T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAMME

PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS IN TURKEY

MASTER'S THESIS

INTESAR MUHAMMAD

SUPERVISOR

ASSIST. PROF. DOÇ. DR. NESLİHAN ÖZKAN

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KABUL VE ONAY

INTESAR MUHAMMAD tarafından hazırlanan "Professional Development of English Teachers in Turkey" başlıklı bu çalışma, 08/02/2019 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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(Tarih ve İmza)

Intesar MUHAMMAD

To my beloved family

ACKNOWLEDGEMENTS

ÖZET

Intesar Muhammad, Professional Development of English Teachers in Turkey, Yüksek Lisans, Ankara, 2019.

Bu çalışma, eğitim yeterlilik becerileri sağlayıcılarının Türkiye'deki farklı eğitim kurumlarındaki çoklu eğitim sağlayıcılarını hedefleyerek, eğitimde önemli etkiye sahip olan kritik kategorileri belirleyerek, Türkiye'nin deki Ulusal İngilizce Eğitimine yönelik tutumlarını, görüşlerini ve algılarını açıklamaktadır. Ayrıca, Türkiye'de özel ve devlet okullarında öğretmen yetiştirme programlarından öğretmen adaylarının ulusal İngilizce eğitimine yönelik eğitim yeterlilik beceri sağlayıcılarının tutumlarını, görüşlerini ve algılarını gözden geçirmek için araştırma soruları ile hedef araştırma grubuna gönderilen anketin sonuçları arasındaki ilişkinin analizine dayanmaktadır. Araştırmanın cevapları anket üzerinde toplamıştır, ayrıca, cevaplar Excel tablosuna aktarılmasıyla analiz edilmiştir ve araştırma sonucu ölçümler ve şekiller olarak sunulmuştur. Çalışma, 2017-2018 eğitim-öğretim yılında Ankara'daki bazı okullarda yapılmıştır. Ankete katılanların sayısı kamu ve özel okullardan 129 kişi katılmıştır . Bu araştırmada öğretmen yetiştirmek için olumlu bir eğitim programı olarak sunulması, ayrıca katılımcı öğretmenlerin tutum ve algılarına olumlu katkı sağlamıştır. Çalışma, öğretmenlerin motivasyonunu ve algılarını geliştirmek için yüksek kaliteli mesleki gelişim uygulanmasını önermiştir. Ayrıca, çeşitli etkili mesleki gelişim yaklaşımlarının kullanılmasının önemi göz önünde bulundurulmuştur.

Anahtar Kelimeler : Tutumlar, görüşler, algı, eğitim, motivasyon, öğretmenler, kamu ve özel okullar.

ABSTRACT

Intesar Muhammad, Professional Development of English Teachers in Turkey,
Master Thesis, Ankara, 2019.

The present study describes the attitudes, opinions, and perceptions of the education qualification skills providers towards the National English Education in Turkey via targeting multiple segments of education providers in diverse workplaces, determined which critical categories that have the significant impact on training. Also, this study is based on the analysis of the relationship between the research questions and the results of the questionnaire sent to the target research group to review the teachers attitudes, opinions, and perceptions of the education qualification skills providers towards the National English Education in Turkey at private and public schools from the program of teachers training . The research tool is a questionnaire and the collected responses will be analyzed by transfer the answers measurements to the Excel sheet and then the research result will be presented as measurements and figures. The study was conducted on some schools in Ankara during the academic year 2017-2018. The number of participants in the questionnaire was 129 participants from public and private schools. The impact of this research study presented as a positive +training program for teacher training was positive for the attitudes and perceptions of the participating teachers. The study suggested implementing principles of high-quality professional development school to engage in teachers' motivation and their perceptions. In addition, take into consideration the importance of utilizing a variety of effective professional development approaches.

Key words: Attitudes, opinions, perceptions, education, performance, motivation, EFL teachers, public and private schools.

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LIST OF ABBREVIATIONS

CPD	:	Continuing professional development
PD	:	Professional development
PDS	:	Professional Development Schools

CHAPTER I

INTRODUCTION

1.1. INTRODUCTION AND BACKGROUND

"It remains what lecturers reflect, what lecturers believe as well as what lecturers do at the level of the teaching space that ultimately shapes the sort of learning that young individuals get"

Andy Hargreaves as well as Michael Fullan (Educational theoreticians)

Teachers need to take an interest in proficient improvement exercises not only for their own particular expert and self-improvement, yet additionally to expand understudy learning and the nature of the training framework. "Quality educating in all classrooms and dexterous administration in all school won't happen coincidentally they require the plan and usage of the most ground-breaking sorts of expert advancement". (Dennis Sparks, (2002). And additionally, the instructing calling involves an incredible position among callings since antiquated circumstances and that as a result of their awesome significance in the advancement of individuals, likewise in an expansive sense alludes to the improvement of a person in his or her expert part As well as, it thinks about a standout amongst the most noteworthy messages, where it is one of the prophets epistle. Educators are dynamic, thinking chiefs who settle on decision-makers via drawing on the complex for all intents and purposes arranged, customized and setting touchy frameworks of data, contemplations, and convictions (Borg, 2003).

Darling Hammond (1997) communicates PD these lines "educators who know a great deal about instructing and learning and who work in conditions that enable them to know understudies well are the basic component of fruitful learning" (p.8). Need to take an interest in proficient improvement exercises for their Professional and self-awareness, as well as to build understudy learning and the nature of the instruction framework. The idea of instructing requests that educators take part in proceeding with vocation long proficient improvement, however specific necessities and the manner via which they might be met will shift as indicated via condition, individual and expert

chronicles and current miens. Development includes realizing which is at times regular and transformative, now and then pioneering and in some cases the aftereffect of arranging Guskey (1995b) talks about the significance of focusing on setting so the "ideal blend" of expert improvement process ought to be distinguished and arranged. At the end of the day, proficient improvement must consider these structures of social, monetary and political patterns and occasions (Woods, 1994).

The education one for every one the foremost vital humanitarian frameworks within the communities, they address all classes and members of the social formation and education leaders. Wherever it provides them with what they have in education and skills to become active members of their community. And it puts within the hand of the individual's suggests that and tools that utilized for the advancement of all affairs of life further because it provides society with human sources that contribute to the event of society all told areas. in step with Villegas-Reimers, (2003) "booming skilled development experiences have a visible impact on teachers' work, each in and out of the classroom, particularly considering that a major range of academics throughout the world is under-prepared for his or her education profession" (p.19). Luneburg (2011)

> High-specialty skilled development refers to rigorous and relevant content, strategies, and structural supports that make sure the preparation and career-long development of academics whose ability, expectations, and actions influence the teaching and learning to set. Thus, logically development programs that fail to handle teachers' want are unlikely to succeed. And this is applicable to instructional reforms as an entire, whereas their success depends totally on teacher's performance (p. 2).

Villegas-Reimers, (2003) has announced that "in the direction of the skill improvement for the reason that of the improvement of people in his otherwise that woman skilled role as well as a proper as well as informal expertise that vary amongst effort conferences as well as reading publication". (p.11). To be extremely qualified, the teacher should be ready particularly in raising the standard of schooling confronting international provocations, for this purpose, the teacher education reform should be that stratify teacher preparation with the stress of associate degree rising data society associate degreed a more and more reciprocity world within the twenty-first century. All academics develop notions of learning and teaching that they use in their classrooms (Edge and author, 1998); cited in Tomlinson, (2003). Skilled development is perceived

by way of a long-run method for the reason that it acknowledges the actual fact that academics learn over time. As an outcome, several of the experiences area unit seen to be the foremost effective because it permits academics to attach previous data to new experiences (Cohen, 1990; Ganser,2000; Lieberman,1994; Dudzinski et al., 2000, cited in Villegas-Reimers, 2003).

"As the teacher is the mainstay of the education method and additionally the cornerstone, the success of teaching within the performance of his\her mission is that the success of his\her students in learning, and so win the goals of the program. So, the teacher is usually a requirement for the event of skilled skills and lift his adequacy of psychological feature and talent performing" (Al-Radiny, 2008). Teacher development is that the skilled increase of an educator achieves at an equivalent time gaining exaggerated expertise and checking his/her teaching orderly (Glathorn, 1995). The foremost effective sort of skill development is that that is predicated at school and is expounded to the daily activities of academics and learners (Abdal-Haqq, 1996; Hammond, 1998, cited in Villegas-Reimers 2003).

Making certain repairs at any stage would be a key for skilled, effective and dynamic developed academics. No-hit skilled development chances for academics have an important and positive effect on students' achievement and education. Therefore, once the aim is to reinforce students' education and to develop their achievement, the skilled development of academics ought to be thought of a key issue, and it is at the same time a lineament for a wider reform.

1.2. PROBLEM OF THE STUDY

All over the world, the importance given to instructional activities has been increasing chop-chop, thus countries are making an attempt to vary their education framework for the higher. The amendment has bought a brand-new demand into schoolroom instruction; as a result, the teaching ways and therefore the role of the lecturers within the schoolroom are dynamic. "For a satisfactory teacher educational program, it's positively essential that lecturers because of the most useful human resources within the instructional framework, ought to be improved and will understand that coaching as effective and supply of empowering men" (Elmore, 2002). Skilled development is that

the sole strategy faculty frameworks got to strengthen educators' performance level. Skilled development is additionally the sole manner educators will learn. Thus, they're able to higher their performance and lift students accomplishment (Hayes Mizell, 2010).

The teacher should bear in mind of the changes in English language teaching overtime and that they have to be compelled to sustain with changes. This can be vital so as to be able to trot out the changes the academics face in language school rooms. Here during this study, the learner of science necessities to debate the skilled development of the academics so as to assist the scholars to progress in his /her career and to facilitate some difficulties.

This study is a trial to explain the skills development programs and teachers' perceptions inside totally diverse colleges in the national capital. So, this study typically makes an attempt to work out whether or not skilled development programs area unit effective for the purpose of readers of English language academics via asking these questions.

- What are PD programs that provided for English language teacher in these schools?
- How do teachers aware of the effectiveness of PD programs on promoting their instruction of English and the student's outcomes?

1.3. THE PURPOSE OF THE STUDY

This study's purpose is to shed light on teachers' point of view towards professional development programs run in their school and their perceiver that these programs have helped them to improve as ESL teachers. So, in this study, the researcher will describe what teachers think about these programs and does it effect on their educational process and at the same time on their students. So, the main goals from a development perspective from the perspective of

- Thoughtful how the approach of second language improvement happens
- Thoughtful how our roles change according to the type of learners we are teaching
- Thoughtful the sorts of decision making that happen during lessons
- Observing our own theories as well as principles of language teaching

- Developing a comprehension of several styles of teaching
- Determining learner's perceptions of classroom activities

1.4. SIGNIFICANCE OF THE STUDY

These squares measure dynamical periods in education frameworks all over the world. With the beginning of the new millenary, several societies square measure partaking in serious and promising academic reform. Continuity of skilled development has become the term largely used for nowadays' education and coaching for the occupations. So, continuity of PD encompasses all formal learning that permits people to promote their following. Semiotician and Farrell, 2005 mentioned that "Knowledge is giving attention to both teaching and learning is in an exceedingly temporary and imperfect state, and lecturers need steady chances to update their skilled knowledge". (p.2). One in all the key parts in most of those reforms is that the skilled development of lecturers, societies square measure finally acknowledged that lecturers aren't only one of the variables that require to be modified so as to enhance their education frameworks, however, they're conjointly the foremost vital modification agents in these reforms. So, the teacher in each subject and themes of modification create the sector of instructor's skilled development a rising and hard space and one in all that has received main care throughout the past a few years. "Perfect teaching strategies have a have a great effect on how and what students learn.

Learning the way to teach and dealing to become a superb teacher, maybe a semi-permanent method that necessities not solely the event of terribly sensible and complicated skills underneath the steering and management of consultants however additionally the acquisition of specific data and therefore the promotion of sound moral values and attitudes (Villegas-Reimers, 2003). On the opposite hand, Calderhead and Shorrock (1997), mentioned that 'knowing what' and' knowing how' academics should even be competent in 'knowing why' and ' knowing when' (cited in Villegas-Reimers, 2003).

1.5. THE STUDY PLAN

The first chapter includes an introduction to the issue, the statement of the problem, the significance of the study, and its purpose. The second chapter presents the literature review of professional development importance for teachers and for their education reform, its models and characteristics of professional development. Also, the continuing professional development program. The third chapter presents the methodology of how data were collected including research method, sample instruments, and analysis. The fourth chapter describes the analyzing of the data collected. While the fifth chapter presents conclusion, summary, and recommendation to make an effective professional development for the English teachers in Turkey.

1.6. OPERATIONAL DEFINITIONS

Professional development (**PD**): refers to an understanding, constant, and intensive process developing teachers' effectiveness in raising scholars' opportunities and progress.

Professional development schools (**PDS**): Are collaborative amongst instructors, managers and university faculty members created to develop teaching and learning on the part of their respective students and also to unite educational theory.

Continuing professional development (**CPD**): It has been exceedingly utilized to refer to ongoing education and training for the professions. And the concepts that related to CPD are teacher development, personal development, and professional development.

CHAPTER II

LITERATURE REVIEW

2.1. INTRODUCTION

Teachers have to be compelled to participate in PD activities not only for their own skilled and private development, however conjointly to extend students learning and also the quality of the education framework. On the opposite hand, (Richards & Farrell, 2005) the necessity for in-progress renewal of skilled skills and data isn't a mirrored image of inadequate coaching however just an answer to the reality that not everything academics have to be compelled to recognize are often provided at pre-service stage, still because the incontrovertible truth that the mental object of teaching perpetually changes. He conjointly mentioned that "knowledge concerning instruction and learning is in a very temporary and imperfect state, and academics would like steady chances to update their efficiency skills.

Successful PD experiences have an evident result on lecture's work every one in and out the classroom, particularly lecturers throughout the globe square measure under-prepared for his or her profession. As Day, (1999) mentioned that "lecturers have interaction in continued career-long PD, however, specific wants can be a way to meet changes in every single state , personal and skilled histories, and current tendency. Growth includes learning that is a typical natural and organic process, generally opportunist and generally the outcomes of designing". (p.19). Lecturers square measures at the academic methods. The bigger the importance connected to Education as one part either for cultural mobility, for social coherence and justice, or for improving human resources as fundamental in modern technology-based economies. (OECD, 1989).

Day, (2002) has explained that 'Teachers are the schools' greatest quality in transporting data and prominence. Academics can fulfill their instructional functions if they're ready for the career and can maintain and develop their assistance out of career-long learning.".

Also, Day, (1999) mentioned that

> PD depends on all straight learning tests and people are aware of controlled activities which go to direct or indirect advantage to the learner, cluster or college which help the standard of education within the schoolroom. Academics, renew and unfold their obligation as modification workers to the ethical functions of teaching (p. 4).

2.2. PROFESSIONAL DEVELOPMENT (PD) FOR TEACHERS

At the point when educators are associated with fitting basic leadership forms, can think about and change their conditions, appreciate being around students, have what it takes expected to bestow suitable learning and deal with their classrooms, and comprehend their part in the more extensive network, they are normally exceptionally energetic and understudy accomplishment tends to rise. These components are typically created after some time and with training (Helen Craig, 1998). He likewise includes that 'educator improvement forms, not an occasion. It includes change after some time and is accomplished in stages. The stages are identified with instructors' experience picked up in instructional and administration hone over their profession. Dear Hammond, (2009a) recommended that PD ought to give chances to instructors to ponder basically their training and to design new data and convictions about substance, teaching method, and students. Besides, she recommended that PD ought to get ready educators to see the perplexing topic from the point of view of assorted understudies. Heidman, (1990) demonstrated that the PD of educator goes past a just educational stage. He attests that "educator PD infers adjustment to change instructing and learning exercises, modifying instructor states of mind and enhancing the scholarly outcomes. He likewise included that the PD of an instructor is "worried about individual and hierarchical necessities". (p. 4).

Also, they obtain and create data, capabilities and enthusiastic knowledge that are fundamental to proficient reasoning, arranging and practice understudies all through each stage of their showing lives (Day, 1999; Glatthorn, 1995) said that

> Teachers' advancement is the expert development an instructor accomplishes because of increasing expanded involvement and looking at his or her instructing methodically likewise, the arrangement of composed in-benefit programs intended to cultivate the development of gatherings of instructors it is just a single of the orderly intercessions that can be utilized for instructors' improvement.

And also, PD request as a necessary piece of work including a going discussion about instructive issues, visit looking at of training with partners, shared perception, joint arranging and educational programs improvement.

Through as often as possible interfacing staff change over separately implicit, or unsaid, learning into shared learning, applying new thoughts and data to critical thinking to address understudies' issues (Early and Bubb, 2004). Then again Julia Edge, 2002 has reported that "preparation is the thing that other individuals do to you, improvement is your main thing to yourself."Educators, who team up, learn together, share thoughts and models best practice will probably stay in instructing. They feel esteemed and bolstered in their advancement and in their work (General Teaching (Council, 2003). While Harry Tomlinson (2004) said that it is

> A procedure of arranged self-awareness which will empower every expert architect to achieve their maximum capacity. It is the procurement of learning, background, aptitudes and the advancement of individual characteristics vital for the execution of expert and specialized obligations all through a designer's working life via which the individual will hold attractiveness (p. 91).

Duke and Stiggins, (1990) showed that "PD is a procedure or procedures via which equipped educators to accomplish abnormal amounts of expert capability and extend their comprehension of self, part, setting, and profession" (p.99). Dear Hammond took after require an adjustment in the PD of educators with require an adjustment in the expert development of principals that would empower them to refine administration hones and to expand school adequacy (Darling-Hammond, 2009b). Then again, Duncan Foord, (2009) said that "advancement or endeavoring better alludes to endeavors via

singular instructors to enhance themselves or via schools and foundations to advance educator change. Preparing an association's offer educator advancement courses and schools regularly discuss their instructor improvement programs". (p.7). Julia Edge (2002) said that "preparation is the thing that other individuals do to you; advancement is your specialty to yourself". Richards and Farrell, 2005 clarified that advancement, for the most part, alludes to general development not concentrated on the particular employment. It serves a more extended term objective and looks to the encourage development of instructors' comprehension of educating and of themselves as educators (p.4). Additionally, the General Teaching Council, (2003) trusts that: "Educators, who team up, learn together offer thoughts and model best practice will probably stay in instructing. They feel esteemed and upheld in their improvement and in their work. (p. 3).

PD requests as an incorporate piece of work, including on-going discussions about instructive issues, visit looking at training with partners, common perception, joint arranging and educational programs advancement. Through often connecting, staffs change over independently implicit, or inferred, learning into shared learning applying new thoughts and data to critical thinking to address understudy's issues (Early and Bubbs, 2004). Borg, (2003) characterizes that instructors are a functioning, thinking chiefs who settle on instructional decisions via drawing on complex basically arranged, customized, and setting touchy organizers of learning, considerations, and convictions. In 1997 Guskey contended that more research was required on the particular parts of instructors' PD that made a critical impact on educators' practices, estimated via an adjustment in understudies' learning. He proposed looking at numerous situations where there was an observable change in understudies' execution and work in reverse to distinguish which particular qualities of PD the educators had encountered. As indicated via the most recent writing, some examination detailed via Baker and Smith, (1999) distinguished the accompanying qualities of PD similar to the best in maintaining change in educators:

• A heavyweight assertion on give particular, factual as well as challenging aims.
• Activities which contain both technical as well as conceptual aspects of instruction.
• Support from colleagues.

- Repeated chances for instructors to testify the impacts that their efforts have on scholars' learning.

The terms proficient improvement (PD) and proceeding with proficient advancement (CPD) have a tendency to be utilized to cover a wide scope of exercises intended to add to the learning of instructors who have finished their underlying preparing, additionally now and again utilized to depict propelling educators in data or aptitudes. (Craft, 1996). CPD has a part of explanation in raising guidelines and improving polished skill opens the talk concerning what really constitutes CPD and how instructors can connect with it. In CPD, (Early and Bubb, 2004) said that: The main national investigation into in-benefit instruction preparing was not mounted until 1970, which shows to suggest that it had been comprehensively accepted that underlying instruction and preparing could do the trick for an expert existence. It is a presumption established in a view, may be caught subliminally as opposed to formalized an arrangement, that the educator's assignment stayed consistent (p. 6). "CPD has step via step turns into a need inside the instruction framework paralleling the ascent of human asset improvement" in other extensive associations in the general population and private divisions (Oldroyd & Hall, 1991), cited to in Early (Bubb, 2004).

2.3. SORTS OF TEACHERS PROFESSIONAL DEVELOPMENT

There are various sorts that have been created in different nations to advance and bolster educators' PD from the earliest starting point of their vocation until the point when they resign (Villegas-Reimers, 2003). In this way, Villegas and Reimers have gathered the models of educator PD into two gatherings. The first is to depict the models that require certain authoritative or amongst institutional organizations so as to be powerful, while the second one portrays those can be actualized on a littler scales (a classroom, a lectures,…. and etc).

2.3.1. Organizational Partnership Models

- *Professional development schools*

In this model, there are shared among instructors, authoritative and college individuals keeping in mind the end goal to enhance educating and learning with respect to their

particular understudies, and furthermore so as to join instructive hypothesis and practice. As Wise, 2000 said that "PD schools include and require institutional help" (p, 18-21), and it is one of the models that do work to give chances to educators' PD from the earliest starting point to the finish of their vocation. (Koenecke, 2001). There are various repetitive subjects found in PD schools regardless of their disparities in center, objectives, and association. One is the thought of the requirement for double rebuilding; the school won't be changed except if the college is likewise changed. The second is that educators both in the schools and in the college are of equivalent incentive to the organization and to the procedure of PD. The third topic is that of a shared objective: all PD schools work to rebuild the planning and enlistment of instructors for the showing calling, enhance the educators' working atmospheres, increment the training's nature for understudies, and offer educators and overseers open doors for PD. Hammond, (1994) referred to in Villegas – Reimers.

The evaluations of professional development (PD) schools have been very positive:

The children in schools advantage from the experience of the screen instructors and the college workforce, and in addition to the new data and vitality that understudy and educators bring into the classroom.

The experienced teachers they always try to hold themselves educated of the most recent research and notions in showing on account of their associations with the colleges. Also, their own particular PD is upheld as they find out how to end up coach educators and employees in college based projects.

The students- teachers they will perform their information and skills, by taking the support from experienced teachers and theory-based knowledge.

The university |college faculty had benefited from this collaborative model which let the learners to be informed about the everyday practices. In addition, they feel supported in their work with students-teachers and also have the chance to link theory and practice more naturally and rapidly. (Villegas-Reimers, 2003).

Along these lines, professional development schools (PDS) are communitarian amongst educators, heads and college employees made keeping in mind the end goal to enhance

instructing and learning with respect to their separate understudies and furthermore so as to join instructive hypothesis and practice.

- *Other university-school partnerships*

The partnerships are like networks "that they connect practitioners who share popular interests and worries about education" (Miller, 2001). School-university partnerships have four core aims according to (Miller, 2001).

- Set up firm foundations in two special cultures, school, and university.
- Cross-institutional boundaries to answer to needs in the area.
- Guarantee inclusive decision-making.
- Make new places for educator improvement.

In such, experienced educators who will take an interest in instructing and directing understudies' instructors can likewise go to courses and encounters in foundations of advanced education, subsequently keeping themselves educated of the most recent speculations, practices and research ponders in their field.

- Other inter-institutional collaborations

In an assortment of nations all over the globe, numerous in-benefits project training and PD for educators exist because of the joint effort amongst various organizations. Bainer, Cantrell, and Barron, (2000) depict a long haul organization amongst instructors, schools, and characteristic asset proficient who as a rule satisfy the part of casual educators in instructing general society, however, have no formal educator readiness. The reason for the organization was to help the normal asset experts to gain diverse showing abilities and hone and for educators to grow more aptitudes and data about science training.

- *School networks*

The formation of school frameworks to help educators' PD, school changes, and instructive changes at a larger amount (Villegas-Reimers, 2003). Specified that educators report a positive reaction to the way that their PD is being planned and is picking up the reaction from inside the schools, instead of from outer sources (Sachs,

2000). Detailed that school frameworks upgraded educators' PD and abilities, for example, learning, support, coordinated effort, co-task, activism, and research.

- *Teachers' networks*

Educators' frameworks unite instructors to address the issues which they involved in their work and accordingly advance their own PD as people and as gatherings. These frameworks can be made either generally casually, through customary gatherings amongst educators or formally via organizing the connections, correspondence, and discourse. Most educator frameworks existing on the planet today get no subsidizing or support from the schools or the state (Villegas Reimers, 2003).Distance education

Perraton, (1995) characterizes separate training as "an instructive procedure in which a critical extent of the educating is led via somebody expelled in space and\or time from the student" (p. 25). Anyway, numerous nations have actualized separate instruction projects to help instructors' PD utilizing the assortment of means like radio, TV, phone, composed and registered material and electronic interchanges (Miller, Smith & Tinstone, 1998).

2.3.2. Individual or Small Models

- Supervision(traditional and clinical supervision in its most conventional configuration is commonly finished via a director who enters the classroom, either for taking notes or checking as indicated via a rundown of standard whether the educator is accomplishing all the essential prerequisite and afterward leaves the classroom, without giving any criticism to the instructor. In light of this concise assessment, the educator may get or be denied advancement, residency, or even a recharged contract for the next year. What's more, these assessments center only around classroom rehearse, yet demonstrate nothing about the educators' readiness and arranging, thinking forms, interests, inspiration, correspondence with guardians, partners, cooperation in school and network exercises, and so on. Hickcox and Musella, (1992); referred to in Villegas-Reimers, (2003). Today most PD programs rehearse classroom assessment as a component in the projects, yet not solely.

- Performance assessment of students

With a reestablished enthusiasm for, and an ongoing propensity to center around standard based appraisal and execution based appraisal as a sort of educators' expert learning and improvement, and the formation of another assessment framework that could participate essentially to the nature of instructing. In building up this new framework, quality confirmation would be converged with PD (Danielson, 2001). Perhaps the most traditional form of PD is the typical in-service staff training which contains the using of workshops, short seminars, and courses. Villegas-Reimers 2003 mentioned that main criticisms enhance in the literature about presenting this form of in-service education as the only form of PD as traditionally which most of them are unrelated to the necessity of the educators and providing no follow-up.

- Self-directed development

In this sort of PD, educators distinguish one objective which they consider to be of significance to them either independently or in little gatherings, list the exercises that they will actualize to achieve that objective, the assets required and the manners via which their advance and achievements will be surveyed. All things considered, educators assume liability for their own advancement, and the part of the heads and bosses are to guide and bolster that improvement (Villegas_Reimers, 2003).

- Co-operative or collegial development

In this sort, educators build up their arrangement for PD in little teams. This sort of co-agent display makes instructors as a gathering in each school ceaselessly in charge of value. This can be executed in the accompanying ways Wilson, (1994) proficient discoursed to examine proficient issues of individual intrigue; educational modules advancement where groups of educators create educational programs units; peer supervision; peer instructing, and action research to cooperatively ask about a genuine issue in their instructing.

Considering PD from a few alternate points of view can push us to investigation PD encounter, starting here on; there are various models and frameworks created via the specialist in PD.

It is possible also to look at professional development from a number of diverse angles.

- Purposes
- Location
- Methods

2.3.3. Purposes

"Professor Ray Bolam an author in this field utilizes the term ' proceeding with education'(1986) for proficient advancement and sees proceeding with instruction filling five primary necessities 1: staff \ group performance 2: singular occupation execution, includes slight strength of framework needs yet, in addition, singular needs 3: vocation improvement, includes slight predominance of individual over frameworks needs 4: proficient data, includes predominance of individual over framework needs 5: individual training, includes solid predominance of individual over framework needs" (Anna Craft, 2000, p. 17-18).

2.3.4. Location

The diverse ways of organizing professional development are often described in a number of categories that relate to their location as Anna Craft (2000) mentioned:

- *Off-site professional development*: here instructors from various schools normally meet up for shifting timeframes for an instructional class. Via any reasonable person would agree that instructors have regularly discovered such courses animating both as far as gaining new thoughts, and furthermore in trading encounters with those from other school diverse sorts of off-site PD which turned out to be genuine across the board amid the mid to late 1980s, included educator arrangement nearby working environments. These regularly include work shadowing, taking a shot at a little scale venture for the organization or host association, gathering materials and thoughts for educational modules and administration in the school. Instructor arrangements offer

open doors for educators to arrange the terms and focal point of the situation to address their own and their school's issues (p. 20).School-based professional development: one form of school-based PD is the in-service course provided within the school and targeted at stuff. The drawback is the school dazed approach to PD can be that it becomes rather insular, whether it is facilitated via someone within the school or from outside (e.g. Local education Authority, higher education, curriculum project, etc.)

- *The school focused professional development (PD)*: The school focused PD is like school-based PD, in so far as the objective group is a few or all the crew of the specific school and the program of study is identified with the necessities of the specific gathering or school. The area is, anyway outside the school itself. The conveyance of getting preparing in school is maintained a strategic distance from. Then again, there is an indistinguishable threat of insularity from in the school-based approach (p. 21).

2.3.5. Method

This model developed via two American experts in PD, Joyce and Showers, (1988) where they related types of activity through professional development to the effect that everyone has. They identify the following components of professional development (PD):

- Presentation\ theory
- Explanation
- Practice in the artificial setting
- Finding on performance
- Training\ assistance in the classroom

2.4. NOVICES AND EXPERTS TEACHERS

At any given stage in their lives and professions, instructors will be at a specific stage in their own and PD. Since experts' learning at work is arranged in a more extensive formative setting, it is essential to perceive the positive or negative impacts that may be

related with these. There are various hypotheses of skill that portray and clarify the contrasts amongst instructors. The normally acknowledged view is that instructors figure out how to educate via involvement, however, what is implied via 'understanding' (Day, 1999).

There is much literature which conceptualizes experts in preparing and in-benefit as traveling through various aptitude advancement stages. Fuller's, (1970) has referred to in Anna Craft, 2000) apprehension based formative type of pre-benefit instructors showed many stages in which pre-benefit understudies moved from worries about self, proficient desires, and acknowledgment, possess showing ampleness, associations with students, worries about students' realizing what is educated, worries about understudies' adapting needs, to worries about educators' own commitments to student change. Not all 'amateur' educators are probably going to have achieved the 6th stage when they enter instructing, be that as it may, and proficient socialization in school will definitely influence aura with respect to the course and degree of further improvement. Elliott, (1993) contends for a substantially more integrationist perspective of improvement. This considers the requirement for experts to get ready for and react to evolving individual, proficient, and hierarchical and strategy settings and is significantly more tuned in to the thoughts of proceeding with PD embraced in this book. He recommends that the 'levels' ought to be dealt with as covering, intuitive stages and that these might identify with desires for educators as explorer in all periods of their working lives inquirers who at various circumstances, for various reasons, may relapse or advance. Stage 1 would fuse Novice and Advanced

Junior and could be developed expression center after advancing the thought of educator self-assessment. Stage 2 Advanced Beginner to Competent would center upon educators as 'intelligent professionals', thinking about the tricky of circumstances. Stage 3 Competent to Proficient would center on building up educators' capacity to self-assess activities and choices. Stage 4 Proficiency to Expertise recognizes the challenges for cognizant consideration caused via the improvement of experience and instinct. (p. 51).

As indicated via Dewey, (1938) even experience might be overlooked and won't really bring about the advancement of mastery. The conviction that all bona fide training

occurs out of experience does not imply that all encounters are truly or similarly cultured. Experience and training can't be specifically compared to each other. For a few encounters are miseducative. Any experience is miseducative that has the impact of capturing or mutilating the development of moreover understanding (p. 25).

An important measurement of understanding what is implied via educator improvement is the contrast amongst a tenderfoot and a specialist instructor. Despite the fact that the idea of skill in language instructing is an underexplored inquire about field, a portion of the contrasts amongst learners and experienced dialect educator appear to lie in the diverse manners via which they identify with their settings of work, and consequently their originations and comprehension of training which is created in these specific circumstances (Tsui, 2003). Master instructors, therefore, show contrasts in the manner in which they see and comprehend what they do. A portion of these distinctions incorporate the accompanying (Tsui, 2003):

• A wealthier and more detailed knowledge foundation.
• Ability to mix and use different types of knowledge.
• Ability to make sound conjectural judgments on previous experiments.
• A desire in the direction of investigating as well as solving a wide range of teaching difficulties.
• A deeper understanding of scholars as well as scholar learning.
• Awareness of pedagogical objectives to backup teaching.
• Better comprehension and utilize of language learning delineation.
• Greater awareness of the learning context.
• Greater lightness and automaticity in teaching.

The accomplished educator approaches their work uniquely in contrast to amateurs since they comprehend what ordinary classroom exercises and expected issues and arrangements resemble. Via correlation fledglings educators ordinarily are less acquainted with the topic, "showing procedures and showing settings and do not have a sufficient collection of mental contents and conduct schedules" (Berliner, 1987).

A more definite model is that introduced via Dreyfus, (1986) who portrayed the stages that educators navigate as they develop from being beginners to getting to be specialists. These are the useful model as it portrays the expert and individual needs educators have as they advance through the cycle. The models are as the following:

*Stage one***:** novice level (student teachers and first-year teachers) in this stage teachers feel that practical personal experience is more valuable than data transmitted verbally. Lecturers in this novice phase remain taught the meaning of certain common terms as well as concepts, the rules of the school culture and objective facts and features of situations.

Stage two: advanced beginner level (second and third-year instructors). Once the junior has gained some experience he or she turns into a propelled fledgling. The experience starts to influence conduct genuinely, as the instructors start to join their course reading learning with their experience of data. In this stage, the instructors are as yet presenting to progressive bosses and are not feeling independent in regards to their occupations. This absence of individual office additionally implies that instructors don't assume full liability for their activities.

Stage three: competent level (third and fourth year). Most developed learners move into this phase they have enough involvement and inspiration to succeed. In any case, there is prove that demonstrate a few instructors stay at an under-equipped stage of execution (Eisenhart & Jones, 1992) the two most vital normal for educators at this stage are: that they cognizant choices about what they will do and that as they actualized their plans, they can figure out what is and isn't critical. Instructors have considerably more control over the circumstance as they can sort out themselves their everyday exercises and educating practices.

Stage four: proficient level (fifth year). However, fewer instructors proceed onward to this phase, where instinct or know how becomes dominant. Instructors start to perceive examples and likenesses comprehensively.

Stage five: Expert level. Specialists exhibit light performance and natural basic leadership. They perform individually unique manner to diverse instructors. Plans

generally training however they don't specialists embraces an intelligent strategy for making sense of what should be changed. Similarly that the amateur is instructor focused they master id understudy focused. However underline that these models are just valuable to the specific degree, as every individual educator new to the calling whole with various with various qualities and might be given distinctive open doors inside an initial couple of long stretches of work.

An expert can be characterized as one who takes a shot at the main edge of his or her insight and expertise. Along these lines, a specialist looks for continuously to convolute the model of the issue to be understood, while an accomplished non-master tries to decrease the issue to fit accessible techniques (Day, 1999). Master instructors are the individuals who hold their capacity to act naturally cognizant about their educating as well as are continually mindful of the learning conceivable outcomes innate in every showing scene and a person communication. Investigating the knowledge's theory of intelligent practice, van Manen, (1995) composes of 'phenomenology of prudent activity that might uncover a few kinds of natural practice: from behaving in a to a great extent self-neglectful way to a sort of running internal discourse that the inside eye of the sense of self-keeps up with the self' (p. 41).

2.5. CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT

Since PD has turned into a vital desire in the present schools, understanding what are the qualities that the grown-up students require as an imperative beginning stage. What else must school pioneers make sure to remember when arranging PD for educator's advancement and presents an agenda for school standards to utilize when outlining learning open doors for instructors?

2.5.1. Supportive

Intrinsic motivation is a vital essential for students all things considered. Research demonstrates that the best PD for educators underpins instructor inspiration and promise to the learning procedure. It joins the requirements of people with field objectives (Fullan, 1995); Guskey, 1995), and pulls in students from all levels, which containing instructors, and chairmen (Guskey, 1995) In addition, it is wanted to address the

adjusting needs of specific schools, classrooms, and educators. To this end, educators' close to home and expert needs are viewed as and their individual learning styles and inclinations are obliged (Flores, 2005).

What's more, viable Characteristics of Effective PD for PD coordinates instructor input in regards to what and how they will learn and moreover instructor's' decision with respect to learning speed and firmness (Fritz, 2000)? Joining single requires with school or locale objectives, drawing in students from all levels of the school, and heading for the educators' specific adjusting needs reinforces instructor duty to PD and make their revelation to learn.

2.5.2. Job-Embedded

According to educators effective PD is combined work, which makes it both significant and legitimate. Instructors consider that PD pertinent particularly in the event that it uprightly presents the educators' particular needs and premium (Guskey, 1995), or when they see an association amongst a learning knowledge and their everyday obligations (Flores, 2005). PD inside the status of the school, for instance, instructing, tutoring, and think about gatherings upgrade dynamic learning and assemble consistency more than customary learning territory (Quick, Holtzman, and Chaney, 2009). Then again, work installed PD polarizes educators are keeping learning out of their day via day life exercises, obligations and necessitates that they set particularly an opportunity to think about possible outcomes, experiment with new thoughts, and break down the viability of their activities.

2.5.3. Instructional-Focus

Powerful PD for teachers is instructional-involved in light of the fact that it affirms subject spots materials and teaching process and in addition understudies learning outcomes. Without a suspicion, a final objective of PD is to build understudy achievements (Quick et al., 2009), and instructional-centered PD bolsters educators toward that objective. Also, educators have to recognize their section of knowledge content to avoid misinterpretations and draw in understudies in learning out of a comprehensive variety of scholastic procedures. (Fessler, 1995), Instructional-centered

PD is compelling in light of the fact that instructors consider the confirmation on branch of knowledge substance and teaching method pertinent and bona fide to their everyday duties. Furthermore, instructional-Characteristics of Effective PD centered learning moderator with educators' point of view, which might bring about changed conduct (Porter et al., 2003).

2.5.4. Collaborative

The both terms dynamic and intuitive indicate to successful PD for educators which regularly finished with support in learning networks. Powerful PD is dynamic when it engages with instructors physically, intellectually, and sincerely out of practices, for example, sharing and talk, reenactments and pretend visual portrayals application and finish, and reflection (Quick et al., 2009). Particularly when it needs physical improvement, dynamic learning bolsters foresight and mind (Tate, 2009) and profits via educators' earlier data and encounters. Powerful PD is intelligent when it draws in educators socially through consistent opportunities to share problems, thoughts, and perceptions, and cooperate toward arrangements (Guskey, 1995). Indeed, one investigation found that educator to-instructor training and tutoring might bring about higher-arrange learning facing for understudies than conventional PD exercises (Quick et al., 2009). Companion input is especially imperative part of synergistic PD. Research explain that teacher's learning is reinforced when teachers share their training uprightly with partners and energetically acknowledge criticism (Lieberman and Pointer-Mace, 2008). Moreover, customary criticism underpins educator learning via supporting instructors clear up thoughts, and right misinterpretations (Guskey, 1995); (Quick et al., 2009). It is additionally an imperative forerunner to target self-appraisal, the "establishment of long-lasting learning" (Senge et al., 2000).

2.5.5. Ongoing

In summary, impact of PD for educators is ongoing, which includes an integration of contact hours, time, and cohesive. Research shows that the more the teachers spend time in improving their qualifications in PD, the more their teaching practice and outcomes will reflect positively on their students' outcomes. (Quick et al, 2009).

Reform-style PD practices, for instance, think about combining, coaching relationship, and teams that need dynamic, collective interest after some time have been monitored to be especially forced Characteristics of Effective PD. At any rate, one implementation found out that the kind of PD did not achieve any diverse. In fact, even traditional sorts of PD, for instance, workshops and in showing practice and understudy learning outcomes when they connected with educators for a long time (Quick et al., 2009). Firmly identified with the number of contact hours is the spread of PD. The compelling PD furnishes instructors with many opportunities to interface with ideas and methods. At the point when educators' differing PD faces are identified with each diverse and also to class objectives or state learning measures, they can see the "master plan". This makes educators see their learning encounters as more significant (Quick et al., 2009), which rolls out them more prone to develop their encouraging practice to decidedly

Finally Effective PD engages educators in education chances that are supportive, helpful, integrative, collaborative, and ongoing..

2.6. CORE PRINCIPLES OF PROFESSIONAL DEVELOP

Numerous scientists have explored principles to powerful expert projects. A portion of these specialists specified eight standards (Hawley and Valli, 1999) while Guskey, 2002; Fullan, 2005; Loucks-Horsley, et al, 2010) proposed five. Every one of these standards offers to make fruitful PD. The eight compelling standards for PD that (Hawley and Valli, 1999) proposed are:

• PD ought to be driven via an analysis of teachers' aims and student performance;
• It ought to involve instructors in the identification of what they need to learn;
• It also should be school-based;
• Be organized around mutual issues solving;
• Be progress and enough supported;
• Be data -rich;
• Include chances for the improvement of theoretical understanding and be part of the comprehensive change process.

Guskey, (2002); Fullan, (2005); Loucks-Horsley, et al, (2010) suggest principles that based on an essential belief that all teachers bring strength to the profession and this will lead the students to achieve a big success.

- *Principle 1:* expand on building up the ability, learning, and mastery. Proficient improvement will associate new data and exercises with what the members' aptitudes, learning, and specialized topics, and will broaden their reasoning. PD exercises that don't focus on a particular group of teachers must at least offer essential learning to guarantee that experts are working from a similar establishment.

- *Principle 2:* Engage participants as learners. PD is compelling when the materials are displayed in a hands-on way of utilizing frameworks that suit many learning styles. It ought to incorporate rich and shifted openings that improve instructive workforce as students and present the chance to experiment with the new procedure in a sheltered situation before moving to another point.

- *Principle 3:* supply practice, feedback, and improvement. PD ought to introduce instructive staff open doors for giving input on execution and proceeding with follow-up exercises. It fortifies the data about aptitudes and learning and enables them to connect new data to their presence data and abilities, and enables them to build their own implications. Subsequently, a time of classroom application taken after via formal observing and input ought to be utilized to upgrade the improvement of new abilities.

- *Principle 4:* Measure changes in instructor learning and aptitudes. The assessment of a member's data and abilities is basic to the adequacy of the PD program. Keeping in mind the end aim to assess the member, a proper sum and assortment of data about what members do and their impact on individuals ought to be gathered. Expecting that the members are instructors, at that point an assortment of confirmation of the honest to goodness showing the work and outcomes of the educator ought to be collected.

- *Principle 5:* Measure changes in understudy performance. PD ought to be connected to quantifiable results in understudy performance, conduct, as well as accomplishment. An immediate connect to understudy outcomes is important to figure out what sorts of PD exercises are powerful inside particular settings. A

connection must be set up as proof that PD adds to noteworthy change in the nature of educational projects or understudy accomplishment.

2.7. THE ROLE OF TEACHERS IN A LEARNING SOCIETY

Understudies outlay just 13 percent of their lifetime in schools and this schools are one of a different possible settings for instruction. All things considered, they are ostensibly the most critical in the arrangement of states of mind towards learning and much-maybe an excess of are anticipated from them and their educators.

They have been given an outlandish errand via an over-hopeful society. They have had given to them, nearly as a matter of course, the obligation of enlarging their part in the public eye. They have not been given the fundamental assets and the specialist to satisfy that part, for both the retraining of educators and the expanded subsidizing which might empower them to contend with the expert media men… Moreover, as is ordinary in the midst of tension and variation… schools are influenced to embrace perpetually inflexible structures and educational module more proper to a full-work, mechanical, mid-twentieth (or even nineteenth) century condition, instead of to the new and earnest worldview of progress, data innovation, deep rooted learning and the after-modern request (Longworth & Davies, 1996).

Both the task to schools of duties regarding fundamental and deep-rooted 'citizenship' instruction and the causal connection amongst instruction, preparing and work suggested in a significant part of the long-lasting learning talk don't coordinate the present activity of governments who have been blamed for 'attempting to develop another [learning] society with what might as well be called straw as opposed to bricks'. (Coffield, 1996).

Helpful, (1989) has anticipated for the activity showcase in the following period in which: It would progressively be the person's duty to ensure that the open doors on offer mean a reasonable profession way.

2.7.1. The Changing World

The requirement for all the more profoundly instructed, spurred representatives who can utilize more self-governance and apply aptitudes in the blend with adaptable innovation and work procedures to deliver more per laborer is perceived.

Taskmasters want workers with powerful school employers to need an arrangement of social abilities that are not instructed at all in a customary scholarly educational module, for example, critical thinking, relational abilities, relational aptitudes, and administration (Carnevale, 1994).

Educators are witnessing the proceeding with an extension of media communications inside and outside the school. These data as well as correspondence innovation might give understudies in fact every one of us with more chances to learn out of CD Rams, functional reality, and intuitive advancements that might empower individuals from various parts of the world to converse with each other at the same time, to surf on the INTERNET, to journey on the superhighway, to move to the tune of Cyberspace. However, this new innovation might turn into a carriage for regulation and control in which not all understudies approach and where schools don't build up diverse sorts of instructing and learning (Day, 1999).

In British Columbia, Canada, and the Sullivan Commission's 'The Year 2000 Framework for Learning' report reasoned that: In a perspective of the modern financial substances most understudies, paying little mind to their prompt designs following school, should build up an adaptability and flexibility undreamed of via past ages. Progressively, they should have the capacity to utilize basic and innovative reasoning aptitudes to tackle issues and decide, to be mechanically proficient and in addition educated in the customary sense, and to be great communicators. Similarly, they should have all around created relational aptitudes and have the capacity to work agreeably with others. At long last, they should be deep-rooted students (Canadian Ministry of Education, 1991).

Day, (1999) said that "in numerous nations, in spite of the talk, interest in formal training that is tend to address issues of the person, the economy, and society in the

twenty-first century is close to nothing and, all the truer, keeps on being wrong and misled. Current states of administration in encouraging still don't pull in the best personalities. The advancement over-burden which schools in numerous nations have encountered in the course of the most recent two decades has overstrain the soul and vitality of a significant number of the many dedicated. Endeavors to set up 'national norms' in England, America and somewhere else is yet other method for estimating educators without giving integral advancement openings, and, anyway well-meaning, is probably not going to win back lost confidence or certainty" (p. 196).

2.7.2. Investing in Schools

Almost every team agrees that schools may be superior to anything they are. The inquiry is: Superior at what? For a few, the issues are established in the disappointment of the schools to instruct the 'essential abilities' to most youngsters… for another… the problem is going well past the schools' disappointment to encourage all kids in order to peruse, compose, as well as figure. The main issue is that the schools don't set up all kids to work successfully in the realm of thoughts. The schools don't set up all kids to think fundamentally and imaginatively. The schools don't plan kids to be long lasting students. To sum things up, schools don't set up the youthful for their lifetime in a data work society the general public in which… youngsters presently live and in which they will be required to work as grown-ups (Schlechty, 1990).

For affection for long-lasting figuring out how to develop, each school must be a learning network which, paying little mind to the age, capacity or educational modules content advances three fundamental purposes. They should (Christopher, 1999):

• *Help every person to accomplish. This implies period have to be freed for educators to make the states that will take into consideration the development of confidence, the inspiration's supporting as well as the test of maintained duty. Thus schools should have the capacity to react to the necessities of the youthful and to accommodate numerous a safe asylums in which continuous learning and accomplishment can happen.*

• *Build a broad, rather than strict or crumby, learning base*. The European Commission White Paper, 'Instructing and Learning: against the Learning Society'

(1996) respects the 'fortitude to help and support the implications of objects, to comprehend as well as to make' like a basic schools' capacity with a specific end goal to plan understudies for change in accordance with the financial and business circumstance; and what science is currently affirming about Gardner's distinguishing proof of diverse insights gives welcome help to the individuals who trust that schools need to buy in to a more extensive perspective of knowledge. The improvement of 'passionate insight' is especially imperative in a world in which little is sure any longer, in light of the fact that:

- IQ offers little to clarify the distinctive predeterminations of individuals who begin with generally rise to guarantee, schooling, and opportunity… scholarly insight offers for all intents and purposes no arrangement for the strife or openings that life's changes bring (Goleman, 1995).

- Awareness your feelings, the capacity to oversee as well as rouse oneself and give connections are fundamental friends in learning. Together these would appear to be important characteristics for survival in the 21st.

- *Be a part of rather than apart from the society*

When the student's possibility is to be perfect, in this way the schools have to supply the framework for learning (Dalin and Rust, 1996).

Rising numeral of authors who make the connection amongst schools and their cultures, purposes besides forms and the settings in which their understudies live and work, understanding that schools remain 'at the vital mediator amongst past and future, accused both of the protection of culture and with its essential innovation' (Beare & Slaughter, 1993) in a world which holds perpetually dubious probability for some understudies:

Once the covering waves of social, specialized, monetary, social as well as ecological change have passed over us, so the strictures, the coherencies, desires, qualities, and implications which once maintained the social scene have debilitated or broken down totally When the schools have to act a more socially useful part than they are doing at an exhibit, their work needs some extensively characterized social reason, something that goes past absolutely individual, financial and here and now contemplations which get exclusively from what has gone previously to put it plainly, educators need a solid

view of a future that works and that integrate each individual with the more extensive globe. (Beare & Slaughter, 1993).

These three motivations behind schools are the structured stones for the advancement of the long-lasting learning society. They consolidate support and test for every person as indicated via need and setting with a commonsense attention to the requests caused via 1) the effect of the data society 2) internationalization (with its disintegration of obstructions amongst work markets); as well as 3) the logical and specialized world. Schools have an essential part to play in replying the genuine and envisioned frailties and difficulties made via those three noteworthy 'change' agents. Instructors and schools should move to promote along the 'association' street with casual and formal learning contracts not just with singular students and guardians and nearby networks yet with organizations, as they progressively turn into a more basic piece of open frameworks of learning (Drucker, 1994).

2.7.3. The Leadership Factor

Great schools and great instructors appear to have the capacity to absorb remotely forced modification into their particular dreams of understudies. In America, Beck and Murphy, (1996) watched the fruitful primary school that was one of the site-overseen over an expanded time frame. They reported that understudy education, changed educating, and expanding parental inclusion were expected primarily to four objectives:

- The authoritative to quick education , however, not particularly for understudies;
- The authoritative for individuals to assume command roles and to concentrate the energies and resources of stakeholders in fruitful ways;
- Working on connecting the community with the subjects that have been teaching.
- The necessity of supporting the capacity and ability of individual's educators and parent, because they could be good supporter for the education process. (Beck and Murphy, 1996).

Qualities, beliefs, observations, and practices can't be changed via mandates yet can be developed, supported and empowered inside networks which make and maintain

conditions that permit educators worried about giving understudies ground-breaking learning chances to follow up on their commitments. These conditions include:

- Help about taking risks.
- Liberty from exaggerated bureaucratic constraints;
- Time, money and administrative support for substantive PD (Beck & Murphy, 1996).

The situations will themselves be underpinned via values. Jerry Patterson, Superintendent of Schools in Wisconsin, offers his own vision of 'tomorrow's schools' via contrasting today's and tomorrow's values in five key areas:

2.7.4. Investing in Teachers

Uunder no circumstance could ever displace the halfway significance part for the instructor in the learning procedure. Individual's connection amongst the instructor as well as the student will stay at the focal point of the academic task for arousing, starting, controlling, motivating and transmitting insight and implicit data, for example, moral qualities, individual and relational improvement. In any case, the part of the educator will change generally for we are transporting from an instructing to an education sample (European Round Table of Industrialists, 1997).

In the case of learning happens inside or outside a school structure, great educators who are proficient about students and realizing, they identity dedicated to learning, and who can give the correct structures to learning via comprehending what things to ask will dependably be required. They are presently not exclusively being demand upon to give the learning important to empowering understudies to accomplish in examinations yet in addition to prepare everyone to go up against issues 'for which masters have just incomplete arrangements or no arrangement via any stretch of the imagination' (Dalin & Rust, 1996). Diminish Drucker, (1993) focuses on the significance of schools and instructors in giving an establishment of qualities and practices for deep-rooted learning through skillfully advancing understudy inspiration and accomplishment. However, they have 'once in a while been permitted to center around the qualities of understudies and to move them', (p. 184) all the more frequently helping them to do 'a little poorly' what they are not perfect.

Changed conditions and expanding desires imply that instructors presently require being data dealers as well as 'learning counsellors'2 in settings in which the qualification amongst understudy and educator will end up obscured.

Understudies with broad assets will participate in educator parts, and instructors likewise will be understudies, in that they will take part in deep rooted instruction and preparing instructors will fill in as good examples in the school where comprehension would be more critical than data, when identity improvement would be fundamental and where the entire individual will remain on the inside. The letter to teachers is that 'appropriate response' is never again the way to the learning procedure. The key is the 'issue'. Instructors will never again be required to have the unrivaled correct reply. They will be relied upon to fortify the interest of every kid, to center on the fundamental problems as well as to assist every kid with discovering and to work efficiently (Dalin & Rust, 1996).

Educators, similar to their students, effectively build methods for knowing which go about like a map of their worlds. Similarly like classrooms have to learn conditions in which understudies get, react to and teachers engage take an benefit from creating data, thus PD chances must supply a scope of learning encounters which urge educators to consider and ask into their reasoning and practice via collaboration amongst their own and others' involvement, so they can grasp the test of new showing capacities and sight these as difficulties as opposed to encumbrance to be borne (Day, 1999).

In the event that the school needs to upgrade deep-rooted learning, instructors should receive new parts; they will never again be the gadget of accurate data or hypothetical or functional data however will be 'facilitators of learning' the individuals who 'assist' youngsters with discovering or secure learning, states of mind, abilities and aptitudes or skills. They will invigorate inside understudies basic states of mind and those pro dynamic education ways which are the premise of the long-lasting education procedure. Instructors ought to be long lasting students themselves and this ought to be a component of the open polished methodology of the educator (Beernaert, 1994).

Regardless of the developing talk of the significance of 'deep-rooted learning', it doesn't show up yet that the important association amongst the nature of instructors'

inspirations, duties and visibility of education for their understudies and their arranging, cooperation, as well as observing of their own learning over a profession has been made. As social and financial changes have set new requests onto as well as made new desires from schools, scarcely a year has gone without some change being unsettled, arranged or forced for the sake of increasing norms, expanding 'client' interest and understudy qualification. Customary connections have been eviscerated as national governments have sought after at the same time 'free tight' strategies of centralization and decentralization. Numerous internal city educators remain overpowered via the distance of understudies, showed in, best case scenario, detached resilience and, even from a pessimistic standpoint, conduct challenges, unsupportive guardians, insignificant assets, little community regard, and the clear labor of existence.

2.7.5. Developing the Professional Self

The National Commission on Education determined with a vision of the educator in the 21st period:

In our vision, an instructor in the 21st period will be a specialist and lover in the data, thoughts, aptitudes, comprehension, as well as qualities to be introduced to understudies. The educator will be a specialist on compelling learning, with data of a scope of classroom strategies that can be shrewdly connected and a comprehension of suitable hierarchical and administration styles, conditions, and assets. The educator will have the ability to ponder instructive points and values, and along these lines fundamentally about instructive projects. The instructor will spur and energize every last student, surveying advancement and adapting needs in their most stretched out sense, notwithstanding when this includes them in regions outside formal training. The instructor will in the main occurrence be a teacher, of the 'subject' being educated as well as intending to expand the scholarly person, inventive, inquisitive and basic forces of his or her students, and to urge them to scrutinize their more extensive individual and social qualities (p. 197).

The need of teachers as professionals can be identified by both the internal and external professional responsibilities:

- The requirement to preserve aim and visibility;
- The requirement to sample lifelong education;
- The requirement to review the routines of their work which restrict improvement;
- The requirement to be professional, morally and responsible responsibility;
- The requirement to work collaboratively in building and preserving learning cultures with students, colleagues, parents, and society.

Conventional ideas of and ways to deal with PD are constraining in their capacity to associate with person, and framework needs since they are not founded on a comprehension of the perplexity of educators' lives and states of work nor onto a comprehension of how instructors learn and why they change or don't change, and in this way how schools additionally create. They embrace the significance of the building and managing instructor resolve and the centrality of top-notch educating in school change endeavors, however infrequently exhibit them via and via. It is obvious from research and experiment that instructors' education is influenced via (Day, 1999):

- Job experiment;
- Life stories;
- Occupation phase;
- External social and political states and condition;
- School cultures;
- Commanding and clear backup;
- Chances for reflection;
- An authentic conversation amongst person and framework;
- The quality of the education experiments;
- The connection of the education experiments and passionate requirements;
- Their property of their education.

The successful education is motivation for both the kids and teachers other than strict and centralized dominance.

According to some researchers, there are three investment strategies that, if are followed, probably could produce dividends of enormous proportions for all with a wedge in our pedagogical future.

1. Investing Teacher Completely: Teaching Proficiencies Are Not Enough

It's been contended that enhancing instructors' aptitudes is the best way to achieve the better gauges of taking in the country needs, that the time came to 'move the focal point of arrangement from the framework and control of training, to educating and learning itself', so 'educators may be bolstered in obtaining and keeping up, the most refined, propelled abilities in teaching method' (Barber, 1994). A feeling of vision is especially essential for instructors and schools, in light of the fact that, in the years up to and into the 21st they will be relied upon to have any kind of effect and be believed to have any kind of effect in the learning lives of kids and youngsters, in evolving conditions.

As indicated via Sockett's, (1993) vision for the 21st is that great instructing would be perceived like work that includes the head and the heart, which is in the principal example a relational movement, 'coordinated at forming and impacting (not shaping), via methods for a scope of academic abilities what individuals move toward becoming as people through whatever it is that is educated' (p. 13).

2. Investing in Education Copartner ship: Inconstant Functions

What is postured via the media communications unrest which will definitely broaden the part of the person with more access to data and more prominent capacity to impart to anybody, anyplace, whenever. This is one of the big difficulties that face the educators. There are three issues which must be tended to close via the developing utilization of the new advances. In the first place, however quite a bit of understudy learning through data innovation won't require the utilization of social aptitudes; it might be improved via it. Understudies will keep on needing to test and unite their learning via reflecting upon and trading thoughts, and suppositions with diverse students. Second, the new innovations underline that learning isn't just the aftereffect of school involvement yet of diverse impacts the home, the media, and companions. While advancements encourage and upgrade the arrangement of training, 'the teacher's part is to safeguard the human segment since the human association is the way to the effective utilize of correspondence advances to the conveyance of deep-rooted learning' (Stanford, 1994). Third, the data got should be liable to basic examination. Educators are in a key position as 'learning advisors'.

- Investing in CPD: Making a Diversity

Investing in instruction implies putting resources into the proceeding with PD of instructors. All understudies are qualified for being instructed via great instructors fit the difficulties to encourage the subject being referred to; as well as the achievement, quality, and delight in what will happen ahead in the schools that mostly depend on the principles and educating worker. However, up until this point, the greater part of CPD keeps on centering after 'keeping instructors refreshed about late changes, specifically, the educational modules and has 'upset self-awareness and the proceeding with the advancement of showing practices and methodologies' (NCE, 1993).

To create schools we should be set up to create educators. The initial stage in this procedure is to enable educators to advise themselves that they do have a pivotal part to play in having any kind of effect in the lives of understudies. Additionally, in light of the fact that their parts will keep on changing, instructors need their own particular individual learning educational module as a methods for producing and recovering the understandings, basic reasoning aptitudes, enthusiastic insight, make abilities and scholarly adaptability requested as they get ready students for unverifiable universes. Instructors are possibly the absolute most vital resource in the accomplishment of the visibility of an educated community. It is the sorts and nature of the preparation and advancement openings all through their professions and the way of life in which they work which will impact their own advancement of long-lasting learning esteems and their capacity to assist understudies with learning how to figure out how to succeed. A dream of deep-rooted learning requests candidly wise educators, who are taught to think, reflect, assess, search for and give chances to the advancement of individual accomplishment which test and bolster every understudy in their care.

2.8. TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

CPD in instruction is frequently not well characterized, with the diverse thoughts of formal preparing and at work picking up serving to befuddle the issue further. Be that as it may, Day's, (1999) meaning of CPD incorporates whole practices that are proposed to impact the variation in the classroom:

Proficient advancement comprises of all normal education encounters and these cognizant and arranged exercises which are expected to be of immediate or backhanded advantage to the person, gathering or school, which participate, over the nature of training in the classroom. It is the procedure via which could be both alone and with others, educators survey, restore and broaden their responsibility like change specialists to the ethical motivation behind instructing; and via which they obtain and grow basically the data, aptitudes and enthusiastic knowledge basic to great expert reasoning, arranging, and practice with youngsters and associates all through each period of their instructing lives. (Day, 1999

Instructors' impression of what exercises constitute CPD is much of the time constrained to participation at seminars, meetings and entire school INSET days, frequently to meet up national necessities. Proficient learning is frequently observed via educators independently from CPD, likewise is completed like a feature of the activity (Edmonds & Lee, 2002); (Hustler et al, 2003); (Robinson & Sebba, 2004). In any case, the writing notices a few features of viable CPD, a significant number of which are erased from the usually held originations of CPD as coincidental occasions.

2.8.1. Models of Continuing Professional Development

Lieberman, (1996) arranged CPD to three sorts: coordinate educating, (for example, courses, workshops et cetera); learning in school, (for example, peer training, basic fellowships, watching, work research, and assignment concerned arranging groups); as well as through school adapting, (for example, education frameworks, visits to diverse schools, school-college organizations et cetera). Kennedy, (2005) portrayed nine sorts of CPD, that are presented out underneath.

- Traineeship concentrates on skills, expert delivery, and little practice
- Award Behavior frequently in conjunction with a higher learning institution, this brings the concerning dialogue on the unrelated of academia to the forward
- Deficiency this takes a gander attending to inadequacies in an individual instructor, it has a tendency to be exclusively custom fitted, however, might not be useful for certainty and is unhelpful of the improvement of an aggregate learning base inside the school.
- Cascade this is relatively not expensive in case of resources, however, there are problems surrounding the loss of a cooperating element in the original education

- Standards-Based this assumes that there is a setting of effective teaching, and is not flexible for teacher education. It may be helpful for improving a common language; also, it might be limited.
- Coaching/Observing the improvement of a non-undermining connection could support dialog, yet a mentor or guide requirements great relational abilities. The people group of training; these may repress the energetic and designed training's advancement, despite the fact that they can probably function admirably via joining the data bases of individuals
- Action Research this is pertinent to the classroom and enables educators to experience with diverse exercises, particularly if the action research is cooperating.
- Transformative the combination of many diverse sorts of the past sorts, with a powerful awareness and control of whose agenda is being addressed.

Kennedy proposed that the initial four of these were basically transportation strategies that open few doors for instructors to take control over their education. The accompanying three are more transformational, giving an expanding limit with respect to proficient independence, with the activity inquire about and transformative models having the capacity to give significantly more expert self-rule, and giving educators the Direct instructing or preparing, the customary impression of CPD is frequently seen like a best down conveyance model of CPD, where data on techniques are passed on to instructors for them to actualize capacity to decide their own learning pathway. A consciousness of less formal and conventional sorts of CPD is gradually developing, with calls for educators to be more originative in their ways to deal with their own particular expert improvement, and move far from more customary transporting-based strategies (Muijs et al., 2004).

2.8.2. Collaborative CPD

The essentialness of proprietorship is emphasized through the CPD literature. Educator responsibility for is a normal for very viable schools, as are originative CPD openings (Connolly and James, 1998). Instructors picking their particular CPD focus or exercises can have a generally positive effect on inspiration, eagerness, and take-up of any new thoughts, with crush coming about because of the school-stage bearing of CPD, as well as impulse is viewed as having a negative finish of the influence of CPD (Edmonds and

Lee, 2002); (Hustler et al., 2003); (Jones and Moor, 2005); (Smith et al., 2004). Where CPD exercises are urged, joint effort in little gatherings can raise sentiments of ownership (Cordingley, 2005), with the procedure of discourse as well as accord giving experts observe how they take any contribution fore.

The synergistic CPD's advantages for educators have been very much archived. Coordinated effort is thought to have points of interest over person job, with managed joint effort through the span of around three months seeming in order to prompt more noteworthy educator certainty, enhanced self-adequacy (with instructors feeling that they can have any kind of effect to students' taking in), a receptiveness to new thoughts and evolving practice, more prominent energy for communitarian working, including an expanded readiness to be watched, and giving a chance to consolation when instructors are looked with issues and problems of concern. (Cordingley et al, 2003, 2005); (Ross et al,1999). In any case, the literature recommends that broadening the time of cooperation recent months does not seem to bring about any noteworthy extra advantages.

2.8.3. The Impact of CPD

Educators regularly refer to the requirement for CPD to be helpful, important and suitable on the off chance that they are to remove significant time from their classrooms. In any case, the effect of CPD is once in a while evaluated over the long haul and is regularly in view of self-reports via educators of the CPD encounter itself, as opposed to the result. Muijs et al., (2004) depicted an interrelationship amongst instructor, understudy, and school comes about and suggested that CPD can address the issues of these, insofar as there is a familiarity with those necessities all through the CPD procedure.

Harland and Kinder, (1997) mentioned these nine possible kinds that related to the outcomes of CPD:

- Supply materials and resources for teachers for better learning, for example, worksheets or activities.
- Informational results truth-based data, for instance, about new policies otherwise schemes

- New attentiveness a perceptual shift, instructors becoming aware of new ideas as well as values

- Value harmony the extent to which educators' values as well as perspective fit in with those which the CPD remains trying to promote

- Affective outcomes how educators feel emotionally after the CPD, may be negative (for instance, demoralized) or positive (for instance, confidence).

- Motivation as well as attitude for instance, enthusiasm as well as determination in the direction of implementing changes.

- Knowledge as well as skills both curricular and pedagogical, combined with awareness, flexibility as well as critical thought

- Institutional outcomes on groups of educators, for instance, consensus, collaboration, as well as backup.

- The effect of the practice the ultimate purpose of CPD: what impact does it have on the students?

Harland as well as Kinder propose that these results are not-various leveled, as well as instructors have a remarkable "result profile" from each CPD, with changing measures of each sort of result. Guskey, (2000) portrayed five levels of results or impact and proposed manners via that each may be assessed. Members' responses are best surveyed in center gatherings or meetings, as this takes into account venture into musings about circumstances and end outcomes, further clarifications of result set cetera, which would not be conceivable in a poll. Members' learning is harder to quantify, in spite of the fact that it could be evaluated with pre-intercession and post-mediation surveys. Hierarchical help and change can be considered with inside and out contextual analyses, and Guskey noticed that if schools are strong of CPD via and large at that point change is probably. Members' utilization of fresh data and aptitudes can be estimated utilizing organized classroom perceptions through some undefined time frame. Disadvantages to this incorporate the cost of preparing onlookers, the requirement for a few perceptions to empower a reasonable profile of practices to be built, and educator protection from being watched. At long last, understudy learning outcomes should be considered, despite the fact that estimating these are laden with issues.

2.9. PLANNING FUTURE PROFESSIONAL DEVELOPMENT

How far what we attempt as expert advancement fits into the more extensive set of our very own, proficient and professional improvement, and the needs of your school, office, and the group and also the more extensive national setting. Anna Craft, (2000) talks about the accompanying issues, from both an individual and an institutional viewpoint:

- Views of 'professionalism' and of career development;
- Stakeholders in further PD, including pupils;
- The nature of change in education, strategies for change, implications of change, blockages to change and the politics of change;
- Personal factors in development, including previous experiences of professional development, career and job requirements, and individual development needs;
- Personal growth and professional learning;
- Individual learning preferences;
- The appropriateness of teaching and learning methods to desired outcomes;
- The institutional of PD, and instruments, for instance, appraisal and school development planning, which can help in identifying, harmonizing besides prioritizing school, department, group and individual PD needs;
- Re-visiting school effectiveness discussions, and school culture;
- A look at the wider future surrounding CPD (p.167-168).

2.9.1. Utilizing Professional Development Evaluation to Identify Future CPD

What we found out about our future PD needs because our assessment gives a portion of the data which we should consider when arranging our future PD. Our tentative arrangements will likewise need to consider:

- Views of 'professionalism' your own, your institution's and those of policymakers;
- The implications of the involvement of yourself or your institution in change, including the politics of change;
- Personal factors, for instance, the previous experience of CPD, career and job requirements, and individual development needs;
- Your individual learning preferences;

- Finding teaching and learning methods appropriate for the outcomes our desire;
- Mechanisms, for instance, appraisal, development planning, and school improvement strategies, which can help in identifying, harmonizing and prioritizing national priorities, school, department, team and individual PD needs (Anna Craft, 2000).

Planning forward on any of the levels which are pertinent to us will likewise include being clear about our own particular time-skylines, and will's identity included, which may depend to some extent on our part in the school. Making arrangements for the here and now, on the off chance that we are classroom-based could mean getting ready for the following week, half-term or term; it might include ourselves, our understudies and maybe diverse associates. While making arrangements for the here and now on the off chance that we have an administration part, for example, being the head educator, could mean getting ready for the following year or two years and will probably include ourselves, an extensive number of understudies and a scope of staff including non-instructing staff.

Up until now, at that point, we have likely started reasoning about the diverse components that may impact our future PD, for example,

- Your previous professional development
- Your understanding of nature and purposes of professionalism and professional development
- What you learned from your evaluation of professional development;
- Appraisal and development planning
- Your own development needs
- Your preferred learning style
- The necessities of your school and department(s) or team(s)
- The appropriate form of PD to meet each particular need (Anna Craft, 2000).

2.9.1.1. Change in Education

Over late years, the British training framework and those of diverse nations have been described via constant, fast and numerous progressions. Change is a mind-boggling procedure and this multifaceted nature has a tendency to be thought little of via those in

charge of presenting it. Change can likewise happen at an assortment of levels, from individual to authoritative. Nearby the progressions themselves, there has grown up what is currently a broad writing on the hypothesis and routine with regards to change.

Change in instruction intended to enable us to consider how our own particular expert improvement can enable us to deal with change and how our framework PD design can be refined to assess factors rolling out for fruitful improvement. It is composed into the accompanying subsections: The nature of change.

- Strategies for change
- Blockages to change, and
- Emotional and intuitive responses to change.

2.9.1.1.1. The Nature of Change

Fullan, 1991 making a successful change involves providing opportunities for individuals to find the root of change:

The real pulverization comes in the connections amongst new projects or arrangements and a large number of subjective substances implanted in individuals' individual and authoritative settings and their own narratives. How these subjective truths are tended to or disregarded is pivotal for if possibility changes end up signing at the level of person utility and viability.

Fullan sees change as involving a number of stages:

- Initiation, i.e. when taking decision for making the require changes;
- Implementation, i.e. when the change is first put into the correct place;

Identifying future CPD

- Continuation or institutionalization, i.e. if the change becomes a part and parcel of school life;
- The result, i.e. the impacts, positive and negative, of the change.

Fullan, (1999) and others, for instance, Stacey, (1996) have proposed that fast change is unavoidable and endemic in the current postmodern culture, which consistently creates numerous and complex changes. Along these lines, endeavors to oversee change can't accept a steady situation in which to do this since flimsiness and preceded with change shapes some portion of the environment for any performance.

2.9.1.1.2. Strategies for Change

As indicated via Anna, 2000 Successful change relies on a methodology that perceives the social and Identifying future CPD mental procedures included. Three expansive methodologies for presenting change initially depicted via Bennis et al. (1969) are frequently alluded to in the writing. The frameworks are depicted as power-coercive, the sane exact and regulating re-educative.

The *power-coercive* the approach has as its fundamental suspicion that people change when formalized specialist and power are forced on them. The normal experimental approach accepts that people are sound and change because of reliable data identifying with their own particular self-intrigue. This view is underlined via Fullan, (1999) who proposes that 'The jury must be in at this point reasonably developed change techniques don't work' (p. 3).

The *normative-re-educative* the approach has as its fundamental presumption that people change when formalized specialist and power are forced on them. The discerning exact approach accepts that people are levelheaded and change in light of reliable data identifying with their own particular self-intrigue. This view is underlined via Fullan, (1999) who proposes that 'the jury must be in at this point normally constructed reform strategies do not work' (p. 3).

2.9.1.1.3. Blockages to Change

Hall and Oldroyd, (1991) have given that two further points of view on blockages to change. In the first place, they distinguish three sorts of boundary to change specialized Planning future expert advancement (absence of assets, offices, time, and so on.), esteem (where instructors' convictions and dispositions are against the change) and power (where the head teacher is versus the change or there is not a 'minimum amounts

of staff for it). The second point of view is the qualities of settings, change procedures and changes that are probably going to prompt protection from change. Hall and Oldroyd, (1991) contend that, in settings where:-

- Ethic is low
- Change workers (i.e. presenting change) are unwelcomed
- There is a track record of failed innovation
- Disappointing against taking risk.
- Principles are not flexible in their attitudes
- the support that is taken from outside is little …

2.9.1.1.4. Emotional or Intuitive Responses to Change

For the duration of your life, you are looked with decisions about change the most essential of which is whether to consider yourself to be the casualty of progress, which 'transpires', or whether to claim your capacity in picking. Via receiving some state of mind, you set up an individual structure for seeing and living with the adjustment in your own life.

The accompanying citation from Fullan, (1991) appears as a rundown 'dos' and don'ts about change and draws together the focuses that have been made in this segment:

- Do not take responsibility that your version of what the change should be remains the one that should be performed.
- Suppose that any substantial innovation, whether it remains to a result in change, needs person implementers to work out their meaning.
- Suppose that struggle and controversy is not unavoidable , however, fundamental to successful change.
- Suppose that people need compression to change (even in directions that they desire), however, it might be effective just under states that let them to react, to form their own direction, in the direction of interacting with other implementers, etc.
- Suppose that efficient change takes much time.
- Do not expect all otherwise even most people or other groups to change.
- Suppose that you will need a plan that remains based on the above presumption as well as that addresses the factors keep known to impact implementation.

- Suppose that no quantity of truth know what action should be taken to make the knowledge completely peer and clear.
- Suppose that exchanging the culture of institutions remains the real platform, not implementing single innovations.

In his most recent thinking (1999) Fullan proposes eight 'lessons' for understanding and living with complex change.

Lesson 1: Ethic the aim is complex and problematic. Here Fullan is encouraging schools to be inspired via moral purpose, however, not naïve about it.

Lesson 2: Theories of progress and hypotheses of training need each other. The essential thought here is that without a present comprehension of progress and its impacts on individuals and their work, joined with proper very much worked out ways to deal with training, new activities won't get off the ground.

Lesson 3: Conflict and decent variety are our companions. The thought here is that contention is valuable in empowering leaps forward in violent and complex conditions. Fullan underscores the thought of 'communitarian decent variety' implying that heterogeneous conditions are considerably more prone to deliver beneficial change, as the protections which are probably going to be produced in such a situation are fundamental fixings in pushing ahead.

Lesson 4: Understand the meaning of operating on the edge of chaos. Here Fullan is stressing that to work at the edge of disorder in current conditions implies becoming acclimated to a level of vulnerability which implies that expecting incessant change, including space inside frameworks of a couple of clear and shared necessities, to adapt, and setting aside a few minutes and space for correspondence inside and crosswise over gatherings is fundamental.

Lesson 5: Passinate intelligence is integration between anxiety provoking and anxiety containing. Fullan is proposing that is tension vital to change as well as those individuals who can adapt to nervousness as one of the spectra of feelings which they have are better ready to be successful in mind-boggling, changing conditions

Lesson 6: Cooperating cultures are anxiety provoking and anxiety containing. This is closely related to lesson 5, in that Fullan is suggesting that for collaborative cultures to

be effective there necessities to be a degree of dissonance, or what Leonard, (1995) calls 'creative abrasion' (p. 27).

Lesson 7: Attack incoherence: connection and knowledge creation are critical. Fullan proposes that making the significance in moving from implied to unequivocal data cooperatively inside the arrangement of the school is basic to successful working inside an evolving situation. This implies the association choosing to do this and making frameworks for creating and incorporating knowledge.

Lesson 8: There is no single arrangement that makes your own particular hypotheses and activities via being a basic purchaser. This is an augmentation of the last point, i.e. that creating express data will be profoundly influenced via the setting of the school itself. As Fullan puts it, 'nobody can takes care of your change issues, however, you can take care of your change yourself' (p. 29).

CHAPTER III

METHODOLOGY

Accurate data is the foundation of all strategic and performance development of the education framework; at both the local and national level, it is important to assess the coaching framework for educators.

The significance of preparing associated with the arrangement of data administration and control of data security; there is, at present, no national strategy or rules on data accumulation and administration. The motivation behind this study is to assess the states of mind, suppositions, and views of the teachers towards the service of advanced education in Turkey via means of focusing on samples in various work environments, figuring out which basic classes have the most effect on preparing other than finding the associations with the inquiries three classification and school training settings.

The participants were one hundred and twenty-nine Turkish teachers who worked in public as well as private schools. There were roles in the practice which include school teachers who their training regards to the public or private school.

3.1. DESCRIPTIVE RESEARCH

This study utilized descriptive research as a research methodology as prescribed by Lambert and Lambert (2012). Descriptive research can be utilized to quantify data. Descriptive research is a plan that describes when, how, and where data is to be collected, and produce an overall analysis of the participant's answers (Wayne et al., 1987); (Elbogen, 2002).

3.2. RESEARCH QUESTIONS

This study describes the attitudes and perceptions of the Professional Development of English teachers in Turkey via survey; the questions examined participation besides training of the teachers' program. The research study seeks to answer the following questions: -

RQ1: What are the teacher's attitudes towards the National Education Directorate of teacher training and development in Turkey at the workplace?

RQ2: What are the teacher's perspectives on the National Education Directorate of teacher training and development in Turkey at the workplace?

RQ3: What are the teacher's opinions towards the National Education Directorate of teacher training and development in Turkey at the workplace?

RQ4: What is the impact of the National Education Directorate on teacher training and development in Turkey at the workplace on Turkish teachers?

3.3. PARTICIPANTS

This study examined the education of teachers of the English language in Turkish schools. The questionnaire participants were teachers at private as well as public schools, with one hundred and twenty-nine responses gathered. The respondents included and consisted of teachers at both private and public schools who are looking to develop their English training education via using the Turkish schools at private besides public school's providers. This study sought to evaluate the answers of the target sample because they are most aware of and interested in the challenges of improving their English teaching and improve their English qualification skills. In addition, most of the educators are seeking to improve their statistical English teaching training and information qualification skills, as well as aiming to enhance their methods of teaching.

3.4. RESEARCH INSTRUMENT

The research instrument that was utilized to collect data for this study was a survey based on a questionnaire. The first section of the questionnaire had three categories which serve to illustrate teachers' attitudes, opinions, and perspectives of the National Education Directorate of teacher training and development in Turkey at the workplace which divided into groups representing the negative as well as positive context of questions.

The survey, which consists of seventeen questions, was grouped into three categories as teachers' attitudes, perspectives, and opinions. The attitudes questions were utilized to

answer the first research question, the five perspective questions were utilized to answer the second research question, and the seven opinions questions were used to answer the third research question. The responses to the survey questions were collected and utilized to answer the research questions mentioned in Table 3.1 below:

Table: 3.1.
The Questions Three Categories

Questions	Categories
4. Do you find that professional development programs are a waste of time, money, and effort? 5.Areas Where Teachers Believe More Training and Professional Development Is Needed 6.What Would Encourage Teachers to Pursue Professional Development 9. Teacher-Initiated vs. School Initiated Professional Development	Teachers' attitudes toward Professional Development of English teachers in Turkey
7. What would hinder teachers from pursuing professional development? 8.Teachers' Report of Schools' Support of Professional Development 14. Effects of Professional Development on Teaching 15. Most useful means of professional development 17. Teachers' Expectations from Professional Development	Teachers' perspectives on Professional Development of English teachers in Turkey
1. Teachers' Opinions of Who Benefits from Teacher Professional Development Programs 2. The Need for Professional Development Opportunities 3. Who Needs Professional Development 10. Availability of Computers, Internet, and Library Resources 11. Teachers' Professional Development Plans 12. Who Selects Professional Development Programs for Teachers 13. Teachers' Application of What is Learned in Professional Development Programs in Their Classrooms 16. least useful for English language teachers in the last 3 years	Teachers' opinions regarding Professional Development of English teachers in Turkey

3.5. RESEARCH PROCEDURE

When the questionnaire was prepared, it was sent to the respondents in this study. The survey was collected for a period of three months. The greatest barrier faced by the study was that many participants could not complete the questionnaire owing to work and time limitations. Another problem that faces during data collection was that the researcher had to visit some schools several times, as scheduling conflicts and absences prevented participating teachers from answering the survey. The data was collected and converted into an Excel sheet for checking and preparation for statistical analysis.

3.6. DATA ANALYSIS

Since the collected data was a both quantitative and qualitative, descriptive research methodology was adopted as one of the methods utilized in the data analysis. The distribution of questionnaires was performed directly by the researcher.

The main thematic of this research is to assess the effect of the General Directorate of teacher training and development training on the perceptions and attitudes of the teachers. After collecting data that can be subject to descriptive analysis, statistical techniques were utilized. This study analyzed the relevant statistics utilizing the data collected via a questionnaire survey to explain teachers' perceptions, attitudes, and opinions of the General Directorate of teacher training and development in Turkey at the workplace. Accordingly, a questionnaire was utilized form of previous studies. After the questionnaire was filled out by the target sample and according to what was done to analyze the sample as well as determining the reliability of the questionnaire outcomes, measuring instrument was utilized to continue to achieve the outcomes. In addition, utilizing the descriptive research methodology scale to measure all factors, which is based on the three items on which the respondents' responses to the questionnaire were adopted, respectively (strongly disagree, disagree, somewhat agree, agree, strongly agree).

3.7. THE CONCEPTUAL FRAMEWORK OF NATIONAL EDUCATION DIRECTORATE OF TEACHER EDUCATION AND DEVELOPMENT OF ENGLISH TEACHERS IN TURKEY

The aim of the National Education Directorate of teacher training and development from higher education in Turkey is to improve English language teachers' skills, and through them, student outcomes. Instructions well-educated from the project were distributed at a conference upper-class 'Ideals and realities: CPD for preparatory year instructors.' Institutions are associate English training education on condition that these mandated workshops, which are transported via external teachers. At the administration stage, approval to obtained starting the quantitative facts; the coordinator regulates private schools is followed via frameworks for the teacher coaching program. While the government Ministry of Education is the following organizes to regulate public schools for teachers training (https://oygm.meb.gov.tr/)
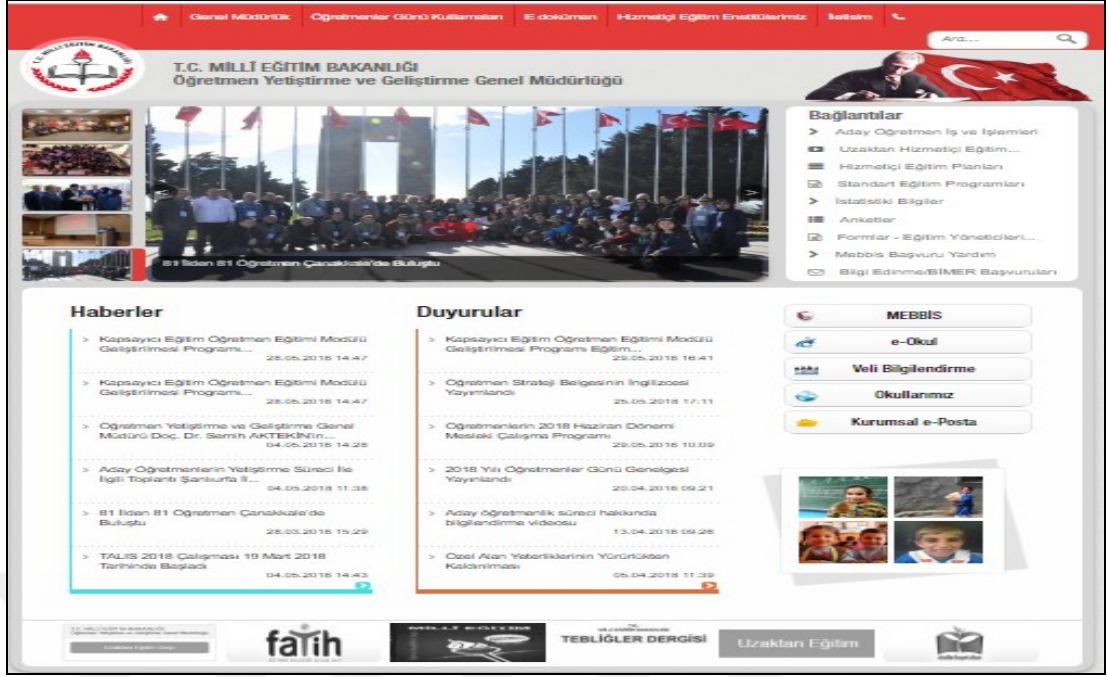
Figure 3.1. National Education Directorate of Teacher Training and Development in Higher Education in Turkey Web PAGE

CHAPTER IV

RESULTS

The key objective of this study was to evaluate the National Education Directorate of teacher training and development in Turkey at the workplace. The designed survey was handed to the participants who are interested in this kind of framework through face-to-face communication. A total of one hundred and twenty-nine responses were collected from educators at Turkish private and public schools, and below are tabulated the results of the survey.

4.1. TEACHER OPINIONS TOWARDS PROFESSIONAL DEVELOPMENT (PD) OF ENGLISH TEACHERS IN TURKEY

Q1: Teachers' Opinions of Who Benefits from Teacher Professional Development Programs.

The first question was about the Teachers' Opinions of Who Benefits from Teacher Professional Development Programs. The high number of the participants their answers were 73% was teachers. About sixty-five percent their answers were students, 38 % from the target sample their answers were the school; 34 % from the participants their answers were the community and 4% from the target sample their answers were others as presented in Figure 4.1 below.
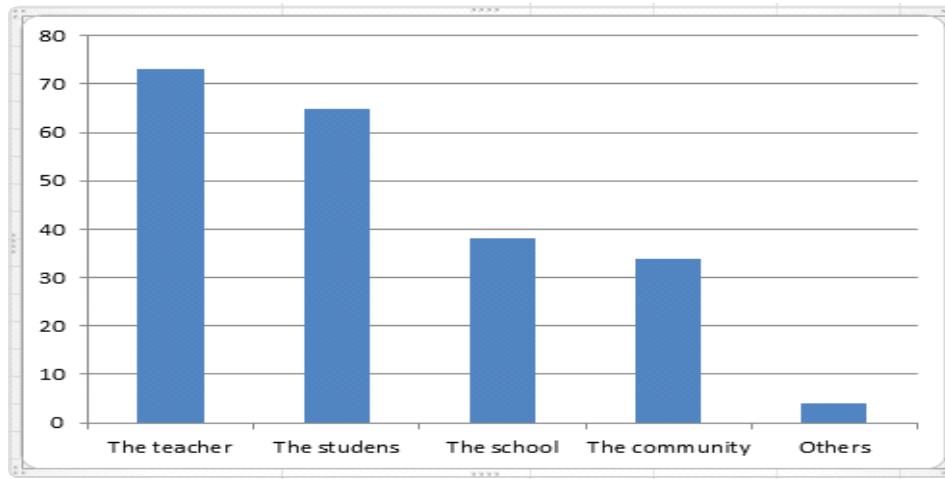
Figure 4.1. Teachers' Opinions of Who Benefits from Teacher Professional Development Programs

Q2: The Need for Professional Development Opportunities

Q2.1. Do you think that you need to have training and professional development opportunities?

The participants in this research were asked about The Need for PD opportunities, and a high number of the participants their answers were more than one hundred their answers were YES. More than ten of the participants responded No and less than ten from the target sample their answers were Not sure as shown in Figure 4.2 below.
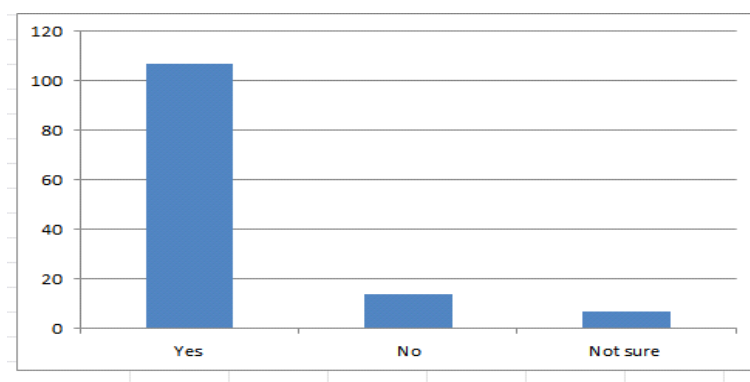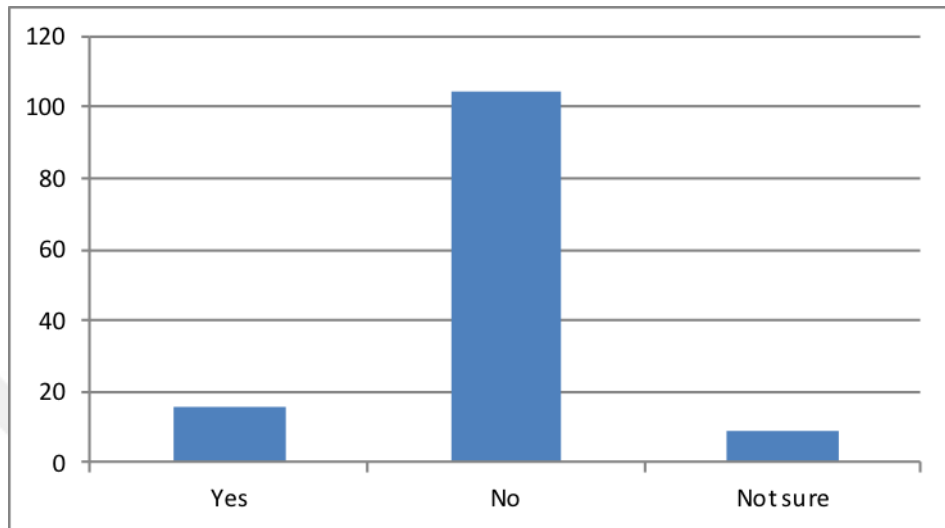

Figure 4.2. The Need *for* Training and Professional Development Opportunities

Q3: Who Needs Professional Development

Q3.1: Do you think that professional development programs are only useful to new teachers?
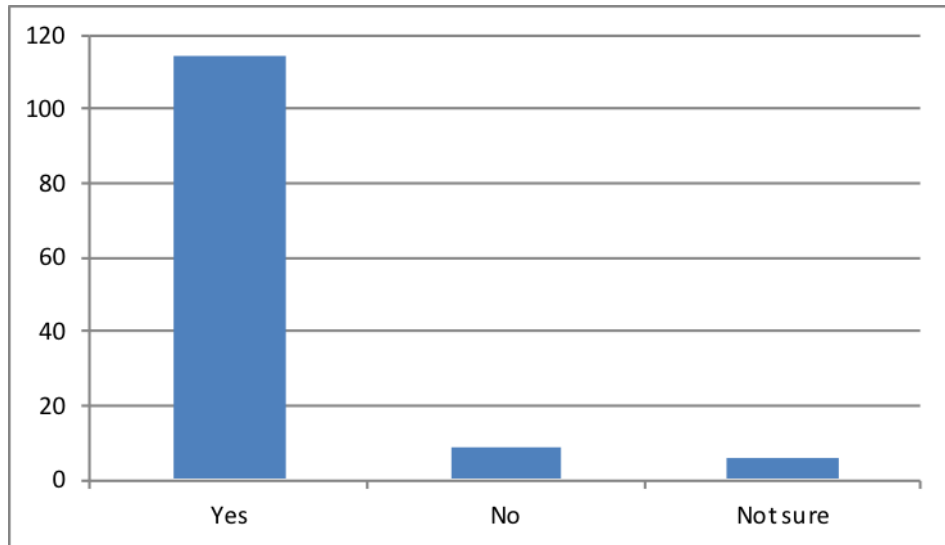
The participants of this research were asked whether they considered professional development programs useful only to new teachers. Nearly one hundred and ten of the participants answered in the negative, less than twenty answered in the affirmative, and less than ten answered Not Sure, as seen in Figure 4.3 below.

Figure 4.3. Professional Development Programs are Only Useful to New Teachers.

Q3.2: Do you think that experienced teachers need training and professional development activities?

The participants of this research were asked whether experienced teachers need training and PD activities. Most of the target sample answers Yes, 114 of the total of the participants. And less than ten there answers were No; and 6 of the target sample their answers were Not Sure as presented in Figure 4.4 below.

Figure 4.4. Experienced Teachers Need Training and Professional Development Activities

Q4: Availability of Computers, Internet, and Library Resources

### Q4.1: Do you have a computer at school?

The participants in this research were asked about having a computer at school. Most of the target sample answered Yes, one hundred and eight of the total participants. Twenty of the participants answered No, as presented in Figure 4.5 below.
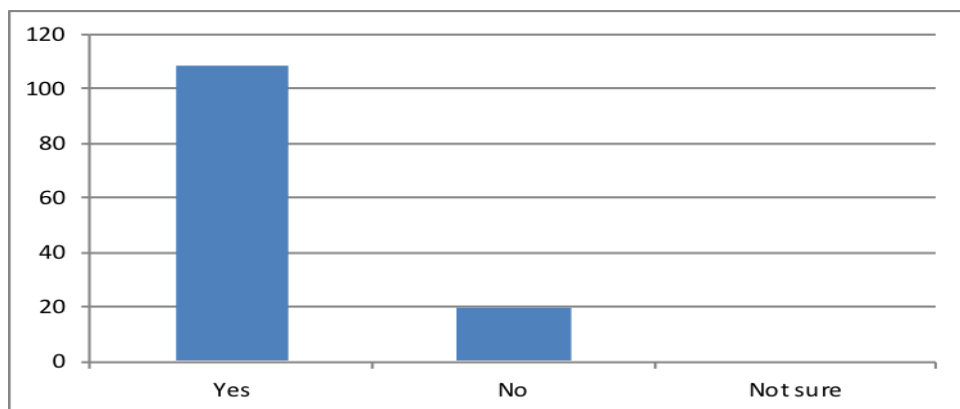
Figure 4.5. Have a Computer at School

Q4.2: Do you have access to the Internet at school?

With widespread use of Internet websites to contact government services today, the participants of this research were asked if they had access to the Internet at school. 104 of the target sample answered Yes, which is 81% of the total participants. Twenty of the participants, or 16%, answered No, and three of the target sample were not sure, as presented in Figure 4.6 below.
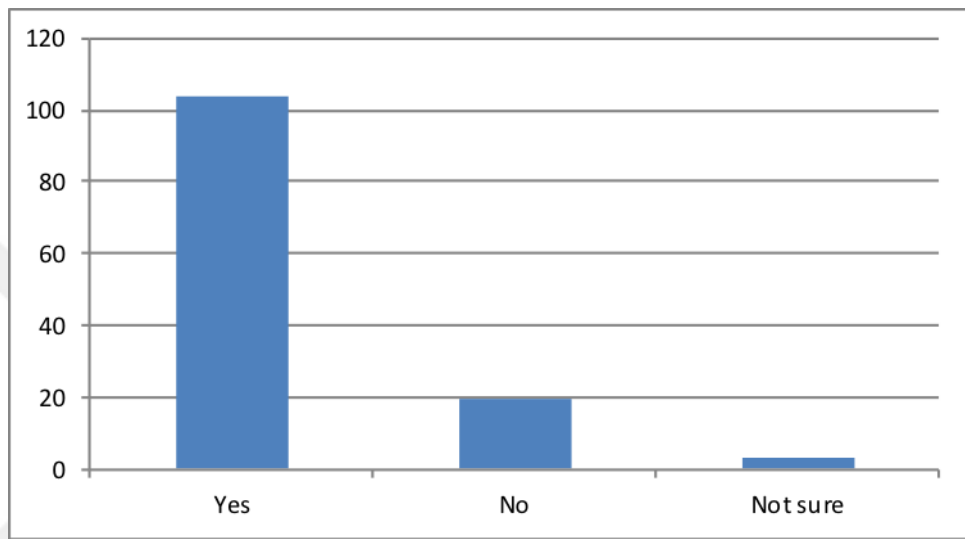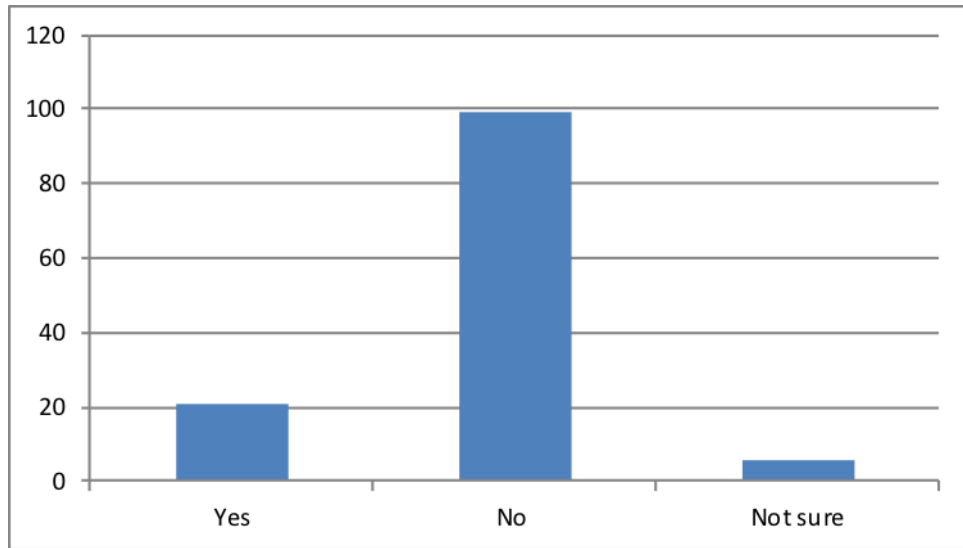

Figure 4.6. Access to the Internet at School

Q4.3: Can you find current books and journals about language teaching in your school library?

When the participants were asked if they can find current books and journals about language teaching in their school library, ninety-nine of the total participants, or 78%, answered No. Twenty-one of the participants, 16%, answered Yes, and six of the target sample were not sure, as shown in Figure 4.7 below.

Figure 4.7. Can you Find Current Books and Journals About Languages Teaching in Your School Library?

Q5: Teachers' Professional Development Plans

Q5.1: Do you have plans for your professional development in the next two years?

When the participants were asked this question, more than seventy answered Yes. More than twenty answers No, and more than twenty-five were not sure, as presented in Figure 4.8 beow.
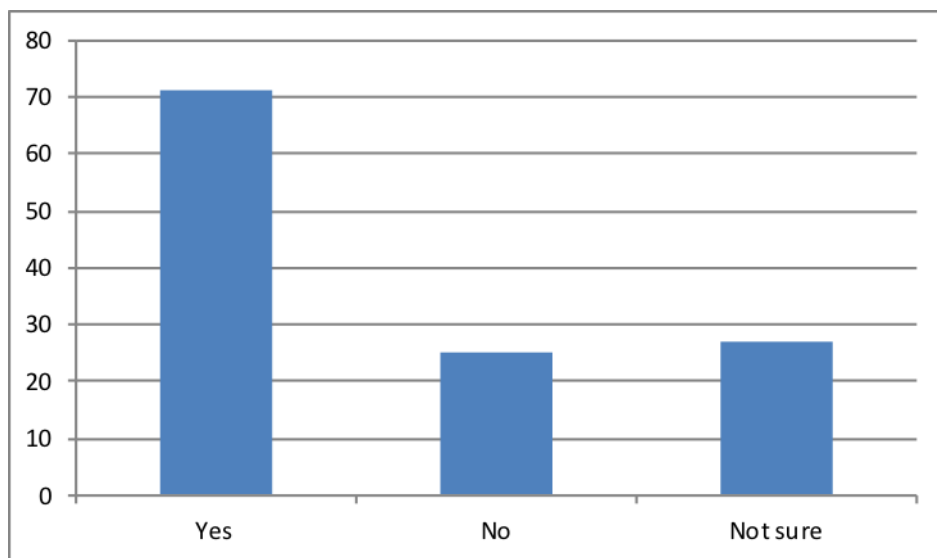
Figure 4.8. The Plans for the Target Sample Professional Development in the Next Two Years

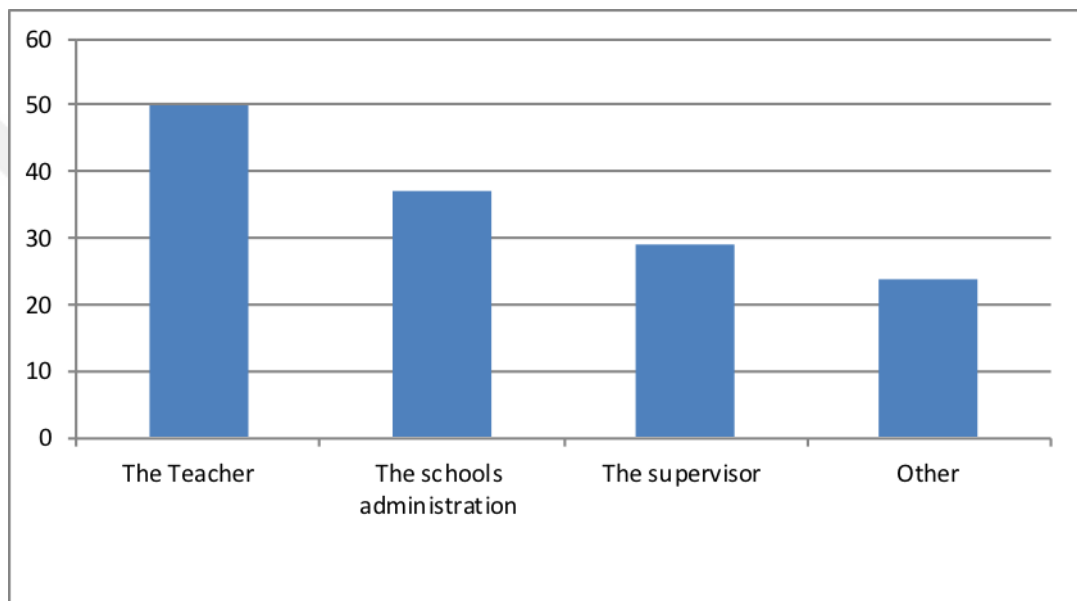**Q5.2: Who Selects Professional Development Programs for Teachers**

When the participants were asked this question, their answers were fifty percent the teacher. Which reflects that the high number of the respondents were trust of the teacher to selects PD Programs for Teachers of Directorate of teacher training and development in Turkey at workplace also, more than thirty their answers were the schools administration, and 29% of their answers were The supervisor and 24% of the total of the participants their answers were Other which is presented in Figure 4.9 below.

Figure 4. 9. Who Selects Professional Development Programs for Teachers

Q6: Teachers' Application of What is learned in Professional Development Programs in Their Classrooms

Q6.1: Have you applied what you have learned in training and professional development programs in your classroom?

Ninety-seven of the respondents, answered they had applied what they have learned in training and PD programs in their classroom and they are 97% of the total of the participants. More than twenty of the participants their answers were No; and ten percent from the participants their answers were Not Sure, following Figure 4.10 below.
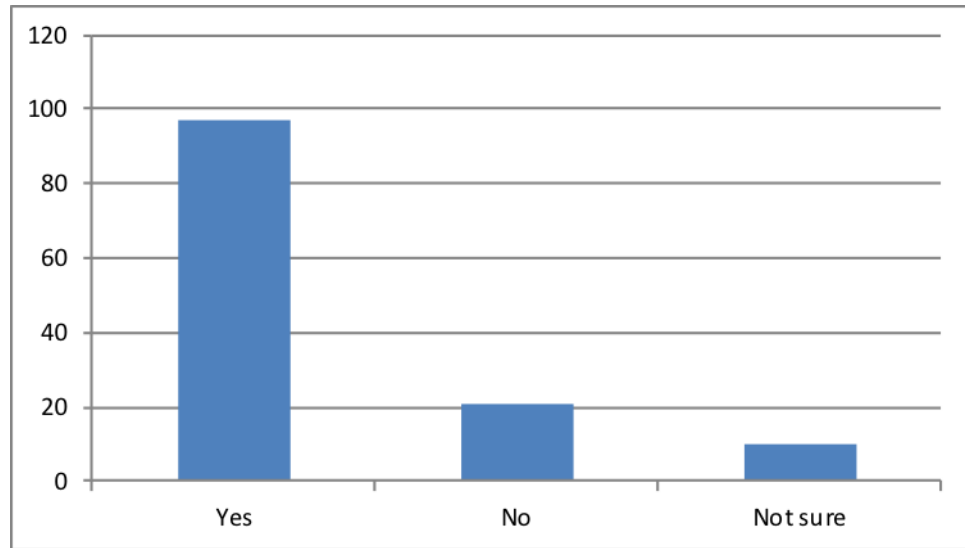
**Figure 4. 10.** The Participants and Their Applied What You Have Learned in Training and Professional Development Programs in Your Classroom

Q6.2: What was least useful for English language teachers in the last three years

When the target sample was asked this Teachers opinion towards Professional Development of English teachers in Turkey question, 65 respondents answered "observing other colleagues," which formed the majority opinion; 31 answered "attending conference and seminars;" 34 answered reading books, websites, etc.; 21 of the participants answered "PD training with a subject advisor," and the remaining nine answered "Sharing ideas and resources with colleague" as seen in Figure 4.11 below.
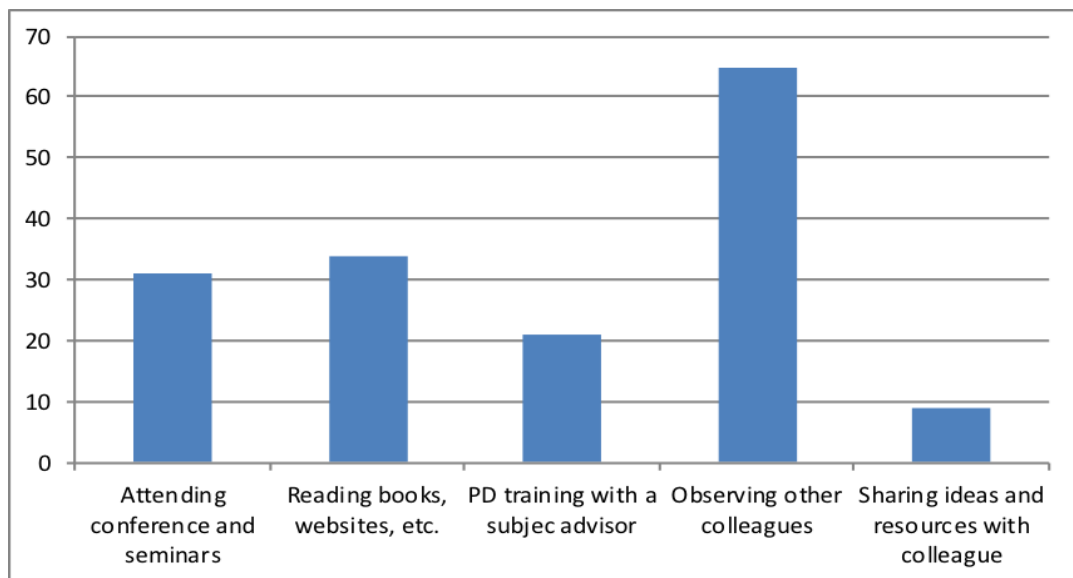
Figure 4. 11. Least Useful for English Language Teachers in the Last 3 Years

Q7: Teachers attitudes toward Professional Development of English teachers in Turkey

Q7.1: Do you find that professional development programs are a waste of time, money, and effort?

As seen in figure 4.12 below, when the target sample was asked this attitudes question, the majority of the respondents, 109, answered No; 19 were not sure, and 5 answered Yes.
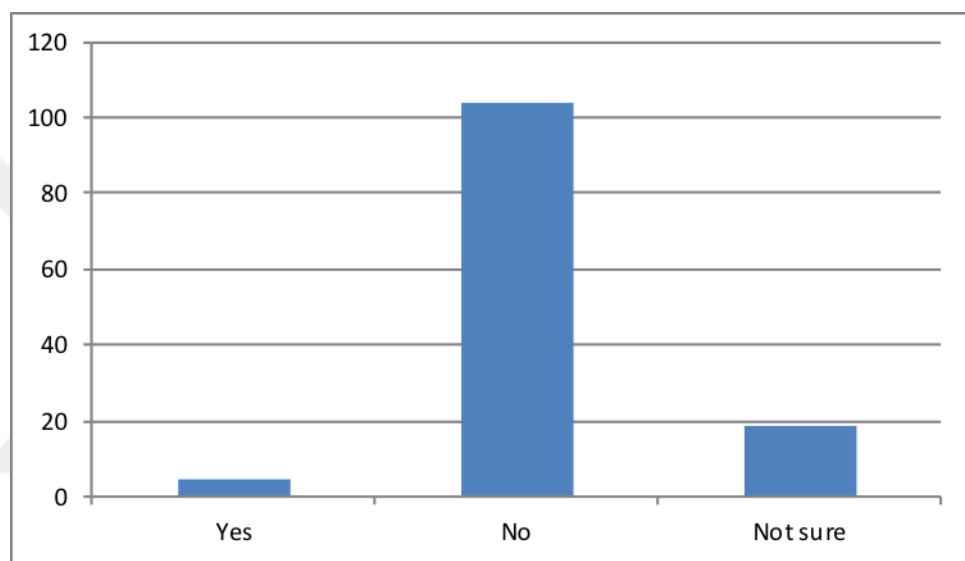
Figure 4. 12. Professional Development Programs are a Waste of Time, Money, and Effort

Q7.2: Areas Where Teachers Believe More Training and Professional Development Is Needed

When the respondents were questioned about their attitudes toward professional development, more than 80 wanted more training in teaching methods; 69 of the participants responded Classroom management; 78 specified material development; 23 answered subject matter, and the remaining seven had other answers as reported in Figure 4.13 below.
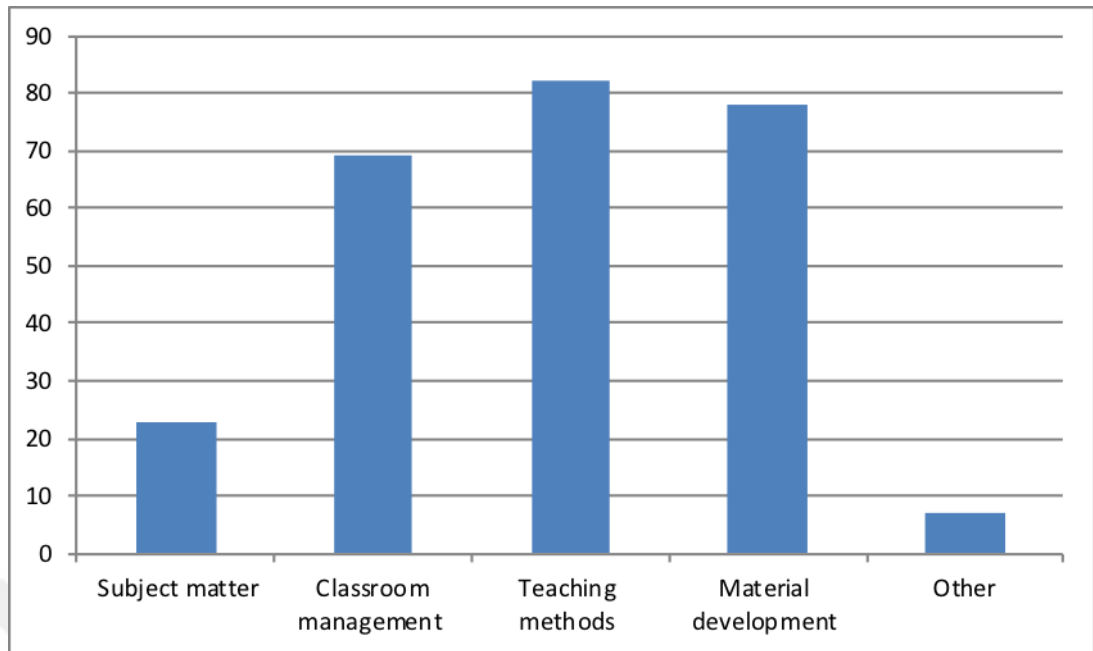
Figure 4.13. Areas Where Teachers Believe More Training and Professional Development Is Needed

Q7.3: What Would Encourage Teachers to Pursue Professional Development

When the respondents were asked about their attitudes toward professional development, 76 of the target sample answered that they wished to learn new things about language teaching, which was the highest number from the total of the participants; 73 of the participants responded self-fulfillment and job satisfaction; 61 of the participants answered student progress; 60 of the participants answered career advancement, and 42 of the participants specified a pay raise, and the remaining two had other answers, as presented in Figure 4.14 below.
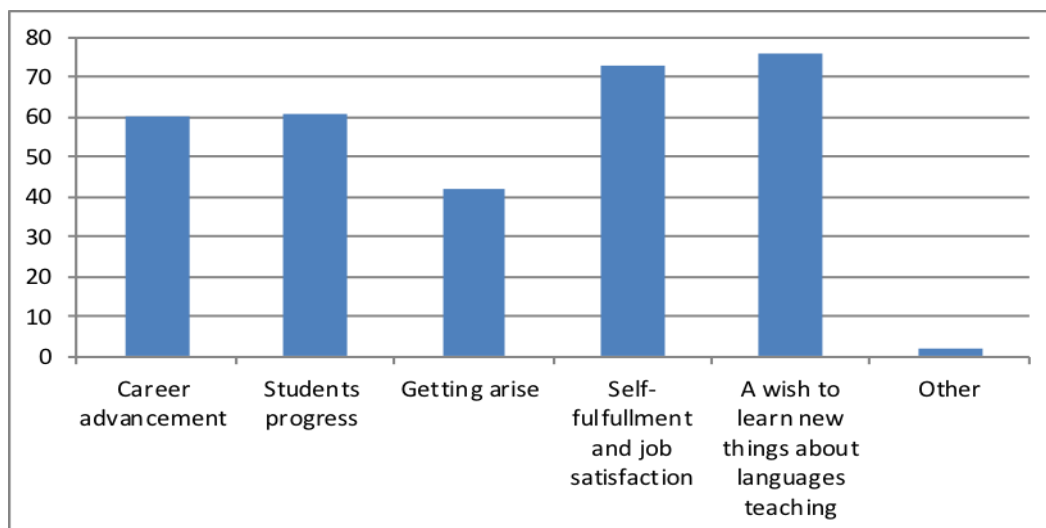
Figure 4. 14. The Responses of Encouragement Teachers to Pursue Professional Development

Q8: Teacher-Initiated vs. School Initiated Professional Development

Q8.1: Do you feel that your school needs to organize professional development courses for you?

When the respondents were questioned about their attitudes toward professional development of English teachers in Turkey, the majority supported schools organizing professional development courses, with 78 answering Yes, 26 not sure, and 21 of the target sample answering No as shown in Figure 4.15 below.
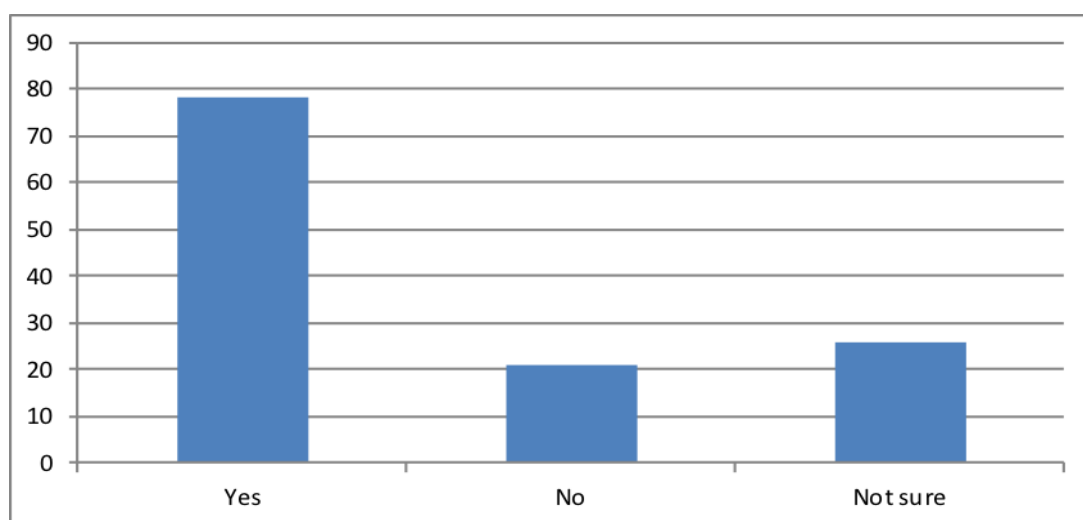
Figure 4. 15. The Answers of the Responses Related Feel That Your School Needs to Organize Professional Development Courses For You

Q8.2: Do you think that teachers need to take the initiative to develop professionally?

The majority of the participants supported individual initiative to develop professionally, with 94 of the respondents answering Yes, 13 of the respondents answering No, and 20 of the target sample not sure as presented in Figure 4.16 below.
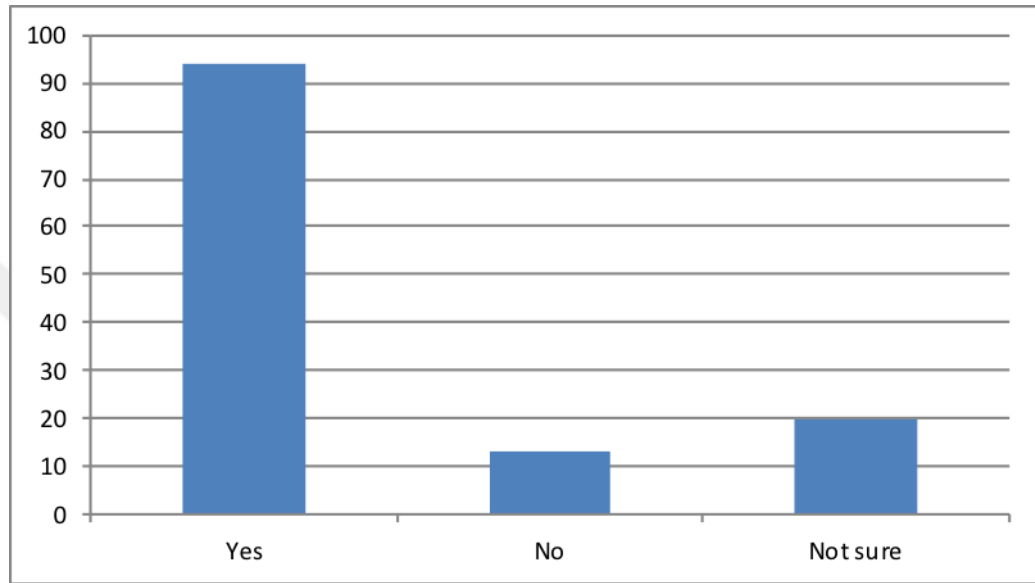
Figure 4.16. The Answers of the Responses Related to Teachers Need to Take The Initiative to Develop Professionally

Q9: Teachers perspective toward Professional Development of English teachers in Turkey

Q9.1: What would hinder teachers from pursuing professional development?

It is evident from the below figure lack of time was the chief hindrance, with eighty of the participants giving this answer; 52 of the participants specified the location PD programs are taking place in, 49 of the participants cited a lack of resources, 42 of the participants answered the expense of PD activities, 13 of the participants answered unavailability of PD programs, and three of the participants had answers were other as presented in Figure 4.17 below.
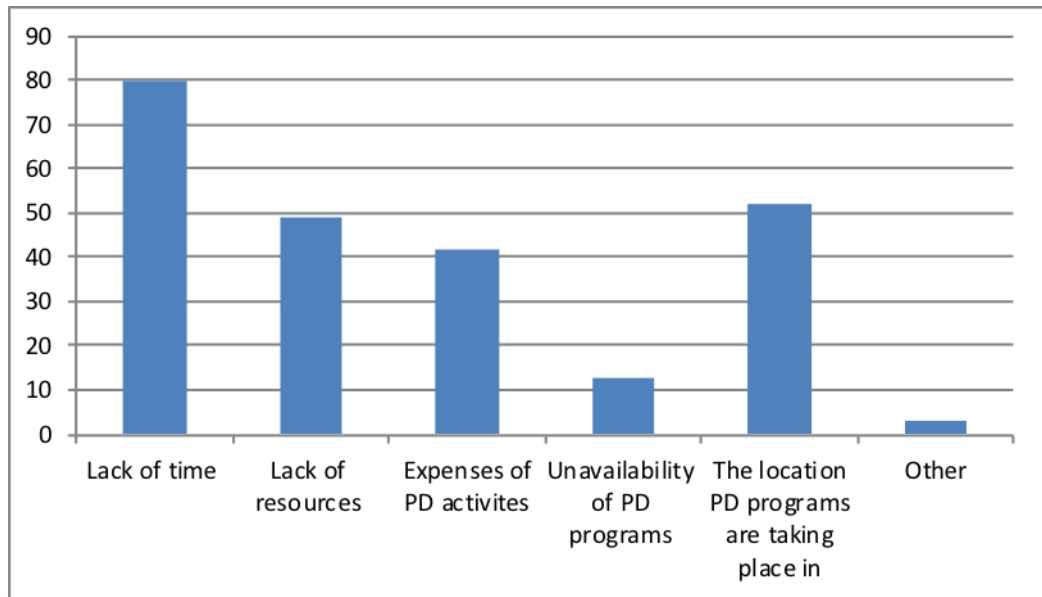
Figure 4. 17. Hinder Teachers From Pursuing Professional Development

Q10: Teachers' Report of Schools' Support of Professional Development

Q10.1: Does your school support and encourage professional development?

Figure 10 represents teachers' perceptions about if their schools support PD programs; sixty-seven of the participants answered Yes, 37 of the participants answered No, and 23 of the participants were Not Sure, as presented in Figure 4.18 below.
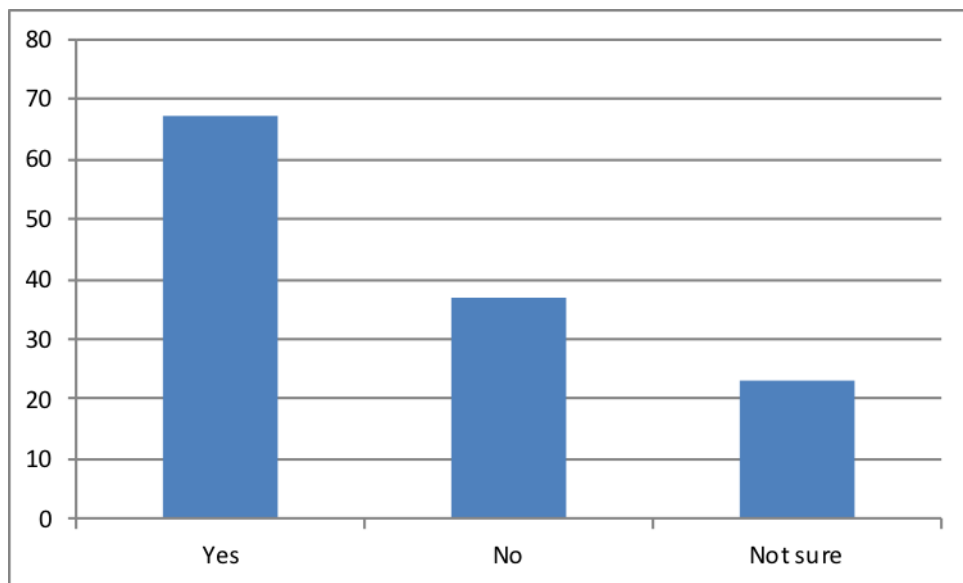
Figure 4.18. The Participant's Answers About Their School Support and Encourage Professional Development.

Q11: Effects of Professional Development on Teaching

Q11.1: Consider the opportunities you have had for professional development in the past. Did they help you in your teaching?

When the participants were asked about the chances they had for professional development in the past and whether they help in their teaching, the majority of the participants answered Yes which was 99 of them. Eight of the participants answered No, and 19 of the participants were Not Sure, as presented in Figure 4.19 below.
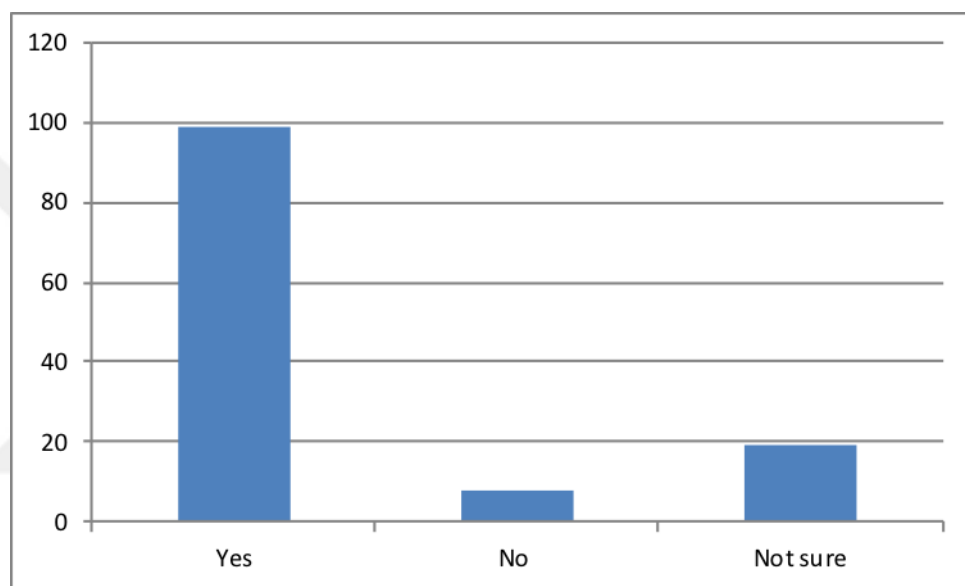
Figure 4.19. The Opportunities You Have Had For Professional Development in The Past Did They Help You In Your Teaching

Q12: Teachers' Expectations from Professional Development

Q12.1: Developing my language proficiency in English.

When the target sample was asked for their perspective toward Professional Development of English teachers in Turkey, the majority of the participants strongly agreed about the teachers' perspective toward Professional Development of English teachers in Turkey, which is sixty responses from the target sample; more than thirty agreed, less than thirty from the target sample somewhat agreed, less than five

disagreed, and less than five participants strongly disagreed, as presented in figure 4.20 below. Overall, the results were strongly balanced towards agreement.
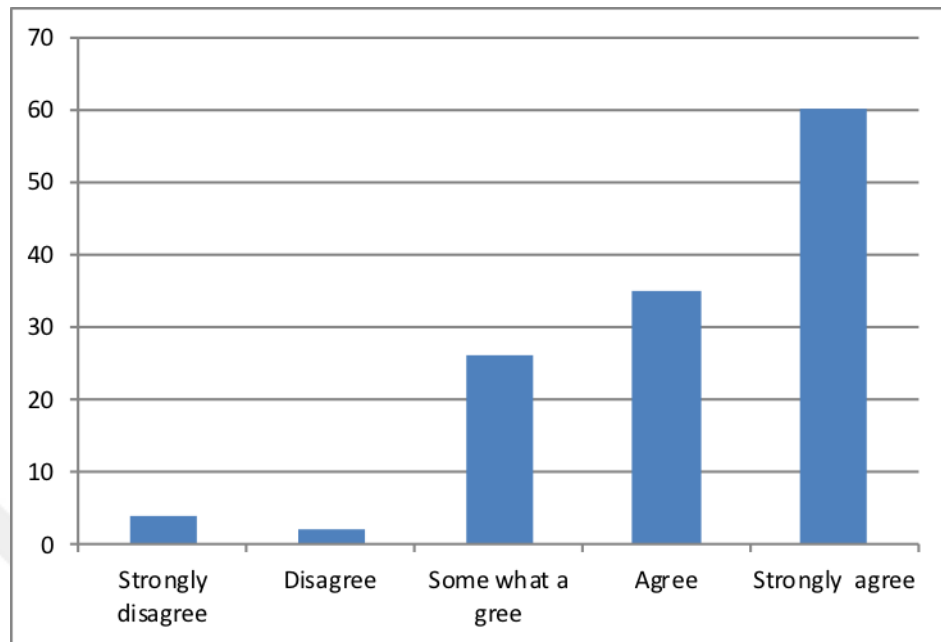
Figure 4.20. Developing Language Proficiency in English

Q12.2: Modern EFL methodology and teaching techniques.

When the target sample was asked this question about teachers' perspective toward Professional Development of English teachers in Turkey, the majority of the participants agree - sixty-three responses from the target sample; more than forty strongly agreed, less than twenty from the target sample somewhat agreed, less than ten disagreed, and less than five participants strongly disagreed as presented in Figure 4.21 below.
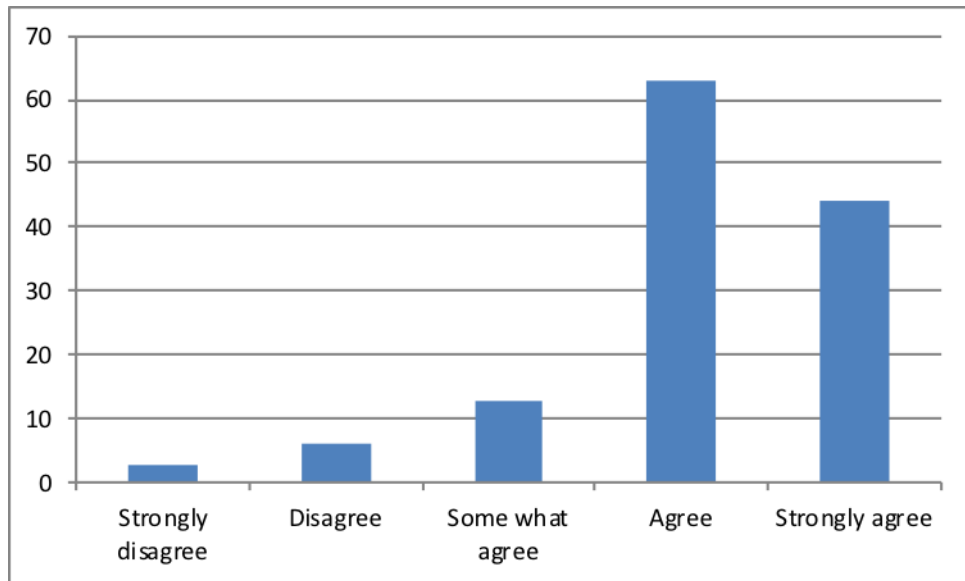
Figure: 4.21. Modern EFL Methodology and Teaching Techniques

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. DISCUSSION

The outcomes of the survey questions presented that majority of the teachers agreed that toward PD of English teachers in Turkey had a positive effect on the improvement of English educators qualification skills and overall teacher's productivity and performance. Teachers expressed that via interesting in the (PD) of English teachers in Turkey they can communicate with other teachers and English education community as well as Turkish ministry of education, after neatly testing their responses to the survey questions, feedback of the study are given detailed as follow.

Accordingly to the outcomes of the study, the high number of the participants their answers were seventy-three teacher's percent that benefit from National Education Directorate of teacher training and development in Turkey at the workplace. About sixty-five percent their answers were students benefit from this kind of framework which remains the highest number of the participants; the participants of this research were asked about the need for PD opportunities and a high number of the participants their answers are more than one hundred their answers are "YES"; as Richards and Farrell, (2005); Day (1999) they had reported that teachers need to participate in PD activities, not just for their own professional and personal development, however, also to increase students learning and the quality of the education framework (Stanford, 1994).

The need for ongoing educator education has been a periodic theme in language teaching circles in recent years as well as has been given renewed concentrate like an outcome of the emergence of teacher-led initiatives for instance, action research, reflective teaching, and team. "On the other hand, the need for ongoing renovation of professional proficiency and knowledge is not a reflection of inadequate training, however, simply a response to the fact that not everything teachers need to know can be

provided at pre-service level, as well as the fact that the knowledge base of teaching constantly changes" (Helen Craig, 1998).

Teachers always prefer accessing data and services which are offered via National Education Directorate of teacher training and development in Turkey at the workplace without facing any problems. PD need like a combination part of work; including on-going conversations about learning problems, recurrent testing of practice with colleagues, share planning, and curriculum improvement. Out of recurrent interactive, staffs converts individually unspoken, or tacit, knowledge into shared knowledge applying new ideas and data to problem-solving to meet students' needs (Early and Bubbs, 2004). When the participants asked do you have plans for your PD in the next two years their answers were more than seventy percent Yes, which is the highest number of the participants in this study to support that teachers need this kind of framework to improve their language and problem-solving.

Accordingly of utilizing internet websites to contact with government services nowadays. The participant of this research was asked about access to the internet at school. Most of the target sample their answers were Yes which is the highest rate from the total of the participants; and they are more than one hundred of the total of the participants. Besides, in the question, if access to the internet will help to enhance the teacher's English qualification skills, and they can implement the training program to educate their students.

However, in the reality of regarding the Turkish culture almost of the Turkish societies, their education is nearly to be enough to access the internet. This also backup the view of the most of the participants who they determine that; English training can be utilized and followed via accessing the internet, and internet English courses training will displace the English traditional training services in Turkey. There is a study supported that internet English courses training help teachers and students to improve their English qualification skills, at less cost than English traditional training services. The fundamental target of internet English courses training is to give the high grade of training, and communication, and improve the openness of managements and data as supported via Craft (2000) Off-site PD allow educators from a number of schools typically come together for varying lengths of time for a training course. And as

supported via Sachs, (2000) school networks enhanced teachers' PD and skills, for instance, learning, participation, collaboration, co-operation, activism and research.

Participants were also asked who selects PD Programs for teachers their answers were near of half of the participants was the teacher which mirrors that the pluralism of the respondents were trust of the teacher to Selects PD Programs for Teachers in general directorate of teacher training and development in Turkey at the workplace. Similar studies illustrate that the

There are number of models that have been improved in diverse countries to encourage and backup educators' PD from the beginning of their career until the end of their vocation. (Villegas-Reimers, 2003). As supported via Villegas-Reimers, (2003), Sachs, (2000) has declared that teachers report a positive response to the fact that their PD is being designed and is earning the response from within the schools. School networks enhanced teachers' PD and skills, for instance, education, participation, co-operation, activism, and research.

With regard to the performance and productivity of the National Education Directorate of teacher training and development in Turkey at the workplace, this study has figured that a majority of the participants are referring to a high quality of plans performance. This outcome as contrasted to the level of high regular plans and development in National Education Directorate of teacher training and development in Turkey at work placate in private and public schools. When the participants asked if they have plans for their PD in the next two years their answers were more than seventy percent Yes. Which remains more than the half of the total number of the participants?

This indicates that the training courses for Turkish English teachers of this National Education Directorate of teacher training and development in Turkey at work placate in private and public schools require to be developed from the stage of witnessing the training courses and make sure that the training courses can be adaptive to the language change within budget, this consider the view presented via Day (1999). Similar studies reported that the learning, training, and qualify the worker members are factors rise the performance of National Education Directorate of teacher training and development in Turkey at workplace in private and public schools (Day, 1999; Early and Bubb, 2004),

and high level of knowledge between uncultivated employees also required as reported via Early and Bubb, (2004) to avert such kind of obstacles that can impact on the General Directorate of teacher training and development in Turkey at work placate in private and public schools.

About developing teachers language proficiency in English When the target sample asked this question about teachers perspective toward PD of English teachers in Turkey, the majority of the participants their answers was strongly agreed about the teachers perspective toward PD of English teachers in Turkey which is sixty responses from the target sample; more than thirty were agree, which means that Turkish English teachers are mostly prefer to develop their English language as Less than thirty from the target sample are somewhat agree which is small number from the total of the participants. As supported via General teaching Council, (2003) development is what you do to yourself. "Remaining in teaching requires educators who share ideas, learn together. They feel valued as well as supported in their development as well as in their work. While Harry Tomlinson (2004) mentioned that it is "A process of planned personal growth which will enable all professional engineers to reach their full potential".

As an outcome of this study that the transactions and services of National Education Directorate of educator training and development in Turkey at the workplace in private and public schools need to be improved to follow the English language changes from time to time. This study concluded that the National Education Directorate of educator training and development in Turkey at workplace in private and public schools need some development from follow up the procedures and the program of training it supplies, rising the knowledge of the teachers to support this English training for instance, easy to utilize (utilizer-friendly interfaces) in teachers mobile phones to share their knowledge with their colleagues. Finally, the accomplishment of the transactions after a request for the English training program is important to develop the contentment and trust on the National Education Directorate of teacher training and development in Turkey at the workplace in private and public schools. This should be considered as the objectives of the English training program to improve English teachers qualification skills.

5.2. VALİDİTY AND RELİABİLİTY

Drucker-Godard et al., (2001) observations that:

Validity is foremost on the mind of those improving measures and that honest scientific measurement is primary in the minds of those who search for valid outcomes from valuation. Regarding this, validity can be understood as the core of any form of valuation that is trusted as well as accurate (Drucker-Godard et al., 2001). Validity, according to Cohen et al., (2013) has a different take on validity stating that: "a test is valid for adjusting an assign if the attribute exists and variations in the attribute causally produce variation in the measurement". They do not agree with the Drucker-Godard beginning of validity. In this study Cohen et al., the viewpoint will be surveyed. Founding the measurements of this research study, not only is validity an major problems for assessment, however, for measurement as a whole.

The calculations can be utilized across nations as well as cultures, on the other hand, if this is not the case, assessments can be presented as being biased. What is more, validity influences the way that instruction variations once the outcomes of a calculation have been correctly interpreted? For example, measures the teacher's perspective toward Professional Development of English teachers in Turkey regards Modern EFL methodology as well as teaching techniques.

The high number of the participants their answers were agreed about the teachers perspective toward Modern EFL methodology and teaching techniques of the learner (existing qualification skills), and not all learners will have the same qualification skills, for instance, intelligence, open-minded etc. (variations in the attribute). This implies that when specific attribute requirements to be investigated, the interpretations or conclusion made from the test have to be suitable. The outcomes of the survey questions presented that most of the teachers agreed that toward PD of English teachers in Turkey had a positive impact on the improvement of English teachers qualification skills and overall teacher's productivity as well as performance. Teachers expressed that via interesting in the Professional Development (PD) of English teachers in Turkey they can communicate with other teachers and English education community as well as the Turkish education. Overall, validity is presented by way of a unitary concept. A case

would be if different researchers had to test one specific research as well as also come up with the same outcome, then the study would be internally valid. On the other hand, with outside validity, the outcomes, as well as outcomes, can be generalized to other situations or with other subjects. Two diverse sorts of validity were portrayed in the above case , however, many other forms of validity exist, creation validity a unitary concept. Validity cannot be sufficiently full by a numerical value , however, rather as a "matter of degree", as stated via Golafshani, (2003). The validity of assessment results can be seen as in height value, medium or low, or ranging from weak to strong (Csikszentmihalyi and Larson, 2014). To summarize, validity refers to the appropriateness of the inferences made around the outcomes of an assessment. Inferences being "conclusions derived from empirical evidence bearing on score meaning". (Ely et al, 2001). Validity is a material of degree as well as not a specific value. Validity is applied to a specific purpose or utilizes and consequently is not valid for all purposes. Validity is understood as a unitary idea, meaning that there are a number of diverse sorts of validity. Validity is concerned with an evaluative judgment about a calculation. Of all the diverse sorts of validity that exist, construct validity is understood as the most vital form. Hypothesis validity methods the basis for any other sort of validity as well as from a scientific point of view is presented as the whole of validity.

5.3. CONCLUSION

This research aimed to evaluate National Education Directorate of teacher training and development in Turkey at the workplace via the evaluation of the English language Turkish teachers perspective and attitude about this kind of framework performance via utilizing survey method. This training program has been selected because is mostly utilized via the Turkish teachers in public and private.

In this research study has found, firstly, the attitude of the majority of the target sample was they trust in this raining program although the degree of support and strongly agree high. As result, the participants are satisfied as a degree of satisfaction about this program of training needed to improve the English language in private and public teachers qualification skills; due to the high performance and complete transactions on time-related to General Directorate of teacher training and development in Turkey at the

workplace and provide the needed training to the participants as they need on time within cost effort.

Secondly, the high amount of the responses was supporting that this National Education Directorate of teacher training and development in Turkey at the workplace and provide the needed training will reduce the misunderstanding problems according to the problem story and problem-solving. Also, their evaluation of this training program will enhance the management procedures of the Turkish Ministry of education. In addition, this National Education Directorate of teacher training and development in Turkey will replace the training procedures in private and public schools in Turkey in future. Thirdly, this study has found that there are some of the problems that make the respondents unable to interest on the National Education Directorate of teacher training and development in Turkey will replace the training procedures in private and public schools in Turkey; However, National Education Directorate of teacher training and development in Turkey will replace the training procedures in private and public schools in Turkey provides many services to all these samples of English teachers. This National Education Directorate of teacher training and development in Turkey will replace the training procedures in private and public schools in Turkey as training program still in early stages of the implementations which necessities some improvements from diverse domains which can be helpful in the future. Also, in this study via the evaluation of this training program from the participants was a high-quality performance which is referring to that this English training program's necessities to be adaptive to English language changes also, to make sure that the training courses delivered on time to the teachers.

Finally, this study introduces to the Turkish Ministry of Higher Education to seek out to improve the infrastructure that needed via the National Education Directorate of teacher training and development in Turkey at workplace services, for instance, mobile phones PCs programs the internet and supports this training program and the transactions of the General Directorate of teacher training and development in Turkey at workplace services must be observed.

5.4. FUTURE WORK

As a future work, diverse evaluation methods may be needed to evaluate the improvement of the National Education Directorate of teacher training and improvement in Turkey at the workplace services. Remarks and recommendations have a great value to improve the services of National Education Directorate of teacher training and development in Turkey at the workplace. Other programs in Turkish Ministry of English Education may be can be evaluated utilizing the same process to identify the factors that affect the performance of these sample of teachers, in order to understand teachers` perceptions, attitudes and opinion that they face while interesting in governmental National Education Directorate of teacher training and development in Turkey at workplace**.**

5.5. LIMITATIONS

This study intends to evaluate National Education directorate of teacher training and development in Turkey at workplace in only Turkish teachers in National Education Directorate of teacher training and development in Turkey at workplace, and tried to comprehend the present status of this training program yearly in private and public schools to help the Turkish Ministry of English Education in seeking to improve the performance and productivity, this study narrowed the aim of investigation about the performance of this program of training as utilized via English Turkish teachers. Also, this study utilized descriptive research methods to collect data via utilizing the survey to evaluate this program of training via the evaluation of the English Turkish teacher's perspective, attitude and opinion about this National Education Directorate of teacher training and development in Turkey at workplace performance.

5.6. RECOMMENDATIONS AND SUGGESTIONS

This study concentrated to provide some recommendations to the Turkish Ministry of English Education, actually, Turkey as a large country seek out to implement National Education Directorate of teacher training and development in Turkey at the workplace via utilizing this training in diverse education domains. Also, this study introduces an evaluation to one of the most useful training programs in Turkey which is the National

Education Directorate of teacher training and development in Turkey at the workplace in English education.

- Turkish English teachers, as one of the largest countries in Asia, should keep on working to improve the English education qualification skills infrastructure.
- The Ministry of English education in Turkey should improve the internet websites connection in a wide area amongst private and public schools.
- The Ministry of Turkish education should give all the English teachers a huge of professional courses to improve their English qualifications skills from time to time.
- The guidelines of General directorate of teacher training and development in Turkey at the workplace should be improved to satisfy all the Turkish teachers all over Turkish English schools.
- The Ministry of English Education in Turkey should improve the education of the teachers via giving them some English qualified courses about how to implement their training courses in their school's environment.
- Deliver regular English language training productivity to the Turkish teachers via utilizing mobile phones, PCs can reduce the total cost effort and time.
- Make a comparison with the successfully implemented English training program in another country via visiting the Ministry of education offices and discuss how they improve their similar English training program to be successful.
- Turkey should successfully implement General Directorate of teacher training and development in Turkey at the workplace services to encouraging and motivate the teachers and students in public and private schools to develop their English qualification skills resulting to earn more knowledge and strong English background.
- Given the teachers the possibility to register the problems and obstacles faced via the applications of what they learned in the application program to develop the level of English according to the problem story and the story point.

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APPENDIX A-1

Open-ended questionnaire

TITLE OF THE QUESTIONNAIRE

The present research is carried out to fulfill the partial fulfillment of a Master's Degree thesis. I am currently conducting a survey for my thesis study, entitled "Professional Development of English teachers in Turkey" under the supervision of Assist. Prof. Dr. Neslihan ÖZKAN. You are cordially invited to take part in this study as an English teacher. Your participation is of great importance to help us depict a valid picture of PD provisions in Turkey.

This questionnaire should take less than ten minutes to finalize it. Thank you for your time and effort.

Intesar   Muhammad/MA
Student

- **Teachers' Opinions of Who Benefits from Teacher Professional Development Programs**

  O The Teacher   **O** The Students   **O** The School   **O** The Community   **O** Others

- **The Need for Professional Development Opportunities**

  Do you think that you need to have training and professional development opportunities?

  O Yes   **O** No   **O** Not Sure

- **Who Needs Professional Development**

  Do you think that professional development programs are only useful to new teachers?

  O Yes   **O** No   **O** Not sure

  Do you think that experienced teachers need training and professional development activities?

  O Yes   **O** No   **O** Not Sure

- **Attitude Towards Professional Development**

  Do you find that professional development programs are a waste of time, money, and effort?

      O Yes   **O** No   **O** Not Sure

- **Areas Where Teachers Believe More Training and Professional Development Is Needed**

      O Subject matter   **O** Teaching methods   **O**   Material Development

      O Classroom Management   **O** Other

- **What Would Encourage Teachers to Pursue Professional Development**

      O Career Advancement

      O Students' Progress

      O Getting a raise

      O Self-fulfillment and job satisfaction

      O A wish to learn new things about language teaching

      O Other

- **What would hinder teachers from pursuing professional development**

      O Lack of time

      O Lack of resources

      O Expenses of PD activities

      O Unavailability of PD programs

      O The location PD programs are taking place in

      O Other

- **Teachers' Report of Schools' Support of Professional Development**

  Does your school support and encourage professional development?

      O Yes   **O** No   **O** Not sure

  Does your school pay teachers' professional development expenses?

      O Yes   **O** No   **O** Not sure

  Does your school financially reward you?

      O Yes   **O** No   **O** Not sure

Do teacher's annual appraisals consider PD?

    O Yes   **O** No   **O** Not sure

- **Teacher Initiated vs. School Initiated Professional Development**

  Do you feel that your school needs to organize professional development courses for you?

      O Yes   **O** No   **O** Not Sure

  Do you think that teachers need to take the initiative to develop professionally?

      O Yes   **O** No   **O** Not sure

- **Availability of Computers, Internet, and Library Resources**

  Do you have a computer at school?

      O Yes   **O** No   **O** Not sure

  Do you have access to the internet at school?

      O Yes   **O** No   **O** Not sure

  Can you find current books and journals about language teaching in your school library?

      O Yes   **O** No   **O** Not sure

- **Teachers' Professional Development Plans**

  Do you have plans for your professional development in the next two years?

      O Yes   **O** No   **O** Not Sure

- **Who Selects Professional Development Programs For Teachers**

  O The teacher

  O The School's administration

  O The Supervisor

  O Others

- **Teachers' Application Of What is Learned in Professional Development Programs in Their Classrooms**

  Have you applied what you have learned in training and professional development programs in your classroom?

  O Yes   **O** No   **O** Not sure

- **Effects of Professional Development on Teaching**

Consider the opportunities you have had for professional development in the past. Did they help you in your teaching?

  O Yes   **O** No   **O** Not sure

- **Most useful means of professional development**

  O Attending conferences and seminars

  O Reading books, websites, etc.

  O PD training with a subject advisor

  O Observing other colleagues

  O Sharing ideas and resources with colleagues

- **least useful for English language teachers in the last 3 years**

  O Attending conferences and seminars

  O Reading books, websites, etc.

  O PD training with a subject advisor

  O Observing other colleagues

  O Sharing ideas and resources with colleague

- **Teachers' Expectations from Professional Development**

 1. Strongly Disagree, **2**. Disagree, **3**. Somewhat Agree, **4.** Agree, **5.** Strongly agree

	1	2	3	4	5
Developing my language proficiency in English					
General language learning theories and principles					
Modern EFL methodology and teaching techniques					
Defining learner variables and learning principles					
Material adaptation and development					
Internet and computer skills					
Lesson planning techniques					