environmental factors. According to the theory, symbolic, indirect and self-regulation processes are effective in learning (Çakır 2018). The theory describes ways to lead organizational development: development of competencies through model acquisition, use of self-regulation mechanisms, motivation and self-regulation through purpose determination (Çakır 2018). Therefore, it can be foreseen that change agents (coordinators) will contribute to school management in the area of development and change of learning. On the other hand, it is primarily the responsibility of school administrators to achieve educational goals. School administrators are able to make the necessary plans for achieving certain goals and can increase the participation of school members in this process in order to have more success.

The school principal and the appointed change agent (coordinator) within the acceptance area of all teachers can facilitate the process. Teachers being in a critical position in terms of learning effectiveness are expected to be perceived as resource persons able to benefit from change mediators – coordinators at the expected level and to be affected. Barnard's (1938) cooperation theory emphasizes the concept of an 'area of acceptance' that facilitates acceptance of authority within an organization (Bursalıoğlu 1997). Coordinator teachers are able to play a role of a guide and change agent for all teachers of the school in areas such as commitment to the profession, classroom management, effective communication, etc. (Aydemir 2005), as well as a role of developer within the board of directors for branch teachers. In this context, the widespread use of peer observation as change tool in schools can enable evaluation of the teaching process and can serve as a basis for change of school culture.

School administrators need to design the professional development of peer Observer coordinators and determine priority areas

of developmental activity. In schools, staff centered, long-term, job-embedded learning experience process (Bümen et al. 2012) is able to provide support in terms of professional development of peer observer coordinators and development of other teachers. In this context, peer observation could be useful in providing development of common understanding between teachers in the education field (Bozak, Yıldırım, and Demirtaş 2011). In terms of identifying strengths and weaknesses of human resource during school improvement process, peer observation is likely to provide a significant boost for education administrators. Due to the limitations of studies found in literature (Bozak 2014; Hıdıroğlu, Hıdıroğlu, and Tanrıöğen 2019; Straughter 2001), it is expected that this research, by attempting to determine the views of school improvement coordinators on peer and school observations, might contribute to the field. Accordingly, the sub-problems of the research, namely: ‘What are the benefits of in-class and out-of-class school observation in the school development process?’ ‘How did the observer’s perspective change in the peer and school observation process?’ ‘What are the difficulties of peer observation in the school development process?’ and ‘What are the recommendations for improving the peer and school observation process?’

Method

Model of Research

This research was conducted through a case study of qualitative research designs to examine the views of school improvement coordinators on peer and school observation.

Study Group

Research participants were identified through a purposeful sampling technique included in a qualitative research approach. For this purpose, participants are in fact nineteen teachers who serve as coordinators in five districts: Bayraklı, Bornova, Çiğli, Karşıyaka, and Konak, all of them located within the borders of Izmir Metropolitan Municipality. Participants in the research were teachers who were assigned to be coordinator teachers in their schools, in the area of school improvement practices.

The number of females was ($n = 13$, 68%) higher: most professional seniority was ($n = 14$, 74%) above ten years experience, education level was ($n = 13$, 68%) mostly undergraduate, working

duration at school was ($n = 13, 68\%$) between 1 and 5 years mostly. Participants were trained as school improvement coordinators in the school improvement process and voluntarily assisted school principals in school improvement practices. They made peer observation in their schools as mediators of change and school improvement coordinators.

Data Collection

The data of the study were obtained in a semi-structured interview form. Research questions that should be included in the interview form were determined by scanning the literature. The interview questions in the form were formulated as understandable, open-ended questions that can easily be responded by coordinator teachers. The interview form was presented to experts in order to get their opinion. Interviews were conducted between May and July 2019, within 3 months. Each interview has taken approximately 40–60 minutes. The answers given by participants were taken by voice recording during the interview and then transferred to computer form by means of the Microsoft Word. Qualitative data collection process, with all procedures being performed, was described in detail for external validity (transferability). While internal validity (credibility) was hardly ensured by the long duration of the interviews, expert examination, and participant confirmation, internal reliability could only be provided by consistency review. External reliability (confirmability) could be provided by expert confirmation review. In order to support the research process reliability, the conceptual framework used in data analysis, the position of the researcher, the working group as data source and analysis methods are described in detail. Also, raw research data was stored to increase external reliability if comparisons would be wanted in another research or if other researchers requested them.

Data Analysis

Data has been analyzed by descriptive and content analysis. For descriptive analysis, the sub-problems and the theme list were determined through literature review. For content analysis, ‘categorical analysis’ was used in content analysis types (Saldana 2019). In categorical analysis, data were coded first. Coding was done according to the concepts that appeared during the data coding process as well as according to predetermined concepts (Saldana

TABLE 1 Themes Arising from Data Analysis

Sub Problem	Themes
Benefit of in-class and out-of-class school observations in school improvement process	Organizational benefit Benefit for teachers Social benefit Benefit for the observers
Change of coordinator's point of view in the observation process	Pre-observation perspective Post-observation perspective
Challenges of peer observation in the school improvement process	Difficulties for observer Difficulties arising from observation process Difficulties arising from teachers observed Organizational difficulties
Recommendations for the peer and school observation process improvement	Professional development Ensuring continuity of observation Managing of the observation process Evaluating the school improvement process with data

2019). Codes are symbols that describe similar answers to questions and help organize and analyze data. Next, themes that explain codes at the general level were determined and findings were interpreted. Participants' opinions are based on confidentiality, using a digit with 'PC' mark for primary school coordinator teachers and 'SC' for secondary school coordinator teachers. For instance, (PC1, SC1,...) is type of coding used in this study. Themes that emerged as a result of the research data analysis are shown in table 1. The first sub-problem as a result of the data analysis includes themes such as 'organizational benefits, benefit to teachers, social benefits, benefit to the observers.' In the second sub-problem, themes are 'pre-observation perspective, post-observation perspective.' Themes of the third sub-problem are 'difficulties for observer, difficulties arising from observation process, difficulties arising from observed teachers, and organizational difficulties.' The last sub-problem themes are 'professional development, ensuring continuity of observation, managing of the observation process, and evaluating the school improvement process with data.'

Findings

Views on the Benefits of In-Class and Out-of-Class School Observations in the School Improvement Process

As shown in table 2, among these themes, 'organizational benefits' ($n = 50$) and 'benefits to teachers' ($n = 40$) are mostly emphas-

TABLE 2 Views on the Benefits of In-Class and Out-of-Class School Observations in the School Improvement Process

Themes	Sub Themes	<i>N</i>
Organizational benefits	Identifying the causes of the school's problems	9
	Comprehending the consequences of parent participation	9
	Supporting the functions of the principal	9
	Producing solutions to problems together	8
	Information sharing	5
	Sharing good practice – appreciation	7
	Planned work	5
	Total	50
Benefits to teachers	Cooperating and bonding among branches	6
	Maintaining professional improvement	8
	Learning teaching techniques of different courses	16
	Supporting of self-assessment	4
	Promoting the use of technology	6
	Total	40
Social benefits	Improving communication-developing team motivation	4
	Recognizing colleagues	5
	Gaining awareness of cooperation	6
	Supporting sharing atmosphere	7
	Motivation development	2
	Total	22
Benefits to the observers	Being aware of the transformation process of the school	9
	Self-criticism	4
	Becoming an entrepreneur	4
	Transition to deep thinking	5
	Developing empathy	2
	Increasing of Social status	5
	Recognizing students	5
	Total	50

ized. Within ‘organizational benefits’ theme, sub-themes ‘identifying the causes of the school’s problems’ ($n = 9$), ‘comprehending the consequences of parent participation’ ($n = 9$) and ‘supporting the functions of the manager’ ($n = 9$) are most emphasized. In benefits of teachers theme, sub-theme ‘being aware of the transformation process of the school’ ($n = 9$) is most emphasized. A quotation from the ‘organizational benefits’ theme on ‘identifying the causes of the school’s problems’ subtheme:

Our school teachers have at least 30 years of experiences. But the students are varying as a generation. As I observed, I

realized that the methods and techniques were used by these teachers who were not valid for this generation of children. My compeers also have problems with class management. Usually, the teachers communicate more with the children that sit in the front than the children sit in the back. That's why they can be forgotten. [P C 7]

A quotation from the 'organizational benefits' theme in the participant's view on the sub-theme 'comprehending the consequences of parent participation:'

We started getting our parents to come to school, we got them to participate in the events. This was very good for parents to understand teachers and classroom management because the parents began to empathize with how a teacher dealt with so many students in 40 minutes and also how they managed the time. We've had some pretty positive feedback from the parents. [S C 7]

A quotation from the 'organizational benefits' theme in the participant's view on the sub-theme 'supporting the functions of the principal:'

I shared more information about issues that the school principal did not know. For instance, I told the school principal that this was the case, but this was not the way to solve it, and I mentioned we could review it. For instance, we had a parent who was constantly accusing our teacher, but the problem was not about the teacher. The school principal did not make observations as much as me, and I contributed a lot to the conduction of the duties of the school principal. So the school principal indirectly benefited from the observation. [P C 2]

Change of Views of Coordinator Teachers in Peer and School Observation Process

As shown in table 3, pre-observation theme has three sub-themes which are 'reaction to observation' ($n = 21$), 'interested in developing' ($n = 20$), and 'lack of information about the field' ($n = 10$). Among these sub-themes 'reaction to observation' is most emphasized. Also emphasized are codes 'feeling anxious' ($n = 14$) and 'wondering about a different classroom' ($n = 10$).

TABLE 5 Views on the Change of the Coordinator's Perspective in the Observation Process

Themes	Sub Themes	Codes	<i>N</i>
Pre-observation	Lack of information about the field	Seeing observation as unnecessary	3
		Lack of self-efficacy	7
		Total	10
	Interested in developing	Wondering about a different classroom	10
		Feeling self-confidence	2
		Interested in learning	8
		Total	20
	Reaction to observation	Having prejudices	2
		Feeling anxious	14
		Thinking about facing difficulties	4
		Total	20
	Post-observation	Analytical analysis	Looking at the school as a whole
Acting purposefully			2
Total			8
Development of individual and professional qualifications		Renewal of information	3
		Providing individual development	15
		Motivation development	2
		Reduction of biases	3
		Improving the direction of query	11
Total		34	
Developing positive attitudes in human relations		Recognizing colleagues	10
		Increased social interaction	4
		Empathy with managers	7
		Feeling of belonging to school	3
		Total	24
Acquiring of process evaluation skills		Understanding the benefits of observation	6
	Recommending peer observation	7	
	Share their experiences	2	
	Total	15	

In post-observation, there are four sub-themes, namely 'analytical analysis,' 'development of individual and professional qualifications,' 'developing positive attitudes in human relations' and 'acquiring of process evaluation skills.' Among these sub-themes 'development of individual and professional qualifications' ($n = 34$) is emphasized. Also emphasized are codes 'providing individual development' ($n = 15$), 'improving the direction of query' ($n = 11$), and 'recognizing colleagues' ($n = 10$). Here below a quotation from the 'reaction to observation' theme among the participants' views on the code 'feeling anxious:'

Before I started school and compeer observations, I was anxious to be criticized. Because I'm the youngest teacher in our school. I had concerns about my teacher friends' thoughts, 'Are you going to observe us, do you have this qualification, why are you observing us?' [PC2]

A quotation from the 'developing positive attitudes in human relations' theme among the participants' views on the 'recognizing colleagues' code:

As I observed, I got to know my peers. I perceived my peers, who I never expected to elicit a high performance at the point of using classroom management and teaching techniques. [SC7]

A quotation from the participants' views on the code 'providing individual development' from the sub-theme of 'development of individual and professional qualifications':

Self-confident can be increased by gathering knowledge. In the process, I realized my weaknesses and my strengths. I had self-criticism, too. For instance, when I was observing a teacher's lesson, I didn't know that this technique could be so useful. If I observed this teacher before, the past 4-5 months would not be wasted, and this would be better for me. [SC1]

Challenges of Peer Observation in the School Improvement Process

As shown in table 4, among these themes 'difficulties for observer' ($n = 26$) and 'difficulties arising from observation process' ($n = 23$) are most emphasized. And also among the sub-themes, 'resistance to observation' ($n = 13$), 'workload' ($n = 13$), 'personal qualifications' ($n = 8$) and 'lack of self-confidence' ($n = 8$) are most emphasized. A quotation from the 'difficulties arising from observed teachers' theme in the participants' views on the sub-theme 'resistance to observation':

The major problem from my teacher colleagues was that they did not want me to observe their lessons. They said that how could you attend our class when even the inspector could not do this? The reluctance of the teachers was one of the major difficulties. [SC8]

A quotation from the 'difficulties arising from the observation

TABLE 4 Views on the Challenges of Peer Observation in the School Improvement Process

Themes	Sub-themes	N
Difficulties for observer	Personal qualifications	8
	Acting impartially	6
	Lack of self-reliance	8
	Previous experience	4
	Total	26
Difficulties arising from observation process	Continuity of observation	3
	Workload	15
	Unsuitable conditions	7
	Total	25
Difficulties arising from observed teachers	Resistance to observation	13
	Prejudice related to observation	7
	Total	20
Organizational difficulties	Uncommon of peer observation	6
	Lack of sharing culture	7
	Weakness of social relations	3
	Total	16

process' theme in the participant's views on the sub-theme 'workload:'

Besides, the difficulties of both courses and lessons, I could tell you that I had difficulty in spending time on the project. I spent my leisure time, but unfortunately, my free time always was coincided with the same teachers. I always had to change lessons to observe different teachers. This was how I tried to find a solution by asking the other colleagues. [s c 3]

A quotation from the 'difficulties for observer' theme in the participant's views on the sub-theme 'lack of self-reliance:'

I felt nervous when I was observing some expert and old teachers. So I wasn't sure about my self that I should be the one who observe those teachers. I was in a state of anxiety, and I might say that in that sense, I discovered my weaknesses. This situation has pushed me a little. [p c 1]

Recommendations for the Improvement of Peer and School Observation Process

As shown in table 5, among these themes 'management of observation process' ($n = 50$) and 'evaluating the school improvement

TABLE 5 Recommendations for the Improvement of Peer and School Observations Process

Themes	Sub Themes	<i>N</i>
Professional development	Analyzing the demands	4
	Interest in academic education	6
	Proactive approach to professional development	4
	Following scientific publications	6
	Total	20
Evaluating the school improvement process with data	Sharing information	5
	Expressing positive examples	3
	Sharing of results of observations	7
	Create an Action Plan	6
	Rewarding based on data	2
	Data sharing inter-schools	15
Total	38	
Ensuring continuity of observation	Determining the observation plan	6
	Organizing process meetings	2
	Continuing expert supports	13
	Total	21
Management of observation process	Explaining and sharing the observations process	8
	Cooperation of administrators and teachers	10
	Sharing selection criteria of an observer	4
	Development to sharing working atmosphere	8
	Promoting peer observation	8
	Increasing the number of observers	12
Total	50	

process with data' ($n = 38$) are mostly emphasized. And also among the sub-themes 'data sharing inter-schools' ($n = 15$) and 'continuing the experts supports' ($n = 13$) are most emphasized. A quotation from the 'evaluating the school improvement process with data' theme in the participant's views on the sub-theme 'data sharing inter-schools':

To promote good practice, we have implemented activities which were done by other schools that were involved in this project. In this context, meeting with coordinator teachers in different schools can also make this process more successful.
[SC4]

A quotation from the 'ensuring observation of continuity' theme in the participant's views on the sub-theme 'continuing expert supports':

Meetings which were organized by experts should be continued until teachers were convinced. Because if the teachers were not convinced and were in doubt during the observation, this could cause some problems for the coordinator teacher. The explanation of the school administrators and the coordinator teacher may not be enough. [P C 1]

A quotation from the ‘management of observation process’ theme in the participant’s views on the sub-theme ‘cooperation of administrators and teachers’ is as follows:

All responsibilities should not be only for a person. It is very important for school administrators to believe in peer observations and I think it has a direct impact on the success of this process. If the headmaster said: ‘I can not observe, I am perceived as a professional principal. I can only arrange classroom observations to give marks’ this perception can be an important factor in the success of this process. The principals need to be conscious about this so they can share peer observation and contribute to facilitate the process. [P C 2]

Conclusion, Discussion and Recommendations

The research aims to determine the views of school improvement coordinators on peer and school observations and to develop recommendations. Research questions are about the benefits of in-class and out-of-class school observations in the school improvement process, change of the coordinators’ point of view during the observation process, challenges of peer observation in the school improvement process, and recommendations for the improvement of peer and school observation process.

According to the first sub-problem of the study, ‘organizational benefits’ and ‘benefits to teachers’ themes have come into prominence. According to Doyle’s (2012) study, peer observation has been emphasized to increase dialogue and problem-solving skills among teachers. Shook’s (2011) study shows that co-coaching contributes to implementation of more effective classroom methods, thus increasing student achievement and making management more effective. Also, developing teachers’ competences to support organizational improvement can be achieved by modeling (Çakır 2018). We can also say that the reason why coordinator teachers emphasize the benefits of the observation process to organizations and teachers is that it is easier for teachers to give professional

feedback to each other in the observation process for school improvement and that they share their views and engage with each other. In other words, according to Richards (2018) whilst encouragement and harnessing of ongoing (and non-formal and formal as well as informal) 'experiential learning' is the key to optimal learning at every stage of the human lifecycle.

In the findings of the second sub-problem of the study regarding change of coordinator's point of view in the observation process: in the pre-observation theme, 'reaction to observation' and 'interested in developing' are sub-themes which could be emphasized most. In the 'post-observation' theme, the sub-theme 'development of individual and professional qualifications' is most emphasized and in the second step, the sub-theme 'developing positive attitudes in human relations' is highlighted. Bozak and Demirtaş's (2017) say it was concluded that teachers who participated in the study often supported the view that the peer observer's method would be beneficial to them, especially in learning new methods and techniques.

According to Nelson's research (2000), peer observation is important for development of teachers' instructional skills and contributes to emergence of a more collaborative learning environment by increasing their learning skills. In this context, our research coincides with results of these studies. According to Aydemir (2003), formative teachers lead the professional development issues and can play a role of developers for the branch teachers. In this context, the reason why some coordinators had a previously negative view on peer observation may be related to the lack of widespread peer and school observation in schools and low readiness for this experience. However, some coordinator teachers may have considered the professional competence of observation as positive and supportive. Besides, according to coordinator teachers' views, they may contribute to individual, professional and social skills after observation, since the observation process requires regular interaction between school members, accelerates learning and makes them rethink their own experiences while observing the other teachers.

At first, in the opinion of observers, a negative view of peer observation may be related to the lack of peer and school observation in schools and the low readiness for it. The point of view of positive-minded observers can be said to be related to thinking of their professional qualifications as supportive and contributory. According to the observers' views, the reason they contribute to

individual, professional and social skills after observation may be that the observation process requires regular interaction between school members, speeds up learning, and makes the observed individual rethink their own experiences while watching.

According to the third sub-problem of the study, the view of coordinator teachers of the challenges of peer observation in the school improvement process, the 'difficulties for observer' theme is most emphasized. In the study of Bozak and Demirtaş (2017) on peer observation, there is a statement that it was the negative factors such as lack of time and intensive course schedules that make it difficult to observe: the unease of being observed, lack of continuity in the application process and the lack of sharing culture in the environment were experienced. Actually, the school improvement process can be a development process for all school members.

It is seen in the literature that teachers face barriers for professional development. According to Can (2019), obstacles for teachers professional development are based on legal, pedagogical, executive and social reasons. According to the results of our study, we can say that coordinator teachers do not have environment supportive enough among members of the school community in the process of acquiring a new skill. At the same time, there is strong inadequacy of legal regulations of the school improvement process.

As for the fourth sub-problem of the study, among the themes raised in the observation proposals for developing of peer and school observation process, the 'management of observation process' theme is most emphasized. In the study of Bozak and Demirtaş (2017), participants emphasized that for the peer observation method to be more effective the implementation must be continuous and supported by principals. They also stated that the practice of peer observation should be carried out with teachers in the same school as well as with colleagues from nearby schools. Finally, considering these results, we can say that, unlike traditional supervision, the school improvement observation process requires collaboration with school members, but coordinator teachers thought that they were not supported in their schools. In this regard, we can also say that coordinator teachers have developed proposals to ensure continuity of the process as they witness its benefits.

In this context, based on the research results, suggestions are as follows:

- Activities can be organized by sharing observation results and information sharing to disseminate and diversify good practices in schools.
- For schools to become learning organizations: in the observation process, studies can be organized to proactively increase the level of access to information and evaluation of common goals.
- For prevalence of the observation process, leading services can be organized, training through guidance service, workshops with expert support and sharing environment between teachers groups in order to ensure coordination of teachers.
- Peer observation can be included in the scope of activities of the council of teachers from different branches, in order to make observation more feasible and supportive for teachers.
- Training on managing the observation process can be implemented to school administrators by experts. School principals' awareness of leadership behaviors can be improved. An observation evaluation team can be formed to ensure the continuity of the observation process.

References

- Akkoyunlu, B., and F. Orhan. 2003. 'Bilgisayar ve öğretim teknolojileri eğitimi (BÖTE) bölümü öğrencilerinin bilgisayar kullanma öz yeterlik inancı ile demografik özellikleri arasındaki ilişki.' *The Turkish Online Journal of Educational Technology* 2 (3): 86–93.
- Aydemir, S. R. 2003. 'Kurumsal Etkinlikte Anahtar Bir Kavram: Örgütsel Değişim.' *Mevzuat Dergisi* 6 (67): 1–7.
- Bozak, A. 2014. 'Meslektaş rehberliği yönetimi'nin uygulanabilirliğine ve etkililiğine ilişkin öğretmen görüşlerinin belirlenmesi.' Doctoral dissertation, Inonu University.
- Bozak, A., and H. Demirtaş. 2017. 'Alternatif Bir Mesleki Gelişim Yöntemi Olarak Meslektaş Rehberliğinin Uygulanabilirliği ve Etkililiği.' *E-Uluslararası Eğitim Araştırmaları Dergisi* 8 (2): 16–40.
- Bozak, A., C. Yıldırım, and H. Demirtaş. 2011. 'Öğretmenlerin mesleki gelişimi için alternatif bir yöntem: Meslektaş gözlemi.' *İnönü Üniversitesi Eğitim Fakültesi Dergisi* 12 (2): 65–54.
- Bümen, N. T., A. Ateş, E. Çakar, G. Ural, and V. Acar. 2012. 'Türkiye Bağlamında Öğretmenlerin Mesleki Gelişimi: Sorunlar ve Öneriler.' *Milli Eğitim Dergisi* 42 (194): 31–50.
- Bursahoğlu, Z. 1997. *Eğitim yönetiminde teori ve uygulama*. 6th ed. Ankara: Pegem A Yayınları.
- Can, E. 2019. 'Öğretmenlerin meslekî gelişimleri: Engeller ve öneriler.' *Eğitimde Nitel Araştırmalar Dergisi* 7 (4): 1618–1650.

- Çakır, M. A. 2018. 'Eğitim Psikolojisi.' In *Sosyal Bilişsel Öğrenme Kuramı*, edited by A. Kaya, 557–558. Ankara: Pegem Akademi.
- Çelikten, M., and H. H. Özkan. 2018. 'Öğretmen performans değerlendirme sistemi.' *OPUS Uluslararası Toplum Araştırmaları Dergisi* 8 (15): 806–824.
- Doyle, M. J. 2012. 'Using Peer-to-Peer Observation to Improve Teacher Collaboration.' Doctoral dissertation, Capella University.
- Helvacı, M. A. 2005. *Eğitim Örgütlerinde Değişim Yönetimi*. Ankara: Nobel Yayıncılık.
- Hidroğlu, Ö. Y., Ç. N. Hidroğlu, and A. Tanrıoğen. 2019. 'Matematik Öğretmenlerinin Akran Denetimine İlişkin Görüşleri.' *Journal of Theoretical Educational Science* 12 (2): 757–782.
- Lunenburg, C. F., and A. C. Ornstein. 2013. *Eğitim Yönetimi*. Ankara: Nobel Yayıncılık.
- Nelson, T. R. 2000. 'Analysis of a Peer Observation Program for Graduate Teaching Assistants to Enhance Instructional Development.' Doctoral dissertation, University of Illinois.
- Richards, C. 2018. 'Human Lifecycle Development and the Experiential Learning Foundations of an Integrated Lifelong Education Framework.' *Journal of Adult and Continuing Education* 24 (2): 250–271.
- Saldana, J. 2019. *Nitel Araştırmacılar İçin Kodlama El Kitabı*. Ankara: Pegem Akademi.
- Straughter, B. 2001. 'The Effects of Peer Observation on Self-Governance among Elementary School Teachers.' Doctoral dissertation, Johnson and Wales University.
- Shook, T. K. 2011. 'A Qualitative Examination of Factors that Contribute to Transfer of Learning by Teachers Who Attended Peer Coach Training.' Doctoral dissertation, Walden University.
- Şişman, M. 2016. *Türk Eğitim Sistemi ve Okul Yönetimi*. 10th ed. Ankara: Pegem Akademi.
- Tonbul, Y., and E. Altunay. 2010. 'Eğitim fakültelerinin öğretmenlerin mesleki gelişimine katkısı.' *E-Journal of New World Sciences Academy* 6 (3): 2188–2209.

■ **Esen Altunay** is Associate Professor at the Ege University, Turkey. esenaltunay@yahoo.com

Kübra Nur Özerten is a PhD student at the Ege University, Turkey. knozerten@gmail.com