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RESEARCH ARTICLE

Reflection of Values on the Assessment Process of Preschool Education in Turkey and Ohio

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Abstract

This study aims to determine how values are reflected in the assessment dimension in preschool education in Turkey and Ohio. The study is planned as descriptive and comparative educational research using methods and techniques appropriate to the qualitative research discipline. Research data were collected via document analysis and observation. Documents contain the Turkish Preschool Education Curriculum (2013) and Ohio Early Learning and Development Standards accepted in the USA in 2012. The observation was carried out by following the assessment process of values education practices in kindergartens in Turkey (Nevşehir) and Ohio (Cincinatti), USA. When the results of the research were evaluated, it was observed that the values of obeying the rules, courtesy and thanking were considered important by the teachers in the classroom in Turkey and Ohio. It shows that the observation method is frequently used in the evaluation in both countries. It was observed that different values are highlighted in the achievements for different development areas in Turkey and Ohio, and for the practices of both countries suggestions are offered to teachers which they can apply.

Keywords: Assessment, document analysis, observation, preschool education, values

Introduction

Preschool period is a process in which children's cognitive, affective, psychomotor and social developments are completed to a large extent, the foundations of future personality structures are built and rapid changes are experienced in all developmental areas (Berk, 2013; Uyanık-Balat, 2012; Yesilyaprak, 2018). As children grow up, they change in different ways, and these changes are quantitative as much as qualitative. In other words, while children gain more knowledge, they master social skills and physical skills over time, and their thinking and communication skills change qualitatively over time (Trawick-Smith, 2014). Children get a lot of experience by interacting with their environment from an early age. The environment in which they interact affect their cognitive skills (language, literacy, and mathematics), social skills (understanding others' behaviors and motivations, prosocial behaviors, understanding and displaying emotions), and self-regulation (voluntary control of

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attention and behavior) skills (Yoshikawa et al., 2016). The attitudes and behaviors of all individuals around the child are effective in the changes in social skills that arise with the development of the social and emotional spheres in the first years of the child's life. Children are influenced by the right and wrong evaluations about the world made by the people they interact with. These interactions affect the individual's future decision-making processes and moral feelings. In this process, the child begins to understand that he/she is an individual, differs from others, and acquires the most basic skills in socializing as an individual (Bee & Boyd, 2009; Maddock, 1972; Uyanık-Balat, 2012). It is observed that children gain knowledge about values and acquisition of values in the preschool period, which is an important period when basic life skills necessary for children as well as basic knowledge and skills required for upper education stages are obtained (Ministry of National Education [MoNE], 2013). In the preschool period, children internalize the values they see in their environment and turn them into desired behaviors (Atabey & Omeroglu, 2016; Bakan & Sahin, 2018).

Rokeach (1973) defines value as the permanent beliefs on the fact that certain behaviors or a certain situation are preferable or not preferable. Schwartz (1999), on the other hand, defines value as the beliefs that are desired to be achieved that result in spending efforts accordingly, and that leads to human behavior, choices, or assessment of these behaviors and choices. Value can be understood as the essence, which is very meaningful/essential in human life, the quality of something, as well as being cute, desirable, useful, and attracting special interest to be appreciated (Anwar, 2015). Values are part of human relationships and actions. In this respect, values are inseparable from the meanings we ascribe to communication, interactions, relationships, and cultures both as an individual and as a social entity. Therefore, "values" are included in contracts, principles, rules, objects, products, activities, practices, procedures, or decisions that are deemed important (Aspin, 2007). Cultural values such as freedom, prosperity, and security form the basis of norms that indicate people what is appropriate in various situations (Schwartz, 1999). Some values relate to appropriate ways or standards to interact with others, such as being polite, collaborative, honest, and acceptable. Other values are the states of existence that we all desire, such as work, happiness, peace, and love (Zajda, 2009). While humanity has benefited from technology in many areas such as transportation, communication, trade, economics, education, and migration, different cultures have opened their doors to each other, thus the necessity for living together has emerged for many societies due to the intensity of their sharing (UNESCO, 2005). In the globalizing world, values have also changed with these social changes and the necessity of having basic human values at the center of behavior has become increasingly important for people to establish healthy relationships with each other (Ozer & Aktas-Cam, 2018; Uzun & Kose, 2017).

Social changes in the information and technology era have also been reflected in education systems, and values make education more important in educational institutions today. Education is regarded as a lifelong process, and the education of the individual, which starts in the family, continues with the education given in schools. Today, besides raising individuals who will keep up with the era, the goal expected from education is to create a better world for everyone by bringing the values that ensure the continuation of the society to the individuals they raise (Kozikoglu, 2018; Senemoglu, 2018; UNESCO, 2005). In this period, when negative situations such as increasing violence, social problems, and lack of respect for each other are witnessed more frequently, parents and instructors see the solution in teaching values (UNESCO, 2005). It is clear that teaching becomes high-quality as the values appear in professional preschool education practices that focus on the abilities and potentials of children, aiming to increase the success of children with the systemic relational trust network that results from care, mutual respect, justice, and positive modeling established with the child (Lovat & Clement, 2008).

While values differ from society to society, value education is affected by this difference. Countries and institutions related to education in these countries have classified the values that they expect from the education systems and that the children are expected to gain. The principles of Preschool Curriculum applied in Turkey (2013) emphasizes that the education given to children should develop emotions and behaviors such as love, respect, cooperation, responsibility, tolerance, sharing, solidarity, and helping others, and also the necessity of giving the child self-control by ensuring the child gain self-esteem and confidence. Besides, it is stated that the curriculum takes into account the cultural and universal values and that education of values is not treated as a separate area, but as a whole with gains and indicators (MoNE, 2013). On the other hand, the US Department of Education (2013) comments as follows regarding the type of person that is desired to be raised. "We want our children to develop respect and compassion for others. We want them to be honest, polite, and thoughtful to comply with laws, to cooperate with others, and to behave decently. We want them to make strong moral choices. Encouraging the values of a child yields great return: those who have grown up with strong, consistent, and positive values be happier, better at the school and more likely to contribute to the society."

There are many studies on teachers and children at all levels of value education (Adams et al., 2015; Choi, 2016; Dahlbeck, 2014; Emilson et al., 2016; Gunindi, 2015; Kesgin, 2015; Lovat & Clement, 2008; Ros et al., 1999; Schwartz, 1994). In some studies, the implemented preschool curriculum was examined in terms of value education (Aral & Kadan, 2018; Duman, 2014), and opinions about value education were included in the studies conducted with preschool teachers and prospective teachers (Akıturk & Bagceli-Kahraman, 2019; Akto & Akto, 2017; Kozikoglu, 2018;

Sapsağlam & Omeroglu, 2015; Uzun & Kose, 2017). Also, there are various studies on the value education curricula developed and their results (Bakan & Sahin, 2018; Dereli İman, 2014; Johansson, et al., 2014; Neslitu. 2013; Ozer & Aktas-Cam, 2018; Sirin et al., 2016).

It is extremely important to determine how effective the education and teaching activities performed at all stages of education and to make an assessment by revealing the values included in the program. It is compulsory to evaluate objectively by considering the individual characteristics of children in the preschool period, and assessment in preschool education is one of the basic elements of the educational process (MoNE, 2013). Assessment in early childhood education focuses not only on the outcome but also on the behaviors that directly lead to success. Therefore, assessment can be defined as an inclusive and integrative process that continues in the education process (Gullo, 2005). In other words, assessment is the process of gathering, synthesizing, and interpreting information about classes and teaching children. Assessment is not only an important tool in understanding and supporting the development of young children but also essential in documenting and evaluating the effectiveness of a curriculum (Epstein et al., 2004). Primary assessments and periodic assessments of progress integrated into curriculum goals and expectations also help the long-term and short-term planning of instructors (Mcafee & Leong, 2012).

The assessments made in the preschool period may be formal or informal. Academic preparation tests, developmental screening tests, and diagnostic tests are the types of formal assessments, most of which are standard tests. Standard tests provide information about evaluating each child in the same direction under certain conditions (Epstein et al., 2004; Gullo, 2005). Informal assessments include evaluations such as performance assessment, portfolio assessment, developmental or academic checklists, and anecdotal records (Gullo, 2005). Data collection is carried out by observing children, interviewing them, examining their studies or other similar processes (Mcafee & Leong, 2012). The assessment in preschool curriculum in Turkey is carried out in many different ways including observing the child's development in all areas of development both detailed and holistically, reporting the results of this observation, evaluating all the prepared and applied plans with all aspects and self-assessment of teachers (MoNE, 2013). Teachers in preschool education in the United States research and assess the development and learning of children in their class. The teachers observe the children while they study and play, and they record data about these observations. They collect and analyze study samples of children; they organize portfolios that showcase children's success. Teachers ask children to explain and describe their thoughts (Mcafee & Leong, 2012).

Observation, one of the informal assessment techniques, is frequently used in preschool education. Observation is the technique of "collecting data by looking and listening" with the aims of identifying, understanding and explaining certain events,

phenomena, and behaviors (Karasar, 2016). Observation provides examples of children's behaviors that we observe in order to determine whether learning has taken place, and it takes place with the active participation of the teacher in their daily routines in the classroom (Gullo, 2005; Schunk, 2009). It also provides very important information for assessing the daily activities, routines, and relationships of children in the preschool period. For this reason, assessment methods should be in a quality that will allow direct observation in the natural environment when the child is familiar with the environment and with the people he/she knows (Bencik-Kangal, 2015). When the studies related to assessment in Turkey are analyzed, it is observed that studies, in which the opinions of teachers are asked regarding the assessment applications in preschool curricula, are in the majority (Aslan & Uygun, 2019; Aydın et al., 2018; Yılmaz-Topuz, 2015).

Curricula do not only aim to increase the academic success of children but also to provide the social and cultural values of societies to children. The skills and values gained in preschool years shape the life of the child and determine what type of individual he/she will be. For this reason, it is important to examine preschool curricula in different countries in terms of assessment in order to reveal good examples of value education. We were not able to find any study on the values included in the assessment dimension of curricula, and how these values are reflected in the assessment process in the literature. In addition, there are very few studies on the evaluation dimension of the program. Hence, the purpose of this research is to examine how the values in preschool curricula applied in Turkey and Ohio are reflected in the assessment dimension. The demonstration of practices in two different countries reflects the originality of this research. Besides, the research is considered to be important in terms of reflecting good practice examples to curricula based on different examples and providing a basis for other studies on similar topics.

Method

This section contains information about the research model, sample, data collection tool, and data collection and analysis.

Research Model

This research aims to reveal how values are reflected in assessment practices in preschool education programs in Turkey and Ohio. Therefore, this research is a comparative research on education. Comparative studies on education generally adopt the approaches of horizontal, vertical, problem-solving, case study, descriptive, explanatory, and evaluative methods while presenting education systems and practices (Balcı, 2018; Delibas, 2007). In this research, more than one data collection tool was employed, and a horizontal, descriptive approach was adopted in which case studies were presented (Türkoglu, 2020). This research is also a descriptive study

in which methods and techniques suitable for the qualitative research discipline are used. Qualitative research uses qualitative data collection methods such as observation, interview, and document analysis. The aim is to perceive the phenomena and events realistically in their natural environment. This work aims to reflect the current situation as objectively and clearly as possible. For this, case study and culture analysis, which are qualitative research designs, are used. The cultural analysis focuses on the definition and analysis of cultural elements such as social structure, functioning, values, norms as well as individual perception, and behavior. It cannot be measured using standardized instruments by the nature of culture. The culture must be experienced and felt to be understood. In this method, the researcher spends time with the group for a long time (Chiristensen, 2004; Tedlock, 2000; Yıldırım & Simsek 2006).

Study Group

Research data were collected via document analysis and observation. Documents contain the MoNE (2013) and Ohio Early Learning and Development Standards. And the observation is carried out by monitoring the assessment dimension of processes toward value education practices in designated kindergartens in Nevsehir, Turkey, and Cincinnati, Ohio. The observation dimension of the research was carried out in four different schools. The participants of the research consist of children and their teachers in four kindergartens in Turkey and Ohio for the 2017-2018 academic year. Details about the observed kindergartens are presented in Table 1.

The first school that was observed in Turkey (S1) is an independent kindergarten affiliated to the Ministry of National Education. An observation process was carried out in a class of 4- to 5-year-old children. A preschool teacher and an assistant staff work together in this classroom of 25 children. The second school observed (S2) is a kindergarten within a Vocational High School affiliated to the Ministry of National Education. In this kindergarten, the Montessori program is implemented. A preschool teacher and an assistant staff work together in this classroom of 25 children between the ages of 4 and 6. Since there were no kindergartens implementing different curricula in Nevsehir, two schools were found sufficient for the study.

Table 1.
Details About the Observed Kindergartens

Schools	Curriculum	The Number of Children in Classroom	Age Group	Number of Teachers in the Classroom	Instructional Period
Turkey					
S1	MoNE	25	4-5	1	Full Day
S2	MoNE\Montessori	25	4-6	1	Full Day
Ohio					
S1	Montessori	20	4-5	2	Half-Full Day
S2	Constructivist	20	4-5	2	Half-Full Day

With this aspect, they can be evaluated in the purposeful sampling category. Also, observations were made in two different kindergartens in Ohio. The communication between the schools was provided by the University of Cincinnati Early Childhood Education Online Degree Coordinator. The approval of the Institutional Review Board (IRB-University of Cincinnati/College of Education, Criminal Justice, and Human Services, 2882773) and the required permission was obtained for the observation. The Montessori program is implemented in the first school (S1) observed in Ohio. Two teachers work in the classroom of 20 children with the ages between 4 and 5. The constructivist approach is implemented in the second school (S2). Two teachers work in this classroom of 20 children with the ages between 4 and 5. Schools implementing different programs in Ohio were preferred for the study. In this respect, the purposeful sampling was suitable for the convenience sampling model, as schools were willing to accept observers.

Data Collection Tool and Data Collection

In the research process, multiple data collection tools were used to obtain valid and reliable results.

Document Analysis

According to Yildirim and Simsek (2006), document analysis involves the analysis of written materials that contain information about the phenomenon or phenomena intended to be investigated. The Preschool Education Program implemented in 2013 by the MoNE was used in the research, and this program was obtained from the official website of the Ministry of National Education. On the other hand, Early Learning and Development Standards applied in preschool education institutions in the United States were used in the study. These standards were obtained from the official website of the Ohio Department of Education (2017). The values in the program/standards were analyzed in terms of the assessment dimensions. Ohio State Early Childhood Education does not include a single program, but instead, consists of a multi-faceted and a multi-participatory system. It has a different structure from the single and joint program understanding applied in Turkey. Therefore, an approach appropriate for both programs was adopted in the analysis of the data, and these curricula were tried to be handled systematically within themselves.

Observation

The observation in the context of this research in Turkey was carried out in two different kindergartens for 3 months in the academic year of 2017-2018. The first researcher continued his research as a "participant-observer" in a natural environment in two different preschool classrooms. In Ohio, the observation process was carried out in two different classes for 4 months. In the first kindergarten, the researcher made observations from an observation room. In the second kindergarten, the researcher participated in many applications and activities such as in-school and out-of-school exhibitions,

scientific trips, history, and cultural studies, library visits, year-end celebrations, special day and week celebrations, memorial programs in addition to being directly in the classroom environment. In the research process, all the practices of the teachers to provide values in preschool education were observed, however, only the assessment dimension was covered in this study. In addition to a comprehensive literature review on the collection of observation data, a *"Values Education Observation Form,"* in which value education applications are scaled as observable behavior, was developed together with, the researcher mentor of Cincinnati University. During the observation, the records and notes were taken using this form in addition to the photos and videos. In this process, observation notes were obtained by observing the children and their teachers in the natural environment. Besides, detailed and descriptive notes were taken about the observer, the environment in which the observation was made, and the basic behaviors and processes occurring within this environment, and the characteristics of the communication process by answering the questions such as where and under what conditions the observation was made, who was in the environment, what were the characteristics of the physical environment, what kind of activities or behaviors occurred in this process.

Data Analysis

The values included in the program and standards were categorized separately in terms of program items, and the assessment dimension was reflected in this study. All the statements regarding the values in the assessment dimension of the program and standards are listed. Areas of development and value expressions within the scope of these areas were categorized in terms of methods and techniques used, and they were visualized in a tabular form. In the observation records, the assessment dimension was analyzed by descriptive analysis method, and case studies related to the acquisition of values were explained in detail.

Results

Research findings were discussed in two sections as document analysis and observation. In the first part, document analysis was carried out concerning the values in the assessment dimension of preschool curricula implemented in Ohio and Turkey, and the findings were presented in tables. In the second part, observation findings related to the values in the assessment dimension of preschool curricula implemented in Ohio and Turkey were presented.

1. Values in the Assessment Dimension of Preschool Curricula implemented in Turkey and Ohio

The details about the assessment process of the MoNE Preschool Education Program in Turkey and Early Learning and Development Standards in Ohio are as follows (Table 2).

Table 2.
Assessment in MoNE Preschool Education Program in Turkey (MoNE, 2013)

Dimensions	The Values	Methods and Techniques Used
The evaluation of the children		Development Observation Form, Development Report, Development File (portfolio)
The evaluation of the program		Evaluation of the Daily Education Process and Activities, Evaluation of the Monthly Education Process and Activities
The self-evaluation of the teacher		The teacher to evaluate and improve himself/herself

The assessment dimension in the Ministry of National Education Preschool Education Program in Turkey was discussed in the following three sub-dimensions: assessment of children, assessment of the curriculum, and self-assessment of the teacher. In the preschool curriculum, values are not listed as a separate area as they are handled as a whole with gains and indicators. Examining the methods and techniques to be used in the assessment, it was stated that the development observation form, development report, and development portfolio could be used in the assessment of children. It is seen that the assessment of the program was carried out as the assessment of daily training process and activities, and the assessment of monthly training process and activities. In the self-assessment sub-dimension of the teacher, it was determined that the teacher was expected to observe, assess, and improve himself/herself (Table 3).

The assessment process for the Ohio Early Learning and Development Standards was discussed in five sub-dimensions: approaches toward learning development area,

Table 3.
Assessment of Ohio Early Learning and Development Standards (Ohio Department of Education, 2017)

Dimensions	The Values	Methods and Techniques Used
Approaches to learning development area	Curiosity, Using language effectively, Responsibility, Cleanliness, Correcting mistakes, Communication, Dealing with difficulties, Courage, Entrepreneurship, Using correct gestures and facial expressions, developing self-control, Self-realization, Expressing themselves correctly	Portfolio, Observation record, Document creation, Process evaluation, Using visual media tools, Video recordings/ Pictures, and movies
Cognitive development area	Being a family, The value of the family, Cooperation, Respect for diversity, Valuing culture, Respect for science, Valuing science, Scientific study, Environmental awareness, Respect for nature	Presentation, Discussion, Personal and family albums, Observation
Language and literacy development area	Self-worth, Book love, Using materials with care, Appreciation	
Physical health and motor development area	Dealing with difficulties, Self-help, Safety, Self-esteem	Feedback, Peer support
Social and emotional development area	Self-realization, Creativity, Compliance with the rules, Compliance with social rules, Mercy, Empathy, Patience	Producing creative work of art, Reading books about the values Flashcards

cognition and general knowledge development area, language and literacy development area, physical well-being and motor development area, social and emotional development area. The following values were determined in the development area of approaches toward learning: curiosity, effective use of language, responsibility, cleanliness, correcting errors, communication, coping with challenges, courage, entrepreneurship, using the right gestures and mimics, developing self-control, self-realization, and self-expression. Suggestions regarding methods and techniques that can be used in the assessment are the portfolio, observation record, document creation, process evaluation, using visual media tools, video recordings, pictures, and movies. The following values were determined in the development area of cognition and general knowledge: being a family, value of the family, cooperation, respect for differences, value for culture, respect for science, value for science, scientific work, environmental awareness, and respect for nature. The methods and techniques for this development area were determined as presentations, discussions, personal and family albums, and observations. The following values were determined in the development area of language and literacy: self-worth, love of books, use of items with care, and appreciation. While the values of coping with challenges, self-help, security, and self-esteem were determined in the physical well-being and motor development area, the methods and techniques of feedback and peer support were suggested. The values of self-realization, creativity, obeying rules, obeying social rules, compassion, empathy, and patience were determined in the field of social and emotional development. The methods and techniques of making creative work, reading books about values, and using flashcards were suggested.

2. Observations on the Assessment Dimensions of Preschool Curricula implemented in Turkey and Ohio

Findings related to the observations on two schools (S1-S2) affiliated to the MoNE in Turkey, and two schools (S1-S2) implementing Early Learning and Development Standards in Ohio are listed below.

Assessment of the MoNE Preschool Education Program in Turkey

Case (S1): The student asked for permission after taking the eraser. The teacher warned the student about asking for permission before taking anything. With love. On the other side, a student took a book from his friend's hands. He wasn't warned as no one of the teachers saw what happened. When a student didn't follow the rules about seating, the teacher warned him by saying "What did we talk about?." A student cried about following the rules. The teacher said his turn would come. There are problems with following the rules. And the children are being warned one by one. The teacher told the children that if they didn't follow the rules, they would not participate in the game. They were reminded by their teacher to thank when they received gifts.

*Observation findings***:** It was observed that the basic values such as obeying the rules, courtesy, and thanking were regarded as important by the teacher and frequently reminded to the children in the classroom. It was determined that the teacher usually gave feedbacks to children with verbal rewards or warnings, such as well done, and that teachers constantly warned children who did not obey the rules. It was determined that there were various disciplinary actions for children who did not obey the rules in the classroom, such as not going out, not playing the games, and not bringing these children to trips. Also, it was observed that the teacher made discourses such as "let's stand properly" but did not provide explanatory instructions. During the observation process in which the researcher was in the classroom, it was not determined that the teacher received an observation note or made any record regarding the behavior of children or evaluating children. It was determined that the teacher used the question and answer method in assessing the daily training process and activities in the classroom and asked the children about different areas (social, emotional, cognitive) related to the activities. No situation was observed regarding the self-assessment process of the teacher.

Case (S2): Two of the students had a problem. The teacher listened to them both. He sent the boy to the corner to sit. The boy only sat there for a minute. He asked the children to tidy up the toys. But the process takes way too much time. And the children are not aware of their responsibilities in the process of tidying up.

*Observation findings***:** It was observed that the basic values such as obeying the rules, apologizing, fulfilling their responsibilities, cleanliness, and order were considered by the teacher in the classroom. It was observed that the teacher constantly repeated them by making explanations about obeying the class rules. However, the teacher did not explain exactly what their responsibilities were in collecting toys to the children, and there was confusion in the classroom because the children did not know what to do. It was observed that there was no pressure in the classroom, but the teacher reminded that those who did not obey the rules could not participate in the game. In the observation process where the researcher was in the classroom, it was determined that the teacher had a conversation with the children about the activity to make an assessment and asked them various questions and got their opinions. During the observation, the teacher was not observed to perform any assessment studies regarding the development of children and self-assessment processes.

Assessment of Ohio Early Learning and Development Standards

Case (S1): The teacher distributed colorful little pillows to the students. Then they all started singing together. They played a game in which they put their pillows on their organs such as their hand, foot, head, or shoulder indicated in the song. One of the students didn't adapt himself to the class and didn't act accordingly. The teacher

first took the pillow from the child's hand but the child continued to have fun. The teacher made the child sit while everyone else was standing, but he still continued to have fun. Then the teacher made him turn his back. The child sat in that position until the song ended. When they started another song, the child in question joined his friends. During these behaviors, the teacher didn't talk to the child at all and the child didn't object to his teacher's instructions.

***Observation findings*:** In the classroom, it was observed that the basic values such as obeying the rules, respect, silence, kindness, and listening were considered by the teacher. Impolite behaviors, disrespect, or interrupting are not allowed in the classroom environment; if the child does not comply with a previously described rule, such as courtesy or classroom rules, the results of the behavior are explained and feedback is given to the child; the teacher tells the child how he/she should behave. The feedback is provided right after the behavior mostly, but it can be given a little while later depending on the behavior. Correcting a behavior should be in the form of talking to the child one-to-one. The teacher mostly asks the child why they have acted in such a way, then explains the right and wrong behaviors and states why the child should pick the right behavior. Impolite behaviors, making noise, disrespect, or interrupting are not allowed in the classroom environment; if the child does not comply with a previously described rule, such as courtesy or classroom rules, the results of the behavior are explained and feedback is given to the child; the teacher tells the child how he/she should behave. Negative reinforcements are not given to the students, but positive reinforcements such as good work, well done are given. However, speaking without raising a finger, interrupting someone, running, or not obeying rules is certainly not overlooked by teachers. First, the child should be warned gently. If the negative behavior continues, the child is immediately left alone. The other children shouldn't approach and talk to him. During the observation process in which the researcher was in the classroom, it was observed that the teachers constantly took notes about the process of evaluating the children and filled the observation form. Teachers then use the notes they have taken either individually or in their meetings with the parents to provide the parents with information on the multi-faceted development and needs of the children.

Case (S2): The child shouted at his friend to stop. The teacher finished off with another student patiently. The teacher took care of all the children one by one. The teacher spoke volumes that he didn't like the child's behavior. After 20 minutes, the teacher called his students. He made a long speech. He asked the meaning of that behavior and explained afterward. He emphasized the importance of being peaceful. He showed no signs of anger. But it could be seen from the child's face that he understood well. And the child showed no signs of unrest and unhappiness when he got back to the game they were playing. One of the children painted his hand. The

teacher said to the child "Look at me" determinedly. Then the teacher said, "This skin is not a paper, go wash your hands now." The child washed his hands.

Observation findings: In the classroom, it was observed that the basic values such as obeying the rules, respect, peace, kindness, fulfilling responsibilities, and patience were considered by the teacher. It was observed that there was an office for the files of children in the classroom and that children were responsible for following their own files, completing the work they started on time, and putting in the work they completed. It was observed that the teacher, who was attentive about this issue, waited for the child until they finished their job, and the teacher came out after the children placed their files correctly. It was observed that the rules were strictly enforced in the classroom, also, the children were expected to do their jobs patiently and that the teacher did not force the children by respecting their decisions. During the observation period when the researcher was in the classroom, it was determined about the assessment that teachers followed up whether children showed the skills that were appropriate for their age by studying one-on-one with them, they expected them to perform certain skills according to their development characteristics, and they recorded the situations with photos, videos, and various notes. It was determined that each child had a file at school and that these files were used as portfolio files.

Discussion, Conclusion, and Recommendations

Results for the Relevant Document Analysis for Assessing the Values Related to Preschool Curricula in Turkey and Ohio

Evaluating the research findings, various similarities and differences were revealed in the assessment process of preschool curricula implemented in Turkey and Ohio. While the program developed by the Ministry of National Education was implemented throughout Turkey, it was determined that common standards were created by the participation of all stakeholders who provided care and education services within the scope of early childhood education services in Ohio.

It was determined that both countries involved the assessment process in preschool curricula, however, while a multidimensional assessment was made in Turkey, a one-dimensional assessment was made in Ohio. The assessment dimension of the MoNE preschool education program in Turkey was discussed in three aspects as an assessment of children, assessment of the curriculum, and self-assessment of the teacher. In the child assessment dimension, it was stated that the child's social and emotional, motor, cognitive, and language development areas and self-care skills should be evaluated together with a holistic approach in the program. It was determined that the assessment process in the Ohio Early Learning and Development Standards was one-dimensional, just for assessment of the child. It was determined the development of the children was assessed in five dimensions including the approaches

toward learning development area, cognition and general knowledge development area, language and literacy development area, physical well-being and motor development area, social and emotional development area. Also, it was determined that there was Instructor Guidelines for Ohio Early Learning and Development Standards by which the teachers were provided with application suggestions/instructions for the development areas of the children, however, a separate assessment guideline was not included.

It was observed that there were differences in the two countries regarding the inclusion of values in the assessment process. The values for the assessment process were not expressed clearly in the preschool curricula in Turkey, and these values were given implicitly in their acquisition. It has been determined that there are values such as self-actualization, respect for differences, importance of family, cooperation, consistency, self-discipline, time management, self-expression, effective use of language, awareness, motivation, creativity, attention, empathy, sharing, and patience in functions. While evaluating the gains and indicators expected from children, children are expected to have gained these values as well. Aral and Kadan (2018) stated that the responsibility value was greatly emphasized in the preschool curriculum implemented in Turkey, while respect, solidarity, trust, love, tolerance, freedom, equality, friendship, and justice are other values for gains and indicators. While Duman (2014) stated that the values of expressing feelings, empathy, children's rights, respect for differences, responsibility, obeying the rules, respect for the environment, self-confidence, and peace were included in the program for social-emotional development, Bakan and Sahin (2018) stated that the values of respect, solidarity, friendship, honesty, sharing, and responsibility were included in the development areas of children in the preschool curriculum. On the other hand, Akto and Akto (2017) determined that preschool teachers emphasize the values of responsibility, honesty, tolerance, goodness, love, sharing, and respect. The values reflected in the Ohio Early Learning Standards evaluation process come to the forefront as using the language effectively, responsibility, cleanliness, correcting errors, communication, dealing with difficulties, courage, entrepreneurship, developing the right gesture and facial expressions, developing self-control, self-realization, expressing themselves correctly, being a family, family values, cooperation, respect for diversity, valuing cultures, respect for science, valuing science, scientific study, environmental awareness, respect for nature, self-worth, love of books, using materials with care, appreciation, self-help, safety, self-esteem, creativity, compliance with the rules, compliance with social rules, mercy, empathy, and patience. Studies reveal that respect, responsibility, and discipline are adopted as fundamental values (Sigurdardottir & Einarsdottir, 2016; Thornberg & Oğuz, 2013).

It was determined that it was recommended to carry out evaluation studies using similar methods and techniques in the assessment process of preschool curricula in Turkey and Ohio. In the MoNE Preschool Education Program in Turkey, development

observation form, development report, and development file (portfolio) are reported as the methods and techniques to be used in the assessment process of children. In evaluating children, the observation of the child's development process must be tracked with "Development Observation Form." Teachers are to observe the multi-directional development of the child and to record their observations to the development observation form. Teachers are to provide "Development Report" twice a year. The content of this report must be shared with families. It is expected from teachers to prepare a "Development File" (portfolio) for each child at the beginning of the semester, to collect every document related to the child and his all work in this portfolio, to share the portfolio with the families on "Development File Sharing Day" and to encourage children to share their work with their families. It was determined that the assessment of daily and monthly education processes and activities were the methods and techniques for program assessment. In the dimension of evaluation of the program, the teacher is responsible for keeping track of and recording yearly practices. Evaluation of the Daily Education Process and Activities; this process is a time of activity that is carried out by teachers and students in which the discussion takes place, acquisitions are reinforced, visuals such as posters and pictures are shared through media tools at the end of the day. At this stage, the teacher receives feedback from the students using the question and answer method and helps to reinforce the acquisitions. In this section, effective questions that are asked can be associated with values education. These are listed as follows in the program: *"By asking what children have felt during the activity, the teacher has children recognize their own emotions and others' emotions. Sample questions: What might the child that was lost in the story feel which you listened a little while ago? Did you get excited to see the fish in the aquarium? Why? Has anything happened today that made you upset/curious/happy/surprised/angry? Would you like to share?"* (MoNE, 2013). Finally, it was determined that self-observation, self-assessment, and self-development of the teacher are included as the methods and techniques included in the teacher's self-assessment section of the MoNE (2013). The teacher is responsible for his own development and can use any resource. Can cooperate and get support from school management and families. It was determined that the Instructor Guidelines for Ohio Early Learning and Development Standards covered the following methods and techniques that could be used in assessment: portfolio, observation record, document creation, process evaluation using visual media tools, video recordings, pictures and movies, presentation, discussion, personal and family albums, observation, feedback, peer support, creative work, reading a book about values and flashcards. It was also determined that formal assessment methods such as ELAS, ASQ (Assessment & Evaluation/Ages & Stages) age and stage questionnaires, and DECA (The Devereux Early Childhood Assessment Preschool Program) were used in evaluating children in preschool education institutions. Monthly goal portfolio, discovery, open-ended questions, positive feedback, experiment, music, Q&A, peer mediation, parent assessment, and family conferences were the other methods

and techniques covered by the application guidelines. This guideline also states that attitudes and behaviors expected from the teacher in the process were smiling, not taunting, supporting, encouraging, and informing about different cultures. Also, the following suggestions are made in the guidelines for the teachers: "Corroborate the discoveries of children by smiling willingly and enthusiastically. Document the works of children so that they can correct them again and discuss them with adults and their peers. Record children's videos or voice while expressing their opinions. Approve and disapprove all positive or negative emotions."

Evaluating the survey results, it was determined that the methods and techniques used in assessment in the preschool curricula in Turkey and Ohio had similarities, different values were emphasized for gains related to different development areas, and applicable suggestions were presented for teachers in both countries.

Results of the Observations on Assessment Dimension of the Preschool Curricula in Turkey and Ohio

Evaluating the classroom observations in Turkey, it was determined that core values such as obeying the rules, politeness, thanking, apologizing, and fulfilling responsibilities, cleanliness, and order were deemed important by teachers. Teachers constantly reminded children about these core values in the classroom and it was determined that children were frequently warned about obeying the rules. Accordingly, it can be said that it is important to determine the classroom rules by talking to the children at the beginning of the period and to explain the behaviors expected from the children. Also, the core values included in the preschool curriculum should be handled by teachers with different methods and techniques and should be used in the assessment process. When the researches in the literature are examined, it was found that most of the preschool teachers did not participate in any scientific activities and educational activities related to the education of values, and considered themselves partially sufficient to provide value education (Sapsaglam & Omeroglu, 2015); preschool teachers had difficulties in embodying values, they had difficulty in the process of value education due to reasons such as lack of materials and guidelines about value education (Uzun & Kose, 2017). As the practices for value education were mostly left to the initiative of the teachers, it was concluded that concrete activities for value education were inadequate (Kozikoglu, 2018; Thornberg, 2013). Evaluating the results of the observation made in Ohio, it was determined that the core values such as obeying the rules, respect, kindness, listening, peace, fulfilling responsibilities, and patience were considered important by teachers. It was determined that the teachers strictly followed the rules about these core values in the classroom, and they gave feedback to the child, explaining the results of their behavior and how they should have behaved when the children did not obey a previously explained rule. In assessment, it is very important to reveal the strengths of children as well as their needs and to focus on many things they do well, not what they cannot do (Mcafee & Leong, 2012).

During the observations in the research process, it was determined that Turkish teachers used more observational methods for assessing children. It was also determined that the teachers provided information about the development of children to their families using development reports and the studies of the children such as their paintings. Each school in Turkey must prepare progress reports twice a year for each child in the classroom and share them on the official website of the Ministry of National Education. Accordingly, it can be said that teachers should prepare observation reports for children by making use of the observations they make in the classroom and that development reports will be prepared more effectively in this direction. In the research of Ural et al. (2017), it was revealed that teachers mostly use the observation method in measurement and assessment. Similarly, Yilmaz-Topuz (2015) determined that preschool teachers used mostly observation and interview techniques in assessment, and the teachers used the data they obtained from the process of recognizing and evaluating children in writing development reports and informing families. The assessment has two general functions, including process and outcome. The objectives of the process evaluation are to guide the teacher in planning and the development of teaching and to help children improve their learning. The final assessment takes place at the end of the teaching, and the aim is to let the teacher and children know the level of success they have achieved (Woolfolk-Hoy, 2015). Evaluating the obtained data, it can be said that teachers carried out various studies related to the assessment process in the preschool curriculum, but they were not effectively observed in practice. In this regard, it can be said that preschool teachers should give more place to development observations and development files in the process to support children's development and to meet their educational needs. It can be said that it is very important for the preschool teachers to use various methods such as observing children, interviewing them, and preparing a portfolio by examining their studies for both process assessment and final assessment in terms of the teaching process. It may be suggested to hold various workshops and provide in-service training activities to raise awareness of the teachers.

It was determined that studies by preschool teachers on assessment during the research process were mostly for program assessment in Turkey. It was determined that teachers took children's opinions by chatting with them about the activity process, asking various questions to evaluate the daily training process and activities. Assessment can be affected by the classroom environment, number of children, and teacher characteristics. Üstün and Uzun (2020) found that the number of children in the class affects the assessment process. The assessment of children is essential and vital for high-quality early childhood programs. The assessment is important to understand and support children's development. It is also very effective in obtaining the necessary data to meet the educational needs of the child (Epstein et al., 2004). Accordingly, preschool teachers should take care to make multiple assessments as they are included in the preschool program. The Ministry of National Education can

support teachers with various in-service training activities to improve and evaluate themselves.

According to the results of the observations made in Ohio during the research process, it was determined that preschool teachers made assessments about children by using various methods and techniques. It was determined in this process that teachers took notes about children, filled the observation forms, and shared that data with their families in meetings similarly in Turkey. It has been determined that preschool teachers followed up whether children exhibited the skills expected from them, and recorded the situations with photos, videos, and various notes. Also, it was determined that portfolio files containing children's studies were used in the assessment. Studies reveal the positive effects of assessments made with different assessment tools such as portfolios in the preschool period (Alaçam & Olgan, 2016; Knauf, 2017).

Evaluating the results of the research as a whole, it was determined that there were some differences in practices of the preschool curriculum assessment process between Turkey and Ohio in terms of reflecting values. While teachers in Turkey only used the assessment practices that they deemed necessary, their counterparts in Ohio made assessments with different practices.

According to the results of the research, it can be said that the multidimensional evaluation of children, teachers, and the program will help to increase the quality of preschool curricula. Considering the result of this research, it can be suggested that preschool teachers should be supported with a guidebook or in-service training for the assessment of values education. In future research, it can be evaluated how the values in preschool curricula serve the children from different languages, cultures, and ethnic groups and the children with various abilities and disabilities properly.

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