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TÍTULO: Evaluación de los métodos de enseñanza propuestos de la guía del maestro de matemáticas de 6° grado en el sistema educativo iraní basada en el modelo de evaluación CIPP.

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RESUMEN: El propósito del estudio fue evaluar la Guía para maestros de matemáticas de sexto grado basada en el modelo de evaluación CIPP desde la perspectiva de los maestros de Shahrekord. El método de investigación fue descriptivo-evaluativo. Los hallazgos mostraron que la atención a los componentes de enseñanza en la guía del maestro de matemáticas de sexto grado basada en el modelo CIPP fue más que el promedio (3.34 ± 0.771). Además, en las dimensiones del modelo CIPP, también se prestó atención a las asignaturas de enseñanza en la Guía para el profesor (3.32 ± 0.791), enseñanza interna (3.34 ± 0.816).

PALABRAS CLAVES: enseñanza, guía del maestro, evaluación, matemática, Modelo CIPP.

TITLE: Evaluation of the proposed teaching methods of 6th grade Math Teacher's Guidebook in Iranian Educational System Based on CIPP Evaluation Model.

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ABSTRACT. The purpose of the study was to evaluate the sixth-grade Math teacher's Guidebook based on the CIPP evaluation model from the perspective of Shahrekord's teachers. The research method was descriptive-evaluative. The findings showed that the attention to teaching components in the guidebook of the sixth-grade math teacher based on the CIPP model was more than average (3.34 and ± 0.771). Also, in the dimensions of the CIPP model, attention was also paid to teaching subjects in the Guidebook of Teacher's Guidebook (3.32 and ± 0.791), internal teaching (3.34 and ± 0.816).

KEY WORDS: Teaching, Teacher's Guidebook, Evaluation, Mathematical Education, CIPP Model.

INTRODUCTION.

Today, the process of globalization opens the way for a knowledgeable society in which knowledge and information will be the basis of the growth and development of any society. Obviously, the confrontation with the challenges of the knowledge-based communities requires a re-examination of the educational systems and the educational process.

Educational managers emphasize on the fact that by using up-to-date information tools, teachers can create opportunities and competencies appropriate to innovations. In the ideals raised by the owners for the education system, the teacher is referred to as the point of reference for any change. In the past, the teacher had only one task, and it was the education and institutionalization of people belonging to one country; while today, the main task of the teacher is to turn a person into a universal citizen that belongs to the international community.

Along with the change in educational content, the research and planning organization responsible for these changes; It has been developing training packages for teachers and students.

The educational package is a set of software (including strategies, templates, tasks, frameworks, guidelines, tasks, tests) and hardware (including media, devices, equipment, tools, resources and materials) that are with the use of new and old technologies is organized in simple and complex forms according to the goals of teaching-learning-learning curriculum.

One of the components of the educational package is the Teacher's Guidebook. The Teacher's Guidebook is developed to enhance the teacher's abilities and achieve more success in achieving educational goals, which usually consists of two sections on goals, content of courses, methods of education and evaluation of academic achievement, and the second part describes each Lesson is formed.

By carefully studying the handbook, the teacher learns from each course with the lesson plan and the specific goals of each lesson, and by using the teaching methods offered to achieve his or her educational goals and, on the other hand, using the explanations and specialties that are specific to the teacher, they are more successful in answering the students' questions and with more confidence and confidence in the classroom.

With the change in the educational system and the addition of the sixth grade to the elementary period of the teachers' awareness of the various teaching methods, it is necessary. The Teacher's guidebook has been prepared and provided to teachers by the same token. But how much this guidebook has been able to introduce teachers to different teaching methods is the goal that has been addressed in this study.

In this regard, the evaluation method of CIPP has been used and the proposed teaching methods of the 6th grade teacher's guidebook for teachers of Shahrekord have been evaluated in the academic year 2017-2018. Therefore, in the present research, the main question is answered: "To what extent

has the teaching component of the sixth elementary school of Shahrekord been addressed according to the CIPP model of evaluation?"

In order to answer the main question, the following sub question is raised:

1. To what extent is the teaching component of the sixth elementary school curriculum guide addressed to the context of teaching?
2. To what extent is the basic teaching component of the sixth elementary mathematical guide addressed to the input of teaching?
3. To what extent is the teaching component of the teaching process component of the sixth grade elementary mathematical guide?
4. To what extent is the teaching component of the sixth elementary school mathematical guide addressed to the product of teaching?

DEVELOPMENT.

Methodology.

Since the present study evaluates the proposed teaching methods of the sixth grade Math teacher's guidebook based on the CIPP evaluation model from the perspective of Shahrekord teachers in the academic year 2017-2018, this research is applied in terms of purpose; from the view of the method of implementation is a descriptive survey component of surveying and evaluation. In terms of collecting information, it is a field research component.

The statistical population of this study was male and female teachers of the sixth grade of Shahrekord city in the academic year 2017-2018. Their number was 166 people. The sampling method in this research is a random strain. In this research, a researcher-made questionnaire was used and consisted of 35 items in a closed order in the form of a 5-degree Likert spectrum in four dimensions of the CIPP model. The data were collected in two ways: theoretical studies and field studies. In the descriptive statistics section, frequency tables, percentage, mean and inferential statistics were used. One-Sample

T-Test, Friedman Test, Independent T-Test, and One-Way ANOVA were used. In cases where analysis of variance was significant, Tukey's test was used.

Results and discussion.

One of the steps that educational systems, and in particular the Iranian educational system, are in place to update teachers' knowledge and skills, is to provide educational packages. The educational package is an extensive collection of educational resources and media that contains books and booklets, worksheets, compact discs, educational films and even some educational materials and tools.

The components of the training package are divided into two main groups of main sources and complementary resources that the Teacher's Guidebook is considered to be the main sources of education.

March (2003) argues that a curriculum that includes a textbook, a work book, and a teacher's book guide can strengthen the learning process (Abdallahi, 2015). By carefully studying the handbook, the teacher acquaints each course with the lesson plan and the specific goals of each lesson and, using the teaching methods offered to achieve its goals in educational achievement, and on the other hand using the explanations and knowledge specifically for the teacher, he will improve his scientific literacy and his ability to respond to the students' probabilistic questions and will be present with greater confidence and confidence in the classroom.

The Teacher's Guide, while co-ordinating the teaching and learning of the teachers with the goals and methods to be taught, also improves the teacher's abilities and knowledge, provides him with a creative background and initiative (Lopes & Oliveira, 2018; Pussyrmanov et al, 2018; Ismail et al, 2017; Haghshenas et al, 2015).

Looking at the school curriculum, it can be seen that from the first year of study, mathematics is an integral part of this program. Math is a science that promotes creativity and empowerment of student analysis. Students' understanding of maths, their ability to solve problems, their confidence, and even their attitude toward mathematics, are formed through the teaching of the teacher faced at the school. No matter how precise and scientific mathematical planning is to be done and the proposed methods of mathematical teaching are based on research findings, if the mathematical teachers do not appreciate them, either because they have no belief in that program or method or what due to lack of necessary knowledge; that planning will be condemned to failure. Many studies have shown that for good and efficient mathematical teaching, it is not enough for teachers to have specialized scientific knowledge. Rather, it requires a combination of thematic knowledge of mathematics and the knowledge, skills, and educational theoretical and practical teaching related to the subject of mathematics (Goya, 2002; Barjasteh et al, 2016; Nisawa, 2018).

By changing the educational system in the academic year 2012-2013, from the 5-3-3-1 to the 6-3-3 plan (six years of elementary school, three years of the first high school and three years of secondary school), the sixth grade to the elementary school year And new educational content for this educational foundation was defined. Therefore, in order to update the knowledge and skills of the teachers, the research and planning organization annually publishes the Teacher's Guidebook.

In this regard, the purpose of the present study is to assess the mathematical teacher's guidebook in the sixth grade and the main focus of this book is the importance of the book of the guidebook of the teacher of mathematics to introduce a variety of teaching methods that can be used by teachers. Since several models for evaluation have been used in this research, the CIPP model has been used.

The CIPP model is a comprehensive and comprehensive model that can systematically and systematically examine an application. This template helps managers and planners to prioritize their critical needs by providing systematic feedback from the flow of affairs. Stauffle Bim knows the

evaluation model of the CIPP a rotating process that takes into consideration the process rather than the product or output. In other words, he improved the most important evaluation objective, not the proof of the program. In order to achieve the goal of improving and improving the program, Stauffle Bim encourages mutual interactions between evaluators and also between evaluators and decision makers. In the pattern of the CIPP, each of the four key elements is evaluated with a particular type of evaluation, these four evaluations are:

1. Context evaluation or specification of needs for decision-making on the objectives of the program for evaluating the field of needs and issues in the defined field.
2. Input evaluation or decision making about strategies and plans.
3. Process evaluation or appraisal of the program implementation in operation.
4. Product evaluation or evaluation of program implementation results (Stauffle Bim, 2007).

Ramazani and Mihandoust (2018) found in the study titled "Teaching English" the students could mentally subtly criticize the program, the book of the seventh book and the teacher's book. The most important strengths of the teacher's guidebook are the clarity and clarity of the guidebook guidelines for teaching and evaluation, addressing the learning process based on current theories, introducing course objectives, and providing guidelines for appropriate learning styles for evaluation. The weaknesses of the handbook may be the lack of attention to different student learning styles and improper book binding.

Halaji (2017), in a research titled Critical Paper on Physical Education in Schools, lists the shortcomings of the book as follows: (A) Formic abnormalities include: low charm, ambiguous expression of the main purpose of the work; medium print quality (such as paper type, Volumes, tables and charts). (B) Content deficiencies include: lack of general idea and structural and content model; inadequate references; lack of comprehensive presentation of components of the educational course; relative lack of scientific theories; and the discrepancy of the content of the book with the one

heading Specific lesson. Ahmadpour, Fedayee and Rafipour (2017), in a study titled "The need to rethink the content of the 7th and 8th grade mathematical textbooks from the point of view of argument and proof, found that the greatest number of arguments, including the types of levels of inferences found in the books, There are, of course, unexpected exceptions. In general, the distribution of the inference argument in seventh and eighth chapters is not a homogeneous one.

But inferiority is seen in most chapters related to account content and statistics and probabilities. In addition, contrary to expectations, the amount of test arguments in the eighth book is not reduced, but also the book of the seventh is about twice. Jalilian, Azimpour, Mohammadi, and Mohammadzadeh (2017). In a study titled "The Intelligence School Teachers' Degree", the students' knowledge of the skills required for teaching Fava on 154 teachers of Intelligent Schools in Chaipare City found that the level of intelligent school teachers' Teaching skills using Fava, as well as the level of teachers' access to teaching skills in design, implementation and evaluation is moderate.

In addition, the results showed that female teachers had better performance in teaching, using Fava in design, implementation and evaluation than male teachers. According to the results of this study, attention to the implementation of theoretical and practical training courses in relation to the new educational technologies for teachers, the teaching transformation and its adaptation is very important.

Binesh, Bakhtiari Finderi and Qarari (2016) in a study with the purpose and importance of evaluating the curriculum and its patterns found the best people for this kind of evaluation are those that evaluation are familiar and closely associated with the evaluation subject knowledge have. Target-oriented, goal-free, CIPP evaluation model and educational newsletter and educational critique are among the most important and most popular evaluation models of the curriculum.

Urmachi and Abdolysoltan Ahmadi (2016) in their research titled "Modeling the evaluation of mathematical lessons from the viewpoint of teachers", which follows the following minor objectives: Identifying the methods of evaluating mathematical lessons from the viewpoint of teachers; Prioritizing evaluation methods in mathematics from a teacher perspective; Designing a model of effective factors from the viewpoint of teachers.

The factors identified in the above review are "Evaluation at the end of the course, attracting the attention of students to questions during teaching, evaluation at the time of entering the class, asking and solving the problem in the class, and evaluating the end and homework, and exercising and repeating the problems".

Evaluating the factors at the beginning of the class, presenting and solving the problem in the classroom, evaluating at the end of the course, practicing and replicating at home, presenting the class in question, "and the above survey model with the effect of all of the above factors is shown by teachers in the design of the mathematical lesson evaluation model.

Derakhshanfard and Boroumandnasab (2016) conducted a research on the quality of the curriculum of Dezful University Farhangian universities using the CIPP model. Their research methodology is a descriptive survey. The results of the research showed that from the viewpoint of the student, the quality of the curriculum in the field of education in the fields of context, input and process is desirable, relatively desirable.

Asgari et al. (2014) in a study titled "Internal quality evaluation of the new elementary elemental mathematics curriculum, with respect to the nine elements of the Francis Klein model". The findings of this study showed that from the viewpoint of the triple groups (managers, teachers and educational leaders), the implementation of the first elementary mathematics curriculum, the nine elements of the program according to the Francis Cline model are not of the same quality. Also, the elements (goal, content, learning activities, teaching strategies, teaching materials and evaluation) of the desired

quality and elements (grouping, time and place) in the first elementary mathematics curriculum have a relatively good quality. There is a significant difference between the views of the three groups on the quality of the elements (goals, content, learning activities, teaching strategies, materials and educational resources, and educational time) and this difference is related to the views of managers and teachers. Thus, managers have evaluated the internal quality of mathematics curriculum more positively than teachers and educational leaders.

Hajjahmadi Pourrafsanjhani and Daneshmand (2014) in their research, evaluated the sixth grade elementary mathematical book from the perspective of psychology of learning and education in Rafsanjan in 2012-2014 and survey method.

The results of this study indicate that the sixth grade elemental mathematical book has been compiled with respect to some of the components of psychological principles that include cognitive and metacognitive skills, learner characteristics, motivation and creativity based on the principles of psychology of learning and education.

Karimnejhad et al. (2013) in their study on the internal evaluation of the sixth grade elementary curriculum from the perspective of the teachers of Urmia, in a case study, stated that the internal evaluation is a self-evaluation that is used to determine the quantity and quality of the educational and research status of the group by educational unit is carried out. The results of the study showed that 9.69% of the factors influencing the evaluation of the sixth grade curriculum (evaluation of the mathematical course) by the purpose of teaching, the content of the book, teaching method, learning activities, grouping, teaching time, teaching location and resources of sixth grade elementary mathematical instruction is expected.

Daneshpajhouh and Farzad (2006) found that in classroom teaching activities, skillful less attention was paid to the goals of knowledge and attitudes in the study of professional skills of elementary

school teachers. Teachers studying in general have a relative skill, but they are faced with some serious failures in important teaching components.

Hosseinpanah (2006) in a research entitled “Teaching Skills in the Age of Knowledge”; the skills required by teachers in the six components of religious education of students; familiarity with new technology; the establishment of research in practice; the creativity of a teacher; examined the use of active teaching, and concluded that an educated teacher should, prior to any kind of training, base his work on a set of well-known principles and use a logical, stable and community approach Learn how to learn, and strives to help them learn and improve their skills.

Daneshpajhouh (2003) in a research entitled Evaluation of Professional Skills of Teachers of Science and Mathematics in the course and providing its quality improvement methods. There are some inadequacies in some teaching strategies such as practical skills development skills, and the continuing education of teachers is inevitable for their co-ordination with the goals and methods of teaching a mathematical book and new science.

The teachers also examine the content of the lessons associated with the real life of the students and the teachers often try to replace them with a student guide and to put the students to hypothesis and practical thinking and problem-solving. Convey the content of the curriculum with inactive methods to the minds of students. This research supports the relationship between attitude toward mathematics and academic achievement, and suggests that teachers can improve the attitude of students towards mathematics based on their teaching methods.

Peradana, Simon and Sydidge (2013) described the problems of primary students in math problems in a descriptive study in Thailand. The researchers showed that students have several problems in solving a math problem, such as a lack of understanding of the keyword in the problem, the inability to recognize the necessary information in the problem, the tendency to guess without thinking, and the joy of many students in relation to reading the issue, especially long issues.

Cutter (2012) examined mathematical manipulations to increase the success of students in mathematics. He showed that mathematical acquisitions enhance students' achievement in this lesson. Math teaching makes learning more pleasant to learners and develops different ways to learn students. In the review of Moreno (2010), evaluation leads to improve the performance of students, and the presentation of an unguided assignment to how to solve it leads to confusion and misconduct.

Merris and Yasmine (2010) analyzed mathematical assignments in the primary school textbooks of Turkish schools. They categorized the assignments of mathematical textbooks to exploratory assignments, and concluded that the level and type of mathematical assignments in textbooks were prominently at the level of unconnected procedures and at low levels of needs cognitive awareness is expected and it is expected that new textbooks will include assignments that address higher levels of cognitive needs.

Juliette Dubit (2007) studied textbooks such as mathematics in order to influence the opinions and thoughts of students, and concluded that due to the large use of textbooks, students continually introduced ideas, there are different kinds of thoughts that publishers give to textbooks on them. Duddith states that students learn their advances in mathematics through the transformation of teaching from traditional methods to active forms and problem solving. Students learn to learn mathematics when they are interested in topics that are related to the content of their lives and work. Therefore, the educational goals addressed in Lithuania during the educational reform include "the development of mathematical communication, mathematical problem solving, the teaching of standardized mathematical solutions, mathematical reasoning, the teaching of positive attitude of math, the promotion of mathematical study, mold Mathematical thinking ", which led to significant mathematical successes for students.

Jourich (2003) investigated the relationship between educational technology and student achievement in math. In this research, computer technology was used to measure the academic achievement of mathematical lessons. The results showed that most of the students in the experimental group at each level after the implementation of the research in mathematics developed. The research reveals that the computer may be one of several media used to teach higher-level thinking skills, and all of these media have led to academic success at higher levels.

Smith et al. (1997) and Silver (1998) examined and applied the thesis program to the four countries of the United States, Australia, Germany and Japan, and demonstrated that, given the ideology and purpose of the US, democracy and education and skilled people, the country's education needs a stronger mathematics program. Japanese students have more strategies for mathematical education, and their content is more based on the problem solving method.

Hamsley (1997) referred to issues such as book prices, availability, comprehension of language teaching issues, reinforcement of teaching skills and the provision of cultural information in a paper titled evaluation of Teacher's Guidebooks. In the evaluation section, issues such as how to use the book, the goals of the course, the relationship between the teacher and the student, and the prediction of the potential problems of students have been addressed.

Collman (2006) In his studies, concluded that teaching tutorial books generally did not address the needs of teachers, and they were very much instructed and guided by teachers as they should not have been designed.

The findings of the research in response to the main question of the study showed that attention to teaching components in the sixth grade elementary school math guide of Shahrekord based on the CIPP evaluation model was too moderate since the difference between the mean sample and the community average is meaningful. Binesh, Bakhtiyari Finderi and Qarari (2016) have shown that the model of evaluation of CIPP and educational competence and educational critique are among the

most important and most popular evaluation models of the curriculum. The findings of the research were consistent with the findings of Ramezani and Mihandoust (2018) but did not conform to the findings of Abdollahi (2015). Because Abdollahi (2015) received the content of the book *Review of Applied Approach on Teaching Methods and Teacher Art*, he has not been able to estimate the reader's expectations in three areas of teaching, practicality, and artistic aspects of teaching.

In order to answer the first sub-question, findings of the research, "to what extent is the basic teaching of the sixth elementary school curriculum addressed to the context of teaching?" Showed that, since there is a difference between the mean sample and the average of society, so, in the eyes of the sixth grade teachers, the focus on context of teaching in the sixth-grade primary school guidebook was too modest. Friedman's test also showed that there is no significant difference between the amount of attention to context of teaching and other components.

Comparison of research findings showed that there is a significant difference between the amounts of attention to context of teaching in terms of the use of the teaching guidebook. However, there is no significant difference in terms of educational qualifications and work experience. Therefore, the findings of the research have shown that according to the sixth grade teachers, the focus on context of teaching, namely, the setting of goals, policies, educational needs and ... is more than average in the guidebook of the sixth-grade Math teacher.

Knowledge-based findings (2003) have also shown in the evaluation of professional skills of teachers of science and math in guidance school and presenting quality improvement methods that there are some inadequacies in some of the teaching methods, such as practical skill building techniques, and continuing education of teachers is inevitable for their co-ordination with the goals and methods of teaching mathematical books and new sciences.

The findings of the research in response to the second sub-question "To what extent is the basic teaching component of the sixth elementary mathematical guide addressed to the input of teaching?" Showed that because the mean of the sample was larger than the average of the society there is significant differences between them, therefore, according to the sixth grade primary school teachers in Shahrekurd, the amount of attention to the teaching-learning data in the basic sixth-grade math guide is too modest. Friedman's test also showed that there is no significant difference between the amount of attention to the teaching inputs and other components.

The findings of the research have shown that there is a significant difference between the amounts of attention paid to the teaching materials in terms of the use of the teaching guidebook.

There is no significant difference in terms of educational qualifications and work experience. The research findings are partly consistent with the findings of Jalilian, Azimpour, Mohammadi and Mohammadzadeh (2017), but the findings of this research have shown that the level of teachers' access to teaching skills in design, implementation and evaluation is moderate. Therefore, the findings of the research have shown that according to the sixth grade teachers, the amount of attention to teaching inputs, namely, the accuracy and needs of teaching equipment, the program execution table, the financial resources and the appropriate budget in the guidebook of the teacher of the basic sixth mathematical school was too medium.

Findings of the research have answered the third question, " To what extent is the teaching component of the teaching process component of the sixth grade elementary mathematical guide?" Showed that the average sample was larger than the average of society and the difference between the two is meaningful. Therefore, according to the sixth grade primary school teachers in Shahrekurd, the focus on teaching processes in the sixth elementary school math guide is too modest.

Friedman test also showed that there is no significant difference between the amount of attention to teaching processes and other components. The results of Variance test showed that there is a significant difference between the amount of attention to the component of the teaching process in terms of the amount of use of the teaching guidebook. However, there is no significant difference in terms of educational qualifications and work experience. The findings are not consistent with the findings of Abdollahi (2015), because he found in the critique of Applied Approach on Teaching Methods and Teacher Art that this book has not been able to meet the reader's expectations in three areas of teaching methods, practicality, and the artistic aspects of teaching.

Karimi's findings (2008) in the study of the professional qualifications of elementary teachers show that there is a difference between the existing and desirable qualifications of teachers and the existing qualifications of teachers in the components of technology, lifelong learning, professionalism, functional, intellectual and teaching were less than average.

Daneshpajouh and Farzad (2006) in assessing the professional skills of elementary school teachers have shown that teachers have a relative skill in general teaching, but he has faced some serious failings in important teaching components. Therefore, the research findings have shown that the amount of attention to teaching processes, i.e. teaching style, quality of programming, implementation of education, learner expectations, and compliance with the relevant standards in the guidebook of the sixth-grade math teacher is too modest.

Findings of the research to answer the fourth sub question, "To what extent is the teaching component of the sixth elementary school mathematical guide addressed to the product of teaching?" showed that there was a significant difference between the mean of the sample and the community average. Therefore, according to the sixth grade teachers in Shahrekord, the attention to the product of teaching is too moderate in the sixth grade elementary math guide.

The results of Friedman test also show that there is no difference significant between the amounts of attention to the product of teaching with other components. Also, according to the findings of the research, there is a significant difference between the amounts of attention paid to the product of teaching in terms of the use of the teaching guidebook. However, there is no significant difference in terms of educational qualifications and work experience.

The research findings are consistent with the findings of Ramezani and Mihandoust (2018), because they found in the critique of the English teacher's knowledge of mentally retarded students that the clarity of the guidelines for teaching and evaluation, addressing the learning process based on current theories, introducing course objectives and providing guidelines for appropriate learning styles were suitable for evaluation. Therefore, the findings of this study have shown that paying attention to the product of teaching, the quality of education, valid criteria and practical criteria for measuring, are among the issues that, in the view of the teachers in the guidebook of the sixth-grade math teachers, has been overlooked.

CONCLUSIONS.

The Research and Planning Organization, as the trustee of the production and distribution of educational content (textbook), has been preparing, publishing and distributing educational content every year, along with this content, to provide educational packages for students and teachers.

The implementation of this activity involves a great deal of cost. But beyond this huge cost of questions, is the content fit? Is the teacher able to provide it? In what methods should this content be transmitted? Have the books provided as a guide have been effective in the ability of teachers?

These questions and so on have always been the focus of attention. So that many teachers consider producing guidebooks for additional costs, and sometimes do not refer to these books during the year.

Therefore, it is necessary to evaluate the Teacher's Guidebook as one of the educational package items. In this regard, the CIPP evaluation model was used as an appropriate model for measuring

education. It should also be noted that such research has not been done so far. In other words, the purpose of this study was to evaluate the proposed teaching methods of the sixth grade math teacher's guidebook based on the CIPP evaluation model from the teachers' perspective of the city of Shahrekurd in the academic year 2017-2018.

The findings of this study showed that the evaluation of the sixth-grade Math teacher's guidebook, based on the CIPP evaluation model, attention to the components of teaching was too moderate. The study of the components of the CIPP model has also shown that the amount of attention paid to teaching context, inputs, process and product was too modest in the Mathematics Guidebook of the teacher of the sixth grade elementary school.

Regarding the fact that the results of Friedman test are not meaningful. According to the teachers, the attention to the teaching components in this book is almost the same. Professional development is one of the requirements of vocational education. Daneshpajouh (2003), Hosseinpanah (2006), and Daneshpajouh and Farzad (2006), Karimi (2008), Abdullahi (2015), Ahmadpour Fada'i and Rafipour (2017), Halaji (2017) and Ramezani and Mihandoust (2018) emphasized the need for teachers to focus on professional development.

Creating continuous and ongoing changes involves the participation of teachers in the process of professional development. Participation in professional development is a process in which teachers engage in workshops, small groups, advisory meetings, seminars, lectures, the use of educational packages learn the skills needed to do the teaching job correctly and can provide students with the necessary training to make them capable of making changes in their knowledge, insight and skills. As the research findings show, the role of the mathematical guidebook among teachers was too modest. But because it differs from acceptable value, it is suggested that there are more opportunities for teachers to use this book and to increase the level of professional skills among teachers by enriching the content of this book and other teacher-guidebooks.

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