



## Evaluation and Self-Evaluation of Teachers During the Educational Process

*Original scientific paper*

**Esad Kurejsepi and Vedat Bajrami**

*Faculty of Education, University "Ukshin Hoti" Prizren, Kosovo*

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### Abstract

*The position of teachers in modern teaching and changes related to educational reforms require a high degree of professionalism from teachers themselves, which, as Marentic Pozarnik (2000, p. 4) points out, is essentially "the ability of detailed professional judgment appropriate to the situation (reflection) as well as methods and procedures". It is important for "trained" teachers to know, in a special, responsible way, to learn from their practice. At the same time, experiential and reflective approaches to learning imply a changed role of teachers, and only in the second step the application of specific methods and techniques are suitable for encouraging experiential learning (Vizek Vidovic & Vlahovic Stetic, 2007, p. 303). In the concept of "critical professional", the teacher in the educational and wider social field implies an awareness of the responsibilities of his profession at an individual level and society as a whole. A critical professional is able to think critically, both about his practical work and about the context of his work. He has developed an implicit understanding of the practical situation and the wider context. Professionals - experts at a higher level of professional activity are able to monitor and reflect, reconstruct and articulate knowledge gained from experience (Valencic Zuljan, 2001, p. 136).*

*The very concept of reflection comes from the Latin reflectere that means reflection, contemplation, judgment. It is a process of experiential learning based on in-depth analysis of one's own practice and cognition, in other words connecting and directing the thinking and actions of an individual (metacognitive process) (Bell et al., 1993, as cited in Skok, 2002, p. 14).*

**Keywords:** valuation, measurement, grading, assessment, evaluation, monitoring

The teacher and his role in accomplishing educational tasks is a very contemporaneous topic in modern times. The role of the teacher has changed significantly in relation to the role he had in the traditional school. Therefore, in contrast to the traditional approach to determining the

personality characteristics of teachers, it is necessary to point out some important characteristics of the role of teachers in the educational process, especially in the implementation of the educational tasks:  
- The role of teachers in a modern school is not down exclusively to the realization of

**Correspondence to:** Vedat Bajrami, PhD, Faculty of Education, University "Ukshin Hoti" in Prizren, Rruga e Shkronjave, nr. 1, 20000 Prizren, Kosovo.  
Email: vedat.bajrami@uni-prizren.com  
Tel: +383/ 44-278-897

pre-given curricula, content, goals and tasks.

- Teacher, as an imminent social person, realizing the tasks of the pedagogical process, also contributes to the development of social relations.
- The dynamism of the teaching process and the mutual relations between teachers and students depend on the role of the teacher. Therefore, the teacher must be engaged in improving the organization and character of the educational process.
- In order to be effective, the teacher must actively work on studying and discovering the legality of the educational process. In other words, the teacher is an active participant in the development of pedagogical science, and not only, or exclusively, the implementer of its results.
- In the modern socio-historical moment, which marks the rapid development of science and technology as well as civilizational trends in building new social relations that focus on taking care of man, the school has gone through a lot of transformation. It becomes a school of learning as one learns, it develops students' communicative abilities, and it is a school of work and creative cooperation between teachers and students. It is also a school of search, discovery, and even failure as a regular side effect of such a complex process. In such a school, the role of the teacher changes significantly, it can no longer be an authoritarian lecturer, communicator and assessor in charge of selecting students, but a democratic strategist, helper, friend, regulator, and even a therapist whose goal is to ensure maximum student development according to his abilities and aspirations.
- Taking over the role of organizer, coordinator, associate, helper and leader, the teacher in the best way prepares students for self-education, develops in them the need for learning and training, and prepares them for the process of lifelong learning.
- Modern school and we are free to assume that if it will be the same in future schools, it has to rely on self-employment, self-interest, self-search, self-examination and self-evaluation. This is the most important prerequisite for successful inclusion in the world of permanent education. In such a school, the role of the teacher also changes significantly; he has to reject the role of leader, he has to demonstrate more and tell less to students, he must not use enforcement,

and teaching should take place in such a way that the needs of both teachers and students have to be respected. The teacher of such a school has to permanently work on his own professional development and constantly search for ways, forms and means of the most successful educational process.

- The teacher's function has changed by modern educational technology. With the development and improvement of teaching technology, the role of teachers is becoming increasingly complex, multifaceted, multifaceted and multimedia.

- The teacher of a modern school becomes the bearer of new communication, a factor that unites the activities of all other educational factors (family, school, television, radio, theater, film, literature, work collectives, self-education and society as a whole),

- The relations between teachers and students in the new school have to be imbued with a new value orientation, the essence of which is democracy, humanism, tolerance and preparation for life in conditions of fierce competition in the market.

- In a democratic society, upbringing and education will leave the narrow institutional framework. In such conditions, the teacher has an important role in overcoming the isolation of upbringing and education from democratic currents that humanize society and liberate man.

The fact that there is a special theory in learning about the teacher's personality - pedeutology, which "... studies and considers general and specific properties and characteristics, ie subjective conditions to be met by a person to whom society entrusts education and upbringing of young people" (Pedagogical Dictionary, II, 1967, p. 114), speaks clearly enough about the constant interest of philosophers, pedagogues, psychologists, sociologists and other professional and scientific workers in studying the role and position of teachers in the process of upbringing and education (Kačapor et al., 2005, pp. 343-357).

The teacher, as well as the student, must believe in his success in the educational process. Only a teacher who truly believes in his success can succeed. That is why one of his main roles is to create conditions for successful work, talk to students, respect their suggestions, develop a pleasant climate in the classroom in which both students and

he want to work. Instead of coercion, he must favor conscious discipline.

Teachers are experts in carrying out the goals and tasks of upbringing and education at school. In order to achieve the necessary qualification for the title of teacher of a certain profession, it is necessary to complete the appropriate level of education. The basic tasks of teachers are reflected in the following:

- to enable students to adopt a certain system of knowledge;
- formation of practical skills and habits, which represent a realistic assumption and basis for the development of cognitive abilities and capabilities;
- shaping the scientific view of the world, human society and man;
- enabling the connection of knowledge with practical (professional) activity;
- “transfer” of knowledge from different fields of science, culture and art (a special part of the scientific discipline that is included in the curriculum of the subject he teaches), as well as production, techniques and technology;
- acting on all spheres of the student's being as human beings in development;
- building a complete human personality and all its positive qualities;
- developing and enriching the student's intellect, emotions, will and character; in other words, he is obliged to educate and educate, which means that he acts systematically and systematically on three processes:
- the process of acquiring knowledge, skills and habits,
- the process of developing physical and intellectual strengths and abilities and
- the process of enriching the emotional and building the volitional sphere (developing positive personality traits, forming beliefs and attitudes and adequate human actions).

These three processes are known in modern pedagogical literature as three teaching tasks: material, functional and educational, with the first two related to education, and the third to education (intellectual, physical, moral, work and aesthetic education).

In the available literature in this field, the most common interpretations are that evaluation first appeared in the field of health and education. Today, evaluation, as

a phenomenon and a pedagogical concept, is a very current pedagogical topic (Kacapor et al., 2005, p. 13). However, although the story of evaluation in education is very common, it is still an innovation that, both in theory and in practice, many still approach it very differently (Erculj & Trunk Sirca, 2000, p. 49; Brejc, 2006, p. 41). In order to accomplish such delicate tasks, it is necessary for a teacher to have a broad and solid general education, to know especially well about the teaching discipline, to have a solid pedagogical (especially didactic and methodological) and psychological education. Since upbringing and education are socially conditioned, the teacher's constant task is to harmonize teaching, ie educational activities with the requirements of society.

How evaluation and self-evaluation, both as a phenomenon and as a process, have always attracted the attention of experts in various fields and have often resulted in conflicting understandings.

The purpose and goal of one of the first, still valid definitions of evaluation in the field of education was written down in 1949 by the author Ralph W. Tyler. It says: "Evaluation is the process by which we determine the extent to which we have achieved the goals of education" (Ferjan, 2005, p. 290). Patton (1990, pp. 158-159), however, emphasizes that conducting evaluations in practice is usually focused only on one purpose - improving the program or deciding on it. Ferjan (2005, p. 290) thinks similarly, believing that evaluations are usually performed "during the implementation of the curriculum in order to improve the process itself." According to Ljubotina (2006, p. 2), evaluation can be "quite generally called a set of procedures intended to determine the results achieved by an activity planned to achieve a certain goal (certain values, evaluation)".

Standards and criteria, that is, their clear setting is that aspect of evaluation whose existence and knowledge are necessary to deal with this issue. Many authors warn about that. Ljubotina points out that in the evaluation process, in addition to defining the goal, it is important to define the evaluation criteria. Insufficiently precise evaluation criteria are a difficulty. One of the reasons for that is insufficiently precise and unspecified goals and tasks of upbringing,

education and teaching, or debatable, hypothetical and insufficiently scientifically verified evaluation criteria (Bjekic et al., 2007, p. 3). Standards, as an expert agreement, raise the quality and correctness of professional evaluation procedures, which also represent "principles that guide the evaluator in evaluation and are not a mechanical collection of rules" (Slivar, 2006, pp. 17-19).

The type of research is a determinant of evaluation attributed to it by many authors. It is about approaching evaluation as a systematic use of scientific research methods to evaluate the plan, implementation and results and the effectiveness of the program, policy or the observed problem (Rossi & Freeman, 1993, as cited in Kump, 2000, p. 13). These authors classify the evaluation among the applied scientific research. It differs from basic research, which focuses on the development of theory, in that it focuses on changing the existing one (Richardson et al., according to Macur, 1996, as cited in Kump, 2000a, p. 13).

Evaluation and decision-making, as the purpose of evaluation, is present in most definitions of this term (Scriven, 1967, 1983, 2000; Beeby, 1977; Courtenay, 1996; Wolf, 1996, as cited in Ivaničič, 2000, pp. 199-200). Cronbach (1983, 2000) understands evaluation in a broader sense and implies that it means "collecting and using information to make decisions about the educational program." Stufflebeam (Stufflebeam et al., 1983, 2000) thinks similarly, describing evaluation as "the process by which we collect data and information that serves us to make decisions." Deshler (1984, as cited in Ivaničič, 2000, p. 199) states that evaluation covers everything from measuring the achieved goals, through gathering useful information for decision-making, to the fact that evaluation is such a process where the evaluator does not have only one predetermined best design, but connects internal and external variables in the model used.

Thus, most authors approach evaluation as a systematic, critical analysis, the purpose of which is, in addition to evaluation, decision-making and strategic planning (Patton, 1987; Toulemonde, 1995) and training (Kristoffersen, Sursock, Westerheijden, 1998, as cited in Kump, 2000a, p. 13).

## Research Part

The main populations of this research are primary and secondary school teachers in Kosovo. A representative sample was designed from a defined population of teachers. All schools were randomly selected. Within schools, teachers were also randomly selected. Properly filled in questionnaires were returned by 172 teachers from 10 different schools. There were no rejected questionnaires.

Due to the incompleteness of the data, a smaller number of teachers entered the processing of data on individual items and questions from the questionnaire. Namely, some teachers did not answer the seventh question in the questionnaire, which was an open-ended question. A total of 49% of respondents (26% of primary school teachers, 15% of high school teachers and 8% of vocational school teachers) received statistical processing on this issue. It can be said that methodological conditions for sample representativeness and generalization of results are provided.

The research was conducted according to the model of non-experimental causal research. By character, it is mostly exploratory and to a lesser extent structural-descriptive and explicative.

In relation to the epistemological criterion (level of knowledge of the pedagogical field), the basic method of the empirical part of this research is descriptive (descriptive review, survey) and causally non-experimental (explicit and exploratory, causal review) method of pedagogical research. The description was the function of presenting the characteristics of the treated phenomena, analysis of certain samples and the connection between the phenomena. As this research is focused on the present, these methods have led to reliable facts about the existing objective reality, i.e. The state and relations in the existing school practice in the field of evaluation and self-evaluation of teachers. The opinions and attitudes of teachers consider subjects of the evaluation and self-evaluation process.

The extent to which research is needed to raise the quality of teaching practice is always based on understanding the teaching itself, that is processing teaching content, and putting it in a practical context (theory in action) and its evaluation and self-

evaluation (critical examination and review) through further changes in practice. If we want to deal with this issue, we must deal, in practice, as the key to success in the teaching process, to explore the attitudes of teachers who will improve the process of evaluation and self-evaluation.

### Analysis of Obtained Results

The offered factors of this task are:

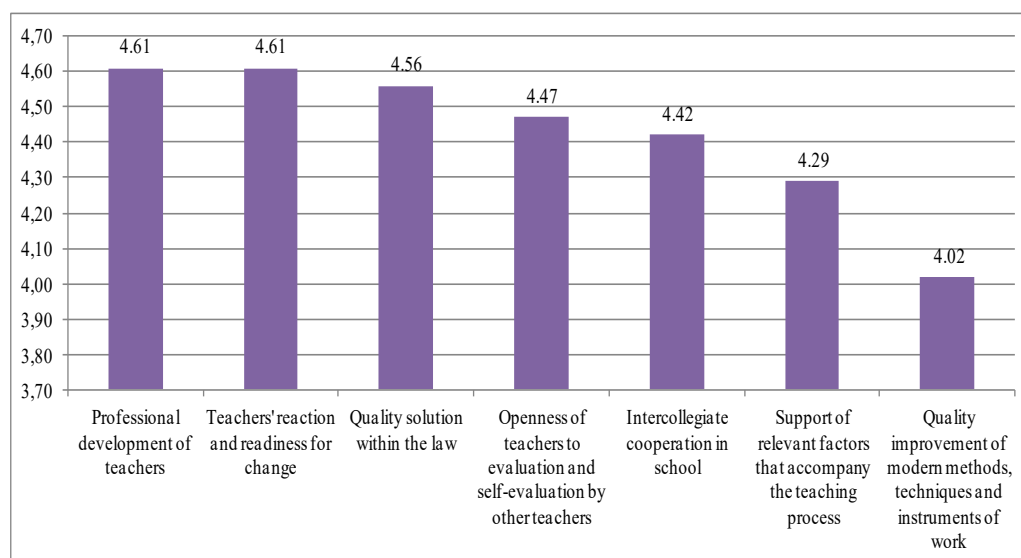
- (1) Professional development of teachers;
- (2) Reaction and readiness of teachers for changes;
- (3) Quality solution within the law;
- (4) Openness of teachers to evaluation and self-evaluation by other teachers;
- (5) Intercollegiate cooperation in school;
- (6) Support of relevant factors that

accompany the teaching process and (7) Quality improvement of modern methods, techniques and instruments of work. A five-point Likert-type assessment scale accompanies these factors: (1) not relevant at all, (2) not relevant, (3) moderately relevant, (4) relevant, and (5) fully relevant. According to the above factors, our research hypothesis could move in the direction of the task: the differentiation of primary and secondary school teachers in determining the factors relevant to improving the evaluation and self-evaluation process is small or negligible. During our research, the following results were obtained:

Figure 1 shows the average values of the assessment of the importance of individual factors for improving the evaluation and self-evaluation process.

**Figure 1.**

*Average values of assessing the importance of individual factors for improving evaluation and self-evaluation*



Of the offered factors for improving the process of self-evaluation, the teachers set the development of abilities and motivation for their application as the most important, and ranked them:

1. Professional development of teachers (average value 4.61),
2. Teachers' reaction and readiness for change (4.61),
3. Quality solution within the law (4.56),
4. Openness of teachers to evaluation and self-evaluation by other teachers (4.47)

5. Intercollegiate cooperation in school (4.42),
6. Support of relevant factors that accompany the teaching process (4.29),
7. Quality improvement of modern methods, techniques and instruments of work (4.02).

Table 1 shows the results of testing the significance of the difference in the assessment of the importance of factors for improving the process of self-evaluation with regard to the narrower professional specialty



**Table 1.**

*Testing the significance of the difference in the assessment of the importance of factors for improving self-evaluation with regard to the narrower professional specialty of primary school teachers*

	<b>Narrow professional specialty</b>	<b>Arithmetic mean</b>	<b>Standard deviation</b>	<b>N</b>	<b>Mann-Whitney U</b>	<b>P</b>
Professional development of teachers	<i>classroom teaching</i>	4.76	.449	89	193	p>0.05
	<i>subject teaching.</i>	4.62	.637	126		
Teachers' reaction and readiness for	<i>classroom teaching</i>	4.89	.344	89	151	p>0.05
	<i>subject teaching.</i>	4.46	.761	126		
Quality solution within the law	<i>classroom teaching</i>	4.64	.501	89	202	p>0.05
	<i>subject teaching.</i>	4.62	.637	126		
Openness of teachers to evaluation and self-evaluation by other teachers	<i>classroom teaching</i>	4.01	.731	89	197	p>0.05
	<i>subject teaching.</i>	4.08	.845	126		
Intercollegiate cooperation in school	<i>classroom teaching</i>	4.51	.517	89	201	p>0.05
	<i>subject teaching.</i>	4.46	.761	126		
Support of relevant factors that accompany the teaching process	<i>classroom teaching</i>	4.65	.501	89	179	p>0.05
	<i>subject teaching.</i>	4.38	.752	126		
Quality improvement of modern methods, techniques and instruments of work	<i>classroom teaching</i>	4.86	.341	88	101	P<0.05
	<i>subject teaching.</i>	4.08	1.093	126		

The above results show that there is a statistically significant difference between the answers of primary and secondary school teachers only in the assessment of the importance of quality improvement of modern methods, techniques and instruments (Mann-Whitney U = 101; p <0.05). There is no statistically significant difference in the assessment of their importance in other

possible factors for improving the self-evaluation process.

Table 2 shows the results of testing the significance of the difference in the assessment of the importance of factors for improving the process of self-evaluation with regard to the narrower professional specialty of secondary school teachers.

**Table 2.**

Testing the significance of the difference in the assessment of the importance of factors for improving self-evaluation with regard to the narrower professional specialty of secondary school teachers

	<b>Narrow professional specialty</b>	<b>Arithmetic mean</b>	<b>Standard deviation</b>	<b>N</b>	<b>Mann-Whitney U</b>	<b>p</b>
Professional development of teachers	<i>Professional school</i>	4.37	.468	63	301	p>0.05
	<i>Gymnasium</i>	4.25	.652	66		
Teachers' reaction and readiness for	<i>Professional school</i>	4.58	.423	63	199	p>0.05
	<i>Gymnasium</i>	4.12	.824	66		
Quality solution within the law	<i>Professional school</i>	4.29	.496	62	261	p>0.05
	<i>Gymnasium</i>	4.31	.711	66		
Openness of teachers to evaluation and self-evaluation by other teachers	<i>Professional school</i>	4.11	.712	63	132	P<0.05
	<i>Gymnasium</i>	4.04	.799	66		
Intercollegiate cooperation in school	<i>Professional school</i>	4.27	.622	62	266	p>0.05
	<i>Gymnasium</i>	4.15	.756	66		
Support of relevant factors that accompany the teaching process	<i>Professional school</i>	4.38	.564	62	216	p>0.05
	<i>Gymnasium</i>	4.28	.695	66		
Quality improvement of modern methods, techniques and instruments of work	<i>Professional school</i>	4.66	.421	61	122	P<0.05
	<i>Gymnasium</i>	4.19	0.965	66		

The presented results show that there is a statistically significant difference between the responses of secondary school teachers and high school teachers in assessing the importance of improving the quality of modern methods, techniques and instruments (Mann-Whitney U = 122; p < 0.05) and the acceptance of self-evaluation by other teachers (Mann-Whitney

U = 132; p < 0.05). There is no statistically significant difference in the assessment of their importance in other possible factors for improving the self-evaluation process.

Table 3 shows the results of testing the significance of the difference in the assessment of the importance of factors for improving the self-evaluation process with regard to the gender of teachers.

**Table 3.**

Testing the significance of the difference in the assessment of the importance of factors for improving self-evaluation with regard to the gender of teachers

	<b>Narrow professional specialty</b>	<b>Arithmetic mean</b>	<b>Standard deviation</b>	<b>N</b>	<b>Mann-Whitney U</b>	<b>p</b>
Professional development of teachers	<i>Male</i>	4.28	.725	77	125	P<0.05
	<i>Female</i>	4.80	.407	266		
Teachers' reaction and readiness for	<i>Male</i>	4.58	.758	77	204	p>0.05
	<i>Female</i>	4.67	.606	266		
Quality solution within the law	<i>Male</i>	4.27	.724	76	137	P<0.05
	<i>Female</i>	4.73	.450	266		
Openness of teachers to evaluation and self-evaluation by other teachers	<i>Male</i>	4.02	.785	77	201	p>0.05
	<i>Female</i>	4.07	.785	266		
Intercollegiate cooperation in school	<i>Male</i>	4.31	.727	77	171	p>0.05
	<i>Female</i>	4.53	.629	266		

**Table 3.** *continuum*

Support of relevant factors that accompany the teaching process	<i>Male</i>	4.20	.727	77	159	p>0.05
	<i>Female</i>	4.60	.621	266		
Quality improvement of modern methods, techniques and instruments of work	<i>Male</i>	4.58	.757	77	165	P>0.05
	<i>Female</i>	4.20	1.064	266		

The presented results show that, in relation to the sex of teachers, there is a statistically significant difference in assessing the importance of the factors of teacher education (Mann-Whitney U = 125; p <0.05) and in seeking adequate legal solutions (Mann-Whitney U = 137 p <0.05) in the process of improving evaluation and self-evaluation. In both cases, female teachers on average more often than teachers attach more importance to education and adequate legal solutions. In other offered factors relevant to improving the competence of self-evaluation of teachers in teaching, there is no statistically significant difference between teachers.

Based on the analyzed data and the obtained results, we can conclude that the working hypothesis is fully confirmed.

### Conclusion

Accordingly, we can say that evaluation and self-evaluation as phenomena process a very current pedagogical concept took almost two centuries to be constituted and introduced as a professional activity (Mozina & Oresnik, 2002). The field of self-evaluation, as a requirement of the modern moment (Kacapor et al., 2005) abounds in very different theoretical approaches (Erculj & Trunk Sirca, 2000, Brejc, 2006). In this context, we accept that this paper follows the approach of most authors who understand evaluation and self-evaluation as correction and self-correction of teaching and teachers as “inseparable and causally connected” (Bjekic, 1999) in the concept of new professionalism and “an important factor in professional development” (Razdevsek Pucko, 2004). We also emphasize the importance of the strategy of professional development of teachers (which is still in its infancy in our country), its demand for a different evaluation of teachers’ work and that the method of evaluation is already a form of professional development.

Thus, taking into account all the theoretical dilemmas and practical problems of this process, our experience leads us to contextually set the following framework of teacher evaluation and self-evaluation: it should be understood as a lifelong process of genetically woven human desire to know and improve oneself, owns and other people’s experiences (Corovic, 2008).

We tested the assumptions we made in this research on a representative sample of 172 primary and secondary school teachers, written survey and scaling techniques, and adequate statistical procedures. The sample structure by type of school consists of 63% of primary school teachers (26% of primary school teachers and 37% of subject teachers) and 37% of secondary school teachers (18% of high school teachers and 19% of vocational school teachers). According to the gender of the respondents, the sample consists of 78% of female teachers and 22% of male teachers. According to age, the structure of the sample consists of 16% of teachers in the group up to 30 years, 63% of teachers in the group from 31 to 50 years and 21% of teachers in the group over 51 years.

We understood the importance of this ranking of factors for improving the self-evaluation process as a clear emphasis on the fact that teachers are still not sufficiently trained and competent for self-evaluation, which can be a significant guide for institutions that support the professional development of teachers. Among the examined offered factors, teachers pointed out the importance of increasing the ability to implement them (education and readiness of teachers for change, adequate legal solution) and increasing motivation for their application (support of relevant factors, support of school colleagues). As less important factors, teachers ranked the simplification of methods, techniques and instruments of self-evaluation and the acceptance of self-evaluation by other teachers.



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