

Importance of Principles in the Process of Supervision, Monitoring and Evaluation of Teachers' Performance

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Abstract:

Supervision, monitoring and evaluation are complex processes and there is no effective work without them. Through this process we could guarantee efficiency and high quality of teachers, students and educational institutions performance.

Since, monitoring and evaluation are intentional processes, therefore, it should not be strictly defined the exact goals, objectives, areas, mechanisms, techniques and procedures for implementation, but the principles should be also respected during this process.

Principles of control and supervision are general requirements: attitudes, standards and norms, to which observers must comply in case of performing this function. These principles are establishing the fair relationship among observers and teachers. By respecting these principles, enables the observers (inspectors, director of the school, etc.) for the right action during the supervision, monitoring and evaluation of teachers' performance.

In this working document, we will try to present some of the main principles and their importance, influence and their role in the process of monitoring and evaluation the teachers' performance. The recognition and implementation of principles by the observer, will affect the process of monitoring and evaluation, to be more transparent, reliable, valid and objective.

Key words: the principle, transparency, reliability, professionalism, objective

1. INTRODUCTION

The success of the MMV process of teacher performance is the main goal, all this is achieved not only by the dedication of the monitors (school principal, inspectorate), but also by careful and thoughtful preparation before the beginning of this complex process. The main holders of the process, especially those professionally competent, from the beginning of the preparations to the end, should rely on the overall principles of teacher performance MFIs.

The objective of the principles should be to familiarize all actors of this process with principles, understand them correctly, respect them, and apply them. Principles should be perceived as a pillar, where to rely, but also as a very important criterion for transparent, reliable and objective MMVs of teachers' performance. When an employee thinks his input-output ratio is equal to others, he has the impression that he is treated fairly (Cosier and Dalton, 1983).

This feeling of being treated fairly is a sense of satisfaction (pleasure). (Witt and Nye, 1992). The principles of control and oversight are general requirements: attitudes, standards, and norms that monitors should adhere to when performing this function. (Pedagogue, 1986: 43)

These principles establish a fair relationship between monitors and teachers. Respect for these principles, monitors (inspector, school principal, etc.) enables the right action in the work of overseeing, monitoring and evaluating the performance of teachers.

In this study, we will try to present some of the key principles, their importance, their impact, and their role in the process of monitoring and evaluating the performance of teachers. Their recognition and implementation by the monitors will affect the performance MV of teachers, be transparent, trustworthy, valid and objective.

2. THE IMPORTANCE OF THE PRINCIPLES OF OVERSIGHT, MONITORING AND EVALUATION

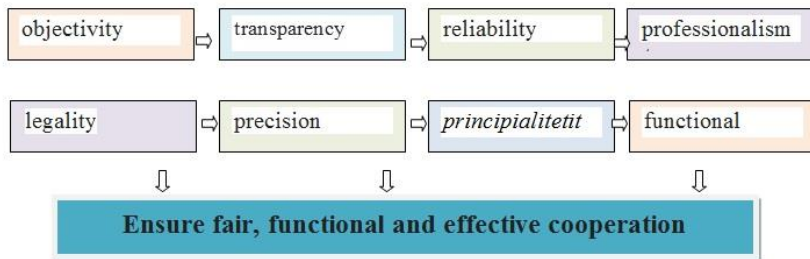
The importance of principles lies in creating a good co-operation climate and helps ensure that the monitoring and evaluation process is quality and effective.

In order for the process to have the right effects, both the monitors and the teachers need to be familiar with and comply with several principles-related principles: they must know principles, understand principles, debate principles, to be respected by the actors of the process and have to implement them during the monitoring and evaluation process.

The principles are defined by legal acts and by-laws (MEST, AI, No. 11/2005), MEST has defined the general principles of monitoring / inspection, and necessarily the monitors / inspectors have a legal obligation to respect them. Moreover, all the principles that are to be respected during the process of monitoring / inspection of the performance of teachers and educational institutions are clearly stated.

Some of the basic principles of oversight, monitoring and evaluation will be presented through the following table, such as:

Table 1. Basic principles of oversight, monitoring and evaluation



1. Principle of objectivity

The monitors (inspector, school principal) during the process of monitoring and evaluating the performance of teachers should be fair and without prejudice in assessing the work of teachers.

Lack of objectivity during monitoring / inspection undermines monitoring authority and loss of trust. Especially in those cases where the monitors positively evaluate the work of teachers, who do not work and have no results.

For the principles we have consulted many resources, such as in the field of pedagogy, psychology, but also in other areas, which we have modified with the aim of adapting to MMV's performance of teachers.

According to Robinson, equality is not just related to the amount of salary they receive, but the amount they receive and measure about their skills, their work experience, etc., comparing themselves with other colleagues at work Robinson (2014). The principle of objectivity is not respected in those cases where the monitoring becomes unplanned, superficial, irresponsible and when the lack of professional ethics is expressed.

The principle of objectivity is also defined by the legal and sub-legal acts such as the Law on Inspection of Schools in Kosovo, which states that "All cases shall be treated objectively: without discrimination, without discrimination on ethnic, religious, gender, social grounds, racial and ages. "(MEST, AI, No. (I) 11/2005).

Thus, the process of monitoring and evaluating the work of teachers is based solely on the information collected in accordance with the applicable legal provisions and serves to make unbiased and fair statements, advice and recommendations.

2. The principle of transparency and credibility

During the monitoring and evaluation process, the principle of transparency and credibility should be dominated as an

element that will influence the creation of a climate of trust between the monitors / inspectors, teachers and the educational institution. Also, at the same time, the MMV process decides on all the necessary mechanisms that ensure transparency, but which also preserve the reliability of the information, and in no way violate the right to privacy and do not violate personal dignity of teachers.

Adhering to the principle of transparency and credibility increases the likelihood that monitoring and evaluating teacher performance will not only be objective but succeed and resolve situations that seem to be difficult solvable.

3. Principle of professionalism

The principle of professionalism is one of the basic principles, so the monitor / inspector should be professionally prepared. It has a continuing obligation to professionalize, in accordance with professional requirements and workplace.

The professional knowledge of the monitor should be much broader in all aspects than the subject being monitored / evaluated.

For the professional upgrading of monitors / inspectors, in recent years continuous efforts have been made by MEST for the professional preparation of inspectors within the Department of Inspection, organizing study visits in several countries of the world and various trainings. Professional preparation assisted the monitors / inspectors in performing their duties in the most professional manner. Also, teachers would benefit greatly from professional advice and suggestions to increase their level of work.

4. Principle of Legality

During the process of oversight, monitoring and evaluation of teacher performance, the monitors must implement and support, in the applicable laws on pre-university education.

The Monitor / Inspector should respect the Law on Primary and

Secondary Education in Kosovo as well as the Law on Education Inspection in Kosovo.

If the monitors act according to general principles and legal and sub legal acts, there is no doubt that the monitoring / evaluation will be accurate and objective

Also, the monitors have a legal obligation to respect the principle of legality, as defined in the Law on Education Inspection in Kosovo (UA.nr. (I) 11/2005).

5. The principle of versatility

Monitoring and evaluation should be considered in a comprehensive way, because pedagogical processes and phenomena are highly interrelated

Each process of educational work should be considered in relation to the factors that have conditioned it. When monitoring and evaluating, we need to consider what we want to monitor or evaluate.

The process of monitoring and evaluating the work of teachers does not only imply the observation of teachers in class, but also a host of other activities during the performance of the duties and duties of their work.

Locke and Latham (2002) and Mento et al. (1992) claim that comparing the current situation of an employee with that employee's personal values creates such behaviors as work satisfaction.

Continuing the researcher Locke (1976) and (Perrewe et al., 1999), explain that situational factors at work can be perceived more satisfying when work enables employees to reach their values. If those values are not achieved, failure occurs (dissatisfaction).

6. Principle of precision and accuracy

The principle of precision and accuracy is of great importance, because the measures that the monitors / inspector proposes

must be clear, precise and precise and time-bound for realization.

The professional preparation of the monitor reflects reliability in precision and accuracy during the monitoring / evaluation process.

7. Principle of Principle

The monitors should be principled in requests, attitudes, discussions, conclusions and reporting.

However, the monitors should create a positive climate during discussion with the teacher and evaluate it in the most just way. However, this does not mean that the monitors must change their attitude due to their departure from the confrontation with the teacher, or the evaluation is unbiased, even if during the observation of the classroom has evidenced many omissions.

Unmonitored monitoring / evaluation comes as a result of unplanned and superficial work and lack of professional skills of the monitor, reducing its authority and the institution it represents. The Principle implies the timely response of the monitors / inspector and taking immediate action, proposing measures to improve each area where the findings indicate a poor quality.

8. The principle of concretization

Prior to the beginning of the monitoring process, the platform should be developed, specifying precisely the objectives of what will be monitored, methods, instruments, ways, time, who will monitor and evaluate the work of the teacher etc. Monitoring should be concrete, advice should be practical, based on arguments.

Monitoring should be concrete, advice should be practical, based on arguments. The recommendations should also be clear so that the teacher has the opportunity to improve

all those omissions observed during the performance monitoring process of the teachers.

9. The principle of individualization

During monitoring and evaluation, the monitors should respect the attitudes, interests and skills of the teachers.

If we are monitoring an initial teacher, we should have another attitude towards a teacher with long experience in education.

A less experienced or beginner teacher in his work requires motivation and support in the development of teaching skills. According to Kanfer, Chen and Pritchard, the variety of formulation of motivational work nowadays offers organizations a wealth of practical strategies for improving practical work, skills development and job performance in a variety of contexts where it is important to of them should use Kanfer, Chen & Pritchard (2008).

Before observation is taken, the monitor / inspector must collect information from the head of the institution, the teachers who will be monitored and evaluated.

Collecting these records, the monitors enable the best knowledge of the teachers so that the assessment is as objective as possible.

10. The principle of the right tact

The monitors during the MV during the lesson as well as during the conversation must respect the personality of the teacher. He must have a humane and capable communication, respecting his opinion, and never have a superior or overwhelming stance.

Therefore, it must respect its human dignity and consider it as an equal partner.

3. CONCLUSION

In conclusion, we can say that principles are not only conducive to an effective process, but are correctional and helpful in respect of respect for primacy. Likewise, principles are vital to the MV performance process of teachers.

The necessity of the principles lies in the fact that they make the MV a process aimed at achieving goals and objectives, a process based on: objectivity, transparency, credibility, professionalism, legitimacy, precision, concrete and fair.

The principles represent a comprehensive starting point in the process of oversight, monitoring, evaluation and performance improvement of teachers by using appropriate methods, tools and forms of interaction that assist the monitors and the teacher in establishing sound collaborative relationships. Teacher performance indicators of MMV are obliged to work with teachers in terms of awareness about the recognition and understanding of principles as well as the necessity and respect of their work.

Principles are the powerful leverage of partnership building between monitors and teachers, which ensure objective assessment, increase the performance level of teachers, more efficient and quality work.

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