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Monitoring and Evaluation Studies in Special Education Based on Teacher Opinions

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Abstract: The aim of this study is to examine the views of special education teachers about monitoring and evaluation studies in special education conducted in schools and to understand their experiences. Phenomenology (phenomenology) design was used in this study designed with qualitative research method. The study group of the research consists of 12 special education teachers working in different provinces, who were selected through purposive sampling. Semi-structured interview technique was used as the data collection method. In this framework, a semi-structured interview form consisting of 11 open-ended questions was created by the researchers by reviewing the literature. The data obtained from the research were analyzed using descriptive analysis approach. As a result of the analysis, it was determined that special education teachers faced some problems in the monitoring and evaluation process and that there were different practices in the monitoring and evaluation process. Based on the information obtained from the participants, some suggestions for the monitoring and evaluation process were developed.

Keywords: Special education, Monitoring and evaluation, Special education teacher

Introduction

Education is defined as the process of bringing about desired changes in an individual's behavior through experience (Erturk, 1988, p.13). Education prepares individuals for the future. Creativity, problem-solving skills, social adaptation abilities, and consciousness levels of individuals develop through education. Education is an investment in both the individual and society. While the aim of education is to impart knowledge and skills to individuals, it also ensures the social, cultural, and economic progress of society. In other words, education influences and develops individuals, while individuals influence and develop society. The importance of education stems from its impact on both individuals and society. The relationship between the level of development of societies and the level of education of individuals necessitates an examination of success, efficiency, and quality of education. The most basic step in this examination is assessment. Assessment is the process of reaching a decision or judgment by using a criterion. In other words, assessment is the act of comparing something with a criterion to make a decision about its quality. Teachers guide their students' learning. In this process, they must evaluate whether the learning objectives have been achieved by the students using certain methods and techniques. Evaluating the data obtained during the teaching process is defined as evaluating learning. Being able to assess learning is one of the competencies of the teaching profession. The General Directorate of Teacher Training (DGD TT) has emphasized the importance of monitoring student development and progress in its list of teaching profession competencies (DGD TT, 2017). Some of the qualifications required for the teaching profession are as follows:

- Process- and outcome-oriented methods are used in measurement and evaluation.
- Fair and objective evaluation is required.

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- Teaching processes must be reshaped according to the results of measurement and evaluation. (DGD TT 2017).

Assessment is professional competency for teachers and enables them to get to know their students better. After conducting monitoring and assessment activities, teachers can observe what students know and do not know what techniques they can or cannot learn with, and how motivated they are. Teachers rearrange learning objectives for each student by considering the results of monitoring and assessment activities. They set new goals. To ensure the continuity of development, it is necessary to design the monitoring and evaluation process in an effective and efficient manner. Receiving a quality education is a fundamental human right. Equal, fair, and quality education is essential. Article 42 of the Constitution of the Republic of Turkey states that “*No one may be deprived of the right to education and learning.*” And “*The State shall provide scholarships and other forms of assistance to enable successful students who lack financial means to continue their education. The State shall take measures to enable those who require special education due to their circumstances to become useful members of society.*” (Constitution of the Republic of Turkey, 1982). In Turkey, the Decree Law No. 573, adopted in 1997, and the Regulation on Special Education Services, implemented in 2000, defined in detail for the first time how educational assessments of individuals with disabilities should be conducted, what appropriate educational environments should be provided, and how the placement and IEP preparation processes should be established (Kargin, 2007). The decree-law No. 573 defines “*individuals with special needs*” as “*individuals who, for various reasons, show significant differences from their peers in terms of individual characteristics and educational qualifications.*”

Assessment in special education is conducted in two dimensions: medical and educational assessment. Medical assessment is based on medical and psychometric measurements, while educational assessment takes into account the educational needs of the child. Educational assessment in special education is carried out in line with five basic objectives: 1) Screening: Individuals with different characteristics must first be identified so that they can be referred to specialists and other relevant persons. 2) Diagnosis: This is done to determine whether an individual has special needs. 3) Educational program planning: Conducted to prepare an appropriate program for individuals identified as having special needs. 4) Program evaluation. 5) Progress monitoring: Continuous evaluation before, during, and after instruction to identify the progress of individuals/students with special needs (Gursel, 2004). Monitoring and evaluation activities carried out before, during, and after teaching reveal which skills students need to develop, which tools and materials should be used, which materials are appropriate for the individual's interests, aptitudes, and skills, the readiness of students for new skills, and how future lessons and activities should be planned and organized. One of the cornerstones of special education Individualized education program is (IEP) a plan that outlines the special education services to be provided to individuals, including where, when, for how long, by whom, and for what purposes (Kargin, 2007). In special education, a comprehensive monitoring and evaluation process is adopted that is tailored to the individual and covers physical, social, academic, and cognitive aspects. Monitoring and evaluation are a team effort. The special education teacher is an important member of this team and also the primary implementer of these efforts. Within this framework, the special education teacher aims to protect the interests of individuals with special needs during the education and training process, identify the needs of students, provide feedback to students, determine teaching methods and techniques, adjust methods and techniques according to the needs of students, implement individual education plans, update individual education plans, collaborate with parents, inform parents, and so on. Where are we? How did we get here? Where are we going? Where should we go? How can we get there? They must seek answers to questions such as these. It is the responsibility of special education teachers to identify and monitor the strengths of individuals with special needs, help them understand themselves, and track their academic progress and development. Special education teachers play an important role in the monitoring and evaluation process. Due to the important role they play in the monitoring and evaluation processes of the education of individuals with special needs, it is believed that the opinions of special education teachers regarding the monitoring and evaluation process will contribute to the field of special education. The purpose of this study is to examine the opinions of special education teachers regarding monitoring and evaluation practices in special education in schools and to understand their experiences.

Method

Research Model

This research, designed using qualitative research methods, employs a phenomenological design. There are many definitions of phenomenology in literature. For example, it is a qualitative research method that enables people to express their understanding, feelings, perspectives, and perceptions regarding a specific phenomenon

or concept and to describe how they experience that phenomenon. The aim of phenomenology is to understand human experience (Tekindal & Arzu, 2020). In this study, phenomenological design was used to examine the views of special education teachers on monitoring and evaluation practices in special education in schools and to understand their experiences.

Participants

Participants were selected from special education teachers working in public schools using purposeful sampling methods and on a voluntary basis. Appointments were made through preliminary interviews. Since participants worked in different provinces, some participants were interviewed online, while others were interviewed face-to-face. The demographic characteristics of the participants are presented in Table 1.

Table 1. Demographic characteristics table

Participant	Gender	Department of graduation	Educational status	Province where he served	Year of service
P1	Male	TMD*	BD****	Trabzon	15
P2	Female	SET**	BD	Trabzon	3
P3	Female	DET***	BD	Eskişehir	14
P4	Female	TMD	BD	İstanbul	4
P5	Female	SET	BD	Adana	4
P6	Male	SET	BD	İstanbul	5
P7	Male	TMD	BD	Adana	8
P8	Female	TMD	BD	Adana	8
P9	Female	TMD	BD	Trabzon	13
P10	Male	TMD	BD	Trabzon	13
P11	Female	SET	BD	İstanbul	2
P12	Male	DET	BD	Trabzon	9

TMD*(Teaching the mentally disabled), SET**(special education teacher), DET*** (Deaf education teacher) BD****(Bachelor's degree).

Table 1 shows that five of the twelve participants are male and seven are female. The participants work as special education teachers, and two of them graduated from the department of hearing impaired education, six from the department of mental disability education, and four from the department of Special education. All participants are bachelor's degree holders.

Development and Implementation of a Data Collection Tool

The data obtained from this study were collected using a semi-structured interview form developed to examine the opinions of special education teachers regarding monitoring and evaluation practices in special education in schools and to understand their experiences. The semi-structured interview form was developed with the participation of three special education teachers in consultations regarding the purpose of the study. Following a literature review, draft questions were identified. Subsequently, the opinions of faculty members specializing in the field were sought regarding the draft questions. A pilot interview was conducted with one teacher to finalize the research questions. The questions included in the semi-structured interview form are presented below in order.

1. What formal and informal assessment tools do you use to monitor and evaluate special education students in terms of academic proficiency?
2. What assessment tools do you use to monitor and evaluate special education students in terms of behavior?
3. How do you determine the frequency of the assessment process in special education? What criteria do you use to determine the frequency of the process?
4. What types of guidelines, framework plans and resources do you use for monitoring and evaluation in special education, apart from the MEB curriculum?
5. How is collaboration between stakeholders ensured in the monitoring and evaluation process for individuals with special needs who receive support education at school and/or in a support education and/or rehabilitation center?
6. What do you need for a successful monitoring and evaluation process?
7. What problems do you encounter in monitoring and evaluating students with special educational needs?

8. What are your suggestions for solving the problems you encounter in monitoring and evaluating students with special educational needs?
9. Can your students access previous term monitoring and assessment work?
10. What are your thoughts on the role of individual education plans in monitoring and evaluation?
11. What are the advantages and disadvantages of conducting assessments based on individual education plans in special education?

Data Analysis

The audio recordings taken during the semi-structured interviews were transcribed and transferred to a computer. In accordance with ethical guidelines, the names of the special education teachers who participated in the interviews were not used, and participants were coded as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), ... Participant 12 (P12). These written documents transferred to the computer environment were organized using the MAXQDA 24 program for descriptive analysis.

Results and Discussion

This section evaluates the findings obtained from the answers given by the teachers who participated in the semi-structured interviews. As a result of the analysis, the findings were organized into 60 codes, 11 categories, and 6 themes. Shows the six main themes under which the findings are grouped (Figure 1).

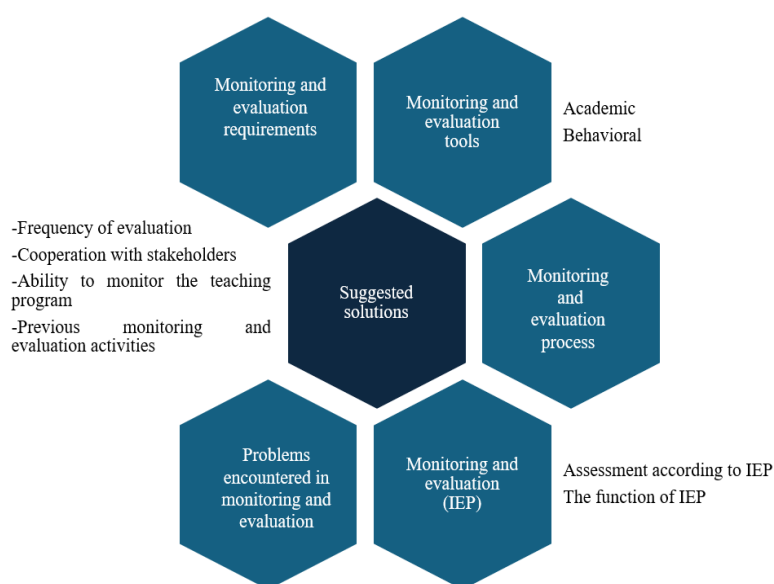


Figure 1. Themes related to the monitoring and evaluation process in special education

Theme 1. What assessment tools do special education teachers use for monitoring and evaluation from an academic and behavioral perspective? / Monitoring and Assessment Tools.

Table 2. Special education teachers' views on monitoring and assessment tools

Monitoring and Evaluation Tools	Frequency
Behavioral Monitoring and Evaluation	
Applied Behavior Analysis	4
Behavior Record Form	1
Process Monitoring/Observation	10
Skills Analysis	1
Event Record	4
Academic Monitoring and Evaluation	
Formal Applications	9
Informal Applications	33

The first theme obtained from the analysis of semi-structured interviews conducted with special education teachers is "Monitoring and Assessment Tools." This theme consists of two categories: 'Academic' and "Behavioral." The findings related to the theme of monitoring and assessment tools in special education obtained as a result of the research are presented in Table 2.

Behavioral monitoring and evaluation, when participants were asked about the tools they used for behavioral monitoring and evaluation in semi-structured interviews, they frequently mentioned Applied Behavior Analysis (ABA), behavior record form, process monitoring/observation, skill analysis, and Event Recording. Some participants' views are provided below.

P9 used the following statement regarding the use of applied behavior analysis (ABA): "we follow the applied behavior analysis we learned at school. If our student has a lot of problem behaviors, then yes, we use ABA. In that case, we first observe the child's behavior."

P2 stated that he uses skill analysis in behavioral monitoring and assessment, saying, "*now, as an assessment, there are these skill analyses, and we use them a lot to teach or assess a skill or to understand how much they have learned.*"

Academic monitoring and evaluation, participants divided the tools they used for academic monitoring and evaluation into two groups: formal and informal. Some participants stated that they used formal applications, some used informal applications, and some used both formal and informal applications.

When asked about the tools used in academic monitoring and assessment, P9 replied: "*I don't use a formal assessment system in class because the children are already identified and have passed tests at Ram. I start with a meeting with the family to gather information about the students. Then we observe them, and after that I determine their performance.*"

P7 said : "*For example, I use my own observations more, let's say. I don't use methods that are commonly used, for example. Here's a very simple one: observation. For example, I observe the child in their natural environment and expose them to the subject I am teaching. I observe from a distance. Because I believe that children can do this on their own. I let the child do it. It doesn't matter if they do it after I say it.*" described his informal practices in this way.

Theme 2: Special Education Teachers' Views on the Monitoring and Evaluation Process.

Table 3. Special education teachers' views on the monitoring and evaluation process

Monitoring and evaluation process	Frequency
Assessment Frequency	
Stakeholder Opinions	1
Depending on the subject	3
Student Performance	9
Exam Schedule/Academic Calendar	8
Assessment Based on IEP Objectives	6
Rough evaluation	2
Cooperation with Stakeholders	
Rehabilitation Centers	21
Family	5
School Counseling Service	11
School Administration	6
Other Teachers	4
The Ability to Monitor the Curriculum	
MNE*- Exterior	10
MNE	12
IEP** applications	5
Previous Monitoring and Evaluation Activities	
IEP	4
Communication with teachers / school	9
Progress Reports	3

*Ministry of National Education (MNE) ** Individualized Education Program (IEP)

The second theme identified in the semi-structured interviews is “monitoring and evaluation process.” this theme is grouped into four categories: frequency of evaluation, collaboration with stakeholders, ability to monitor the curriculum, and previous monitoring and evaluation efforts. Table 3. shows the categories and frequency of codes for the monitoring and evaluation process.

Frequency of assessment: Special education teachers expressed their views on the frequency of monitoring and assessment as follows

P8 explained how he determines the frequency of assessment based on stakeholder feedback:

"but then I assess them again a month later, either with homework or by having them repeat the lesson for ten minutes after class. I don't just say, 'OK, that's it,' and leave it at that. I don't just say, 'Okay, that's done,' and leave it. Once a month or every one and a half months, I make sure to do an assessment so that they can repeat it and I can see if they've really learned it. Or I send it to the family and ask them to write down the process. How much guidance did you give? Could the child do it without any guidance? They should also do it at home. For example, when the child goes to the rehabilitation center, I leave a note for the teacher: "Did they do this independently, with hints, or how much did they do on their own?" Then we can reassess based on that. I do these short evaluations every one and a half months or so."

P4 stated that he determines the frequency of the assessment process according to the subject, saying,

"It's not a routine assessment, like every weekend, every week, or every two months. I have determined a different assessment for each lesson and each subject. I can't say anything definite about this. As for the criteria, I am proceeding based on the subject and the lesson, as I mentioned. If I need to evaluate immediately, for example, sometimes a subject takes a month to cover".

Some participants mentioned that they had problems collaborating with rehabilitation centers. For example, P2 stated:

P2 "He is receiving rehabilitation support, but we are not working closely with the rehabilitation team. We are not organized or synchronized with rehabilitation centers. The teacher already knows about the homework we give, so they do it during rehabilitation. So, to be honest, that's the extent of our collaboration." he said, explaining that he had difficulty collaborating with rehabilitation".

Theme 3. Special education teachers' views on needs in monitoring and evaluation.

This theme seeks to answer the question of what teachers need in order to conduct a successful monitoring evaluation. Table 4 contains the codes of the participants' answers to this question and the frequency distribution of these codes.

Table 4. Special education teachers' needs in monitoring and evaluation	
Requirements for Monitoring and Evaluation	Frequency
Functional Method/ IEP/ Getting to know the student	3
Family Support/Cooperation	9
Assessment Tools, Materials	8
Student active participation/Readiness	5
Student's attendance at school	2
Appropriate School Environment	5
Appropriate Classroom Environment	12

Functional Method/ IEP/ Student recognition P10's statement is as follows: *"First of all, we need a good method and technique for successful monitoring. In other words, we should first determine in which area and for what purpose we are monitoring the child. What will we do with the child and for how long will we monitor him/her? I think we should determine this first".*

P9 made the following comments regarding family support/cooperation: *"First of all, I would say family support. When we are unable to establish cooperation with families, the process really breaks down and progress is slower in children.*

Assessment of P6 regarding student active participation/readiness:

"Successful monitoring and assessment. The student must be ready on that day. They must be ready in terms of health, meaning they must not have any health problems. Perhaps I am focusing too much on health issues, but almost all of my students in the class have multiple disabilities. Mild intellectual plus physical, mild intellectual plus ongoing, so first of all, we need to make sure that the child is in the best possible health on the day of the assessment."

Theme 4. Problems encountered by special education teachers in monitoring and evaluation activities conducted in schools

Table 5. Special education teachers' views on problems encountered in the monitoring and evaluation process

Problems Encountered in the Monitoring and Evaluation Process	Frequency
Inability to make a correct diagnosis by the Guidance Research Center	1
Teacher evaluation/Motivation	3
Not using in daily life / Generalization /	4
Absenteeism	2
Family Characteristics	4
Time Problem	2
Difficulties Arising from Measurement Tools	2
Assignment of Paid Teachers	4
Student Characteristics	11
Physical Conditions	10

P6, who stated that they saw monitoring and evaluating student absenteeism as a problem, explained their opinion as follows: *"Our biggest problem here is absenteeism. They are absent too often. Because they are absent, we are learning the subject. For example, on Wednesday, I say, 'Okay, let's review the topic, and I'll give you homework. I'll evaluate it on Friday.' The child leaves, and then comes back on Friday, seven or eight days later. We do a few examples, and we see that retention has not been achieved, so we cannot conduct the evaluation. Absenteeism"*

P10 explained that the problem encountered in monitoring and evaluation was related to family characteristics as follows: *"The family not working with you in a coordinated manner. This is the biggest problem we face.... Actually, I am not blaming the parents; for example, there is a significant lack of family education, and families need to be made more aware and informed. The government is not failing to publish books; they are publishing and distributing them so that families can be informed. There are Teacher Guidebooks and Family Guidebooks. However, our families are working in tea fields or walnut orchards, and fathers are working outside the home. I don't think they have much time to spend with their children, though this doesn't apply to every parent. For example, when we send activities, we might hear excuses like, 'The child doesn't want to do it,' or 'The child's psychology is disturbed,' or 'The child needs therapy.'"*

Theme 5. Suggestions for solving problems encountered by special education teachers in monitoring and evaluation activities carried out in schools

Table 6. Special education teachers' opinions on solution proposals

Solution Recommendations	Frequency
Teacher Training	5
Family education/communication	11
School-Level Standard Forms / Free Programs	5
Standard Frame Plan	7
Regular Document Recording System	4
Environmental Adjustment/Improvement	7

P8 emphasized teacher training: *"Now we tell everyone to make an IEP. But every teacher makes very different IEPs. Everyone thinks they know best, but there is no common ground. I used to work at another school, and everything was shared. Who creates the assessment guidelines, how are they done, interim assessments, etc.? These were part of the school's structure, but not every school has such a process. I think all special education teachers need to sit down and discuss how to approach the child. What are the preliminary assessments, how*

often will we conduct assessments? This shouldn't be left until the beginning and end of the year. These plans need to be made."

P10 stated, "I believe that family education is important. I believe that meeting with families frequently is very important for children and for their education."

Regarding the regular document recording system, P5 stated: "The child's e-school or anything related to the child. For example, when I open the e-school, I can see how they have been evaluated in the past, what has been done, and how I can carry this forward. I think it would be really good if there was a form that our teachers could fill out. Again, there should be an evaluation form."

Theme 6. What are the thoughts of special education teachers on the monitoring and evaluation process of IEPs?

This theme consists of the function of IEP and evaluation categories according to IEP.

Table 7. Special education teachers' views on monitoring and evaluation in relation to IEPs	
Monitoring and Evaluation IEP	Frequency
The function of IEP	15
Assessment According to IEP	
Disadvantages	15
Advantages	25

In the semi-structured interview, participants shared their thoughts on the role of the IEP in monitoring and evaluation. For example, P6 said: "It makes it easier for us because we evaluate according to the IEPs. I look at what I need to look for in the child. I look at the skill I am working on and decide whether they can do it or not according to the IEP. In the IEP, I break down the skill into smaller steps. How much time I allocate, or which assessment method I will use. Which materials I will use—all of this is written in the IEP, so during the assessment, I don't get confused. What am I doing? I just do what's written there, directly with the child. The IEP actually guides me."

The advantages of assessment based on IEP are listed as follows: P9 "...It is individualized, goals can be changed if necessary, it is flexible in terms of time, it varies according to the student, it is prepared according to the learning speed, and it aims to bring about permanent behavioral change."

P5 explains the disadvantages of assessment based on IEP as follows: "As a disadvantage, I can clearly say that there is a board there, and I do not think that this board is very functional and cooperative in our country. So I think this is a bit of a disadvantage. The board is just a formality, consisting of the principal, guidance counselor, teachers, classroom teachers, and so on. I can only name a few people who are effective there. Other than that, I don't think it's very effective. So, I think the lack of active work by the IEP development unit is a shortcoming."

P3's assessments regarding IEP are as follows: "As a disadvantage, when we stick to IEP, we cannot add points to a skill that the child has achieved in the background, for example. I'm referring to the record. I think of it as something that has already been completed, and the disadvantage is that skills in the background may be overlooked when adhering to the IEP."

Conclusion

After semi-structured interviews with special education teachers, it was determined that academic and behavioral measurement tools used in monitoring and evaluation in special education were grouped into formal and informal categories. Participants commonly used informal measurement tools in the monitoring and evaluation process; for example, almost all participants used observation as a measurement tool for academic and behavioral aspects. It was observed that the process of keeping written, visual, etc. records of informal assessment tools was at the initiative of the teacher. On the other hand, it was concluded that the use of formal measurement tools from an academic and behavioral perspective depended on criteria such as the type of school, the type and degree of the student's disability, and the training received by the teacher regarding formal measurement tools. It is noteworthy that special education teachers who use formal measurement tools

emphasize the need to increase in-service training on formal test certificates they have obtained through individual efforts outside of their university education. This finding is like the study by Çağlayan (2018), which emphasizes that the courses taken by teachers are inadequate and ineffective. When examining special education teachers' evaluations of the monitoring and evaluation process, it was determined that monitoring and evaluation activities are process-based evaluations. It has been observed that special education teachers determine the frequency and timing of the monitoring and evaluation process by considering various factors such as the academic calendar, student performance, and set goals, and that there is no consistency in determining the frequency and timing of the process.

It has been observed that special education teachers classify school-based stakeholders as the school counseling service, school administration, and other teachers, while school-based stakeholders are classified as family and rehabilitation centers in the monitoring and evaluation process. Although special education teachers emphasized the importance of collaboration with stakeholders, they also highlighted that while collaboration could be achieved with some stakeholders in certain situations, it could not be achieved with others in other situations. Parents regard the research is like Tabak's (2021) study, which highlights that incorrect educational diagnoses, parents' indifference, the attitude of school administration, and insufficient communication with other teachers within the school are the main causes of the problem. It has been concluded that the collaboration with stakeholders in the monitoring and evaluation process was not carried out systematically, and that collaboration with stakeholders was attempted through individual efforts. Although it is stated in the Ministry of National Education's Guidance Research Center (GRC) guidelines that "coordinates advisory, collaboration, monitoring, and evaluation activities within the scope of the service area through a coordination system," MNE (2020) states that special education teachers are responsible for conducting monitoring and evaluation studies in schools, but it is noteworthy that GRC is not mentioned as a stakeholder in these studies. From this perspective, this study aligns with the findings of Ugurlu and Kayhan (2018), who noted that despite teachers having more frequent meetings with families during the identification and assessment process of students with special needs, they had fewer meetings with the school counseling service and almost no meetings with GRC staff.

Considering the evaluations of special education teachers regarding the curriculum they use in the monitoring and evaluation process in special education, it has been concluded that the MNE Curriculum has limitations in meeting the needs of students arising from their individual differences in the field of special education, and therefore special education teachers have turned to seeking additional resources, different measurement and evaluation tools and methods, alternative framework plans, etc. In special education, getting to know the student and understanding their previous learning experiences is important in terms of facilitating the planning and implementation of the teaching process and speeding up the process. The results of the study reveal that special education teachers have difficulty accessing previous monitoring and evaluation studies. Possible reasons for this include the inadequacies arising from attempts to address the shortage of teachers in the field by hiring paid teachers, the lack of a systematic record-keeping system for monitoring and evaluation records and documents, the failure of school administrators to follow up on the monitoring and evaluation process, and the lack of cooperation among stakeholders.

The research revealed the following result regarding the IEP: Although preparing the IEP is a time-consuming process, an IEP prepared in collaboration with stakeholders and in the right way is an indispensable guide and roadmap for special education teachers. Preparing the IEP is a legal requirement, and the benefits it provides to teachers in the teaching process are undeniable. However, among the disadvantages of the IEP mentioned by the participants are: the fact that the IEP should be prepared by the IEP development unit, but the IEP development units do not actively work in the process, and the IEP sometimes remains on paper, updates are not made during the process, or the prepared IEP remains on paper, which reduces the functionality of the IEP. This result is consistent with the statements made by Yaman (2017):

"Classroom teachers do not find the IEPs they prepare for individuals with special needs sufficient, they do not create IEPs with the IEP team, they adapt them to their students by finding them from various sources, and they are not fully utilized due to time constraints, lack of support staff, etc."

The research reveals that participants most need appropriate physical environments in schools and classrooms, assessment tools and materials, family support, and cooperation to successfully complete the monitoring and evaluation process. Another finding of the research is that the main challenges faced by special education teachers in the monitoring and evaluation process include physical conditions, student and family characteristics, teacher competencies, teacher motivation, student absenteeism for various reasons, and time constraints

Recommendations

The research reveals that the main problems encountered by participants in the monitoring and evaluation process were physical conditions. When schools were evaluated in terms of accessibility, it was clear that there were limitations despite the steps taken by the Ministry of National Education to standardize schools and classrooms. For this reason, efforts should be made to standardize schools and classrooms. Teacher training, which is one of the solutions proposed by participants to address issues in the monitoring and evaluation process, can increase teacher competence. Formal applications can be disseminated by including training related to special education in in-service training. One of the solutions proposed by participants to address issues related to the monitoring and evaluation process is to promote family education to ensure healthy communication with families. Solutions proposed by participants to address issues in the monitoring and evaluation process include a curriculum specific to special education, the development of framework plans, the diversification of materials and lesson resources, the creation of an online IEP preparation program, and the development of a system on the e-school platform where special education students' IEPs, teacher evaluations, and reports on previous period monitoring and evaluation activities will be available, will contribute to protecting special education teachers from dealing with paperwork and enable them to focus on the education and teaching process. In the monitoring and evaluation process in special education, it would be beneficial to ensure uniformity of practice among special education teachers working in the same school type and classroom. This is a qualitative study conducted with a limited number of participants due to time constraints. It would be beneficial to conduct this study with a larger sample size, taking into account the types of schools in which the teachers work.

Scientific Ethics Declaration

* The authors declare that the scientific ethical and legal responsibility of this article published in EPES journal belongs to the authors.

Conflict of Interest

* The authors declare that they have no conflicts of interest

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