



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – II Issue-I (January- February) 2024

Frequency: Bimonthly



Teachers' views on their assessment measurements and tools

Anastasia Papadopoulou^{1*}, Antonios Bouras²

¹General Secretary of the Hellenic Society for Educational Evaluation

²Teacher at the National and Kapodistrian University of Athens

| Received: 25.01.2024 | Accepted: 29.01.2024 | Published: 08.02.2024

*Corresponding author: Anastasia Papadopoulou

General Secretary of the Hellenic Society for Educational Evaluation

Abstract

In recent years in Greece, the debate on the teachers' assessment and the educational work has intensely started. The term "assessment of the educational work" and accordingly of the teachers was established in our country in the post-colonial period. The following questions particularly concerned both the educational community and the State in general: "How are the results of assessment used or how should they be used?", "Can all aspects of the work produced at school unit level and the effects of teachers on their students get objectively measured and evaluated?" The attempt to answer the above questions highlights a number of specific issues with various philosophical, political and pedagogical dimensions, concerning the purpose of the assessment, the bodies, the forms, the techniques and the criteria. For the first time in 2012, the teachers' assessment was implemented in the Model Experimental Schools. There were no previous relevant researches that captured teachers' views on their assessment. This gap was attempted to be filled through the present research. During its development, the questionnaire was formulated based on the analysis of the institutional framework. It was distributed to the entire population of Secondary Education teachers in Greece who serve in the Model Experimental Schools. This particular publication focuses on the presentation of suggestions from teachers on how teacher assessment could be more effective.

Keywords: Assessment, Teacher Assessment, School Counselor, Teacher's Personal File, School Director, Interview

Educational evaluation

By the term "educational evaluation" we mean the process that systematically, validly, reliably and objectively determines the suitability, functionality and result of a teaching and pedagogic activity in relation to its objectives. The concept of educational evaluation is often confused with the evaluation of teachers' work and the evaluation of educational work, which are only one part of it and refer to teaching procedure and the teacher in particular. "Educational evaluation is as old as education itself. Whoever plans his teaching is also interested in ascertaining the effectiveness of his effort" (Kapsalis and Chaniotakis, 2015: 17). Educational evaluation is described as a systematic process, with

specific axes, criteria, means and methods in order to check the efficiency of the educational system and the objectives that were previously defined and in order to lead to decisions and recommendations for its improvement. (Kassotakis and Flouris, 2005; Estimate, 2007: 15; Evidiki, 2008; Kassotakis, 2018: 44).

The concept of educational evaluation is broad and includes areas, processes and human resources involved in the educational activity at the national level, at the level of the educational unit and at the individual level, while the latent relationship between the concept of educational evaluation and any educational activity is often

emphasized. An education system is often described as a production system with a) inputs (resources used in education: students, teachers, curricula, books, equipment, financial resources) b) process (educational activities, participation, resource management, equipment maintenance) and c) educational outputs (students' knowledge, students' social skills, students' social skills) (Estimate, 2007: 15; Papadopoulou & Bouras 2021)

Regarding the methodology followed in the educational evaluation, the evaluator systematically collects the data in order to analyze them and to provide the necessary feedback to each evaluator, whether the evaluation refers to the educational system, or the school unit or the educational work.

Regarding its results, the assessment of the quality of the defined educational work, as well as the achievement of its aims and objectives, is considered part of the educational evaluation (Koutouzis, 2003). Its purpose is not simply to control or identify (Oosterhof, 2010: 5) the problems but to provide feedback to the teaching process, to continuously upgrade the quality of education, to improve all the educational factors. Therefore, the main aim of the educational evaluation is now to provide incentives to improve quality in education and make changes, which utilize data from many and different perspectives (Papadopoulou Anastasia et al, 2022 Koutouzis Manolis et al , 2023)

In terms of educational changes, Greece remains consistently behind compared to other countries in the EU. Its education system remains one of the most centralized in Europe, while other countries have made strong progress in decentralizing their education systems, increasing the flexibility and responsiveness of schools and higher education institutions to student needs, and improving working conditions of teachers, university staff and researchers.

TEACHERS' ASSESSMENT IN MODEL EXPERIMENTAL SCHOOLS

Through Law 3966/2011, the teachers' assessment was implemented for first time in Greece to fill the positions of the Model Experimental Schools. During the 2012-13 school year, the teachers' assessment was carried out, which contributed to the renewal of the schools' teaching potential by 45%. The teachers' assessment was carried out in two time periods that corresponded to different modes.

The first period for their assessment was carried out in 2012-2013 during which 400 teachers with a five-year term were selected from the 1600 who applied. Through this specific procedure, the teachers were evaluated in their training and scientific work, in their teaching experience, in the overall presence of the teacher in the school, who was evaluated by the school counselor and the director, as well as in the interview. The overall assessment concerns in particular the didactic and pedagogical competence, the development of innovative educational activities, the use of new technologies, the utilization of various materials and sources in teaching, the application of a differentiated pedagogical method, the teaching practice and the development of collaborative activities in the school and the community .

The second evaluation period took place in 2013-2014 during which 100 teacher positions were filled out of the 350 who applied. During this period the teachers were evaluated by the submission of the personal file for their formal qualifications and the interview and not for their teaching competence and their overall presence in the school like their colleagues in the previous period.

The project of teacher assessment, despite the serious resistances from outside, the problems, the difficulties, the failures, and the hesitations finally became a reality. Characteristically, it is mentioned "staff renewal, massive interest in filling five-year teaching positions (in 2013 there were 1600 applications for 430 positions and in 2014, 350 for 120), which disproved those who assumed that teachers due to lack of motivation, assessment and increased obligations would turn the back to the new institution" (Antoniou, 2014: 3).

Research methodology

Data Collection Technique

Research tool – questionnaire

The present research was based on primary data, which was collected using a questionnaire. For the purposes of the thesis, a structured questionnaire with a combination of closed and open questions was created exclusively through literature review.

According to several researchers, the formulation of the purpose of the research determines both the type of research and the tools that are going to be used (McMillan & Schumacher, 2001). The choice of using a questionnaire as a means of collecting information was thought to be more effective in capturing the perceptions of the teachers of the Model Experimental Schools than other ways of collecting data.

The questionnaire was mainly based on the literature review, since the researcher made the relevant necessary changes so that it is suitable to meet the research objectives. An attempt was made to design an increased number of closed questions, which meet the needs of the research and could be answered quickly and easily, without taking more than 15-20 minutes.

The answers to this type of questions are determined from the start and the respondent must necessarily choose one of them, while they are suitable for statistical analysis. This fact, of course, involves the risk of "dictating" the answer, since due to the limitation of personal expression, it is possible that the respondent will be led to an answer, which is more responsive to the researcher's expectations (Javeau, 2000). The questionnaire, which is also presented in the Appendix, is divided into (5) sections, depending on the content.

Specifically, on the first page of the questionnaire, information is provided to the teacher who is asked to complete it and related to the necessity of the research, the type and number of questions, ensuring the confidentiality of the answers and other filling instructions. Apart from this introductory part of the questionnaire, the questionnaire consists of four parts:

Part I concerns data that form the individual/demographic profile of the respondent, such as gender, educational qualifications, specialty, school level, years of service in Secondary Education, years of service in Model Experimental Schools and the evaluation period (questions A1 to A7). Part II includes questions asking teachers to express their views about the purpose and necessity of assessment and is entitled "Teachers' views on assessment" (questions B1 to B2).

In Part III of the questionnaire, there are questions that detect the views of the teachers of the Model Experimental Schools for the applied process of their assessment (questions C1 to C14). Finally, Part IV includes the open-ended questions that examine the proposals of the teachers in Model Experimental Schools, so as to improve the process (DA to DD questions).

The questionnaire is fully structured, with open and closed questions using mainly the five-point Likert scale and the ranking scale, in order to express the extent of agreement or disagreement with a specific statement. For the recording of the questions, we tried to be as clearly worded as possible, free of difficulties and short.

The research questions formulated on the basis of the theoretical framework and derived from the objectives of the thesis are:

1. Is there a correlation between the individual and professional identity of the teachers of the Model Experimental Schools.
 - I. with their views on assessment in general?
 - II. with their views on the School Manager as an evaluation body?
 - III. with their views on the School Counselor as an evaluation body?
 - IV. with their views on portfolio as an assessment tool?
 - V. with their views on the interview as an assessment tool?
 - VI. with their views on the context of objections?
2. What proposals do the teachers of Model Experimental Schools to improve assessment as a process?

Research tool – questionnaire

The present research was based on primary data, which was collected using a questionnaire. For the purposes of the thesis, a structured questionnaire with a combination of closed and open questions was exclusively created through a literature review.

According to several researchers, the formulation of the purpose of the research determines both the type of research and the tools that are going to be used (McMillan & Schumacher, 2001). The choice of using a questionnaire as a means of collecting information was considered to be more effective for recording the views of the teachers of the Model Experimental Schools in relation to other data collection methods.

The questionnaire was mainly based on the literature review, since the researcher made the relevant necessary changes so that it is suitable to meet the research objectives. An attempt was made to design an increased number of closed questions, which meet the needs of the research and could be answered quickly and easily, without taking more than 15-20 minutes.

The answers to this type of questions are determined from the beginning and the respondent must necessarily choose one of them, while they are suitable for statistical analysis. This fact, of course, involves the risk of "dictating" the answer, since due to the limitation of personal expression, it is possible that the respondent will be led to an answer, which is more responsive to the researcher's expectations (Javeau, 2000). The questionnaire, which is also presented in the Appendix, is divided into (5) sections, depending on the content.

Specifically, on the first page of the questionnaire, information is provided to the teacher who is asked to complete it and related to the necessity of the research, the type and number of questions, ensuring the confidentiality of the answers and other filling instructions. Apart from this introductory part of the questionnaire, the questionnaire consists of four parts:

Part I concerns data that form the individual/demographic profile of the respondent, such as gender, educational qualifications, speciality, school level, years of service in Secondary Education,

years of service in Model Experimental Schools and the evaluation period (questions A1 to A7).

Part II includes questions asking teachers to express their views on the purpose and necessity of assessment and is entitled "Teachers' views on assessment" (questions B1 to B2).

In Part III of the questionnaire, there are questions that detect the views of the teachers of the Model Experimental Schools for the applied process of their assessment (questions C1 to C14). Finally, Part IV includes the open-ended questions that examine the proposals of the teachers in Model Experimental Schools, so as to improve the process (DA to DD questions).

Questionnaire reliability

In order to check the reliability of each factorial structure, of the three thematic units, the Cronbach Alpha index was calculated. Its values that are greater than 0.7 are considered satisfactory (Spector, 1992?). The concept of reliability refers to the extent to which a set of variables is consistent with what it intends to measure (Hair et al., 1995).

In particular, the reliability index (Cronbach α) of the factors related to the questionnaire, which concerns the views of the teachers of the Model Experimental Schools for their assessment as they experienced it as shown in table 1 is 0.829. The correlations of the questions with the scale, as well as the correlations of the questions of each factor with each other, received fully acceptable values.

Description of the Sample

As mentioned in the previous paragraph, the sample consists of 406 people. In this paragraph, the basic descriptive measures (frequencies) concerning the individual demographic characteristics of the sample are presented.

The following table presents the respondents by Region, in order to reflect the geographical distribution of the sample. As can be seen, 56.68% of the teachers participating in the research teach in Model Experimental Schools of the Region of Attica followed by the Region of Central Macedonia with a percentage of 13.79%. Then, 11.82% of the teachers in the research work in Model Experimental Schools of the Region of Western Greece and 7.88% in the Region of Crete. Fourteen participants work in Model Experimental Schools of the Region of Epirus, while another fourteen teachers work in the Region of Northern Aegean.

Finally, 2.96% of teachers work in schools in the Region of Western Macedonia.

Table 3: Frequencies of Participants of the Model Experimental Schools per Region

Region	Number (N)	Percentage (%)
Region of Attica	230	56.68
Region of Central Macedonia	56	13.79
Region of Western Greece	48	11.82
Region of Crete	32	7.88
Region of Epirus	14	3.45
Region of North	14	3.45

Aegean		
Region of Western Macedonia	12	2.96
Total	406	100.00

In Table 4, the distribution of the gender frequencies of the teachers participating in the research is recorded. As can be seen, the percentage of women who answered is greater (54.68%) than the corresponding percentage of men (45.32%). Therefore, it is evident that women outnumber in the teaching profession in the Model Experimental Schools of the sample examined.

Table 4: Frequencies of Gender of the Sample.

Gender	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Male	179	44.09	45.32	45.32
Female	216	53.20	54.68	100.00
Total	395	97.29	100.00	
Missing System	11	2.71		
Total	406	100.00		

With reference to the educational background of the teachers, it is observed that the majority of them hold a Doctorate - PhD (50.14%), followed by teachers with a Master's Degree - MSc (42.70%). Finally, only 7.16% of the teachers who work in Model Experimental Schools hold a second degree - Bachelor (7.16%)

Table 5: Frequencies of Educational Qualifications of Teachers.

Educational Qualifications	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Second Degree Bachelor	26	6.39	7.16	7.16
Master	155	38.08	42.70	49.86
Doctorate	182	44.72	50.14	100.00
Total	363	89.19	100.00	
System Missing	44	10.81		
Total	407	100.00		

In relation to the distribution of teachers' specialties, it was recorded at an initial level in detail (e.g. University education 02), however the responses were subsequently categorized into two broad categories, Positive and Applied Sciences and Social Sciences and Humanities. As shown in Table 6, teachers of Positive and Applied Sciences are 41.6% of the teachers in the sample. Accordingly, teachers of Social Sciences and Humanities are the majority of the sample at a rate of 58.4%.

Table 6: Frequencies of Teachers' Specialty.

Specialty	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Positive & Applied Sciences	156	38.3	41.6	41.6
Social Sciences & Humanities	219	53.8	58.4	100.0
Total	375	92.1	100.0	
Missing System	32	7.9		
Total	407	100.0		

Table 7 shows the distribution of frequencies of the level of education. As we can see, there are 214 (54%) teachers who work in a Model Experimental High School, followed by teachers who work in a Model Experimental Junior High School (46.0%).

Table 7: Frequencies of Teachers' Level of education.

Level of education	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
High School	182	44.7	46.0	46.0
Junior High School	214	52.6	54.0	100.0
Total	396	97.3	100.0	
Missing System	11	2.7		
Total	407	100.0		

With reference to the years of service, as can be seen from table 8 below, the sample included 55 teachers with at least ten years of service (14.7%), 153 teachers with at least twenty years of service (40.8%) and 167 teachers who work in Secondary Education from one to ten years (41.0%).

Table 8: Frequencies of Years of Service in Secondary Education

Years of Service in Secondary Education	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
1 – 10	55	13.5	14.7	14.7
11 – 20	167	41.0	44.5	59.2
20+	153	37.6	40.8	100.0
Total	375	92.1	100.0	
Missing System	32	7.9		
Total	407	100.0		

The following table shows the distribution of frequencies of teachers' years of service in Model Experimental School. As we can see, the majority of the sample (73.8%) serves from one to ten years, 23.8% serves from eleven to twenty years, while only 2.4%

have at least twenty years of service in Model Experimental School.

Table 9: Frequencies of years of service in Model Experimental School

Years of service in Model Experimental Service	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
1 – 10	279	68.6	73.8	73.8
11 – 20	90	22.1	23.8	97.6
20+	9	2.2	2.4	100.0
Total	378	92.9	100.0	
Missing System	29	7.1		
Total	407	100.0		

Finally, the following table shows the answers of the teachers to the question about the period they were evaluated. The majority of the teachers of Model Experimental Schools (60.94%) were assessed during the 2012-2013 school year, while the remaining 39.06% was assessed after the summer of 2013.

Table 10: Frequencies of the Assessment Period.

Assessment Period	Number (N)	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
2012- 2013	234	57.64	60.94	60.94
2013-2014	150	36.95	39.06	100.00
Total	384	94.58	100.00	
Missing System	22	5.42		
Total	406	100.00		

Research results

Proposals for the Organization of the Personal Folder

The teachers' proposals regarding the assessment criteria of the personal file include:

- the increase of points in actions related to their educational work
- the control of administrative support in the school unit
- the assessment of the teaching material developed by the teachers
- the redefinition of award of points of innovative actions
- more accurate certification of innovative actions
- the assessment of the quality of scientific articles and books
- the increase in points of formal qualifications and the control of their relevance to the subject
- the examination of the supporting documents attached, in order to avoid the points of incorrect information or cases of fake degrees

- their concern regarding the high award of points of second-level training, which, however, is not accessible for all specialties.

Additional assessment criteria are proposed:

- the inclusion of parents' and students' views through questionnaires and
- the production of teaching materials and published teaching scenarios.

Regarding the assessment process of the teachers' personal file, it is proposed:

- the clarity of the criteria, based on which the personal file is evaluated
- the concern of the time requirements for preparing the personal file
- the advance notification of the assessment criteria
- the retargeting of the criteria, so that the process does not aim at collecting certificates and attestations, but has a substantial contribution
- the need to connect the content of the file with the teaching and pedagogical competence of the teacher
- the inclusion of a self-reflection report for each data submitted by the teacher, as well as its individual qualitative assessment.
- the expansion of the data that can be included in the personal file (literary work, involvement in the arts and sports, translations, book editing, voluntary actions and social presence of the teacher)
- the organization of training seminars for teachers regarding the use of digital tools and software for the organization of the portfolio
- the need to abolish the electronic bureaucracy that exists
- the protection of teachers' personal data and
- the creation of a central database, which can be updated at certain time intervals, will be updated automatically by the school.

Finally, regarding the award of points of the personal file, the teachers suggest:

- greater award of points in the overall assessment process
- the reduction of points and
- the existence of points per school year.

Proposals for Assessment by the School Director

The observations and proposals of the teachers regarding the assessment process by the School Director include:

- the current lack of objectivity in the process that was implemented
- the need to document the assessment in reports and official data
- the creation of measurable objective data
- the need for more criteria in a more organized and defined way.
- the expansion of the assessment scale to include additional data
- the establishment of the process in terms of consistency and honesty and not in customer-party relations
- the existence of objective universal criteria for all teachers of all schools
- the avoidance of influence of personal relationships on the assessment (sympathy/empathy)

- the creation of a committee, in which the School Director will participate
- the existence of alternatives to the person conducting the assessment such as the vice-principal or the board of pedagogical responsibility
- the ability to reject the assessment of the current School Director and accept the assessment of previous ones
- the existence of an assessment by the students, the teachers' association and the parents' and guardians' association, as well as by an external evaluator
- the prior notification of the criteria and the evaluation form by the director to the teachers
- the assessment of the directors by the teachers' association
- the director's knowledge of the institutional and legal framework and
- the assessment of the Director with the same criteria.

Regarding the criteria according to which the evaluation of the teacher is carried out by the Director, the teachers point out:

- the need to assess the teacher as an overall personality
- the inclusion of characteristics such as consistency, cooperation, camaraderie and fulfilling one's basic duties
- the investigation of participation in organizational processes, the administrative work and
- the need to recognize modern and recent data (eg qualifications) instead of old ones.

From the responses of the teachers, special references were also made regarding the necessity of the assessment process by the School Director of the school unit. Specifically, it is stated that:

- the process should not exist as it creates a problem, or at least, it should not be of particular importance
- on the one hand the criteria are satisfactory, on the other hand the process is necessary and should continue to exist
- the assessment by the School Director as a process, beyond the fact that it is necessary, should acquire weighty importance
- the School Director is the person who experiences the teacher daily in the school unit, but also that in a relationship between the employee and the director, the latter assesses the former in terms of specific formal obligations.

Proposals for the Assessment by the School Counselor

The teachers' proposals regarding the teacher assessment by the School Counselor include:

- the existence of two School Counselors during the assessment of teachers
- the unannounced attendance/observation of teachings
- the involvement of external observers, but also the involvement of students through the completion of an anonymous questionnaire
- the establishment of an assessment committee, in which School Counselors will participate
- the timely notification of the assessment criteria to the teachers
- communication and feedback between teachers and School Counselors
- the increase in assessment sessions
- the adoption of formative assessment and

- the joint (teachers-School Counsellors) planning of teaching practices, which will then be implemented and assessed.

However, the teachers point out that the assessment by the School Counselor presupposes:

- assessment of the School Counselor by the teachers to check their formal qualifications
- training in matters of assessment, psychology and counseling of Counselors
- investigation of the School Counselor's training and teaching experience
- existence of precise justification in the grades
- existence of a guidance and assessment framework with objective, universal and measurable data/criteria
- abolition of sample teachings
- extension of time for attending the course by the School Counselor
- relevance of his subject module to the corresponding one of the teachers
- acquaintance and cooperation of the School Counselor with the teachers
- more frequent presence of the School Counselor in the school unit and especially in the school classroom throughout the school year
- disconnection of assessment from the professional and salary development of teachers and its (re)targeting in the educational work.

In conclusion, the teachers submit their views regarding the necessity of the process. Specifically, they state that:

- they were satisfied with both the process and the assessment criteria, but also that
- the process must remain as it is, as after the Director, the assessment by the School Counselor is of great importance.

Proposals for the Assessment with Interview

In conclusion, the teachers submitted some views and proposals for improvement regarding their assessment with interview. Their views consist of their concerns, the conditions that must exist during the process, as well as the necessity, but also the award of points of the assessment.

The concerns of the teachers have to do with:

- the objectivity of the process and
- the targeting of the assessment.

According to the views of the teachers, the conditions for the application of the assessment with interview are:

- the assessment of School Counselors
- the training of evaluators
- the relevance of the subject module between teachers and evaluators
- objectivity and
- the establishment of objective, universal and measurable criteria.

Teachers' proposals regarding the assessment with interview include:

- maintenance of the anonymity of the teachers and the members of the assessment committee
- random selection of assessors via software shortly before the interview

- lack of knowledge of the teacher's qualifications by the interview committee
- the necessity of having University Professors in a relevant specialty
- participation of School Counselors of the relevant subject, parents, but also teachers with experience in the teaching subject
- the involvement of a psychologist, in order to investigate the mental state, but also the personality of the teacher
- formation of assessment committees by specialty
- common level of education and subject knowledge between teachers and assessors
- geographical discrepancy between assessors and assesseees
- focus of the assessment on the educational profile, the pedagogical and teaching work
- abolition of the standard form of the process.

Regarding the necessity of the process, the teachers suggest:

- the abolition of the process due to the lack of solvency and purpose
- its application to directors' and executives' assessments
- its application for exclusion of cases of teachers, who are unsuitable for socializing with students and
- the continuation of the application of the process.

Finally, regarding the points of the assessment with interview, it is proposed:

- the reduction of points and
- the adoption of a confirmatory function regarding the teacher's competence without additional points.

Conclusions

The teachers in the present research highlighted their proposals for assessment in terms of their assessment by the director, by the school counselor and their assessment through a personal file and interview.

The proposals linked to the existence of the personal file as part of the assessment process can be categorized in two axes. The first concerns the organization of the personal file, which consists of the criteria, according to which the organization of the teachers' portfolio is achieved. Therefore, a wide range of criteria is observed, the majority of which is confirmed by the relevant researches of Shinkfield & Stufflebeam (1995), Kremer-Hayor (1993), Danielson & McGreal, (2000). Specifically, these proposals include the expansion of the data that fall into the personal file, such as the inclusion of innovative actions related to the educational work and their more accurate assessment, the quality of teaching, writing and scientific material, as well as the increase in the award of points of standard qualifications and the control of their relevance to the subject module, in order to avoid the points of incorrect information or cases of fake degrees. At the same time, the concern of the increased points of second-level training emerges, which, however, is not accessible for all specialties. In addition, it is recommended to include the views of parents and students through questionnaires. However, some objections regarding this specific proposal are highlighted in the literature, as parents and students are not objectively sufficient bodies for the assessment of the teachers.

Regarding the second axis, which includes the proposals of the teachers of the Model Experimental Schools, concerning the

process of assessment using a personal file, the clarity of the criteria, based on which the personal file is assessed, the concern about the time requirements for the preparation of the personal file and advance notification of assessment criteria are included. The specific proposals have been highlighted in the relevant Greek and international literature since 1997, showing the objective, measurable and clear approach of the assessment.

Accordingly, it is a constant request of teachers to know the assessment criteria before the process (Danielson & McGreal, 2000; Pasiardis et al., 2005; Nolan & Hoover, 2008; Delvaux et al., 2013).

In addition, the teachers of Model Experimental Schools propose the re-targeting of the criteria, so that the process does not aim at the collection of certificates and attestations, but to have a substantial contribution, since as Mouratoglou (2018) mentions that the existence of specific qualifications does not correspond, accompany or identify with the effectiveness of the teacher. Also, the proposal concerning the inclusion of a reflection report for each data submitted by the teacher, as well as his individual quality assessment, is considered particularly interesting. This specific proposal is directly linked to the formation of a reflective disposition of teachers.

Subsequently, the utilization of Information and Communication Technologies is proposed during the process of the assessment of the teachers' personal file. In particular, it is proposed to create a central database, which can be updated at certain time intervals and which will be automatically updated by the school, as a result of which the abolition of the existing electronic bureaucracy is promoted. However, to the above proposal, emphasis is placed on the protection of teachers' personal data, but also on the eventual need to organize training seminars and training for teachers regarding the use of digital tools and software for the organization of the portfolio. This proposal demonstrates the adoption of a culture to change the educational paradigm and create a learning community, as the teachers' proposal is accompanied by a compensatory process of preparation and support for the other teachers in the school units.

With reference to the proposals formulated by the teachers of the Model Experimental Schools for the assessment by the School director of the school unit, it was found that these are systematized in two axes and concern the criteria and the assessment process. Regarding the criteria, the teachers propose the establishment of measurable, universal and objective assessment data, which will be formulated clearly and precisely, in an organized and delimited manner and will be related to the purpose of the assessment. The above proposal is fully aligned with international and Greek research data.

In addition, it is proposed to expand the assessment scale, so as to include additional data, such as participation in organizational processes and administrative work, but also to investigate the overall personality of the teacher, in relation to teaching, including characteristics, such as consistency, cooperation, camaraderie and the fulfillment of basic duties. After all, it is a fact that the teacher's personality and behavior significantly influence his teaching method and effectiveness.

However, the advance notification of the criteria and the assessment form from the school director to the teachers is a constant request of the teachers. This specific request is confirmed by relevant research data (Danielson & McGreal, 2000; Pasiardis et

al. 2005; Nolan & Hoover, 2008; Delvaux et al. 2013), to the point that it is a prerequisite for the implementation of the assessment.

The proposals of the teachers of the Model Experimental Schools related to the process of their assessment by the director, mainly concern objectivity - or the lack thereof - and structural components of the complex evaluation bodies (e.g. committee). Taking into account the existing lack of objectivity in the assessment process that was carried out, as teachers stated the influence exerted by personal relationships (sympathy, empathy), client-party relationships, the teachers' request for solvency in the process emerges. According to Stronge and Tucker (2005), the evaluation must be based on a sense of justice in order to ensure fairness and the eventual objection process (defensibility).

One of the ways in which objectivity can be ensured is the proposal-need of the teachers of the Model Experimental Schools for the documentation of the assessment findings in reports and official data, a fact which is highlighted to a large extent by? Additionally, the existence of alternatives to the person who conducts the assessment is proposed, such as the deputy director and the board of pedagogical responsibility, the creation of a committee in which the director will participate, but also the existence of assessment by the students, an external assessor, the parents' and guardians association and the teachers' association. In particular regarding the teachers' association, bibliographically, the view that is expressed is that it can be an additional teacher evaluation body (peer evaluation) (MacBeth et al., 2001; Danielson & McGreal, 2000; Nolan & Hoover, 2008; Theocharis, 2011; Philips et al., 2013;) Finally, emphasis is placed on the director's knowledge of the legal and institutional framework, while, at the same time, it is proposed to assess the director with the same criteria.

Finally, the proposals of the teachers of the Model Experimental Schools focus on the necessity of the assessment process by the director of the school unit, with the majority of teachers supporting its necessity, in contrast to some teachers, who support either its abolition or the reduction of its award of points.

Similarly, the teachers' proposals about their assessment by the School Counselor are divided into three axes and in particular the assessment process, its criteria and its necessity.

At first, teachers recommend the unannounced attendance/observation of lessons in order to ensure the objective registration of the teaching. As many school counselors inform about their arrival and observation of teaching, many teachers prepare so much that teaching loses its naturalness (Nolan & Hoover, 2008; Tucker & Stronge, 2005). For this reason, school counselor visits should be frequent, unannounced, connected and documented. The above statement is also a proposal of the teachers of the Model Experimental Schools who participated in the present research, who refer to the abolition of sample lessons, the increase in the time of the school counselor's attendance of lessons, but also the more frequent presence of the school counselor in the school unit and especially in the school classroom throughout the school year. Furthermore, it is proposed to have two school counselors during the teachers' assessment, the establishment of a committee in which the school counselors will participate, but also the involvement of the students by filling in an anonymous questionnaire. Similar is the report of Danielson & McGreal (2000), who argue that students could contribute to the assessment without being asked about specific teachers, but generally "about

the class" by responding to questions that they are able to answer, depending on their age. Additional proposal of the teachers of the Model Experimental Schools is the collaboration of school counselors with teachers, which will consist of communication and feedback between them, but also in the joint planning of teaching practices, which will then be implemented and assessed in multiple periods of time.

The above proposal reflects the need to adopt formative assessment, with the result that the process is a continuous, "relaxed" and flexible process, with a clear goal of improving and professional development of teachers.

However, in order for the teachers' assessment process by the school counselor to be implemented, and to be appreciated by them, certain conditions must be met. In particular, the assessment of the School Counselor is proposed to check their typical qualifications, their training in matters of assessment, psychology and counseling as well as the investigation of their teaching experience. It is important to refer to the relevance of the cognitive subject to that of the teachers' and they conclude that in order for a school counselor to be effective and his judgment accurate and reliable, he must know his cognitive subject and have the appropriate skills.

With reference to the assessment criteria of the teachers of the Model Experimental Schools, the school counselor proposes the existence of a guidance and evaluation framework with objective, universal and measurable data/criteria, which will be shared in advance by the teachers. In addition, the assessment must, according to the proposals of the teachers, be accompanied by a precise justification in terms of the grades. Accordingly, in terms of the assessment's targeting, it is proposed to disconnect it from the professional and salary development of teachers and to (re)target it to the educational work. At this point it should be noted that this specific proposal has been a proposal of the Federation of Secondary Education Officers since 1997.

In conclusion, regarding the necessity of the procedure, the majority of teachers of Model Experimental Schools were satisfied, both with the process and with its criteria and as a result it is recommended to maintain their assessment by the school counselor.

Regarding the proposals of the teachers in the Model Experimental Schools for conducting the assessment through an interview, it was found that a particular emphasis was placed on the dimension of objectivity, which has always been an element of concern in the assessment (Lansing et al, 1961).

In order to achieve the desired reliability, the training of the evaluators, the establishment of objective, universal and measurable criteria, and the preservation of the anonymity of the teachers and the members of the assessment committee are proposed. In addition, the random selection of evaluators via software shortly before the interview in combination with the geographical discrepancy between assessors and assesses, but also the prior lack of knowledge of the teacher's grades by the interview committee can be ways of ensuring the solvency of the overall process.

According to the views of the teachers in the Model Experimental Schools, a necessary condition for conducting the assessment is the relevance of both the cognitive object and the level of service between teachers and evaluators. After all, as Kvale (1996) points

out, the effective interviewer, among other things, must be knowledgeable about the subject he is asked to assess.

With reference to the process and in particular the interview committee, the teachers of Model Experimental Schools suggest the necessity of having academics, school counselors of a related subject, but also parents and teachers with rich teaching experience. At the same time, the formation of multiple committees per specialty is proposed, as well as the assistance of a psychologist in order to investigate the mental state and personality of the teacher, as they very emphatically point out. From the above results the proposal to utilize the interview as a method for the assessment of wider education staff, but also for checking the suitability of teachers. Therefore, it must function as a confirmation of the teaching competence of the teacher, either with a limited degree of points or without additional award of points.

Bibliography

1. Danielson, C., & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. USA: Association for Supervision & Curriculum Developme.
2. Delvaux, E., Vanhoof, J., Tuytens, M., Vekeman, E., Devos, G., & Petegema, P. (2013). How may teacher evaluation have an impact on professional development? A multilevel analysis. *Teaching and Teacher Education*, 36, σσ. 1-11.
3. Estimate. (2007). *Study of the reflection of the Education Assessment system*. Ministry of Education and Religious Affairs-European Union
4. *Educational assessment, Modern theoretical approaches and practical applications (2023)*, scientific editor Anastasia Papadopoulou, Athena Chalkiadaki, Kyriakidis Brothers publications.
5. Evridiki (2008). *Levels of Autonomy and Responsibilities of Teachers in Europe*. European Information Network for Education
6. Javeau, C. (2000). *The survey through questionnaire*. (K. Tzanone-Tzortzi, Trans.) Athens: Typhothito
7. Kassotakis, M. (2018). *Evaluation of School Units and Teachers in Primary and Secondary Education* . Athens: Grigoris.
8. Kapsalis, A., & Chaniotakis, N. (2015). *Educational assessment*. Thessaloniki: Kyriakidis Brothers.
9. Kremer-Hayon, L. (1993). *Teacher Self-Evaluation: Teachers in Their Own Mirror*. U.S.A.: Springer Science & Business Media
10. Koutouzis, M. (2003). *Assessment in education: Explanations and misunderstandings*. *The teachers' club*(30), pp. 28-29.
11. Koutouzis, M. (2016). *Assessment in the Greek education system: looking for areas of consensus*. In M. Kassotakis (Ed.), *Assessment of School Units and Teachers: Contemporary Trends, Dilemmas and Prospects*. Athens: Hellenic Society for Educational Assessment
12. Koutouzis Manolis, Papadopoulou Anastasia and Athina Chalkiadaki (2023) *lifelong learning and Adult Education. The dropout of Trainees in Greek Second Chance Schools in Reimagining Education for the Second Quarter of the 21st Century and Beyond Dilemmas, Challenges, Advancements and Innovations*. Series:Global Education in the 21st Century, Volume: 8 Volume Editors: Tasos Barkatsas, Patricia McLaughlin, and Wendy Goff. Brill, Leiden/Bosten. ISBN: 978-90-04-68847-6. Chapter 12, 214-225.
13. Kvale, S. (2006). *Dominance Through Interviews and Dialogues*. *Qualitative Inquiry*, 12(480).
14. Lansing, B. J., Ginsburg, G., & Braaten, K. (1961). *An Inrestigation of Response Error*. Urbana, Illinois: Bureau of Economic and Business Research.
15. MacBeth et al., 2001; MacBeath, J. (2001). *Self-evaluation at school: utopia and practice*. (Ch. Doukas, & Z. Polymeropoulou, Eds.) Athens: Ellinika Grammata.
16. Nolan & Hoover, 2008; Nolan, J., & Hoover, L. (2008). *Teacher Supervision & Evaluation*. Wiley & Sons Inc.
17. Oosterhof, A. (2010). *Educational assessment. From theory to practice*. (A. Theodorakakou, Trans.) Athens: Ellin.
18. Anastasia Papadopoulou, Bouras Antonios (2021). "Assessment in Education: Theoretical Approaches and Applications in Teaching Practice" (ISBN 978-960-612-361-0), publications: Grigoris
19. Papadopoulou Anastasia, Bouras Antonios and Barkatsas Tasos (2022).*Teachers' Views on the Utility of Creative Processes and Creative Pedagogies in Education in Educating Gifted, Talented, Creative and Dissimilar Learners Imaging the Future*. Editors name: Tasos Barkatsas. Brill, Leiden/Bosten. ISBN 2542-9728, ISBN 978-90-0453257-1 (ebook)
20. Passiardis, P., Savvidis, I., & Tsiakiros, A. (2005). *The assessment of the teaching work of the teachers*. Athens: Ellin.
21. Philips et al., 2013 Phillips, V., & Weingarten, R. (2013). *The professional educator. Six steps to effective teacher development and evaluation*. *American Educator*
22. Shinkfield, A., & Stufflebeam, D. (1995). *Teacher Evaluation: Guide to Effective Practice*. U.S.A.: Springer Science & Business Media.
23. Spector, P. (1992). *Summated Rating Scale Construction : An Introduction*. Sage Publications, Inc.
24. Tucker & Stronge, 2005). Tucker, P. D., & Stronge, J. H. (2005). *Linking Teacher Evaluation and Student Learning*. Virginia USA: ASCD.