



Development of an Individual Professional Development Plan Proposal That is Based on Continuing Professional Development Needs of Teachers

Bayram Özer

Ondokuz Mayıs University, Turkey

Taner Can

Ministry of Education, Turkey

Volkan Duran

Iğdır University, Turkey

Abstract: The research was conducted to determine the needs of teachers for their continuous professional development and to create an individual professional development plan for this aim. For this purpose, descriptive survey model was used as a method. There are both qualitative and quantitative data in the research. The collection of research data was done in three stages. A survey was conducted in the first stage. At this stage, the population of the research consists of teachers from social networking networks facebook, instangram and whatsApp, which are included in the teacher groups of 529.412 individuals. The sample is composed of 507 teachers who voluntarily respond to the sharing in these groups. In the second phase of the study, focus group interviews were conducted with experts, teachers' professional development needs were determined, and solutions were reported. In the third phase of the research method, relevant literature regarding the teachers' professional development activities in the world and how these activities were carried out were collected through literature review. As a result of the research, the data gathered by the methods mentioned in the study were combined and an individual professional development plan proposal was prepared. The importance of individual professional development is emphasized for the professional development of teachers.

Keywords: *Individual professional development plan; Teacher education; Professional development needs of teachers.*

Introduction

Teachers and educational institutions are the indispensable part of providing better quality education to students. The most important components of the education system are the quality of the teacher and the quality of the opportunities given to the teacher for professional development (Seferoğlu, 2004). Teachers' professional development has significant practical importance in the local context since the curriculums should meet the local demands and needs. Especially large countries having more variety of ethnicities and multicultural based such as Turkey needs such a professional development trainings for teachers more than other countries because teachers

should modify the curriculum goals, content, educationa settings as well as evaluation procedures according to local needs. This is where the fliexibility of the curriculum is actualized. Therefore, the institutions where teachers are trained have duties in this respect. However, each teacher's professional development level and field of study is different from each other. The ability of the teachers to plan their professional development individually will provide effective learning and teaching situations for both teachers and students. Especially the changes in education, the needs of people trying to adapt to the age, the innovations in information and communication technologies and the changes in students' situations due to the changing understanding

in teaching and learning are considered essential for the professional development needs of teachers (Odabaşı and Kabakçı, 2007). Additionally, most of the current teacher training systems consists of two factors. The first one is appropriately prepared plans and arrangements that include pre-service training activities offered to teacher candidates. The other is the professional development activities attended by teachers who complete the education given before the service and perform the teaching profession in the institutions (Gelen and Özer, 2008). Therefore, there is a need for well-organized individual professional development plans that will follow the professional development of teachers and help them to realize their professional development studies consciously.

Stone (2014) defines professional development as planned, unplanned, informal, and informal efforts positively contributing personal and professional development. Professional development for teachers is organized time and activities to improve students' learning and to improve their professional competence, skills and attitudes (Guskey, 1994). Through continuous professional development, teachers are able to make their field knowledge even better quality, follow the relevant developments in the field and carry their skills to the appropriate level in the institutions they work with (Reese, 2010). The cornerstone of professional development is first of all to contribute to the learning of the student, which requires continuous training and development (Maurer, 2000). Various in-service training practices by corporate schools and Ministry of Education in Turkey is made. However, studies have indicated that there was a gap in the literature. For instance, Kenan and Özmen (2010), Ünal (2010) and Küçüksüleymanoğlu (2006) no need assessment was carried out before the seminars and the needs and desires of the teachers were not considered,

which in the process of implementation of the instruction led to an empassage of ideas and not procedures. Therefore, the research was conducted to determine the needs of teachers for their continuous professional development and to create an individual professional development plan for this aim. Although experience is important, it is not sufficient by itself for teachers to carry out their profession effectively. It is known that the personal efforts of teachers who want to improve themselves are not always sufficient in providing professional development (Richert, 1991: 176). It is accepted by educators that no matter how much the physical education conditions, curricula, course materials, schools and students' environmental conditions are improved today, without qualified teachers who can constantly update their knowledge, the changes made cannot create the desired effect on the quality of education, which is one of the biggest problems of the education system in our country (Çiftçi, 2008). Furthermore, İclal (2012) emphasize that “the effective practices (e.g., use of participant centered approaches, English as the medium of instruction, practical ideas and suggestions and course book based activities) and ineffective practices (e.g., lack of needs assessment, traditional way of session delivery, and lack of follow-up) employed in the planning, implementation and evaluation phases of staff development had an impact on teachers' (1) pedagogical beliefs, (2) pedagogical content knowledge, (3) actual classroom practices, (4) personal and professional growth, and (5) students.” In this regard it is important to understand professional development as a teacher change in terms of change as training, change as adaptation, change as personal development, change as local reform, change as systemic restructuring, change as growth (Clarke and Hollingsworth, 2002). Hence, this study aims to bring these changes by determining the needs of teachers for

their continuous professional development and creating an individual professional development plan.

It is stated that in-service trainings in which teachers participate voluntarily are more effective than in-service trainings organized by institutions. Individually participated activities are more informal but can be more effective for teachers (Uştu, Taş & Sever, 2016). In the study called International Learning and Teaching Research (TALIS), professional development activities for the teachers mentioned are as follows:

- School visits,
- Participation in teacher communication networks,
- Providing coaching and peer observation,
- Awareness and reading of professional publications,
- Acquire informal dialogue with colleagues,
- Participation in research both individually and with the group,
- Professional competence organizations,
- Conferences and seminars,
- Courses and workshops.

The process of professional development consists of two processes called personal learning and vocational learning, which complement each other. In this process, one learns conceptualizing the information that is available in individual and environmental sources in his/her mind. Thus, the process of developing professional skills through practice becomes simpler and more understandable (Gosselin, Viau-Guay and Bourassa, 2014).

Continuing Professional Development Models

To analyze continuous professional development models, this analysis should focus on the purpose of

each model (Kennedy, 2005). Teachers can express their own learning concepts with the specified model characteristics and select the application steps. Through continuous professional development, teachers can structure and organize their own development in many ways (Hoban, 2002). The following models are considered in different aspects. These:

- Vocational Education Development Model: The model provides centralized control. The focus of the model is generally on consistently accepted standards. This model avoids the teacher's need to be active in assessing opportunities and meeting their own needs (Hoban, 2002).
- Award-Based Professional Development Model: In this model, action is perceived academically as opposed to practice (Solomon and Tresman, 1999). This model, which aims to keep teachers under pressure for their development, is perceived as one of the requirements of professionalism (Henderson, 2002).
- Open Professional Development Model
- Gradual Professional Development Model
- Standards-Based Professional Development Model
- Coaching / Mentoring Professional Development Model
- Applied Professional Development Model
- Action Research Professional Development Model
- Transformational Professional Development Model
- Mackenzie Professional Development Models
- LessonStudy (Course Research) Professional Development Model

Open Professional Development Model

Rhodos and Beneicke (2003) state that performance management can be seen as a tool for raising standards

or as an element of government intervention to ensure higher efficiency. The open model addresses individual teacher weaknesses while using continuous professional development to correct the perceived problem. The main reason for inadequate teacher performance was not only teachers but also organization and management practices (Rhodes and Beneicke, 2003).

Gradual Professional Development Model

Gradual model means perceiving situations among colleagues and then gradually disseminating the information obtained. Since active learning is involved in this model, successful learning takes place in addition to the issues surrounding the necessary conditions. The process usually focuses on skills and interest, and sometimes focuses on values (Solomon and Tresman, 1999). Nieto (2003) states that the gradual professional development model is appropriate for the perspective of teaching which prioritizes skills and knowledge for teachers.

Standard Professional Development Model

Kirk and others (2003) underestimate the concept of teaching based on standards of continuous professional development model. The model can produce links between teacher activity and student learning and can confirm these connections experimentally (Beyer, 2002). The scientific basis on which the standards are based offers opportunities to consider alternative forms of continuing professional development. At the same time, a behavioral perspective that focuses on learning can give you the opportunity to have rewards arising from collaborative learning.

Smyth (1991) states that teachers should reflectively and critically question their own capacities. In fact, he

states that teachers need to take responsibility for their own professional learning.

Coaching / Mentoring Professional Development

Model

Although coerced between counseling and professional friendship, coaching is more skill-based and includes guidance (Rhodes and Beneicke, 2002). The key to the coaching / mentoring model is to develop by sharing the idea of professional learning within the school and through dialogue with colleagues. The coaching / mentoring model requires a fairer relationship, so it contains less hierarchically threatening elements for the two teachers. The quality of mutual supportive interpersonal relationships is very important. Continuous professional development for the coaching / mentoring model requires participants to be well developed and have interpersonal communication (Rhodes and Beneicke, 2002). According to this model, every teacher has supporters, there is no condition for this. In order for the model to function well, the person providing the educational support should want to do his job and be well educated (Draper and others, 2004).

Applied Professional Development Model

Wenger (1998) claims that we are all members of various groups. Application communities include learning in these communities. There are three basic processes: forms of mutual interaction, understanding and adjustment, and developing knowledge. It is necessary to centralize learning by internalizing it. The role of the individual as a team member can be positive and active in the community or take a passive role under the shadow of dominant members (Day, 1999). Boreham (2004) argues that learning in communities can support new knowledge as a strong basis for the

practice of knowledge of some individuals. A community of practice is the foundation of successful continuous professional development.

Action Research Professional Development Model

Proponents of the action research model Burbank and Kauchack (2003) argue that the model has a major impact on implementation. They state that in the Swedish education system, the action research model is frequently used in teachers' professional development studies. At the same time, authorities and schools are not responsible for the continuous professional development of teachers in the Swedish education system, in education systems using the action research model and local governments follow.

Transformational Professional Development

Model

Hoban (2002) sees this model as a tool to support continuous professional development and change and makes comparisons. The converter describes the model as a model that includes all models and does not accept formal mandatory information forms. Hoban's (2002) identifies both content and actual knowledge among teachers, academics, and other organizations, based on partnerships, adding interrogation communities to the process. The transformative model is seen as a unifying feature that enables teachers to actively participate in professional development consciously.

School Based Professional Development Model

The processes that assist teachers in preparing effective learning and teaching environments by supporting the professional knowledge, skills, and interests of teachers inside and outside the school are

defined as School Based Professional Development (SBPD) (MEB, 2006b). SBPD has been identified as an effective and appropriate model by enabling teachers to determine the areas and contents in which they will develop in appropriate situations in the school environment within the framework of objectives determined in parallel with school development (Owen, 2003). SBPD guide is the missing side in routing the form of professional development published in Turkey, it was difficult to understand the style, clear whether the assessment, examples of teacher competence is stated that studies are insufficient (Kaya and Kartallıoğlu, 2010).

Mackenzie Professional Development Models

According to research, there are two different professional development models (Mackenzie, 1997). These models contain three elements: school, teacher, and professional development programs. In the first model, the three elements mentioned are independent but are directed to each other in the same system. The teachers mentioned in this model work in different schools and find little opportunity to work individually according to their needs. Teachers cannot influence the planned professional development program but only some may interpret it differently when they go to their school. Short-term courses, which are among professional development activities are generally organized according to this model (Ling and Mackenzie, 2001). In the second model, professional development programs are developed independently from the school. Conducting with the school will provide input to teachers and some of them will be able to be transmitted to the school. In the last stage, the school may or may not provide support to the teacher for professional development (Ling and Mackenzie, 2001). In the second model by Mackenzie (1997),

professional development involves the goal undertaken jointly by the teacher and the school, and the path to the goal is developed according to the needs of schools and teachers.

Lesson Study Professional Development Model

The course research in Japan is the most widely used approach for the use of teachers in their professional development work to achieve learner-centered teaching (“What is LessonStudy”, 2009). This method has led to a new perspective for teachers in professional development in China, Vietnam, Indonesia, Iran and Korea. Course research is a professional development process in which teaching practices are tried and put into practice. Teachers participating in this process are involved in the lessons planned and observed together (Khakbaz, 2007).

During the implementation process of this model, the teacher follows the teacher's course and makes notes about the course. Then all the members of the group come together to discuss the results of the observations that they took notes. Following the discussion, the course plan is reviewed and modified if necessary. Then another participant in the group puts the new lesson plan into practice and the other members of the group observe the teacher. After the lesson, the teachers share their comments and suggestions. In general, this model consists of 10–15 hours of collaborative group meetings over a period of 3–4 weeks with two lessons held after a day or two (Fernandez, 2002).

Teacher Professional Development in Turkey

Professional development of teachers in Turkey General Directorate of Teacher Training and Development Service Training Department, while at

the regional level is carried out with the governor (MEB, 2014). Turkey in the professional development of teachers to work immediately after the start task begins with training specified in the Regulation on the Ministry of Education to Training Officers Candidate. The candidate teacher completes the process of teacher training with the guidance of the guidance teacher determined for him / her during the candidate teacher qualification. However, the scope of the regulation guiding the candidate education is considered sufficient, there are deficiencies in implementation and the candidate teacher education program does not reach its aim. In order to improve the quality of in-service training provided to teachers by regulating MEB organizations and duties, in-service training activities applied to teachers were reorganized. In 2005, the Teacher Career Ladder System was introduced to teachers to promote continuous professional development for teachers. This system is divided into three career steps: teacher profession, specialist teacher and head teacher. In this system, a career is defined as progressing from a specialist teacher to a head teacher by gaining the necessary competencies and progressing to a specialist teacher (MEB, 2006a).

Individual Professional Development Plan

IPDP (Individual Professional Development Plan) helps teachers prepare a personalized professional development plan by guiding career development and follow the plan to achieve their goals (Dean, 2015). IPDP refers to the plan in which each employee analyzes individual development needs, sets specific annual goals, and targets opportunities to achieve those goals. A good set of professional goals will ultimately benefit students, the school and the learning organization (“Washington University 201, 2018).

These goals should help schools achieve individual school goals. IPDP is a record of your past professional development and a plan for future professional development. It is also a tool that managers can use with staff to support their professional development efforts.

Individual professional development plans can be developed in two ways: The first way is to review and approve the plan according to needs, and then to develop professional development plans using other information, including self-reflection, performance evaluation and program evaluation processes in the workplace. The second way is the professional development plans developed by using a work focused on mapping their professional development and career at an individual level by taking guidance from a consultant, mentor, or other professional organization (Dean, 2015).

Considering that everyone cannot learn and receive the same level of education, it is not expected that each individual will work efficiently at the same level and experience an equal level of professional development. Together with individual professional development, one will draw up his own roadmap and evaluate his work to minimize these differences and become more productive in his profession. Individual professional development is not a randomized professional development but rather a type of professional development that needs to be planned and constantly updated.

Importance of Research

The research examined the current situation, and the problems appear to be related to the professional development of teachers in Turkey. Teachers working

in schools across the country do not make enough effort to develop themselves and participate in the work or teachers are not offered the opportunity to participate in professional development work. This causes teachers to be unable to plan their professional development and to stay away from the modern professional development studies and innovations in education, thus causing the teachers to be inadequate in the field of having the required teacher qualifications. In this study, it is planned to propose a plan for teachers to follow their own professional development and to provide a roadmap for teachers to ensure their professional development. As it is known, teachers are trained to carry out their professions with the undergraduate education they receive within the faculty of education of universities. While this process is continuing, the pre-service training is not timely, however, the teachers need to learn the competencies such as new knowledge and skills that the teachers did not learn in the faculty of education through professional development. The fact that the teaching methods are constantly updated, the effects of the updated and changing educational approaches in the world against our education system and the continuous structuring of the education programs in terms of scope and shape in our country clearly reveal this situation. However, it is clear that teachers do not make efforts to ensure their own development unless required by the Ministry of National Education (Aydın, 1987). For these reasons, there is a need for an individual professional development plan in which teachers can monitor and follow their progress to make themselves well-equipped teachers.

It is important for our research to ensure that teachers focus more on professional development and acquire the competencies required by their profession with the

work to be done and the proposal of individual professional development plan to be prepared.

Purpose of the research

The aim of the study was to determine teachers' professional development needs in Turkey and teachers can plan their professional development, and professional development that will contribute to that you can follow is to develop individual professional development plan. In line with this aim, a questionnaire was conducted with the teachers to find out the individual professional development needs of the teachers. The main objective is to propose an Individual Professional Development Plan Proposal that can be used by teachers who volunteer to develop themselves professionally based on the findings.

The main aim of this research is based on the questions given as “What are Turkish teachers’ professional development needs to be considered for an individual professional development plan?”. It is important to understand how teachers conceptualize the Professional development because this study is based on a need analysis for their professional development and also understanding their conceptualization make researchers better propose individual professional development plan. In this respect it is important the understand the positive and negative factors affecting the professional development of teachers since positive factors enable researchers to develop more qualified and enriched professional development plan and negative factors enable researchers to avoid those kind of negative factors having undesired consequences. Therefore, it is important to investigate the continuing professional development needs of teachers, the needs of teachers for individual professional development which constitute a basis for

the needs analysis. Furthermore, as mentioned before, while experience is essential, teachers can not carry out their practice successfully by themselves. It is understood that teachers who want to better themselves do not always have the requisite personal efforts to grow their career (Richert, 1991: 176). Therefore, it is important to understand what support teachers want for professional development and how does MEB and school contribute to professional development. Assessment and evaluation styles of the teachers are also important for monitoring teacher’s professional development because the more they have awareness in their assessment and evaluation styles, the better they can improve themselves. Finally, since it is the main aim of this research, it is important to understand what the individual professional development activities of teachers should be. Therefore, the objectives of this study are:

1. How do teachers define professional development?
2. What are the factors affecting the professional development of teachers?
3. What are the continuing professional development needs of teachers?
4. What are the needs of teachers for individual professional development?
5. What support do teachers want for professional development?
6. How do teachers assess themselves in monitoring their professional development?
7. How do teachers evaluate themselves to contribute to professional development?
8. According to teachers, how does MEB and school contribute to professional development?
9. What should be the individual professional development activities of teachers?

Methods

The study is based on mixed research method based on descriptive survey research design. When the findings are examined, qualitative and quantitative data are available. A descriptive survey seeks to determine the spectrum, distribution, and how such features may contribute to certain patterns of behaviour or attitudes to certain social features such as education or training, occupation, and location. This data seeks to understand the extent to which different parameters can be achieved among such subjects (Descriptive Survey, 1981). This study is based on mixed research method since it uses both qualitative and quantitative data. The purpose of the mixed method is to collect both qualitative and quantitative data simultaneously and integrate the obtained findings in order to understand a research problem. The basic assumption underlying this design is that one method closes the disadvantage of another, and the research problem is understood holistically (Creswell, 2012). In this respect to understand the needs of teachers in the context of Professional development, quantitative research was used especially for first eight questions. It should be noted that a questionnaire was used in this study rather than a scale or inventory. A questionnaire asks questions, often requiring relatively simple answers hence the individual items come to fore fort he analysis of the data but in a scale or an inventory the dimensions of particular concepts created from mostly factor analysis are important so that more sophisticated forms of statistical analysis can be used. Therefore, the frequencies were used since the individual questions are more important than the general predetermined

abstract dimensions. Furthermore, as emphasized by the sub-dimension of nine, it is aimed to understand what the individual professional development activities of teachers should be. Therefore, the focus group interview method was used. Focus group interviews were preferred due to the fact that a lot of information could be obtained in a short time and as the interaction and creativity within the group increased in the focus groups and the ideas, suggestions and experiences may increase (Nassar-Mcmillan & Borders, 2002).

Population

The population of our study is given in Table 1.

The subgroups of the population are indicated in the Table 1. The universe is composed of 529,412 teachers. Since the survey is conducted on social networking networks, there is a possibility of reaching indirectly other groups and individuals from these groups. The names of the schools are not mentioned in the table because they are official institutions.

Sample

The sample of the study consisted of 507 volunteer teachers who volunteered on facebook, instangram and whatsApp social networks. Therefore, the sampling method of the research is purposeful sample. 507 people answered the questionnaire, but because 7 people left the questions in the questionnaire blank and gave insufficient answers, 7 invalid questionnaires were considered invalid and 500 people were determined as the sample.

Table 1.

Table of Subgroups of the Population

Facebook Öğretmenler (143.000) Sınıf Öğretmenleri (12.100) Fen Bilgisi Öğretmenleri Grubu (6.700) Görsel Sanatlar Öğretmenleri (14.500) İlkokuma Yazma Öğretimi (33.700) Türkiye Sosyal Bilgiler Zümresi (22.000) Matematik Öğretmenleri Grubu (13.300) Din Kültürü ve Ahlak Bilgisi Öğretmenleri İngilizce Öğretmenleri Grubu (51.800) Etwinning Türkiye (50.600)	Instagram Öğretmenizbiz Öğretmen (51.000)	WhatsApp City A eTwinning (200) School A WhatsApp School B WhatsApp School C WhatsApp Group
--	---	---

Table 2

Areas Where Teachers Graduated

Row	Field	Frequency	%
1	Primary School Teaching	144	28.8
2	English Teaching	56	11.2
3	Social Studies Teaching	36	7.2
4	Pree-School Teaching	35	7
5	Elementary Mathematics Education	31	6.2
6	Science Education	31	6.2
7	Türkish Teaching Department	21	4.2
8	Secondary School Mathematics Teaching	18	3.6
9	Art Teaching	16	3.2
10	Guidance and psychological counselling	15	3
11	Physical Education Teacher	14	2.8
12	Turkish Language and Literature Teaching	13	2.6
13	Others (There are 35 fields total)	99	19.8
	Total	500	100

When the frequency and percentage values are examined, it is seen that the highest attendance is from the undergraduate department of classroom teaching. 35 teachers working in different fields participated in the study.

Development of Data Collection Tool

In the research, questionnaire, focus group interview and in the third step literature review were used in the

data collection stage. When the questionnaire was formed, first, 5 teachers working in different fields were asked open-ended questions about the professional development of teachers. The questions were prepared to learn about teachers' professional development needs and their views on professional development. The open-ended questions were handed to the teachers and after the questions were answered, the data obtained were examined by the researcher and two education experts and important points were

noted. In line with the important points and answers determined, a draft of the questionnaire of the individual professional development needs analysis of the teachers was prepared. The questionnaire was first applied to 100 teachers working in different branches in primary, secondary, and high school equivalent in Kumru District of Ordu. After the pilot application, SPSS program was used after the data was loaded to ensure the reliability of the questionnaire in accordance with the standards. As a result of the analysis, the 10th Question item in the survey was removed from the survey and the survey was made ready for implementation. The questionnaire consists of 20 questions. The questionnaire consists of two sections, A and B. Section A contains 15 questions. Questions 7 and 13 are open ended questions. Questions 11 and 12 are graded. Other questions as answers; yes, no, in part and have no idea as stylishly prepared. In section B, there are 5 likert type questions. The answers to the questions are arranged as 1 = disagree at all, 2 = disagree, 3 = no idea, 4 = agree, 5 = totally agree. The explanations of the questions are stated in the questionnaire form as written here.

Ethics committee decision was taken from Ondokuz Mayıs University before the survey was applied in the field. Afterwards, the questionnaire was applied to volunteer teachers who are members of various teacher groups on facebook and instangram social networking sites. Groups are listed in Table 7. Surveys Turkey's inclusion in all cities and tried to teachers of all disciplines. The questionnaire was held in an interactive environment for 2 months and the participants who were available during this period were included in the questionnaire. The questionnaire was applied to 507 teachers from 71 provinces and 500 of them were included in the study.

Validity and Reliability Studies

To ensure the validity and reliability of data collection tools, participant confirmation, peer confirmation and expert examination methods were used. The sample was diversified to allow generalization. Participant confirmation was provided by the focus group interview and by the participants participating in the surveys to develop a positive opinion about the survey. Colleague confirmation was provided in collaboration with different researchers during the creation of survey questions and review of questions and data. Expert review contributed to the validity and reliability of the questionnaire used in the research by taking the opinions of different experts during the preparation and application stages of the questionnaire used in the research. The reliability formula proposed by Miles and Huberman (1994) ($\text{Number of consensus} / (\text{Number of common views} + \text{Number of different opinions})$) was used and the consensus coefficient was calculated as 0.92. The findings obtained in the study are easily testable in similar environments. In the method part, what is done about data collection, analysis, interpretation and reaching the results is clearly stated. The raw data of the study were stored appropriately for review by other researchers. Three different data collection methods were used in the study. The questionnaire was first applied to 100 teachers working in different branches in primary, secondary, and high school equivalent in Kumru District of Ordu. After the pilot application, the reliability analysis of the questionnaire was performed with SPSS program after the computer was loaded to ensure the reliability coefficient of the questionnaire in accordance with the standards. As a result of the analysis, the 10th Question item in the survey was removed from the survey and the survey was made ready for implementation.

Focus Group Interview

In this research, focus group interview method was used to determine the individual professional development needs of teachers and to find solutions for them. The focus group meeting organized by the researcher was held on 05.04.2018 in the meeting room of an accommodation facility within Samsun Ondokuz Mayıs University. In the meeting room there is a projection device, a blackboard, laptop, camera, table, and chairs for visual recording of the data. Food and beverages were prepared in advance to be served to the participants. In one corner of the lounge there is an area for drinks. On the first day, 10 people participated in the focus group meeting. The distribution of the participants according to their occupational groups is as follows: 1 professor, 3 associate professors, 3 doctor lecturers, a school administrator in the Ministry of National Education and 5 teachers in the department of educational sciences.

The moderator asked the training experts who participated in the focus group meeting “What can teachers do to improve themselves individually in professional development?” and the responses of the participants were listed. During the focus group meeting, two officials reported the data obtained and recorded the meeting. At the end of the first day, teachers' professional development needs were listed and reported and communicated by the researcher to the experts attending the meeting via e-mail. The aim of communicating to the participants via e-mail is to ensure that they see the results of the study and the reliability of the focus group interview. In this way, the participants were informed about the activities and the participants were asked to prepare for the second day session of the focus group meeting.

On the second day of the focus group interview, the moderator made statements to ensure that the interview was conducted in a healthy way and that the plan was complied with. The experts who participated in the interview expressed their opinions freely and also talked about the problems of in-service training and how they should be solved. The moderator led the participants to ensure that the topic was not disseminated during the focus group meeting. The opinions and opinions of the experts were reported in accordance with the focus group interview and contributed to the solid foundation of the research. In the table below, the competencies of the teaching profession are identified as main topics and the professional development needs of the teachers are tried to be determined by taking these topics into consideration on the second day of the focus group interview.

The skills that teachers should have are divided into fields and grouped by taking into consideration the recommendations presented by experts through the focus interview and these tables are indicated in the findings section. The professional development activities that teachers should do individually were discussed by the experts and reported by the specified observers. These items are suggestions and contain information about how teachers will acquire the qualifications they should have. Studies were conducted in accordance with the plans made and the data obtained were reported by two observers.

Findings

Findings Related to First Sub-Problems

Table 3

Meaning of Professional Development to Teachers

	1	2	3	4	5	
Article	f	f	f	f	f	Total
1- Keeping up with innovations.	92	43	110	73	182	500
2- Self update	90	41	109	55	205	500
3- Adaptation to innovation	74	57	115	82	172	500
4- Self development	89	37	99	51	224	500
5- Proficiency in the profession	87	57	106	72	178	500
6- Progress in career ladder	91	77	122	64	146	500

Table 3 shows the meaning of professional development for teachers. When the Table is examined, teachers have fully participated in the self-development clause with 224 people about what professional development means to teachers. 205

people participated in the self-update, 182 people in the adaptation to innovation, 178 in the profession of goodness, and 146 participants in the idea of progress in career steps.

Findings Related to Second Sub-Problems

Table 4

Factors Driving Teachers to Professional Development

	1	2	3	4	5	
Article	f	f	f	f	f	Total
1- Students	90	82	123	45	160	500
2- Audit anxiety	149	119	138	36	114	500
3- Changes in educational programs	83	111	130	78	136	500
4- Considering yourself inadequate	94	96	129	82	65	500
5- Being open to innovations	94	45	102	56	153	500
6- Willingness to gain competence in the	92	49	101	45	172	500

Table 4 shows the factors driving teachers to professional development. When the frequencies in the Table are examined, it is seen that the most motivating items for teachers are gaining competence in the profession with 172 people at the beginning. This item is followed by students with 160 people, being open to innovation with 153 people and changes in educational programs with 136 people. In addition, 149 people stated that audit anxiety is not the driving factor for professional development. Therefore, the first factor

affecting the professional development of teachers is their willingness to gain competence in the profession which can be regarded as an intrinsic factor. Second one is the students which can be understood as external factor. The third factor as being open to innovation can be regarded as an internal factor whereas the fourth one as changes in educational programs can be regarded as an external factor. However, it can be interpreted that the first factor which comes to fore is an internal motivation.

In Table 5, 130 people stated that they were not appreciated as spiritual factors affecting professional development. In 161 people, it was stated that the teacher's not being open to development is one of the spiritual factors. The number of those who stated that

there is no job satisfaction is 125. 114 people did not participate in the difficulties of the school administration and 109 people participated. While 99 people did not agree in adequate family conditions, 99 people agreed completely.

Table 5

Spiritual Factors Hindering Professional Development

	1	2	3	4	5	
Article	f	f	f	f	f	Total
1- Challenges of school administration	114	85	145	47	109	500
2- Inadequate family conditions	99	99	133	70	99	500
3- Lack of job satisfaction	79	90	137	69	125	500
4- Not appreciated	87	72	139	72	130	500
5- Negative comments from the environment	107	95	124	80	94	500
6- The teacher is not open to development	91	71	131	46	161	500

Table 6

Financial Factors Hindering Professional Development

	1	2	3	4	5	
Article	f	f	f	f	f	Total
1- Inadequate economic situation	79	68	142	64	146	500
2- Inefficiency of courses organized by MEB	85	84	127	66	137	500
3- Lack of Professional development	125	89	139	58	88	500
4- Age of teacher	116	113	147	54	69	500
5- Difficulty in accessing individual opportunities	81	86	129	78	125	500
6- Work intensity	71	76	137	74	141	500

In the Table above, the material conditions affecting the professional development of teachers are indicated. The factors affecting teachers' professional development, 146 people fully participated in the economic disability factor. 137 people fully participated in the inefficiency factor of the courses organized by the Ministry of National Education.

While 125 people fully participated in the access to individual professional development opportunities, 141 people fully participated in the workload factor.

Findings Related to Third Sub-Problems

Table 7

Professional Development Needs of Teachers

	1	2	3	4	5	
Article	f	f	f	f	f	Total
1- In-class communicaiton	93	62	126	63	156	500
2- Information technologies	77	61	110	70	182	500
3- Current teaching practices	87	48	116	60	189	500
4- Information about student psychology	82	50	120	68	180	500
5- Developing thinking skills	88	45	106	71	190	500
6- Progress in an artistic field	84	82	124	54	156	500

When Table 7 is examined, it is seen that there is a higher rate of participation in professional development activities in terms of classroom communication, information technologies, current

teaching practices, information about student psychology, development of thinking skills and progress in an artistic field.

Table 8

Professional Development Activities That Teachers Want to Do

Articles	f	%
Creative drama course	16	4.4
STEM training course	19	5.3
Personal development courses	32	8.9
ETwinning projects	18	5
Calligraphy, illumination course	24	6.7
Project with experienced teachers	10	2.8
Statistics and SPSS courses	24	6.7
Materials preparation courses	18	5
Graduate studies	30	8.4
In-service training	88	24.7
Web.02 tools course	16	4.4
Brain teaser course	20	5.6
Laboratory studies	9	2.5
Participate in projects and competitions	12	3.3
Colleague meetings	20	5.6
Total	356	100

In the Table above, the open-ended answers given by the teachers are indicated with frequencies and percentage values. 356 people answered the open-ended questions. It was seen that not everyone in the sample answered open-ended questions.

Findings Related to Fourth Sub-Problems

Table 9

Individual Professional Development Plan Needs of Teachers

Articles	f	%
Yes, there is	434	86.8
No, no need	3	0.6
Partly need	49	9.8
No idea	14	2.8
Total	500	100

When the frequency is looked at in the Table, it is seen that a large number like 434 teachers said yes. It is seen

that teachers mark the need of individual professional development plan as a percentage of 86%.

Table 10: Teachers' individual professional development plan

Articles	f	%
Yes, I did	115	23
NO, I did not	231	46.2
I partially did	154	30.8
No idea	0	0
Total	500	100

If the Table is examined, 231 people answer no, 115 people answer yes and 154 people answer partially.

Table 11

The need for Individualization of Professional Development

Articles	f	%
Yes, professional development should be individualized	234	46.8
No, Professional development should not be individualized	55	11
Partially individualized	211	42.2
No idea	0	0
Total	500	100

234 teachers said professional development should be individualized. 55 teachers said professional development should not be individualized and 211

teachers said professional development should be individualized. It was determined that professional development should be individualized.

Table 12

Importance of Individual Professional Development in Professional Development

Articles	f	%
Individual professional development is %10	0	0
Individual professional development is %20	13	2.6
Individual professional development is %30	25	5
Individual professional development is %40	23	4.6
Individual professional development is %50	92	18.4
Individual professional development is %60	32	6.4
Individual professional development is %70	65	13
Individual professional development is %80	79	15.8
Individual professional development is %90	61	12.2
Individual professional development is %100	110	22
Total	500	100

Most of the teachers have marked 50%, 60%, 70%, 80%, 90% and 100%.

Findings Related to Fifth Sub-Problems

Table 13

The Willingness of Teachers to Support Professional Development

Articles	f	%
Supported by in-service training	82	22.2
Efficient seminars should be held in June and September	18	4.8
The economic situation of teachers should be improved	75	20.3
Professional activities should be made compulsory	22	5.9
In-service training instructors should be competent	11	2.9
Academics and teachers should work together	12	3.2
Free magazines and books should be given to teachers	8	2.1
Teachers should be encouraged to graduate and doctorate	22	5.9
Professional development activities should be done locally	7	1.8
Career ladder system should be introduced	15	4.06
Good examples in education should be identified and introduced to teachers	10	2.7
Professional studies should not remain in theory and should be audited	6	1.6
Fair criteria should be determined in the selection of trainers	8	2.1
Vocational counselling system should be brought to teachers	5	1.3
More Professional development activities should be carried out by fominh	12	3.2
Professional communication and behaviour experts	4	1.08
Examples of people who have advanced in Professional development	9	2.4
Teachers should be able to visit different schools	12	3.2
Trainings should be conducted in areas identified as incomplete	20	5.4
Planning should be fun and useful applications	11	2.9
Total	500	100

In Table 13, teachers' responses to the open-ended question in the questionnaire are indicated as frequency and percentage. In-service training and economically supported responses were reported by more people as compared to other responses.

Findings Related to Sixth Sub-Problems

Table 14

Status of Teachers to Follow Professional Development Activities

Articles	f	%
Yes, I'm making an effort	234	46.8
No, I'm not making an effort	55	11
I'm partially making effort	211	42.2
No, idea	0	0
Total	500	100

Do you make efforts to follow professional development activities in the table above? When we look at the frequency and percentage values of the answers given to the question 234 people answered

yes. However, 55 people said that I do not make effort to follow, while 211 people answered that I am partially making efforts.

Findings Related to Seventh Sub-Problems

Table 15

Teachers' Ways of Improving Themselves in the Profession

	1	2	3	4	5	
Article	f	f	f	f	f	Total
1- Graduate education	117	103	136	54	90	500
2- With in-service training	85	102	105	94	114	500
3- Attending symposium and seminars	73	96	120	75	136	500
4- Follow MEB's regulation and directives	136	121	129	49	65	500
5- To read publications related to their field.	66	69	124	88	153	500
6- Follow the example practices in education	76	60	112	80	172	500

When the Table above is examined, it is seen that the number of teachers who follow professional practices in education is 172. 153 people preferred to read publications related to their field and 136 people preferred to attend symposiums and seminars and 114

people preferred to participate in professional development through in-service training. 117 people did not choose to pursue professional development through graduate education.

Table 16

Qualification Status of Teachers for Participation in Professional Development

Articles	f	%
Yes, I'm good enough	171	34.2
No, I'm not enough	92	18.4
Partly enough	230	46
No idea	7	1.4
Total	500	100

Data in the Table 16 is examined, it is observed that 230 teachers, in terms of frequency and percentage, find themselves partially competent in professional development. The number of those who say I am

qualified to participate in professional development is 171, the number of those who say I am insufficient is 92 and the number of those who say I have no idea is 7.

Table 17

Effect of Participation in Professional Development Activities on Professional Development

Articles	f	%
%10 impact on professional development	0	0
%20 impact on professional development	21	4.2
%30 impact on professional development	39	7.8
%40 impact on professional development	34	6.8
%50 impact on professional development	93	18.6
%60 impact on professional development	32	6.4
%70 impact on professional development	77	15.4
%80 impact on professional development	73	14.6
%90 impact on professional development	49	9.8
%100 impact on professional development	82	16.4
Total	500	100

When the frequency and percentage values in the Table are examined, it is seen that the majority of the teachers

participating in the research mark the choices of 50%, 60%, 70%, 80%, 90%, 100%.

Findings Related to Eighth Sub-Problems

Table 18

Informing Teachers About Professional Development Activities by School Administration

Articles	f	%
Yes, I'm informed	188	37.6
No, I'm not informed	136	27.2
I'm partially informed	171	34.2
No idea	5	1
Total	500	100

We see that there are 188 people who are informed about their professional development activities by the school administration, 136 who say they are not

informed, 171 who say they are not informed, and 5 who say they have no idea.

Table 19

MEB's Status of Providing Teachers with Professional Development Opportunities

Articles	f	%
Yes, MEB provides teachers with professional development	38	7.6
No, MEB does not provide teachers with professional development	248	49.6
MEB partly gives teachers the opportunity to professional development	200	40
No idea	14	2.8
Total	500	100

38 teachers participating in the research said that MEB gives teachers opportunities for professional development, while 248 teachers did not give opportunity. There are 200 people who say that they are partially giving opportunities and 14 people who have no idea.

Findings Related to Ninth Sub-Problem

In the focus group interview, it was emphasized that teachers' individual activities for professional development according to the teacher qualifications published by the Ministry of National Education. These activities are organized and reported according to the main titles of general qualifications of the teaching profession.

Activities that teachers can do to acquire the qualifications of field knowledge that they should have:

Teachers should read and follow periodicals. There should be practical in-service trainings related to the field and they should be supervised. Field research should be done and presented. E-content for EBA should be prepared and presented. Experienced people should be followed on social media and blog pages. Teachers can write books in the field of professional development. School-based reading workshops should be established.

Professional development activities that teachers can do to acquire the qualifications of field education knowledge they should have:

Teachers should be given regular exams in their field. The teacher should follow the teaching methods and techniques in his / her field. They should follow the studies related to their field through private

institutions. Develop different methods and techniques for each subject. The teacher should develop skills in using technology. Professionally, teachers should develop and implement projects. Know the methods and techniques appropriate to the age of the target audience. Life-related methods should be developed. Teachers should monitor teachers who are colleagues. Overseas good samples should be followed.

The qualifications of legislation knowledge that teachers should have:

Teachers need knowledge of the law. Teachers and administrators should act in accordance with the legislation. There should be a platform where teachers can follow the legislation. Practical information in the legislation should be known.

The qualifications that teachers should have in planning education:

Teachers should be prepared for class. You should follow the online shares. Teachers should prepare for the course with different sources. Group meetings should be used actively in planning education and training. The e-curriculum should be actively used in the program. Teachers should be in contact with parents regarding lesson planning.

Qualities of teachers to create a learning environment:

The teacher should provide a collaborative learning environment. If there are appropriate conditions, workshops and physical conditions can be provided for each course. The faculties of education should provide material development courses in coordination with MEB. In-service training on material development can be provided.

The qualifications that teachers should have in managing the teaching and learning process:

Develop time management skills. Teachers should have leadership skills and these qualities should be developed. Communication skills should be good and developed. He should be aware of the readiness level of the audience and act accordingly. The teacher must make efforts to gain knowledge about human psychology.

The measurement and evaluation qualifications that teachers should have:

Teachers should not use readily available materials for assessment and evaluation. The oral grade should be given as a basis. Different types of exams should be applied in one exam. They should have knowledge and use alternative exam types. They should organize the evaluation process together with the parent and inform the parent. It is necessary to participate in measurement and evaluation trainings of experts. Exams should be appropriate to the level of development of students.

National, spiritual, and universal values qualities that teachers should have: Teachers should learn and convey ethical values and rules themselves first. Values education must be applied in practice. Values education should be handled in 3 feet with family, home. It should be noted that actual learning takes place outside the school.

Teachers' approach to students - communication and cooperation - personal and professional development qualities:

Families should be contacted, and teachers should take effective communication lessons. Individual professional development plan should be prepared, and career-oriented objectives should be determined. In-service training on drama can be taken for students to learn more effectively. Needs analysis and in-service training and courses should be taken in the missing areas.

Conclusion, Discussion and Suggestions

To establish a proposal for an individual development plan, the research explores teachers' professional development needs in Turkey and contributes to the professional development of teachers. Descriptive survey model was used in the study and descriptive analysis and content analysis were performed in the analysis of the data. Data collection techniques, questionnaire, focus group interview and literature review were used. The data obtained are stated in the findings section. The results of the research are stated under the title of conclusions and discussion. In the Suggestions section, Individual Professional Development Plan Proposal is presented based on the results which can be summarized as follows:

- 1- Teachers expressed professional development as self-improvement.
- 2- Factors affecting the professional development of teachers are motives, obstacles are considered as material and spiritual factors.
- 3- The professional development needs of the teachers are in the areas of classroom communication, information technologies, current teaching practices, student

psychology, development of thinking skills and progress in an artistic field.

- 4- Teachers need an individual professional development plan.
- 5- Teachers want productive and diverse professional development activities.
- 6- Participation in professional development activities for teachers contributes to professional development.
- 7- Teachers are partially qualified to participate in professional development.
- 8- The pursuit of professional development differs from administration to administration and from school to school.
- 9- Teachers need to know the activities that can be done individually and realize their individual needs.

Conclusion and Discussion

In accordance with the problem status and sub-problems of the research, the results are listed and stated below:

1. When the research is examined, teachers' professional development is related to self-improvement, self-updating, keeping up with innovations, being proficient in the profession, keeping up with changes and advancing career steps. Teachers expressed professional development as self-improvement. Professional development is the teacher's self-improvement, perception, and self-updating of the institution in which he works, the curriculum and the students he / she has (Aydın, 1987). This is related to the definition of Barker, Kagen, Klemp, Roderick, and Takenaga-Taga (1997) which define a true teaching professional as “a teacher who is engaged with a career path that encourages, fosters,

and rewards constant professional growth that reflects directly and positively back on classroom practice.” Our finding is supported by Yumru (2000) which was emphasized as teachers by stating they learn best through personal experience, problem-solving, and discussion rather being told what to do and how to do it. Similarly, REL-Southeast (2009) and Wei, DarlingHammond & Adamson (2010) define the characteristics for high quality personal development as the characteristics of a continuous and intense approach which is rooted in day-to-day teacher work, directly linked the work of teachers with students in the long term and with the goal of enhancing the awareness of teachers of academic subjects, which is an integral part of the educational improvement plan at school (cited by Çelik, 2011).

2. Factors affecting the professional development of teachers are motives, obstacles are considered as material and spiritual factors which was supported by the findings of Çelik (2011) which states that the participants had some challenges such as lack of time and heavy workload preventing them from getting fully engaged in the process. The most important factor that motivates teachers for professional development is the desire to gain competence in the profession. The desire to gain competence in the profession arises from the idea of being successful. On the other hand, teachers do not consider control anxiety as a factor that motivates them to professional development. Spiritual factors that impede the professional development of teachers are not appreciated and not open to development. The lack of appreciation of the studies leads to the extinction of the behavior. Professional development is important for teachers' job satisfaction and continuity. Together with the professional development, cooperation and interaction between teachers increase and thus the job satisfaction of the

teacher increases and the continuity and commitment of the teacher increases. The material factors that prevent the professional development of the teacher are the inadequacy of the economic situation, the intensity of work, the inadequacy of the courses organized by the Ministry of National Education and the difficulty of access to individual professional development opportunities.

3. As a result of the research, it is seen that the professional development needs of the teachers are in the areas of classroom communication, information technologies, current teaching practices, student psychology, development of thinking skills and progress in an artistic field. Teachers mostly adopted in-service training as a professional development activity. The reason for this is that in-service trainings of MEB are inefficient and in-service trainings cannot meet the professional development needs of teachers. Through continuous professional development, teachers can structure and organize their own development in many ways (Hoban, 2002). Teachers think that professional development is important, and they want to participate in professional development activities both individually and in groups. When the literature is examined, TALIS (2014) found that teachers' professional development activities; school visits, participation in teacher communication networks, observation of colleagues, awareness and reading of professional publications, informal dialogues with colleagues, participation in research with individual and group, conferences and seminars, courses and workshops.

4. Teachers need an individual professional development plan. It is stated that in-service trainings, where teachers participate individually with their own will, are more effective than in-service trainings

organized by institutions (Uştu, Taş & Sever, 2016). It can be said that teachers want to follow professional development activities individually. Teachers argue that they do not plan individual professional development and that professional development should be individualized. In the process of personal learning, the person develops and updates his / her personal information through his / her decision-making activities and practices (Gosselin, Viau-Guay and Bourassa, 2014). The teacher should be aware of his / her individual development needs professionally and be able to plan his / her own professional development. This finding is supported by the findings of Çelik (2011) which states that teacher portfolio construction is an effective way of professional development even though the process is difficult and has some challenges. It shows that teachers know that they have up-to-date knowledge and will assist other teachers with programs like mentoring, teacher preparation seminars on the premises, and specialist coaching at other stages. This indicates that they are in level 1 in types and levels of awareness given as Figure 1 (Diaz-Maggioli, 2004:15).

5. Teachers want productive and diverse professional development activities. In particular, it is important to identify areas where teachers are lacking and to plan and implement professional developments accordingly. The wishes and support of teachers in professional development is important. As every teacher does, the practice of professional development is workshops, short seminars, and courses. However, such training has been criticized by teachers. Individuals who think that professional development will be improved only by participating in workshops are probably not involved in any workshops (Villegas-Reimers, 2003). This finding is supported by Yumru (2000) which was emphasized as teachers by stating

that a work-shop-oriented approach adopted in teacher development activities contribute to the up-take of the new information as it creates an open and cooperative environment for learning. Similarly, study of Dewan (2020) revealed that instructors joined the PD program to learn from and with each other, to reflect on their

teaching, and to be part of a community. In her study other factors that affected instructor decisions were mainly related to program design and who the group and trainers would be.

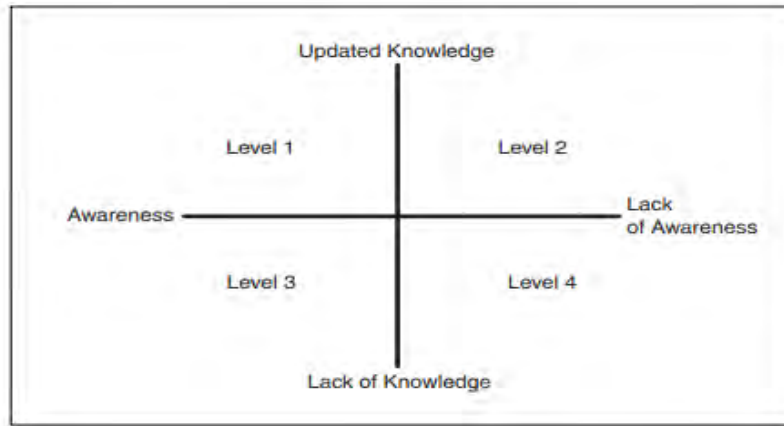


Figure 1. Types and levels of awareness (Diaz-Maggioli, 2004:16).

6. Teachers follow professional development activities. Participation in professional development activities for teachers contributes to professional development. As indicated by Songül (2019), all of the teachers in online and f2f lesson study groups were subject to substantial change in cognition and behavior as a result of their participation in Online Professional Development (OPD) program. The purpose of professional development is to provide teacher development (Aydın, 1987). Our continuous renewal as an individual and living in keeping with the society is realized through lifelong learning because breaking with education means the separation of an individual from society (Green, 2002). Teachers should follow professional development activities in order to keep in touch with the education and to be beneficial for their students. This finding is supported by Yumru (2000) which was emphasized as teachers by stating that an action research study helps teachers become aware of their strengths and weaknesses. As indicated by

Şakirgil (2014) as far as professional strengths outside the classroom were concerned, they realized that teachers could work more efficiently with superiors, perform surveys for other studies in the department, and engage in other departmental functions. This is consistent with the points made by Murray (2010) that coordinated career development events will bring together teachers to understand their collective potential.

7. Teachers are partially qualified to participate in professional development. This situation led to the conclusion that teachers should be informed about the professional development and they should be educated. Teachers cannot improve themselves by following the regulations and directives of MEB, the process of professional development. However, it is the duty of MEB to follow up, plan and investigate the professional development activities. Appropriate conditions need to be established in order to develop

teachers who perform their profession professionally by institutions (Murphy & Calway, 2008).

8. As a result of the research, the MEB and the school contribute to the professional development of teachers in terms of the situation is partially informed by the school administration teachers. It can be said that the pursuit of professional development differs from administration to administration and from school to school. At the same time, teachers think that MEB does not give teachers opportunities for professional development. MEB has a lack of incentives to encourage teachers to participate in professional development activities. It is not professional enough for a teacher to try to achieve professional development with the limited opportunities available and could not go further than individual initiative. The biggest reason for this is the poor quality of the in-service trainings provided by the Ministry of National Education (Gönen and Kocakaya, 2006). Just as indicated by Altun (2020), in order for “Professional Learning Communities (PLC)” to be disseminated, similar suggestions can be put forward in the professional development of teachers. Therefore, instruction should be primarily given to school principals and leading PLC staff, stakeholders should be actively applied to PLC, financial reward (additional course fee) should be given to staff who are interested in the application and the lesson workload should be minimized and formal planning and preparing periods included. The administrators of schools must take a positive approach, set up a shared free time and meeting space for groups, receive support from the leading teachers and inspire teachers before setting up the PLC with natural intangible benefits.

9. Teachers need to know the activities that can be done individually and realize their individual needs. Professional development activities carried out in our country are performed in a short time in crowded environments. Activities that teachers can perform individually should be included. Individually participated activities are more informal but can be more efficient for teachers (Uştu, Taş & Sever, 2016). Features of the practice of Professional Learning Communities (PLC)” such as being school-based, having the potential to be shaped by the needs of the school and the teacher, being focused on using the resources available in the school, being a way to activate the existing classes, being specific to the needs of the country, region, school, teachers and students make Professional Learning Communities highly sustainable, effective and economical. It is thought that if the communities can be transformed into effective learning communities by gaining functionality, they will make great socio-economic contributions to the system. The professional development activities that the teachers can perform individually are important for the development of the teacher together with the school, and in terms of both their career and the quality education service they will provide to their students (Altun, 2020).

To sum up, our studies shows that teachers conceived professional development as self-improvement. The factors affecting their professional development are motives, obstacles are considered as various material and spiritual factors. The professional development needs of the teachers are in the areas of classroom communication, information technologies, current teaching practices, student psychology, development of thinking skills and progress in an artistic field so that there should be an Individual Professional Development Plan to meet their needs which is also

emphasised by the teachers also. Teachers want productive and diverse professional development activities so that for future professional development activities productive and diverse activities in terms of their perception should be considered. However, it can be clearly seen that teachers are partially qualified to participate in professional development so that they need additional support. One problem or sometimes advantage related to professional development is that the pursuit of professional development differs from administration to administration and from school to school. Therefore, the advantages and negative sides of this variation should be examined, and proper remedies should be enacted by MEB (the ministry of national education). Teachers need to know the activities that can be done individually and realize their individual needs. In a short period in cramped environments professional development work takes place in our country. Therefore, activities should be taken into consideration that teachers will do personally.

Suggestions

In this section, studies that can be done according to the professional development needs of teachers and Individual Professional Development Plan Proposal are presented. Teachers state that MEB is not given enough opportunities for professional development. MEB needs to monitor the professional development of teachers. Teachers who strive for their profession should be separated from teachers who do not.

As indicated in the sub-finding 7, teachers are partly trained in professional development. This situation resulted in teachers being informed and educated about their professional development. Therefore, individual professional development plan should be introduced to

teachers and teachers should work in coordination with individual professional development guidelines, follow up of professional development of teachers and teachers who succeed in professional development should be rewarded.

As indicated in sub-finding 2 factors affecting the professional development of teachers are motives, obstacles are considered as material and spiritual factors. Economic insufficiency and work intensity are the most important financial factors affecting teachers' professional development. It is important that teachers are supported economically on professional development. As indicated and suggested by in sub-finding 9, the efficiency of the vocational development courses provided by the Ministry of National Education will increase the participation of teachers in professional development. Authorization directives should be issued for teachers to participate in professional development activities.

As indicated by in sub-finding 4 and 9 professional development activities, teachers also need individual professional development activities. An Individual Professional Development Plan Proposal has been prepared to contribute to the professional development of teachers and to ensure that they follow up their professional development and carry out in a planned manner (Annex-1). The Individual Professional Development Plan was prepared, and the implementation phases of the plan were explained step by step. The described steps were combined in the final phase and the plan was finalized. The revised plan (Annex-1) is shown in the annexes. The development and preparation process of the Individual Professional Development Plan is as follows.

In the first step of the plan, individual professional needs analysis is required as indicated by sub-finding 9. The needs analysis will be carried out together with the professional development guide. The Professional Development Guide will work and guide the mentor in the master-apprentice relationship as well as the professional development model. At this stage, the needs analysis will be done and the teacher who makes the needs analysis will ask himself the following questions and become aware of his needs. The questions were prepared according to the material and spiritual factors affecting the professional development of the teacher and the objectives of the school as indicated by sub-finding 2.

- What is my purpose?
- How will I evaluate my progress?
- How does my practice affect the student?
- What will I know at the end of the plan?
- What are the needs of my students?
- Will my school goals affect my goals?
- How can I improve or strengthen applications?
- How will I know that I am successful?

The answers will be evaluated together with the professional development guide and the teacher's professional development needs will be listed. Once the needs are listed, the second phase of the plan will be proceeded. In the second step of the plan, it is necessary to prepare an individual professional development plan. The plan will be prepared by working together with the counselor (teacher) and counselor (professional development guide). Individual professional development template should also be used when preparing the plan. In the third step, it is necessary to identify what opportunities are available to implement the plan as indicated by sub-finding 5. Opportunities are the current situation and the opportunities available. Opportunities need to be

analyzed and it is necessary to look for answers to the following questions. The questions were created considering the economic, social, and family situation of the teacher.

- What are your strengths?
- How can you reduce your weaknesses?
- What problems can you face when performing your professional development?
- What obstacles do you need to overcome to achieve your goal?
- Are there family expectations to consider when making a career decision?

Individual answers will be sought, and the answers given will be evaluated. The opportunities and situation of the teacher will be evaluated together, and a plan will be designed according to the current situation.

In the fourth step of the plan, it is needed to check the planning steps and check that your plan is working well. The teacher should control his / her activities and examine the necessary situations with self-criticism. The teacher should review what he can and cannot do at this stage and analyze it well. Listed below are the activities that the teacher should do at this stage:

- Participate in the course work
- Examining student work
- Research
- Keep a diary
- Getting professional help
- To learn how to use technology

In the fifth step of the plan, the teacher is required to evaluate his / her practices. The appropriateness of the activities carried out at this stage to the goals of the school and students should be reviewed. At this stage, the teacher should look for answers to the following questions.

- Are your goals clear?
- How is your plan reflected on the student?
- What activities are included in the plan?

In the sixth step, the teacher should work with the teacher's professional development guide to determine the status of achieving the goals. This step will allow you to see how the plan meets the objectives for the teacher, school, and students.

In the seventh step of the Individual Professional Development Plan of the teacher, in the last step, the teacher should create a product file covering all the work of the teacher. The product dossier should contain the works carried out during the professional development and the products obtained. The product dossier is important for the teacher to monitor his / her development in a concrete way. The following should be included in the created product file:

- A reflective log,
- Students' work,
- Data and data analysis,

- Examples of lesson plans or other studies you have done,
- Participation documents,
- Published articles,
- Presentations,
- Photos and videos...

There is a need for a teacher professional development guide, which is defined as a professional assistance at every step of the plan. The teacher professional development guide will give you professional help in setting up your plan, in the implementation process and in evaluating the plan, and will help you to take sound steps to achieve your goals. The Individual Professional Development Plan Proposal will serve as a road map for teachers on professional development. The plan is not mandatory and is important for the teacher to follow and plan his / her professional development. The Individual Professional Development Plan that teachers will voluntarily implement is designed as a tool to help teachers throughout their career.

References

- Altun, B. (2020). *Sustainable teacher development: Professional learning communities*, Unpublished Doctoral Dissertation, <https://tez.yok.gov.tr/> retrieved from 08.10.20
- Aydın, M. (1987). Bir hizmet içi eğitim olarak denetim. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 2(2), 241-249. Access address: <http://dergipark.gov.tr/download/article-file/88459>.
- Barker, K., Kagan, D., Klemp, R., Roderick, S., & Takenaga-Taga, D. (1997). Toward a growth model of teacher professionalism. Available: <http://www.teachnet.org/TNPI/research/network/lafellows.htm>.
- Beyer, L. E. (2002). The politics of standardization: teacher education in the USA. *Journal of Education for Teaching*, 28(3), 239-245. doi:10.1080/0260747022000021377
- Boreham, N. (2004). A theory of collective competence: challenging the neo-liberal individualisation of performance at work. *British Journal of Educational Studies*, 52(1), 5-17. doi:10.1111/j.1467-8527.2004.00251.x

- Burbank, M. D. and Kauchak, D. (2003). An alternative model for professional development: investigations into effective collaboration. *Teaching and Teacher Education Journal*, 19(5), 499-514. doi:10.1016/s0742-051x(03)00048-9
- Creswell, J.W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Boston, MA: Pearson.
- Çelik, H. (2011). *Teacher Portfolio: Effects and implications for English language teachers' competencies and professional development*, Unpublished M.S Thesis, <https://tez.yok.gov.tr/> retrieved from 08.10.20
- Çiftçi, E. (2008). *An analysis of education given to in-service music teachers by Ministry of National Education in Turkey and determining the needs for in-service training of music teachers*, Unpublished Doctoral Dissertation, <https://tez.yok.gov.tr/> retrieved from 06.10.2020
- Day, C. (1999). *Developing teachers: the challenges of lifelong learning*. London: Falmer Press. [Adobe Acrobat Reader edition]. Access address: <https://files.eric.ed.gov/fulltext/ED434878.pdf>
- Dean, H. (2015). *Individual professional development for teachers*. Access address: <https://slideplayer.com/slide/6319213/>
- Descriptive Survey. (1981). *Marilyn Zurmuehlin Working Papers in Art Education* 1, 54-63.
- Dewan, A.S. (2020). *Instructors' reasons for participating in a professional development program and the nature of teacher interaction: A case study in a Turkish preparatory school*, Unpublished Doctoral Dissertation <https://tez.yok.gov.tr/> retrieved from 08.10.20
- Diaz-Maggioli, G. (2004). *Teacher-Centered Professional Development*, USA: ASCD
- Draper, J., O'brien, J. And Christie, F. (2004). First impressions: the new teacher induction arrangements in Scotland. *Journal of In-service Education*, 30(2), 201-224. doi:10.1080/13674580100200316.
- Economic Cooperation and Development Organizaiton. (2014). *PISA 2012 results: volume V*. Access address: <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-v.htm>
- Fernandez, C. (2002). Learning from Japanese approaches to professional development. *Journal of Teacher Education*, 53(5), 393-405. doi:10.1177/002248702237394
- Gelen, İ. ve Özer, B. (2008). Öğretmenlik mesleği genel yeterliliklerine sahip olma düzeyleri hakkında öğretmen adayları ve öğretmenlerin görüşlerinin değerlendirilmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(9), 39-55. Access address: <http://sbed.mku.edu.tr/article/view/1038000512/1038000301>
- Gosselin, M., Viau-Guay, A. and Bourassa, B. (2014). Professional development from a constructivist or socio-constructivist perspective: a conceptual understanding with implications for practice. *Open Edition Journals*, 16(3), 1-25. Access address: <https://journals.openedition.org/pistes/4009>
- Gönen, S. and Kocakaya, S. (2006). Fizik öğretmenlerinin hizmet içi eğitimler üzerine görüşlerinin değerlendirilmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 19(19), 37-44. Access address: <http://dergipark.gov.tr/pauefd/issue/11124/133036>

- Green, A. (2002). The many faces of lifelong learning: recent education policy trends in Europe. *Journal of Education Policy*, 17(6), 611-626. <https://www.tandfonline.com/doi/pdf/10.1080/0268093022000032274?needAccess=true> accessed from.
- Guskey, T. R. (1994). Results-oriented professional development: in search of an optimal mix of effective practices. *Journal of Staff Development*, 15(4), 42-50. Access address: <https://eric.ed.gov/?id=EJ497011>
- Henderson, J. D. (2002). *Public valuation of quality education* (Doktora tezi). <http://theses.gla.ac.uk/4023/1/2002HendersonPhD.pdf> accessed from.
- Hoban, G. F. (2002). *Teacher learning for educational change*. Buckingham: Open University Press.
- Kaya, S. and Kartallıoğlu, S. (2010). Okul temelli mesleki gelişim modeline yönelik koordinatör görüşleri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 10(2), 115-130. Erişim adresi: <http://dergipark.gov.tr/download/article-file/16709>
- Kenan, O., & Özmen, H. (2010). *İlköğretim okullarında görev yapan öğretmenlerin yeni öğretim programı tanıtımı seminerleri hakkındaki görüşleri*. Paper presented at 2nd International Congress of Educational Research, Antalya, Turkey.
- Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of In-service Education*, 31(2), 235-250. doi:10.1080/13674580500200358
- Kirk, G., Beveridge, W. and Smith, I. (2003). *Policy and practice in education: the Tableered teacher*. Edinburgh: Dunedin Academic Press.
- Kitzinger, J. (1995). Qualitative research: introducing focus groups. *British Medical Journal*, 311(7000), 299-302. doi:10.1136/bmj.311.7000.299
- Küçüksüleymanoğlu, R. (2006). In service training of ELT teachers in Turkey between 1998-2005. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 19(2), 359-369.
- Ling, L. M. and Mackenzie, N. (2001). The professional development of teachers in Australia. *European Journal of Teacher Education*, 24(2), 87-98. doi:10.1080/02619760120095507
- Mackenzie, N. (1997). *Professional development: a qualitative case study* (Unpublished master thesis). La Trobe University, Albury-Wadonya.
- Milli Eğitim Bakanlığı, Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı. (2006a). *İlköğretim okulu öğretmenlerinin yaptıkları mesleki seminer çalışmalarının değerlendirilmesi*. Access address: https://www.meb.gov.tr/earged/earged/senebasi_seminer_calismalari.pdf
- Milli Eğitim Bakanlığı, Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü. (2006b). *Öğretmenlik Mesleği Genel Yeterlikleri*. Access address: <http://oygm.meb.gov.tr/www/ogretmenlik-meslegi-genel-yeterlikleri/icerik/39>
- Milli Eğitim Bakanlığı. (2014). *Türkiye Hayat Boyu Öğrenme Strateji Belgesi (2014-2018)*. Access address: http://hbogm.meb.gov.tr/meb_iys_dosyalar/2015_04/20025555_hbostratejibelgesi_2014

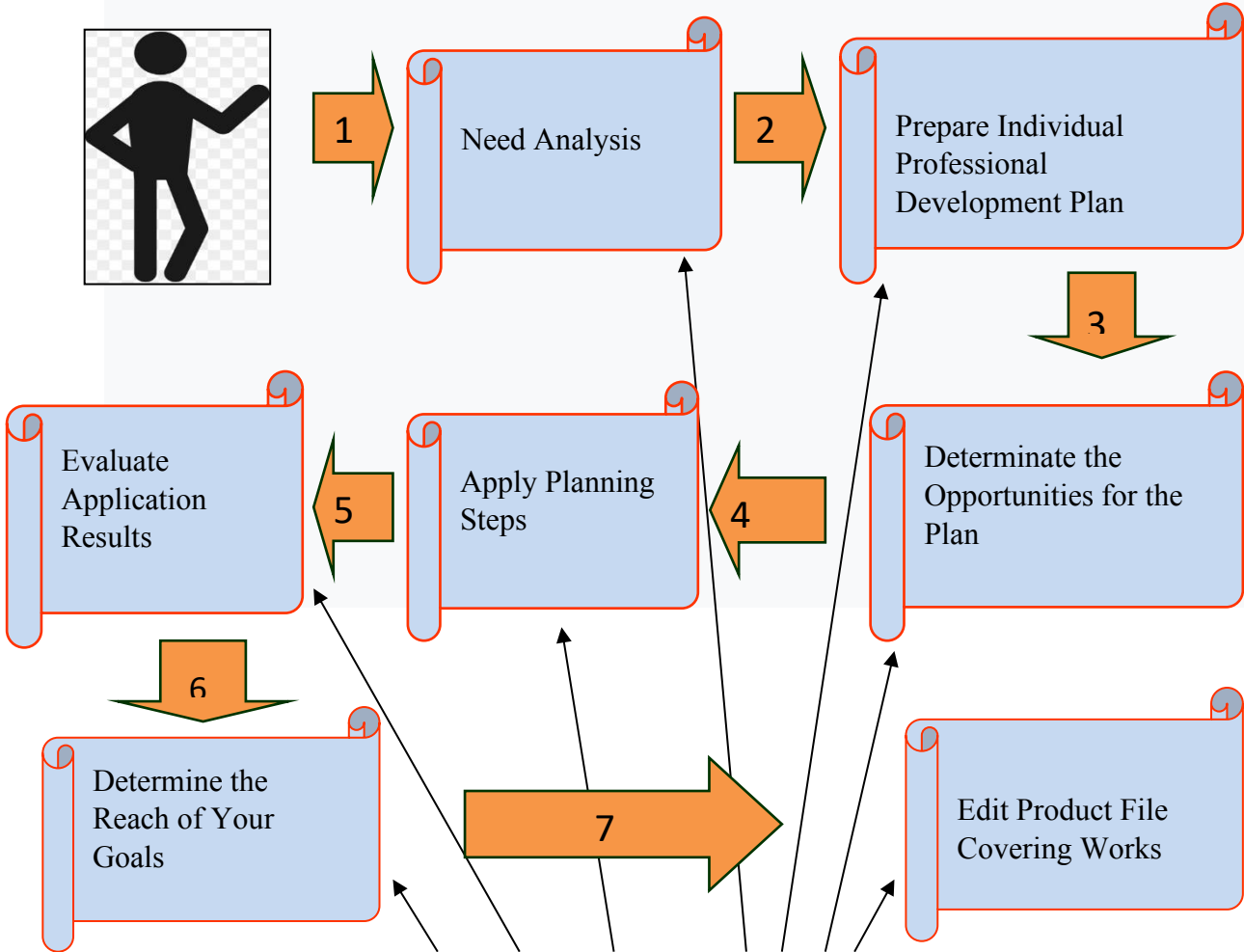
[2018.pdf](#)

- Murray, A. (2010). Empowering Teachers through Professional Development. *English Teaching Forum*, 48 (1), 2-11.
- Murphy, G. A. and Calway, B. A. (2008). Professional development for professionals: beyond sufficiency learning. *Australian Journal of Adult Learning*, 48(3), 424-444. Access address: <https://files.eric.ed.gov/fulltext/EJ828982.pdf>
- Nassar-McMillan, S. C., & Borders, L. D. (2002). Use of Focus Groups in Survey Item Development. *The Qualitative Report*, 7(1), 1-12. Retrieved from <https://nsuworks.nova.edu/tqr/vol7/iss1/3>
- Nieto, S. (2003). Challenging current notions of highly qualified teachers through work in a teachers' inquiry group. *Journal of Teacher Education*, 54(5), 386-398. doi:10.1177/0022487103257394
- Năstasă, L. E. and Cazan, A. (2013). Personal and professional development of beginner psychologists. *Procedia – Social and Behavioral Sciences*, 84(1), 781-785. doi:10.1016/j.sbspro.2013.06.646
- Odabaşı, H. F. ve Kabakçı, İ. (2007). *Öğretmenlerin mesleki gelişimlerinde bilgi ve iletişim teknolojileri*. Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu, Bakü, Azerbaycan.
- Owen, S. (2003). School-based professional development—building morale, professionalism and productive teacher learning practices. *Journal of Educational Enquiry*, 4(2), 102-128. Erişim adresi: <https://www.ojs.unisa.edu.au/index.php/EDEQ/article/view/527>
- Patel, S., Kitchen, G. and Barrie, J. (2013). Personal development plans – practical pitfalls. *Trends in Anaesthesia and Critical Care Journal*, 3(4), 220-223. doi:10.1016/j.tacc.2013.04.003
- Rel-Southeast (2009). *Making decisions about teacher professional development: practices in 8 Alabama school districts*. Regional Educational Laboratory Southeast-Serve Center. Retrieved August 15, 2010 from http://www.educationalpolicy.org/publications/pubpdf/EBE_436_Eval%20PD_AL.Pdf
- Reese, S. (2010). *Bringing effective professional techniques*. Access address: <https://files.eric.ed.gov/fulltext/EJ909588.pdf>
- Rhodes, C. and Beneicke, S. (2003). Professional development support for poorly performing teachers: challenges and opportunities for school managers in addressing teacher learning needs. *Journal of In-service Education*, 29(1), 123-140. doi:10.1080/13674580300200245
- Richert, A.E. (1991). *Using Teacher Cases for Reflection and Enhanced Understanding*, Ann Lieberman ve Lynne Miller (Ed.), Staff Development for Education in the 1990's, Second Teachers College Press, New York.
- Seferoğlu, S. S. (2004). Öğretmen yeterlilikleri ve mesleki gelişim. *Bilim ve Aklın Aydınlığında Eğitim Dergisi*, 58(1), 40-41. Erişim adresi: http://yunus.hacettepe.edu.tr/~sadi/yayin/Seferoglu_Ogretmen_Yeterlikleri_BAAE_2004-58.pdf
- Smyth, J. (1991). *Teachers as collaborative learners*. Buckingham: Open University Press.
- Solomon, J. and Tresman, S. (1999). A model for continued professional development: knowledge, belief and

- action. *Journal of In-Service Education*, 25(2), 307-319. doi:10.1080/13674589900200081
- Songül, B.C. (2019). *An examination of the impact of an online professional development program on language teachers' cognition and teaching practices*, Unpublished Doctoral Dissertation, <https://tez.yok.gov.tr/> retrieved from 08.10.20
- Stone, A. (2014). *Naspa's new professionals institute: exploring the personal and professional impact of a two-day, intensive professional development experience* (Yüksek lisans Tezi). <http://digitalcommons.unl.edu/cehsedaddiss/175> accessed from.
- Şahin, İ. (2012). *Connecting staff development to teacher improvement: A case study of an in-service teacher education program for English teachers*, Unpublished Doctoral Dissertation, <https://tez.yok.gov.tr/> retrieved from 06.10.2020
- Şakirgil, L.E. (2014). *An action research study on teacher development in a university context*, Unpublished Master Thesis, <https://tez.yok.gov.tr/> retrieved from 08.10.20
- Uştu, H., Taş, A.M. ve Sever, B. (2016). Öğretmenlerin mesleki gelişime yönelik algılarına ilişkin nitel bir araştırma. *Elektronik Mesleki Gelişim ve Araştırma Dergisi*, 4(1), 15-23. Erişim adresi: <http://dergipark.gov.tr/download/article-file/226939>
- Ünal, E. (2010). *An evaluation of in-service teacher training programs in English Language Teaching*. Unpublished Master's Thesis. Çukurova University, Adana.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: UNESCO.
- Washington University. (2018). *Individual professional development plan*. Access address: <https://wustl.app.box.com/s/yuks8zrmsjirscspc1f7k14ab2ytb0kq>
- Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). *Professional development in the United States: Trends and challenges*. Dallas, TX. National Staff Development Council.
- Yates, S.M. (2007). Teachers' perceptions of their Professional learning activities. *International Education Journal*, 8(2), 213-221. Access address: <https://files.eric.ed.gov/fulltext/EJ834237.pdf>
- Yumru, H. (2000). *An Ownership approach to teacher development: A constructivist view*, Unpublished Doctoral Dissertation, <https://tez.yok.gov.tr/> retrieved from 08.10.20

Appendix

PROPOSAL OF STEPPED INDIVIDUAL TEACHER DEVELOPMENT PLAN



Teachers' Professional Development Guide:
 It consists of people who have completed their master's degree in the field of Educational Programs and Teaching and have at least 10 years of teaching experience.

It is located in the District National Education Directorates in Small districts.

It is found in large districts in large school areas.

It is located within the Provincial Directorates of National Education in provinces.

Corresponding Author Contact Information:

Author name: Volkan Duran

University, Country: Iğdır University, Turkey

Email: volkan.duran8@gmail.com

Please Cite: Özer, B., Can, T., Duran, V. (2020). Development of an Individual Professional Development Plan Proposal That is Based on Continuing Professional Development Needs of Teachers. *The European Educational Researcher*, 3(3), 139-172. DOI: 10.31757/euer.334

Copyright: © 2020 EUER. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Received: May 18, 2020 ▪ Accepted: September 09, 2020