

TEACHERS' OPINIONS ABOUT PROFESSIONAL DEVELOPMENT SCHOOLS¹²**Özgür ULUBEY**

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ABSTRACT

The purpose of the current study is to determine teachers' opinions about professional development schools. In the current study; one of the mixed methods, the convergent design was employed. The sampling of the quantitative dimension of the study is comprised of 256 teachers working in 21 elementary and secondary schools in the city of Muğla. The teachers participated in the study on a volunteer basis. The sampling of the qualitative dimension of the study consists of 26 teachers selected from among the 256 teachers. The data of the study were collected through the Professional Development Schools Scale and an interview form. The quantitative data were analyzed by using descriptive statistics and the qualitative data were analyzed by using the inductive content analysis. The findings of the study revealed that the teachers have positive opinions about professional development school applications, they want more developed school-university cooperation, and they think that teacher-academician and teacher-teacher relationships need to be developed. The opinions of academicians working in education faculties about professional development schools can be elicited. A pilot study of professional development school can be conducted in Turkey.

Keywords: In-service training, professional development schools, teacher training.

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ÖĞRETMENLERİN MESLEKİ GELİŞİM OKULLARINA İLİŞKİN GÖRÜŞLERİ

ÖZ

Bu araştırmada öğretmenlerin mesleki gelişim okullarına (professional development schools) yönelik görüşlerinin belirlenmesi amaçlanmıştır. Araştırmada karma yöntem desenlerinden yakınsak desen kullanılmıştır. Araştırmanın nicel boyutunun çalışma grubunu Muğla il merkezindeki ilkokul ve ortaokulda görev yapan ve araştırmaya katılmaya gönüllü olan 21 okulda 256 öğretmen oluşturmuştur. Nitel boyutunu ise aynı gruptan gönüllüler arasında seçilmiş 26 öğretmen oluşturmuştur. Veriler Mesleki Gelişim Okulu Ölçeği ve yarı yapılandırılmış görüşme formu ile toplanmıştır. Nicel veriler betimsel analizler kullanılarak, nitel bulgular ise tümevarımsal içerik analiz kullanılarak çözümlenmiştir. Araştırmada öğretmenlerin mesleki gelişim okul uygulamalarına yönelik olumlu görüş bildirdikleri, üniversite-okul işbirliğinin artırılması, öğretmenler ile öğretim elemanları ve öğretmenlerin kendi aralarındaki paylaşımların geliştirilmesi gerektiği sonucuna ulaşılmıştır. Mesleki Gelişim Okullarına yönelik eğitim fakültesindeki öğretim elemanlarının görüşleri alınabilir. Mesleki gelişim okulları uygulaması Türkiye’de pilot uygulaması yapılabilir.

Anahtar Kelimeler: Hizmetiçi eğitim, mesleki gelişim okulları, öğretmen eğitimi.

INTRODUCTION

The common feature of the education systems of successful countries is that their teachers are qualified (Barber and Mourshed, 2007). The quality of teachers depends on their receiving pre-service and in-service training in line with the conditions of the age. To do so, teachers need to be professionally evaluated and in light of these evaluations, teacher training programs should be revised (Rosenholtz, 1985). In addition, in-service trainings should be organized for teachers to professionally renew themselves and these should be carried out in parallel with educational programs (Erişen, 1998).

In-service training activities in Turkey are planned and implemented considering the opinions of the central and the provincial units of the Ministry of National Education (MNE) in order to improve the knowledge and skills of teachers who work at schools and institutions affiliated to the (MNE), to improve their productivity, to prepare them for scientific and technological developments and for higher positions (MEB, 1994). In the studies addressing the in-service training in Turkey, it has been determined that there are many problems experienced while implementing in-service training. The main problems in this regard can be summarized as follows: there is a lack of emphasis on implications that teachers need; the methods used do not allow teacher active participation; the evaluation process is inadequate; scheduling and physical conditions are inconvenience; trainings are not planned on the basis of needs analysis; in-service training activities are conducted with crowded groups and instructors are not experts in their fields (Murat and Akmençe, 2006; Özen, 2006; Seferoğlu, 2001). It is also emphasized that in-service training programs do not take into account regional and local differences and many teachers cannot make adequate use of these programs (Kaya, Çepni and Küçük, 2004) and in-service training activities are not functional at the desired level (Aydoğan, 2002; Uçar, 2005; Durmuş, 2003). It is not possible for nonfunctional in-service training to contribute to the professional development of teachers. Önen, Mertoğlu, Saka and Gürdal (2009) stated that despite in-service training programs and seminars, it seems possible to say that the inadequacies in teachers' professional content knowledge still persist. In light of the previous research findings, it is quite difficult to say that effective and efficient in-service training process is conducted in Turkey. Therefore, for in-service trainings to be effective, while efforts should be made to overcome the existing problems on the one hand, how in-service training programs are conducted all around the world should be examined and these programs should be adapted according to the socio-cultural structure of Turkey and to meet teacher needs. Thus, the analysis of one of the successful in-service training applications, the Professional Development Schools (PDSs) implemented in the United States, is believed to make important contributions to in-service training activities in Turkey.

The PDSs was first used in medicine. Taking into account the successful results of this practice, a training group formed by faculty deans and academics representing 50 states set five main objectives for reorganizing teacher training (Miller, 2014). These objectives are; standardization of teacher training and the adherence of all teacher training institutions to the established standards; recognition of differences in teacher education, teachers' diplomas, teacher commitment, teachers' knowledge and skills; establishing defensible intellectual

standards in acceptance to teaching profession and in educational requirements; establishing links between faculties and schools and making schools better places for teachers to work and learn.

In order to achieve these objectives and to contribute positively to the development of teachers and administrators, the training group has established the PDSs system (Cozenza, 2010). The PDS refers to a broad concept that includes laboratory schools, cooperative schools, in-service learning and all other efforts (Wrong and Glass, 2009). While the PDSs have focused on school-university cooperation through school practicum, it has focused on the development of teachers and schools through group works and sharing by providing inter-regional school and university collaboration for professional developments of teachers.

In the PDS, great importance is given to professional development of teachers through cooperation and sharing and common goals are determined and intensive efforts are made to achieve them (Early and Bubb, 2004). In PDSs, teachers are included in in-school and out-of-school activities, monitor trainee teachers and examine their out-of-class interactions and initiatives at schools (Teitel, 1997). The PDSs application makes an educational model functional in which a cooperation and sharing process are established between students intern, mentor teachers and university instructors coming together to assess the teaching practice application. Moreover, when pre-service teachers start their professional life, they get involved in a continuous professional development process including learning and teaching together with their colleagues in provincial schools. Thus, while teachers implement their creative practices at schools on the one hand, they share these practices with other teachers from different schools on the other hand. PDSs includes all professional development activities in which teachers actively participate and through which the quality of the teaching and learning process can be increased, teachers can develop their own knowledge and skills and reflect on their own attitudes (Bolan, 1993). In PDSs, teachers are actively involved in the in-service training activities from planning to implementation of the training process as an effective participant rather than being a listener. Teachers in this process have the opportunity to discuss how to shape learning-teaching processes more effectively by sharing in-class sample practices, effective methods they use, materials they develop and evaluation processes they use.

One of the factors making PDSs effective is the establishment of a strong and cooperation-based structure between schools and universities (Teitel, 1997). But such a structure cannot be put into action effectively in Turkey. Universities in the US have professional development departments for the development of pre-service teachers and teachers, and the teaching staff in these departments take active roles in PDSs applications and are working in cooperation with schools and teachers. Thus, it can create strong links between schools and universities. In addition, universities take an active role in this process and put planned and programmed instructions into effect in line with the needs together with school administrators and teachers.

When research on PDSs is examined, it is seen that it has made important contributions to the teacher education in different countries. The results of the research show that PDSs applications contribute to the emergence of teacher leadership and increase of leadership capacity, partnership, cooperation and counseling

in PDSs is an important factor for the increase of teacher capacity of leadership, they positively affect elementary school teachers' attitudes, enhance their achievements, encourage them to develop cooperation between groups and the support offered within the school enhance teachers' professional competence beliefs and makes important contributions to the professional development of teachers (Burrus, 2011; Cosenza, 2010; Gissy, 2010; Miller, 2014; Patterson, 2004; Wo, 2005). Considering the successful results of the PDSs model in different countries, it is thought that if this model is adapted to Turkey, it can make important contributions to the solution of the problems as regards teacher training and teachers' professional development. However, before such adaptation is performed, it will be useful to take teachers' opinions about PDSs application because they are believed to make important contributions to the successful adaptation of PDSs. Thus, it seems to be of great importance to determine teachers' opinions about PDSs having yielded successful results in many countries. In this connection, the current study aims to determine teachers' opinions about professional development schools. To this end, answers to the following questions were sought.

1. To what the extent do in-service teachers view the features of PDSs necessary to the Turkish educational system?
2. What are the teachers' opinions about professional development schools?

METHOD

The study employed the convergent design, one of the mixed method designs (Creswell, 2005, 2009; Creswell, Plano-Clark, Gutmann and Hanson, 2003). In this design, quantitative and qualitative dimensions are simultaneously implemented in a certain stage of the study and equal weight is assigned to these dimensions. The data collected from quantitative and qualitative dimensions are separately analyzed. Then the results are interpreted in combination (Creswell and Plano-Clark, 2014). The reason for the selection of the convergent design for the current study is the belief that data collected through only quantitative or qualitative methods do not allow precise explanations and collection of deep information. Therefore, while collecting data with the scale in the study, face-to-face interviews were also conducted by using a semi-structured interview form. The quantitative and qualitative data collected in the study were interpreted together in the conclusion section. Thus, more in-depth information was collected about the teachers' opinions related to professional development schools.

The study group of the quantitative dimension of the study is comprised of 256 teachers (98 males and 158 females) selected from among the teachers working in 21 elementary and secondary schools in the city of Muğla by means of the convenient sampling method on a volunteer basis. Fraenkel, Wallen and Huyn (2012) stated that in cases where the sampling cannot be selected randomly or systematically, the sampling can be selected from reachable, ready human populations. The study group of the qualitative dimension of the study consists of 26 teachers who were willing to take part in interviews from among the 256 participants of the quantitative dimension. Of these 26 teachers, 14 are females and 12 are males. While the data of the quantitative dimension of the research were collected by the Professional Development Schools Scale

developed by Yıldırım, Çetinkaya and Ates (2015).

Analyses conducted on data collected with the Professional Development Schools Scale showed that the Cronbach's Alpha reliability coefficient of the scale is 0.83. At the same time, the item-total test correlation for each item in the scale was found to be ranging from 0.65 to 0.68. Item loading values were found to be ranging from 0.58 to 0.76. Again, the fit values obtained after the CFA analysis performed on the actual data reaffirmed the single-factor structure. The goodness-of-fit values of the model obtained as a result of CFA are shown in Table 1.

Table 1. Goodness-of-fit Values obtained from the Confirmatory Factor Analysis Conducted on the Data Collected from the Professional Development Schools Scale

Model	χ^2	p	df	χ^2/df	TLI	RMSA	CFI	SRMR
Single factor	6.537	0.2574	5	1.3074	.99	0.035	.99	0.018

When Table 1 is examined, it is seen that the goodness-of-fit values of the single-factor model of the Professional Development Schools Scale show that the model (hypothesized model) fits well with its observed data. It can also be argued that the goodness-of-fit values are good for the single-factor structure (Hooper, Coughlan and Mullen, 2008; Kline, 2011).

In order to get a deeper analysis of possible findings from the quantitative part of the study, interviews were done by using a semi-structured interview protocol. In the process of preparing the semi-structured interview form, several steps were followed. First, a pool of interview questions was created from the literature and previous studies and then, formed by selecting the appropriate questions for the purposes of the study. Next, opinions of experts in the field of teacher education and Turkish language, and of two in-service teachers were obtained for the appropriateness and clarity of the questions in the protocol. Lastly, after all feedbacks were obtained, the interview protocol was finalized.

The data obtained from the quantitative part of the study were analyzed using descriptive analyzes (frequency, percentage, normality). The quantitative data were analyzed according to the deductive content analysis approach. For the content analysis, pre-numbered data texts were edited, read several times in order to gain an overview, and were encoded in two cycles. In the first cycle, the data were divided into meaningful sections by performing clear, in-vivo and descriptive coding. Then the second circle of the coding was started. At this stage, pattern, focus and axis coding was performed on the codes created in the first cycle. The codes were placed under the pre-determined themes. Then, the codes under the themes were interpreted by explaining the relationships with each other. By giving direct quotations, it was attempted to analyze cause and effect relationships.

For the validity and reliability of the quantitative dimension of the study, strategies such as diversification, expert review, direct quotation, detailed description and joint coding of data were used (Lincoln and Guba,

1985). In this study, it was tried to fulfill the requirement of the diversification strategy by using more than one data collection tool. The data were collected from the teachers using quantitative and qualitative data collection tools. By examining the relationships between the findings, credibility of the study was tried to be established. Moreover, to enhance the credibility of the study, the academicians having information about the study and specialized on qualitative research methods were asked to examine the study in terms of its different aspects. In light of the feedbacks given by the academicians, final form of the study was given.

The detailed description strategy was used to ensure the transferability of the study. The transferability refers to arrangement of the raw data according to the emerging themes and its transfer to the reader without adding any comments (Lincoln and Guba, 1985). In the current study, at the stage of reporting the findings, the data obtained from the interviews are presented without making any comments. The themes constructed as a result of the data analysis are supported with direct quotations. Great care was taken to explain each item in detail in the method and findings section to ensure the confirmability of the study. Two researchers worked in the analysis of the data to increase the consistency of the study. The two researchers coded the data together and the consistency of the codings was tested by using Miles and Huberman's (1994) inter-rater agreement formula and was found to be 0.86. This value shows that the study is reliable.

FINDINGS

In this section, first general and standard deviation values for the teachers' opinions are presented and then their opinions about professional development schools are given. The teachers' level of acceptance for PDSs applications are presented in Table 2.

Table 2. Standard Deviation and Arithmetic Mean Values for the Teachers' Opinions about PDSs Applications

Items	N	X	SS
Item1	255	2.63	.52
Item2	255	2.66	.50
Item3	255	2.65	.53
Item4	255	2.55	.54
Item5	255	2.61	.55
Total	255	2.61	.41

When Table 2 is examined, it is seen that the teachers have positive opinions about PDSs applications in terms of both all the items and the general total. The findings obtained from the face-to-face interviews conducted by using the semi-structured interview form are presented in Tables 3-4-5.

Table 3. Teachers' Opinions about the School-University Cooperation in Professional Development

Themes/Codes	f
School-University Cooperation in Professional Development	82
Disadvantages of school-university cooperation	26
Absence of cooperation	14
Inadequate cooperation	8
Lack of connectedness between MEB and universities	4
Scope of school-university cooperation	30
Professionally up-to-date information	13
Up-to-date information about the subject area	12
New models and approaches	2
New methods and techniques	2
More effective instruction	1
Suggestions for establishing school-university cooperation	26
MEB and universities should sign protocols	12
In-service trainings should be organized in small groups	7
Lecturing should not be the sole instructional technique	4
Teachers' motivation should be increased	2
Teachers should be encouraged to be engaged in trainings at universities	1

When Table 3 is examined, it is seen that the teachers stated that there are problems experienced in professional development in terms of school-university cooperation. The teachers stated that there is no school-university cooperation (f=14) or there is an inadequate cooperation (f=8). The reason for this is shown to be the lack of connectedness between MEB and universities (f=4). Some quotations related to these findings are given below.

K1: (There is no school-university cooperation) Even if there is, I do not know.

K5: I certainly do not find school-university cooperation enough. I think there is a lack of connectedness between the MNE and universities.

The teachers stated their opinions about the content of school-university cooperation. The teachers are of the opinion that their professional (f=13) and content knowledge (f=12) should be updated and they want to learn new models and approaches (f=2), new methods and techniques (f=1) and ways of giving more effective instruction (f=1). Some quotations related to these findings are given below.

K7: One of the most remarkable disadvantages of the Ministry of National Education is to condemn us to becoming worse in our profession over time. In the national education, you can spend many years on teaching few pieces of information. That is, you can continue teaching few subjects without having to add anything and nobody complains about it. On the other hand, university instructors have to continuously renew themselves. Otherwise, they cannot go on working at university. University instructors should educate us on some topics.

K16: I am a science teacher. There can be cooperation between science teachers and science instructors from universities; for example, about how to use the laboratory.

K4: We need instruction about the new educational models. Otherwise, we always teach in the same way.

K2: We can conduct experiments that will be engaging for students in cooperation with university instructors, they will be very useful.

The teachers made some suggestions about the establishment of school-university cooperation. In this regard,

the teachers suggested that the MNE and universities should sign a protocol (f=12), in-service trainings should be organized in small groups (f=7), only lecturing should not be used as a means of instruction during these trainings (f=4), teachers' motivation for training should be increased (f=2) so that they get more interested in these trainings (f=1). Some quotations related to these findings are given below.

K9: Directorates of the Ministry of National Education should be in a close contact with universities (education faculties). In my opinion, there should be even a directorate within the Ministry of National Education only responsible for universities so that connections can always be kept alive ...

K18: there are 400 people in a saloon; the instructor lectures as if he/she was giving a conference and this is called training. After the first 5-10 minutes of lecturing, we lose interest and learn nothing.

K5: When I go there (seminars) and do something, when I am appreciated and when my motivation is enhanced by the instructor, I feel very good. This makes me more willing to work.

Table 4. Teachers' Opinions about the Contribution of the University to Professional Development

Themes/Codes	f
Contribution of the university to professional development	49
The reasons why the university does not contribute to professional development	12
Not organizing activities at the university	7
Teachers' not being interested in trainings given at the university	5
Suggestions for the university to make contribution to professional development	28
Seminars should be interactive	11
Seminars should provide support to solve problems experienced at schools	7
The importance of the training given should be explained	4
They should be organized according the needs of teachers	3
It should be checked whether the trainings received by teachers are utilized	2
Continuity of seminars should be ensured	1
Problems experienced in professional development in terms of teacher-instructor cooperation	9
Teachers find it unnecessary to make use of the experiences of instructors	5
Instructors are not knowledgeable about the applications at school	4

As can be seen in Table 4, some of the teachers stated that the university does not make any contributions to professional development. They showed the following reasons for this; activities directed to professional development are not organized at the university (f=7) and teachers' lack of interest in trainings given by the university (f=5). Some quotations related to these findings are given below.

K21: I have not participated in but I cannot claim that they are not organizing such activities.

K15: Have they been organized? Yes, they have. How effective are they? They are organized on paper, yet, when you want to express your opinions, others get bored because they want it to finish as soon as possible. Then you do not want to take part in.

The teachers made some suggestions for universities to make contributions to professional development. They suggested that seminars should be interactive (f=11), seminars should offer support for solving problems at school (f=7), importance of the trainings given should be explained (f=4), trainings should be organized on the basis of teachers' needs (f=3), it should be checked whether teachers utilize these trainings in their classes (f=2) and continuity of seminars should be ensured (f=1). Some quotations related to these findings are given below.

K13: When you gather 300 people in a hall and then give a seminar to them, then how useful can it be? The information you can get in such an environment is very limited. You do not have the slightest chance to ask any question. It should be in smaller groups, so that there can be some interaction.

K1: If universities provide information, increase their activities on problems at schools and in real life and then present their findings to us, it will be more useful.

K25: The school administration should explain why it is important to increase our participation.

K11: Real experts should give these trainings, qualified people on their subject. There should be applications. Some real contributions should be made to the teacher. They should be evaluated, feedbacks should be collected and they should be revised.

The teacher stated that some problems are experienced in professional development in terms of establishing cooperation between the teacher and the instructor. Teachers think that it is unnecessary to utilize the experiences of instructors (f=5) and instructors are not knowledgeable about the applications at school (f=4). A quotation related to these findings is given below.

K6: When the school opened, a seminar was given for first grade teachers at a university. Many teachers did not go, some went but left after signing.

Table 5. Teachers' Opinions About Teacher-Teacher Relationship in Their Professional Development

Themes/Codes	f
Teacher-teacher relationship in professional development	120
Problems in teacher-teacher relationship	18
Teachers' reluctance for information sharing	5
Jealousy	4
Competition and information concealing between teachers	3
Fear of not being preferred	3
Teachers' lack of interest in information sharing	2
Low motivation for information sharing	1
Teachers' ways of learning from their colleagues	35
Branch teachers' meetings	15
Whatsapp groups	12
Home meetings	5
Sharing in the teachers' room	3
Suggestions for developing teacher-teacher relationship	67
Teachers should share their good practices	17
Methods used should be shared	14
Teachers should be enabled to draw on each other's experiences	12
Branch teachers' meetings should be held	11
Good practices in teaching should be shared	9
Techniques to draw the attention of students should be taught	4

When Table 5 is examined, it is seen that there are some problems experienced in relationships between teachers affecting their professional development. It was stated that teachers keep away from sharing their knowledge about subjects they are good at (f=5), they are jealous of each other (f=4), they tend to conceal knowledge from each other due to competition (f=3), they have the fear of not being preferred (f=3), they are not interested in information sharing (f=1) and their motivation for information sharing is low. Some quotations related to these findings are given below.

K1: People think that "I did and it was good". This is not so in our school but in popular schools,

you can easily see this; there, teachers may think that if they explain what they do in their classes, other teachers can become better than them as if there was a competition; good teachers, bad teachers.

K19: In my opinion, some teachers may not disclose their ways of instruction to be preferred.

The teachers stated that they share professional knowledge in branch teachers' meetings (f=15), whatsapp groups (f=12), home meetings (f=5) and teachers' room (f=3). Some quotations related to these findings are given below.

K15: If there are branch teachers' meetings, then teachers can share their knowledge and experiences there but here I am alone so I cannot make any sharing.

K4: I am a science teacher. We have a whatsapp group. In this group, we seek solutions to our problems which we cannot solve on our own.

K3: When more than one branch teacher are in a room, they automatically start to talk about their instruction rather than their daily life experiences. Even in breaks, we share information about our problems and what we can do. When there are teachers from more than one branch in the teachers' room, the topics of conversation become more general. Therefore, for each branch, a special room can be allocated. This can be very useful at least in terms of planning.

It was determined that teachers do not share information in formal meetings but as in the professional development schools, they share information in informal gatherings. Therefore, it is understood that some teachers want to share with their colleagues. In this connection, the teachers made some suggestions to develop their interactions with other teachers. They stated that teachers should share their good practices (f=17), methods that make difference in teaching (f=14), environments should be created for teachers to make use of other teachers' experiences (f=12), branch teachers' meetings should be organized (f=11) and good practices in teaching in the class and strategies that draw students' attention. Some quotations related to these findings are given below.

K2: I need to explain my good practices to others, other teachers should do the same thing. I believe that they will be really useful for teachers.

K22: Creation of learning environments, conducting brain-storming, everyone's telling positive or negative opinions about an issue... at the end if it is generally accepted, it can be adopted or discarded.

K11: In the classroom, while delivering our lessons, we try to attract students' attention, help them to listen to us or have access to information.

RESULT AND CONCLUSIONS

In the 21st century, teachers are expected to adapt new technology, teaching and learning methods, and information into their teaching practices at classrooms. This expectation requires teachers to consistently develop their skills and knowledge in order for them to increase the effectiveness of their teaching at classrooms. To achieve this, teachers should be provided professional development opportunities at pre-service teacher education programs and during their service at schools. In this study, we aimed to explore Turkish in-service teachers' ideas about PDSs, which is a professional development program that relies on the collaboration between university and schools in the US. To address the study purposes, a convergent mixed methods research design was utilized.

The results of this study are important for teacher education in Turkey for two reasons. First, exploring in-service teachers' views on PDSs would help policy makers and teacher educators who would like to adapt PDSs in the US into Turkey. Lastly, this would help researchers and policy makers who will organize professional development opportunities for Turkish in-service teachers by revealing things what in-service teachers would like to see in professional development activities.

Results of quantitative analysis showed that the mean score of Turkish in-service teachers' views on PDSs was between medium and high ($M= 2.61$, $SD= 0.41$). This result indicates that Turkish in-service teachers believed that PDSs would be beneficial to them if PDSs were implemented in Turkey. Among five items, the item two had the highest mean score whereas the item four had the lowest mean score. The item two asks participants' views on the responsibility and the quality assurance that PDS may provide for the participants. A high score on the item two indicated that Turkish in-service teachers believed that responsibility and the quality assurance is the most important thing that a professional development organization would have.

Results of qualitative analysis supports the findings of quantitative analysis. Accordingly, Turkish in-service teachers believed that there was a lack of collaboration between universities and schools. Teachers stated that they would like to get benefit from teacher educators and researchers on new teaching methods and techniques, models and instructions. To increase the effectiveness of professional development programs in Turkey, they offered that the collaborations between university and schools should become effective. Kaya, Cepni and Kucuk (2004) reported that in-service physics teachers reported that teachers' needs and diversity were not taken into consideration in the organization and planning process of professional development activities in Turkey. Consistent with this, the results of this study indicate that teachers believe that professional development programs in Turkey were not based on what their needs were and what they would like to learn.

Önen, Mertoğlu, Saka and Gürdal (2009) reported that the inadequacy of the teachers' professional knowledge still existed teachers participated even though they participated in-service training studies. In this study, teachers reported that in professional development programs they were given passive role and seminars, which they were set to just listen to the speakers, were the majority of professional development programs. This may lead to decrease the effectiveness of professional development programs.

For a more effective professional development programs in Turkey, the results of this study suggest that teachers should be more engaged in professional development activities and take more active roles in the programs. The success of professional development programs is greatly influenced by participants' attitudes towards professional development. Bumen et al. (2012) argued that in-service teachers in Turkey appeared to have a low level of attitudes towards professional development programs as they viewed such programs as compulsory. The underlying reason for such a view can be the fact that in most professional development programs teachers were asked to be passive listeners. That can led teachers to feel professional development programs to compulsory. The results of this study suggest that if teachers are given more active roles in

professional development programs, pleasure that they get from professional development activities will increase and they would start participating professional development programs voluntarily.

Ozoglu (2010) argued that in-service teachers in Turkey appeared to feel that they did not need professional development programs. The reason for that feeling might be that professional development programs in Turkey did not address teacher needs. Results of this study suggest that teachers believe for a more effective professional development programs, their needs should be considered. That can be done by regularly asking to teachers what kinds of professional development programs they would need and they would be allowed to participate programs they want. Another problem about the effectiveness of professional development programs in Turkey is that some in-service teachers regularly participated in professional development programs whereas others attended in few or less than few professional development programs. To promote teachers who have participated in few professional development programs, they should be regularly and compulsorily asked what kind of programs they want. Furthermore, for an effective professional development program, the findings of this study suggest that teachers should provide opportunities that they can share good educational practices among them. In the lights of the findings of this study, it is suggested that a pilot implementation of PDSS can be done in Turkey.

GENİŞ ÖZET**Giriş**

Öğrencileri başarılı olan ülkelerin eğitim sistemlerinin ortak özelliği öğretmenlerinin nitelikli olmasıdır (Barber ve Mourshed, 2007). Öğretmenlerin niteliği ise, çağın gereklerine uygun olarak hizmet öncesi ve hizmetiçi eğitim almalarına bağlıdır. Bunun için öğretmenlerin mesleki olarak değerlendirilmeleri, bu değerlendirmeler ışığında öğretmen yetiştirme programlarının yenilenmesi gerekir (Rosenholtz, 1985). Bunun yanında öğretmenlerin kendilerini mesleki olarak yenilemeleri için hizmetiçi eğitimler düzenlenmeli ve bunlar eğitim programlarına paralel bir şekilde yürütülmelidir (Erişen, 1998).

Türkiye’de hizmetiçi eğitim etkinlikleri Milli Eğitim Bakanlığına (MEB) bağlı okul ve kurumlarda görev yapan öğretmenlerin bilgi ve becerilerini geliştirmek, verimliliklerini artırmak, bilimsel ve teknolojik gelişmelere uyumlarını ve üst görevlere hazırlanmalarını sağlamak amacıyla MEB’in merkez teşkilatı birimleri ile taşra teşkilatı birimlerinin görüşleri alınarak planlanan ve gerçekleştirilen uygulamalar biçiminde yürütülmektedir (MEB, 1994).

Türkiye’de hizmetiçi eğitime ilişkin yapılan araştırmalarda, hizmetiçi eğitim uygulamalarında birçok sorunun yaşandığı belirlenmiştir. Bu sorunların temelinde, öğretmenlerin gereksinimi olan uygulamalara ağırlık verilmemesi, uygulanan yöntemlerin öğretmenlerin katılımına olanak sağlamaması, değerlendirme sürecinin yetersiz olması, zamanlamanın ve fiziki koşulların yetersizliği, eğitimler için ihtiyaç analizi ve iyi bir planlama yapılmaması, kalabalık gruplarla hizmetiçi eğitim faaliyetlerinin yürütülmesi ve eğitimcilerin alan uzmanı olmaması gösterilmektedir (Murat ve Akmençe, 2006; Sıcak ve Parmaksız; Özen, 2006; Seferoğlu 2001). Ayrıca hizmetiçi eğitim programlarında yerel ve bölgesel farklılıkların dikkate alınmadığı, öğretmenlerin bu programlardan yeterince yararlanmadığı (Kaya, Çepni ve Küçük, 2004) ve hizmetiçi eğitim etkinliklerinin beklenen düzeyde işlevsel olmadığı belirtilmiştir (Aydoğan, 2002; Uçar, 2005; Durmuş, 2003). İşlevsel olmayan hizmetiçi eğitimlerin, öğretmenlerin mesleki gelişimine katkı sağlaması olanaklı değildir. Önen, Mertoğlu, Saka ve Gürdal’ın (2009) yaptığı çalışmada da öğretmenlere verilen hizmetiçi eğitim çalışmalarına ve seminerlere karşın, öğretmenlerin mesleki bilgilerindeki yetersizliklerin devam ettiği belirlenmiştir. Araştırma sonuçları göz önüne alındığında, Türkiye’de etkili ve verimli bir hizmetiçi eğitim sürecinin yürütüldüğünü söylemek oldukça zor görünmektedir. Bu nedenle hizmetiçi eğitimlerin etkili olabilmesi için bir yandan varolan sorunların giderilmesine ilişkin çaba harcanması gerekirken diğer yandan dünyada uygulanan hizmetiçi eğitim çalışmalarının gözden geçirilerek, bu çalışmaların Türkiye’nin sosyo-kültürel yapısına uygun ve öğretmenlerin gereksinimlerini karşılayabilecek bir şekilde uyarlanması yararlı olacağı düşünülmektedir. Bu bağlamda dünyadaki başarılı hizmetiçi uygulamalardan birisi olan ve Amerika Birleşik Devletleri’nde (ABD) uygulanan Mesleki Gelişim Okullarının (MGO) Türkiye’deki hizmetiçi eğitim çalışmalarına katkı sağlayabileceği düşünülmektedir.

MGO öğretim ve öğrenim sürecini niteliğini artırarak öğretmenlerin kendi bilgi ve becerilerini geliştirdikleri ve öğretmenlerin kendi tutumları üzerine düşünmelerini sağlayan öğretmenlerin etkin olarak katıldıkları tüm profesyonel gelişim etkinliklerini de kapsamaktadır (Bolam, 1993). MGO'da öğretmenler hizmetiçi eğitim faaliyetlerinde bir dinleyici olmaktan çok sürecin etkin bir katılımcısı olarak eğitim sürecinin planlamasından uygulamasına kadar etkin görev almaktadırlar. Öğretmenler bu süreçte sınıf içi örnek uygulamaları, kullandıkları etkili yöntemleri, geliştirdikleri materyalleri, değerlendirme süreçlerini paylaşarak öğrenme- öğretme süreçlerinin daha etkili olarak nasıl biçimlendirebilecekleri konusunda tartışmalar yapma olanağına kavuşmaktadırlar. ABD'deki üniversitelerde ise öğretmen adayları ve öğretmenlerin gelişimine yönelik olarak profesyonel gelişim bölümü bulunmakta bu bölümdeki öğretim elamanları MGO uygulamalarında aktif görev almakta okullarla ve öğretmenlerle işbirliği halinde çalışmaktadırlar. Bu yönüyle okullar ve üniversiteler arasında güçlü bağlar oluşturulabilmektedir. Ayrıca üniversiteler bu süreçte etkin rol alarak okul müdürleri, öğretmenlerle birlikte ihtiyaç doğrultusunda planlı ve programlı eğitimler hayata geçirebilmektedirler.

MGO modelinin Türkiye'ye uyarlanması halinde Türkiye'deki öğretmen yetiştirmeye ve öğretmenlerin mesleki gelişimine yönelik sorunların çözümüne önemli katkılar sağlayabileceği düşünülmektedir. Ancak uyarılama yapılmadan önce MGO uygulamasına ilişkin öğretmenlerin görüşlerinin alınmasının, uyarılmanın başarılı olmasına olumlu katkı sağlayacağı düşünülmektedir. Bu yönüyle öğretmenlerin birçok ülkede başarılı sonuçlar vermiş MGO'ya ilişkin görüşlerinin belirlenmesi oldukça önemlidir. Bu bağlamda araştırmada öğretmenlerin mesleki gelişim okullarına yönelik görüşlerinin belirlenmesi amaçlanmıştır.

Yöntem

Bu araştırmada karma yöntem desenlerinden yakınsak desen design kullanılmıştır (Creswell, 2005, 2009; Creswell, Plano-Clark, Gutmann ve Hanson, 2003). Bu desende, nicel ve nitel boyutlar araştırmanın belli bir sürecinde eş zamanlı olarak uygulanır ve boyutlara eşit ağırlık verilir. Nicel ve nitel boyutlardan elde edilen veriler ayrı ayrı çözümlenir. Sonuçlar birleştirilerek yorumlanır (Creswell ve Plano-Clark, 2014). Bu araştırmada convergent design seçilmesinin nedeni, sadece nicel ya da nitel veri toplama araçlarından elde edilen sonuçların yeterince açıklayıcı ve derinlemesine bilgi elde etmeye olanak tanımayacağı düşüncesidir. Bu nedenle araştırmada ölçek ile veri toplanırken yarı yapılandırılmış görüşme formu ile yüz yüze görüşme yapılmıştır. Araştırmadan elde edilen nicel ve nitel bulgular sonuç kısmında birlikte yorumlanmıştır. Böylece öğretmenlerden mesleki gelişim okullarına yönelik daha derinlemesine bilgi elde edilmiştir.

Araştırmanın nicel boyutunun çalışma grubunu Muğla il merkezindeki ilkokul ve ortaokulda görev yapan uygun olan, ulaşılabilen ve araştırmaya katılmaya gönüllü olan 21 okulda 256 öğretmen (98 erkek, 158 kadın) kadın oluşturmuştur. Fraenkel, Wallen ve Huyn (2012) örneklemin tesadüfi ya da sistematik olarak seçilemediği durumlarda, çalışma için uygun olan, ulaşılabilen, hazır insan gruplarından örneklemin seçilebileceğini belirtmiştir. Araştırmanın nitel boyutunun çalışma grubunu 256 kişi arasında görüşme yapmaya gönüllü olan 26 öğretmen oluşturmuştur. Bu öğretmenlerden 14'ü kadın 12'si erkektir.

Araştırmanın nicel boyutunun verileri, Yıldırım, Çetinkaya ve Ateş (2015) tarafından geliştirilen Mesleki Gelişim Okulları Ölçeği ile toplanırken, nitel boyutunun verileri araştırmacılar tarafından oluşturulmuş yarı yapılandırılmış görüşme formu ile toplanmıştır. Mesleki Gelişim Okulları Ölçeği ile toplanan veriler üzerinden yapılan analizler, formun Cronbach's Alpha güvenilirlik katsayısının 0.83 olduğunu göstermiştir. Aynı zamanda formdaki her bir maddenin madde-toplam test korelasyonu 0.65 ile 0.68 arasında değişmiştir. Madde yük değerleri ise, 0.58 ile 0.76 arasında yer almıştır. Araştırmanın nitel boyutu için yarı yapılandırılmış görüşme formu hazırlanmıştır. Bu formun öğretmenlerin mesleki gelişim okullarına yönelik görüşlerini belirleme amacına hizmet edip etmediğinin belirlenmesi için üç uzmandan görüş alınmıştır.

Araştırmanın nicel boyutundan elde edilen veriler betimsel analizler (frekans, yüzde, normallik) kullanılarak çözümlenmiştir. Nicel boyutundan elde edilen veriler tümdengelimsel içerik analizi yaklaşımına göre analiz edilmiştir. İçerik analizi için, önceden numaralandırılmış veri metinleri düzenlenmiş veriler, genel bir bakış açısı kazanmak amacıyla birkaç kez okunmuş ve iki döngüde kodlanmıştır. Araştırmanın nitel boyutunun geçerliği ve güvenilirliği için çeşitleme, uzman incelemesi, doğrudan alıntı yapma, ayrıntılı açıklama ve verileri birlikte kodlama gibi stratejiler kullanılmıştır (Lincoln ve Guba, 1985).

Bulgular

Araştırmanın nicel kısmında öğretmenlerin tüm maddeler bağlamında ve genel toplamda MGO uygulamalarına ilişkin olumlu görüş bildirdikleri anlaşılmaktadır. Nitel kısmında öğretmenler mesleki gelişimde okul ve üniversitede işbirliğinde sorunlar yaşandığını ya da varolan işbirliğinin yetersiz olduğunu belirtmişlerdir. Bunu nedeni olarak MEB ve üniversite ilişkilerinin kopuk olmasını göstermektedirler. Öğretmenler ve alan bilgilerinin güncellenmesine gereksinim duyduklarını, yine mesleki olarak yeni model ve yaklaşımları, yeni yöntem ve teknikleri ve daha etkili ders anlatmanın yollarını öğrenmek istediklerini ifade etmişlerdir. Okul ve üniversite işbirliğinin kapsamının bu konularda olması gerektiğini belirtmişlerdir. Öğretmenler, mesleki gelişimde okul ve üniversite işbirliğinin sağlanması için önerilerde de bulunmuşlardır. Bu kapsamda, MEB ve üniversitelerin işbirliği yapması için protokol imzalanması, hizmetiçi eğitimlerin kalabalık olarak düzenlenmemesi, verilen eğitimlerde sadece anlatım yönteminin kullanılmaması, eğitimler konusunda öğretmenlerin motivasyonları artırılarak eğitime ilgi göstermelerin sağlanması gerektiğini belirtmişlerdir.

Öğretmenlerin bir kısmı üniversitenin mesleki gelişime katkı sağlamadığını belirtmişlerdir. Bunun nedeni olarak üniversitede mesleki gelişime yönelik etkinliklerinin yapılmamasını ve üniversitenin verdiği eğitimlere öğretmenlerin ilgi duymamasını göstermişlerdir. Öğretmenler, üniversitenin mesleki gelişime katkı sağlaması için bazı önerilerde bulunmuşlardır. Öğretmenler seminerlerin etkileşimli olması, seminerlerin okuldaki problemleri çözmeye yönelik destek sağlaması, verilerin eğitimlerin önemini açıklanması, eğitimlerin öğretmenlerin gereksinimlerine göre düzenlenmesi, öğretmenlerin aldığı eğitimlerin uygulanıp uygulanmadığının denetlenmesi ve seminerlerin devamlılığının sağlanması gerektiğini belirtmişlerdir. Ayrıca öğretmenler mesleki gelişimde öğretmen ve öğretim elemanı işbirliği yapmasında bazı sorunlar yaşandığını

belirtmişlerdir. Öğretmenlerin öğretim elemanının deneyiminden yararlanmaya gerek görmediğini ve öğretim elemanlarının okuldaki uygulamalarda haberdar olmadığını ifade etmişlerdir.

Araştırmada, mesleki gelişimde öğretmenlerin kendi aralarındaki ilişkilerde sorunlar olduğu görülmüştür. Öğretmenlerin mesleki olarak iyi oldukları konularda paylaşım yapmaktan uzak durdukları, bu konuda kıskançlık gösterdikleri, kendi aralarındaki rekabetten dolayı bilgiyi saklama eğitimi oldukları, tercih edilmeme korkusu yaşadıkları, bilgi paylaşımına ilgi göstermedikleri ve bilgi paylaşımı konusunda motivasyonlarının düşük olduğu belirlenmiştir. Öğretmenlerin mesleki konularda ilgili, zümre toplantılarında, whatsapp gruplarında, ev toplantılarında ve öğretmenler odasındaki görüşmelerinde mesleki olarak paylaşımlarda bulduklarını ifade etmişlerdir. Öğretmenlerin mesleki gelişim okullarında olduğu gibi resmi toplantılarla mesleki olarak bilgi paylaşımlarını yapmadıkları ama gayri resmi olarak kendi aralarında paylaşımlarda buldukları belirlenmiştir. Buradan hareketle bazı öğretmenlerin mesleki olarak meslektaşları ile paylaşımda bulunmak istedikleri anlaşılmaktadır. Bu bağlamda öğretmenler kendi aralarındaki ilişkilerini geliştirmek için bazı önerilerde bulunmuşlardır. Öğretmenler, mesleki olarak iyi uygulamaların, kullanılan ve fark yaratan yöntemlerin paylaşılması gerektiği belirtilmiştir. Öğretmenler birbirlerinin deneyiminden yararlanmalarını sağlayacak ortamların oluşturulması gerektiğini, alan zümrelerinin toplanmasını, ders işlenişindeki iyi uygulamaların ve çocuğun dikkatini toplama tekniklerinin paylaşılmasını önermişlerdir.

Sonuç ve Tartışma

21. yüzyılda, öğretmenlerin, yeni teknolojileri, öğretme ve öğrenme yöntemlerini öğretim sürecine uyarlaması beklenmektedir. Bu beklentinin karşılanması, öğretmenlerin mesleki bilgi ve becerilerini sürekli geliştirmelerine bağlıdır. Bunu başarmaları için öğretmenlere, öğretmen yetiştirme programlarında ve atandıktan sonraki süreçte mesleki olarak gelişim fırsatları sağlanmalıdır. Mesleki gelişim fırsatının sağlanmasında daha önce farklı ülkelerde uygulanarak başarılı sonuçlar elde edilmiş programların incelenmesi ve Türkiye'ye uygun olanların uyarlanması yararlı olabilir. Bu bağlamda, araştırmada ABD'de uygulanan ve üniversite ile okullar arasındaki işbirliğine dayanan mesleki gelişim okulları incelenerek öğretmenlerin bu uygulamanın Türkiye'de uygulanmasına ilişkin görüşleri alınmıştır. Araştırmanın sonuçlarının, Türkiye'de öğretmen eğitimine iki önemli katkının olması beklenmektedir. İlk olarak bu çalışma, öğretmenlerin MGO'lara ilişkin görüşlerinin araştırılması ile MGO'yu Türkiye'ye uyarlamak isteyen politika yapıcılara ve öğretmen eğitimcilerine yardımcı olacaktır. İkinci olarak, öğretmenlerin mesleki gelişimlerine yönelik gereksinimlerinin belirlenmesini sağlayacaktır.

Bu çalışmada, Türkiye'deki öğretmenlerin MGO'ların Türkiye'de uygulanmasına ilişkin görüşleri alınmıştır. Öğretmenlerin mesleki gelişim okul uygulamalarına yönelik olumlu görüş bildirdikleri, MGO'nun uyarlanması durumunda öğretmenlerin gelişimlerine yararlı olacağına inandıkları anlaşılmaktadır. Nitel analiz sonuçları da nicel analiz sonuçları desteklemektedir. Öğretmenler, üniversite-okul, öğretmenler ile öğretim elemanları ve öğretmenlerin kendi aralarındaki işbirliğinin ve paylaşımlarının yetersiz olduğunu belirtmişlerdir. MGO'nun Türkiye'ye uyarlanması durumunda bu sorunların giderilebileceği düşünülmektedir.

Araştırmanın kapsamı ilkökul ve ortaokul öğretmenlerinden oluşmaktadır. Yapılacak yeni araştırmalarda lise öğretmenlerinin ve öğretmenlik uygulaması kapsamında görev alan öğretim elemanlarının mesleki gelişim okulları ile ilgili görüşleri alınarak mesleki gelişim okullarının Türkiye'ye uyarlanmasına ilişkin daha kapsayıcı bir değerlendirme yapılabilir. Bu araştırmaların sonuçlarına bağlı olarak mesleki gelişim okulları uygulamasının Türkiye'de pilot uygulaması yapılabilir. Başarılı olması durumunda yaygınlaştırılabilir.

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