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QUALIFICATION PAPER

on the theme: CLASSROOM OBSERVATION FOR PROFESSIONAL DEVELOPMENT

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INTRODUCTION

Actuality of the theme of investigation. After getting the Independence, the Republic of Uzbekistan has worked out his own model of development, taking into account the specific social, economic and political traditions of the country. One of the most important conditions for the development of any country is a well functioning education system. As the education system ensures the formation of a highly developed generation who is able to live in a highly position, with social and personal activity, ability to function independently in the public and political life. On December 10, 2012 the President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system".

To highlight that a complex system for learning and teaching foreign languages focused on upbringing of comprehensively developed, educated and intellectual young generation of people, and further integration of the republic with the global community has been established within the frames of the Law on Education and the National Programme for Personnel Training. It is established that as of 2013/2014 academic year teaching of foreign languages, mainly English, gradually throughout the territory of the republic will be started from the first grade of the primary school in the format of games and oral speech lessons, starting from the second form of the Furthermore, classes at higher educational institutions in major subjects of technical and international specialties shall be conducted in the foreign languages [2;1].

Within a year, since a decree was enacted, a lot of projects have been done as an implementation of this important document. Inevitably, the successful execution of this decree mostly depends on the teachers of foreign languages as they are one of the major factors of increasing student achievement. "We cannot expect students to change what they do if we are content for teachers to continue doing what they have always done" [45;2]. Lately, marked attention has been directed towards the question of improving foreign language teachers' professional skills and providing primary school teaching alphabet, reading and spelling. them with effective development programs. Apparently, the broad area of teacher development can be

approached from different aspects and it can be offered through various seminars, training-courses and conferences. However, "professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer" [23;5]. The present bachelor qualification paper is devoted to the problems of raising teacher effectiveness through classroom observation and in the work the definition of professional development, its role in teaching career and benefits of observation for teacher development will be discussed.

The teacher professional development and classroom observation are widely researched areas. We can address the sources of scholars concerning professional development as Harwell, Michael S. Garet, Mann, Peter Cole, Fullan, J. Quint as well as classroom observation like Wang Minghui, Rob Klindt, Barocsi, Allright, Gebhard, V. Msila and etc. Nevertheless, there is little research on how to use classroom observation for professional development purposes. And we tried to study these aspects of the problem from the perspective of Karakalpak learning situation in our qualification thesis.

The basic purpose of research. The aim of our bachelor qualification thesis is to study how professional development is crucial for teachers and analyze the role of classroom observation in effective teaching and teacher development.

In order to reach the aim we planned to fulfill the following **tasks** in the work:

- to make general overview of professional development by stating different concepts about this notion and its importance in teaching.
- to identify the factors and characteristics of teacher professional development.
- to analyze concepts about classroom observation and its role in improving teachers' professional skills.
- to experiment usage of classroom observation as a tool for teacher improvement.
- to collect data from local schools and lyceums and analyze the situation

Methods of research. Research was carried on with the help of several methods: review of literature on the problem, data collection, data analysis, informal interview, questionnaire and observation.

Theoretical value of the paper. The results of the research can be used in designing professional programs or manuals for the development of teachers.

Practical value of research consists in using the results of the research in all educational establishments for teacher improvement through classroom observation. Practical conclusions can be used in further researches on methodology.

Content of research. The research work consists of introduction, two chapters, conclusion and bibliography. In the first chapter we made general overview of professional development by stating different concepts about this notion and its importance in teaching. At the same time the factors and characteristics of teacher professional development was also learned in this chapter.

In the second chapter concepts about classroom observation and its role in improving teachers' professional skills were analyzed. The usage of classroom observation as a tool for teacher improvement was also studied and analyzed with practical examples. As practical example we collected data from local school and lyceum

CHAPTER I. IMPORTANCE OF PROFESSIONAL DEVELOPMENT IN TEACHING

1.1 Concepts about teacher professional development

Definition of professional development. Professional development (PD) is a broad term, that includes interests and approaches of people. It refers to the individual's development in his or her professional life. There is a common purpose of those who engage in professional development. The main purpose of PD is the individual's interest in lifelong learning and enhancing their ability to do their work. The Oxford English Dictionary notes the use of the phrase "professional development" from 1857 onwards.

According to Wikipedia.com: "Professional development refers to skills required for maintaining for career path or to general skills offered through continuing education, including the more general skills area of personal development.. It encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice" [53].

A wide variety of people, such as teachers, military officers and non-commissioned officers, health care professionals, lawyers, accountants and engineers engage in professional development. Individuals may participate in PD because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practices, or to comply with professional regulatory organizations. Indeed many are also forced to participate in so called PD part of a human resources exercise; the point and use of which is debatable. A professional has mastery of a body of knowledge, along with the mental framework to make sense of it and apply it in a variety of circumstances. The professional has acquired the situational knowledge to be an expert, and their expertise is more than what can be replicated by following a manual. Glenn Martin described that "Professional development can be defined as the systematic maintenance, improvement and

broadening of knowledge and the development of personal qualities necessary for the person to sustain their relevance and effectiveness at work throughout their working life" It is a continuous improvement process lasting from the time an individual decides to enter education until retirement [21;1].

To achieve and assess performance improvement, Kennie advocates the following process:

1. Where have I been (in relation to any PD need), i.e. what is my previous knowledge base or experience?
2. Where am I now? (what are my current strengths and weaknesses in relation to the need identified)?
3. Where do I want to be (what level of skill/knowledge do I want to obtain)?
4. How will I get there (what learning plan/strategy will I adopt)?
5. How will I know when I get there (what evidence could I provide to illustrate improved performance)?

This is to look at PD from the individual's perspective. From this perspective, the question of "how to get there" includes both formal and informal activities. It may include structured training and seminars as well as work-based projects. It may include the use of competency models as well as mentoring, coaching and self-paced e-learning. It may include individual study as well as participation in group activities. Many fields require members to participate in ongoing learning approved by the profession, sometimes as a requirement for keeping their jobs.

According to Relf and Dunk professional development is a continuous cycle of reflecting, planning and doing (Figure 1).

1) Reflect on where you are now and where you want to be
2) Plan development activities to help you meet your goals
3) Carry out and log your activities
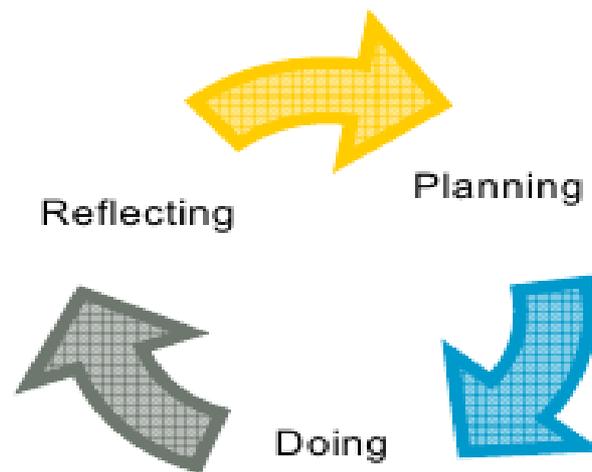4) Reflect on what you have achieved and where to go next.

Figure 1. Professional development cycle.

What is teacher professional development? Many fields require members to participate in ongoing learning approved by the profession, sometimes as a requirement for keeping their jobs. Professionals often also voluntarily seek new learning. Professional development is the only strategy school systems have to strengthen educators' performance levels. It is also the only way educators can learn so that they are able to better their performance and raise student achievement. Mann described that "PD is an on-going, self-directed and autonomous effort of a teacher to acquire new knowledge and skills and continually improve them after initial formal training in their career. In their PD, the teacher plays an active role: it is self-development that is at the centre" [36; 106]. According to Head and Taylor "Teacher development draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge" [24;1].

To the extent that teachers are regularly asking themselves "How can I become a better teacher?" "How can I enjoy my teaching more?" "How can I feel that I am helping learning?" they are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also the preconceptions that they have about teaching and learning. Wanjnryb [51;15] is of the opinion that teacher development is voluntary and it comes from the individual teacher or the group and that nobody can force teachers to develop. Supporting this idea Gnawali argues [22;219] that development is voluntary and they can not be forced, but they can be helped to develop, because not every teacher will be able to diagnose their problems and areas of weaknesses and be able to find appropriate solutions. Many teachers knowingly or unknowingly develop themselves learning from their own experience, working with and learning from the experience of others and becoming more active in their own continuous process. However, there are some common strategies a majority of teachers adopt to develop in their professional development. People often use other names, including staff development, in-service training, professional learning, or continuing education. Whatever the term, the purpose is the same to improve learning for educators and students [23;5].

Professional development serves three functions:

- To improve school performance
- To improve the quality of classroom instruction
- To support the implementation of new initiatives

Professional development is a comprehensive, ongoing, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

So what type of activities count as professional development? Anything that helps you develop your skills, knowledge or competence in the workplace can count as professional development. Professional development can involve, but is not limited to the following activities:

- Study groups among peers focused on a shared need or topic.
- Observation: teachers observing other teachers.

- Coaching: an expert teacher coaching one or more colleagues.

- Mentoring of new educators by more experienced colleagues.

- Team meetings to plan lessons, problem solve, improve performance, or learn a new strategy.

- Faculty, grade-level, or departmental meetings.

- Online courses.

- College/university courses.

- Workshops to dig deeper into a subject.

- Conferences to learn from a variety of expertise from around the state or country.

- Whole-school improvement programs

- Proprietary program by private vendors.

Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Although a lot of teachers think that their professional education is over when graduate, a great number of them see professional development programs as among the most promising and most readily available routes to growth on the job - not only as a way to combat boredom and alienation, but also as a pathway to increased competence and greater professional satisfaction [25;201]. Despite the general acceptance of professional development as essential to improvement in education, reviews of professional development, research consistently point out the ineffectiveness of most programs. A variety of factors undoubtedly contribute to this ineffectiveness. It has been suggested, however, that the majority of programs fail because they do not take into account two crucial factors:

1) what motivates teachers to engage in professional development,

2) the process by which change in teachers typically occurs.

It is important to note that, for many teachers, improving professional skills means enhancement student learning outcomes. In an early study of teachers' perceptions

of success, regardless of teaching level, most teachers define their success in terms of their pupils' behaviors and activities, rather than in terms of themselves or other criteria. What attracts teachers to professional development, therefore, is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. But teachers also tend to be quite pragmatic. What they hope to gain through professional development are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms. Development programs that fail to address these needs are unlikely to succeed [14;749]. A second important factor that many professional development programs fail to consider is the process of teacher change. Professional development activities frequently are designed to initiate change in teachers' attitudes, beliefs, and perceptions. Professional development leaders, for example, often attempt to change teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum or instructional innovation. They presume that such changes in teachers' attitudes and beliefs will lead to specific changes in their classroom behaviors and practices, which in turn will result in improved student learning [15;382]. This perspective on teacher change evolved largely from a model developed by early change theorists such as Lewin , who derived many of his ideas about affecting change from psychotherapeutic models. More recent research on teacher change indicates, however, that the assumptions of this model may be inaccurate when considering professional development programs for experienced teachers. An alternative model that re-examines the process of teacher change is needed to guide the creation of more effective professional development programs. One of these alternative models 'Model of Teacher Change' (Figure. 2) was suggested by Guskey. It presents an alternative approach. This model suggests a different sequence among the three major outcomes of professional development. According to the model, significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom

practices a new instructional approach, the use of new materials or curricula, or simply a modification in teaching procedures or classroom format.
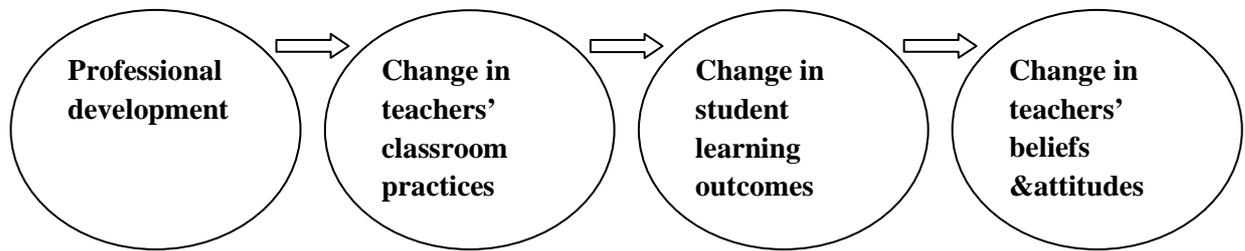

Figure 2. Model of teacher change.

The important point is that it is not the professional development itself, but the experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs. Thus, according to the model, the key element in significant change in teachers' attitudes and beliefs is clear evidence of improvement in the learning outcomes of their students. This model of change is predicated on the idea that change is primarily an experientially based learning process for teachers. Practices that are found to work that is, those that teachers find useful in helping students attain desired learning outcomes are retained and repeated. Those that do not work or yield no tangible evidence of success are generally abandoned. Demonstrable results in terms of student learning outcomes are the key to the endurance of any change in instructional practice. Attitudes and beliefs about teaching in general are also largely derived from classroom experience. Teachers who have been consistently unsuccessful in helping students from educationally disadvantaged backgrounds to attain a high standard of learning, for example, are likely to believe these students are incapable of academic excellence. If, however, those teachers try a new instructional strategy and succeed in helping such students learn, their beliefs are likely to change. Again, the point is that evidence of improvement or positive change in the learning outcomes of students generally precedes, and may be a pre-requisite to, significant change in the attitudes and beliefs of most teachers. Learning outcomes are broadly

construed in the model to include not only cognitive and achievement indices, but also the wide range of student behavior and attitudes. They can include students' scores on teacher-made quizzes and examinations, as well as results from standardized assessments and achievement tests. But they can also include students' attendance, their involvement in class sessions, their classroom behavior, their motivation for learning, and their attitudes toward school, the class, and themselves. In other words, learning outcomes include whatever kinds of evidence teachers use to judge the effectiveness of their teaching.

The next question to be answered is what results does professional development give? Here is Hayes Mizzel's opinion: Professional development yields three levels of results:

(a) educators learn new knowledge and skills because of their participation;

(b) educators use what they learn to improve teaching and leadership;

(c) student learning and achievement increase because educators use what they learned in professional development. [23;6].

The results of professional development can be assessed through following techniques:

- surveys
- tests
- observations
- video recordings
- interviews

If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, professional development is worth the cost.

1.2 Importance of teacher development

There is no doubt that the more teachers are professionally developed the better students perform at their studies. There are probably few teachers who would not want to be thought of as professional. On the other hand, professional carries a greater claim than the more neutral teacher. Before discussing the importance of teacher development, we decided to identify what qualities should educator have in order to be professional and how can it be influential to learners' achievement. According to Mann [13;105] the professional educator: . . .

- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background *(Diversity);*

- Uses assessment strategies (traditional and alternative) to assist the continuous development of the learner *(Assessment);*

- Plans, implements, and evaluates effective instruction in a variety of learning environments *(Planning);*

- Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students *(Human Development and Learning);*

- Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation *(Learning Environments);*

- Uses effective communication techniques with students and all other stakeholders *(communications);*

- Uses appropriate techniques and strategies that promote and enhance the critical, creative, and evaluative thinking capabilities of students *(Critical Thinking);*

- Uses appropriate technology in teaching and learning processes *(Technology);*

- Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students *(Role of the Teacher);*

- Engages in continuous professional quality improvement for self and school *(Continuous Improvement);*

- Demonstrates knowledge and understanding of the subject matter *(Knowledge and Understanding);*

- Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida *(Ethics and Principles).*

- As we know there are variety of factors that impact on learners' achievement and teachers' role is considered as one of the influential factors among them. The following diagram describes share of these factors:
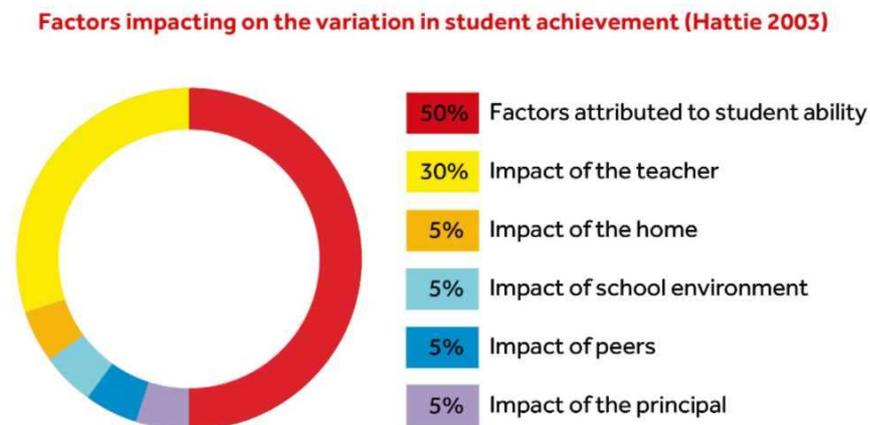

Factors impacting on the variation in student achievement (Hattie 2003)

50% Factors attributed to student ability
30% Impact of the teacher
5% Impact of the home
5% Impact of school environment
5% Impact of peers
5% Impact of the principal

Figure 3. Factors impacting on the variation on student achievement.

The given diagram can proof that how can teachers be influential on learners success in their academic life. The most powerful way to raise student achievement is through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. As Jenny De Monte [29;18] claimed, "The time has passed when we can simply allow a teacher to walk into classrooms, close the door, and just wing it alone. Few if any professions allow practitioners to work in such a manner. The fact of the matter is people become better at their jobs

by observing and sharing with experts in their field as they do their work. Given what we want and expect our teachers to be able to do turn out students who are college and career ready it is critical that we give them the tools and support that will allow them to learn, improve, and do their jobs better even as we hold them accountable for their work." Effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate. Improving the practice of teaching learning to teach better does not necessarily come from teaching longer. Experience does not lead directly to better instruction. Enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand these are aspects of teaching that can be learned and improved upon. Hayes Mizell argued that, "College and university programs cannot provide the extensive range of learning experiences necessary for graduates to become effective public school educators. Once students graduate, meet their state's certification requirements, and are employed, they learn through experience" [23;8]. As in all professions, new teachers and principals take years to gain the skills they need to be effective in their roles. The complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers. In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success. That information may, in some cases, be used as the basis for critical personnel decisions such as whether to dismiss an educator or increase his or her salary. But in order to have the impact on student learning that supporters of reform intend, evaluation needs to be

accompanied by insightful feedback about teacher performance that leads to a strategic set of professional-learning activities to help educators improve their practice [29:15].

1.3. Factors affecting to teacher development

Teachers are individuals with different backgrounds and personalities who work in varied environment. As learners' achievement is influenced by various factors other than the instruction, the factors that make impact on teacher change is also diverse. These factors are categorized by several researchers and they differ from each other. Ottoson , for example, discussed five categories of factors.

1. Educational factors. The characteristics of the professional development, including quality of facilitation, organization, and methods.

2. Innovation. The ideas, practices, and strategies taught or suggested to teachers during the professional development.

3. Predisposing factors. The characteristics of the teacher, including their motivation for attending, background knowledge, and pre-existing attitudes.

4. Enabling factors. The teacher's skill in applying the new strategy; factors in the context of the teacher's program, including resources, authority, and opportunity to apply what has been learned.

5. Reinforcing factors. The factors in the context of the teacher's program that support the teacher in applying knowledge, such as help from colleagues, the director, and students [41;12].

Cristine Smith and Marilyn Gillespie categorized two types of factors influencing on teacher change: individual and school factors.

1. **Individual (Teacher) Factors**

These factors are closely connected with psychology and personality of teachers. Here much emphasis is given on teacher motivation , teacher concerns, self efficacy, cognitive styles, experience and finally teacher reflectiveness.

Teacher Motivation for Professional Development. Teachers' motivation to participate in professional development is a key factor in change. Stout, for example, proposed four motivations teachers have for participating in professional development: salary enhancement, certificate maintenance, career mobility (building their resume to move up the ladder into administration or pursue other careers), and gaining new skills or knowledge. Two motivational factors predicted participation: high internal motivation to learn and high external motivation to learn (wanted career advancement or to network with others) [7;225-226].

Joyce investigated teachers' motivation to take part in developmental programs and divided teachers into two groups: as learners and consumers of professional development. According to teachers' participation in three domains:

(a) formal systems (courses, workshops, coaching or supervision),

(b) informal systems (exchanges with other teachers and professionals), and

(c) personal activities (reading, leisure activities)

Joyce stated five categories of teacher learners:

 1) *Omnivores* are teachers who actively use every available aspect of the formal and informal systems available to them.

2) *Active consumers* are teachers who keep busy in one or more of the domains or systems.

3) *Passive consumers* are teachers who go along with professional development opportunities that arise but do not seek them out.

4) *Entrenched* teachers are suspicious of change and take courses only in areas where they already feel successful; they may actively or surreptitiously oppose new ideas.

5) *Withdrawn* teachers are actively opposed to engaging in one or all three domains. Joyce argued that omnivores generate energy when they are engaged in system, while entrenched and withdrawn teachers consume energy from the system. An entrenched or withdrawn teacher can be obstacle for improvement and change. When the fit between the culture in the school and teachers' state of

growth is not provided even the best professional development will not give any positive results [31;163].

Teacher Concerns. Another factor is called teachers' concerns. Fuller and Bown proposed three types of concerns:

(a) *self-survival*—controlling classes, having adequate knowledge, finding one's place in the school, satisfying others' expectations of them;

(b) *task*—planning instruction and handling the administrative work, and

(c) *impact*—meeting students' individual needs and increasing students' motivation [15;34]. Ghaith and Shaaban claimed that these kinds of concerns change over time, as teachers gain experience. While classroom tasks are more serious concern for new teachers, experienced teachers are more concerned about impact [20;494]. Kagan supported the idea that beginning teachers are more concerned about self-survival [32;134]. Hord, Rutherford, Huling-Austin, and Hall stated that teachers concerns change as they adopt new attitudes and practices: *personal concerns* about how change will affect them, *task concerns* about how to apply new practices, and *impact concerns* about how new practice will affect learners [25;46].

Teacher Self-Efficacy. Another individual factor well investigated relation to teacher change is teachers' level of self-efficacy, a concept first outlined by Bandura. He defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations". Stronger self-efficacy among teachers has been related to student achievement. Professional development researchers have tested hypotheses about whether teachers' level of self-efficacy was related to how much they changed. Overall, they concluded that, self-efficacy is related to individual factors. Ross found that new teachers had high levels of general self-efficacy (i.e., strong belief in the power of education but weak belief about whether they personally could be successful as teachers), while experienced teachers felt just opposite (i.e., they held a strong self confidence but weak belief in education's power to teach all students; and believed that success is limited by factors that schools cannot control [44;389].

Teacher Cognitive Styles or "Ways of Knowing." Other characteristics of teachers as individuals that researchers believe relate to teacher change include cognitive style. Joughin proposed that some teachers have an analytic ability to understand a strategy and how to use it, whereas other teachers lack this ability and need more structure to grasp and then apply a new strategy. Similarly, developmental theory holds that all adults have "ways of knowing" that they bring to a learning task; specifically, a learner with an instrumental way of knowing would tend to see the trainer as an expert and look for the right answer; a learner with a socializing way of knowing would learn from others and see the trainer as a mentor; and a learner with a self-authoring way of knowing would want to bring his or her own knowledge to the learning process and understand that there may be no one right answer. Theories of cognitive style or development have implications for the fit between individual teachers' ways of knowing and the style of the professional development in which they participate; for example, teachers with an instrumental way of knowing may feel more comfortable in workshops led by experts, whereas teachers with a self-authoring way of knowing may feel more comfortable in professional development activities (e.g., practitioner research) that allow or ask them to generate knowledge on their own [31;11].

Teacher Reflectiveness. In the professional development and teacher education literature, there is a strong concern for teachers' reflectiveness. In a qualitative study of 18 extension educators, Ferry and Ross-Gordon found that a reflective stance was not automatically related to years of teaching experience. Some new teachers had already adopted a reflective stance and demonstrated a cyclical approach to problem solving, whereas some very experienced teachers used a sequential (noncyclical) approach to problem solving: When faced with a problem, they summoned their existing knowledge and chose the best fit solution from what they already knew [12;106].

Teacher Formal Education and Years of Experience. Researches point to the impact of teachers' level of formal education on participation in professional development and in change. Livneh and Livneh, in their study of 256 teachers,

found that those with lower levels of formal education participated in more professional development. The researchers argued that this finding lends support to the notion that people with comparatively lower educational levels in professional fields often recognize the need to upgrade their educational skills and abilities. They may also be beginning their professional career, a time when they recognize the need for additional information and skill building [35;100].

Amount of formal education and teaching experience may also be related to teacher change. In their study Smith and colleagues identified the following individual characteristics as influencing how much, and in what ways teachers changed after participating in professional development:

• *Years of experience in adult education.* Those teachers with fewer years of experience changed more.

• *Venue of first teaching experience.* Those teachers who began their teaching career in adult education changed more.

• *Level of education.* Teachers with a bachelor's degree or less changed more [46;18].

2. School, Program, and System Factors

In addition to individual factors, school, program, and system factors also mediate teacher change by either hindering or supporting it. In this section, we provide an overview of a few of the most prominent system factors that influence teacher change and their relevance to professional development.

Leadership. Research indicates that school leadership plays a role in preparing teachers for change by creating a positive culture that lets teachers' attitudes change naturally when they see how and whether a new practice helps students' learning. Principals that were too controlling and principal turnover negatively affected teacher education programs. Researches indicate that those teachers with greater access to decision making within the program demonstrated more knowledge and action change after participating in professional development.

Coherence between professional development topic and school reform. Coherence is defined as the match between school adoption of particular reforms and individual professional development of teachers in that school; that is, whether the school is trying to improve the same problem or issue addressed by the professional development. The match can either be required (by the district) or voluntary (the school or teachers sought professional development related to the school improvement issue). Recent research by Garet and colleagues [17;934] indicates that teachers gained more knowledge and changed practices more often when there was a match between school or district standards and goals. When change is voluntary (i.e., there is no concurrent reform effort at the school level), then leadership or supportive school factors (e.g., teachers' access to decision making) were not as important in promoting change as the teachers' own beliefs.

Collegiality within the school. The movement for teacher professional communities within schools grew from the belief that one cannot take individual teachers out of their environment, train and change them, then put them back into the same environment and expect them to change that environment. Rather, teachers need a community of teachers within the school, so they can learn together about their work as they apply that learning. The issue of collegiality as an organizational support that increases the efficiency of professional development is especially relevant to adult education, because so many part-time teachers work in satellite locations apart from other teachers [46;1]. In a review of previous research about the relationship between school culture and the effectiveness of professional development, Olson, Butler, and Olson found that collegiality emerged as a key indicator. Interactions with colleagues seemed to help teachers develop a body of technical knowledge about what teaching practices are likely to be effective and a sense of their own competence. Other research suggests that more collaboration within a school increases teachers' commitment to teaching, which may in turn support openness to new knowledge and practices. When teachers, do not have the opportunity to talk to colleagues about strategies learned during professional

development, they are less likely to implement them, the greater the communication, the more likely teachers were to adopt the new practice. By contrast, Joyce found that professional development was less effective when there was an entrenched teacher who acted as gatekeeper to spoil or prevent other teachers from adopting new strategies. In short: Teaching practice is unlikely to change as a result of exposure to training, unless that training also brings with it some kind of external normative structure, a network of social relationships that personalize that structure, and supports interaction around problems of practice [8;21].

Teachers' working conditions. Although there are studies that investigate teachers' working conditions (full time vs. part time, salary and benefit level, etc.) on the effectiveness of professional development, we did find studies indicating that working conditions have an effect on teacher turnover. Dissatisfied teachers who had low salaries, lack of support from administration, problems with student discipline, or lack of input in decision making were more likely to migrate to other schools, or to leave teaching entirely. Only one study has investigated the relationship between teacher change and teachers' working conditions, which the researchers defined as access to

(a) resources

(b) professional development and information

(c) colleagues and directors

(d) decision making

(e) well-supported jobs [46;18].

1.4 Characteristics of effective professional development

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is not effective, unless it causes teachers to improve their instruction or causes administrators to become better school leaders. The effectiveness of professional development depends on how carefully educators conceive, plan, and implement it [23;12]. Many researches has been conducted in order to identify the core characteristics of effective of professional development and numerous experts and programs developed guidelines for high-quality professional development programs. While the lists differed in their specifics, there were some key elements for which there appeared a broad. In our paper we tried to summarize these elements as follows:

1.Job embedded

2.Colloboration

3. Ongoing

4. Instructionally focused

5.Supportive

Job-embedded

Effective professional development for teachers is job-embedded, which makes it both relevant and authentic. Professional development is job embedded when it is:

- Grounded in day-to-day teaching practice, and is designed to enhance teachers' instructional practices around content
- Integrated into the workday, and part of a continuous improvement cycle
- Intended to improve student learning
- Directly connected to learning and application in daily practice

These are job-embedded activities because they are authentically related to the work of the teachers involved and are informed by what the teachers are doing and need to do. These are not the only possible forms that job-embedded professional learning can take place, but they provide illustrations of how it might look. Teachers deem professional development relevant when it directly addresses their specific needs and concerns or when they see a connection between a learning experience and their daily responsibilities. Under the best circumstances, teacher learning is made authentic through seamless integration into each school day. Professional development within the context of the school, such as coaching, mentoring, and study groups, promotes active learning and builds coherence more than traditional learning venues [42;69]. In other words, job-embedded professional development engages teachers in learning through their daily activities and responsibilities, and requires that they take time to consider possibilities, try out new ideas, and analyze the effectiveness of their actions. Even when professional development takes the form of a more traditional in-service or workshop, follow up activities, such as a job-embedded projects or action research increase teachers' perceptions of relevance and authenticity which in turn supports professional learning [47;45].

Colloboration

Effective professional development for teachers is collaborative because it emphasizes both active and interactive learning experiences, often through participation in learning communities. Effective professional development is active when it engages teachers physically, cognitively, and emotionally through activities such as problem solving, sharing and discussion, simulations and role play, visual representations, application and follow through and reflection. Especially when it requires physical movement, active learning supports attention and memory and capitalizes on teachers' prior knowledge and experiences. One study asserts that active engagement supports teachers in remembering 90% of what they experience through professional development. Effective professional development is interactive when it engages teachers socially through regular

opportunities to share problems, ideas, and viewpoints, and work together towards solutions. Research shows that teachers value opportunities to learn from and with one another toward common goals such as planning instruction, analyzing student work, and peer observations. In fact, one study found that teacher-to-teacher coaching and mentoring was more likely to result in higher-order learning experiences for students than traditional professional development activities [42;56]. According to Jenny De Monte "One of many challenges facing teachers is the lack of opportunity to learn from colleagues, particularly in a setting where there is a structure and protocol for revealing excellent teaching practices and having a group of professionals discuss and learn from them. Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels sometimes with an instructional leader to work on better strategies and practices for teaching" [29;11].

The social nature of effective professional development facilitates teacher participation in learning communities. Glenn Martin points out that "Whatever the new model of PD looks like, it must incorporate community. Community is important for many reasons. For a start, social interaction is an aspect of most learning. Community is also the milieu from which mentoring and coaching arise. And community creates continuity of learning beyond structured events" [21;3]. Learning communities are defined as ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. They can be organized by department, team, or grade level, by school, or through a network of schools . Learning communities are supported and sustained when

1) school leadership is shared between principal and teachers,

2) professional development is guided by shared mission, vision, and language,

3) the school environment is characterized by trust, collaboration, accountability, and willingness to take professional risks

Peer feedback is a particularly important aspect of collaborative professional development. Teacher learning is strengthened when teachers share their practice openly with colleagues and willingly accept feedback. Moreover, regular feedback supports teacher learning by helping teachers build strengths, clarify ideas, and correct misconceptions. It is also an important precursor to objective self-assessment, the foundation of lifelong learning.

Ongoing

Effective professional development for teachers is ongoing, which involves a combination of contact hours, duration, and coherence. Research shows that the more time teachers spend engaged in professional development, the more likely their teaching practice is to improve. Reform-style professional development activities, such as study groups, mentoring relationships, and task forces that require active, collaborative participation over time have been found to be particularly effective. However, one study found that the type of professional development did not matter. Even traditional forms of professional development such as workshops and in-services had a positive effect on teaching practice and student learning outcomes when they engaged teachers for many years [42;68]. Closely related to number of contact hours is the duration of professional development. Effective professional development provides teachers with many opportunities to interact with ideas and procedures or practice new skills. Research shows that teacher learning and changes in teaching practice involve a recursive and continual process that takes place over time. In fact, lasting change typically takes a minimum of three to five years. This is because teachers often need several months or even years to transition from personal concerns about a new innovation to planning, implementation, and management concerns aimed at addressing student needs [39;4]. Effective professional development is coherent, because it is connected to clear goals such as a school improvement plan or state learning standards. When teachers' varying professional development experiences are related to each other as well as to school goals or state learning standards, they are able to see the big picture. This causes teachers to perceive their learning

experiences as more valuable which makes them more likely to change their teaching practice to positively affect student outcomes.

Instructionally-focused

Effective professional development for teachers is instructionally-focused, because it emphasizes subject area content and pedagogy as well as student learning outcomes. Undoubtedly, the ultimate goal of professional development is to increase student achievement, and instructionally-focused professional development supports teachers toward that goal. One recent study found that emphasis on instructional strategies over subject area content is not as likely to result in improved student learning outcomes. However, most research shows that effective professional development centers on both subject area content and how to teach it. This is because teachers must know their subject area content well enough to anticipate student misconceptions and engage students in learning through a wide range of instructional strategies. Emphasis on subject area content and how to teach it addresses individual needs and school/district goals by differentiating professional development to accommodate varying teaching assignments, career stages, and teacher responses to educational innovation. Instructionally-focused professional development is effective because teachers consider the emphasis on subject area content and pedagogy relevant and authentic to their daily responsibilities. In addition, instructionally focused learning connects to teachers' experiences, which is more likely to result in changed behavior.

Supportive

Intrinsic motivation is a necessary prerequisite for learners of all ages. Research shows that effective professional development for teachers supports teacher motivation and commitment to the learning process. It combines the needs of individuals with school or district goals, and engages learners from all levels, including teachers, paraprofessionals, and administrators. Moreover, it is designed to address the learning needs of specific schools, classrooms, grade levels, and

teachers. In addition, effective professional development integrates teacher input regarding what and how they will learn, as well as teacher choice regarding learning pace and direction. Combining individual needs with school or district goals, engaging learners from all levels of the school, and addressing teachers' specific learning needs strengthens teacher commitment to professional development and increases their motivation to learn. Once support for teacher commitment and intrinsic motivation is established, effective professional development engages teachers in learning opportunities that are job-embedded, instructionally-focused, collaborative, and ongoing. According to researchers, one or more of the above features are almost always part of high-quality professional development, regardless of the subject area; grade level; and location of the classroom, school, or background of the teacher or students. School context should be a key consideration as high-quality professional-learning opportunities are put into place. Simply put, context matters, as it can and will affect the success of the program, for better or worse. It should be obvious that a coach who is an expert on beginning reading, for example, is probably not the best fit for a middle school where students who are struggling with the comprehension of complex text challenge teachers. The need for some mechanisms or activities to improve the quality of teaching, which in turn leads to greater student achievement, has always been present although at times ignored. But at this moment it's all but impossible not to hear the plea that high-quality professional development be part of widespread school reforms now underway.

The Importance of Continuing Professional Development

Continuing professional development (CPD) is accepted as an integral part of teacher education because only a continuing learning and training assures a high level of expertise and enables the teachers to keep their professional skills and

knowledge up-to-date. Just about all fields of science are progressing at a rapid pace, while the new generations have considerably different approach to learning than the previous generations. CPD enables teachers to keep up with the relevant and up-to-date knowledge in their field as well as with the newest pedagogical approaches which are adjusted to the needs of the 21st century. Ironically, the greatest interest in CPD show new teachers who went through an up-to-date education and training. They view it as an opportunity to develop professionally as well as to improve their classroom skills. Longer serving teachers are not necessarily reluctant to change their practice but generally, they do not accept new pedagogical methods as easy as their younger colleagues. CPD should therefore primarily be focused on encouraging longer serving teachers to stay in touch with the recent developments and continue to challenge their practice. There are several ways to encourage CPD. One of the most effective and cost efficient ways to help teachers refresh their knowledge and pedagogical practice is to encourage exchange of information and ideas between the teachers in their own school. They should also monitor probationers who do not only learn from longer serving teachers but often also increase enthusiasm for teaching as well as transfer their older colleagues the up-to-date knowledge and skills in respect to both their field and pedagogical methods. Just as important is to improve communication with other schools. By meeting colleagues from other schools, teachers will remain in touch with different teaching styles as well as advances in their field of expertise. At the same time, sharing ideas, experience and good practice helps raise education system on a higher level as a whole. It prevents the new approaches from remaining isolated to particular teachers or schools which in turn creates a better approach to quality education for young people. Another way to ensure CPD is to enable the teachers to take part in CPD courses which, however, do not always yield the desired results. There is a major concern about quality of providers of these courses including professional institutions because the quality depends greatly on the expertise of the trainer. Thus it is not uncommon for the teachers to be disappointed with these courses. But if CPD courses are used to encourage

continuing learning, it is crucial that the attendance is voluntary and that individual teachers are allowed to choose a course they think will help their professional development the most. In addition to the classic CPD, teachers can also take advantage of online materials, courses and teacher communities which are easily accessible and cost efficient. Many online CPD options have been shown an excellent alternative to the traditional methods, however, there is a concern about quality of some online CPD providers as well which is why monitoring is required when accessing online material or courses.

CHAPTER II

PROFESSIONAL DEVELOPMENT THROUGH CLASSROOM OBSERVATION

Teacher development is crucial for all schools that seek to ensure learner success and foster the culture of lifelong learning among teachers. It can be taken as a process of becoming the best kind of teacher and it starts from the very beginning and continues until the retirement professionally and until the deathbed personally [48;2]. In this chapter we move onto a consideration of teacher development with the help of classroom observation. Before elaborating on this important issue, it is useful to briefly consider what is meant by observation itself.

2.1 Concepts about classroom observation

Observation is one of the oldest research instruments, if we accept the term as indicating any human activity meant to discover and learn new things about our world. From the baby staring at its hand, to the scientist watching over their experiments, everybody is an observer. The situation is not so simple however: we have to discriminate between observation as daily routine and as a research tool. In an era of knowledge explosion, the researches of the educational methods such as classroom observation have been taken into account in and abroad. Teachers must keep up with the ever-changing society with continuous learning and adaptation. Teachers' professional development is therefore an indispensable component in quality education. Classroom observation is a tool for teaching and learning that takes place in institutions and schools. It is a sort of educational scientific research method or a special technique which based on the ordinary observation. The observers, with the help of relevant tools (the observational chart, tape recorder, video recorder, etc), collect the data from the classrooms and make research in specific purposes.

In Gebhard's words observation is "non-judgemental description of classroom events that can be analyzed and given interpretation". This perspective

has roots in the view that collecting objective data goes beyond the classroom to establish a connection with another crucial aspect of the teaching-learning situation, particularly what is known as discussion. Observations are usually preceded and followed by discussions; therefore, when integrated in the broader context of teaching practice, classroom observations are perceived to play a significant role in teacher formation [19;163].

Classroom observation, as Richards concludes, may include observation of other teachers (especially the experienced ones), peer observation and three-way observation which is to use students' perceptions of the lesson as a third source of information. The current patterns of classroom observation may be classified as the following:

 a. principal observes teachers;

 b. panel/section heads observe teachers;

 c. teachers observe panel/section heads;

 d. experienced teachers observe new teachers;

 e. new teachers observe experienced teachers [43;9].

Minghui suggests three ways of observation like observation of experienced teachers, peer observation, three-part observation. Here is an observation procedure of a three-part model of classroom observation:

- Before class:

a. Meet and talk with the instructor.

b. Ask the instructor to tell you about the course.

c. What are his or her goals for the course and objectives for the specific class you are going to? What is she or he trying to accomplish?

d. What is the instructor's plan for the class?

e. What is it the instructor would like you to pay close attention to?

f. Make sure you know what your peer wants from you so you can focus your observation

- During class:

a. Try to come early.

b. Sit and take notes unobtrusively.

c. Does what your peer asked you to observe lend itself to a check list? Devise a checklist.

d. Is there a better way to capture what you are observing, e.g., a map of the classroom, list of key words, diagram?

e. Don't try to record everything that goes on in the classroom. Selectively observe and record depending on instructor's concerns.

- After class:

a. Immediately after observing the class, review your notes to make sure you can recall specifics to tell the instructor.

b. Debriefing should happen soon after class, but not directly after, if possible. Many instructors need several hours to wind down after class. Also, you may need some time to reflect on what you have seen.

c. Ask for the instructor's response to his or her own class before you speak: "How did you think it went?" is a good opening.

d. Start your own feedback with honest descriptions of things that worked well in the class. It is important for the instructor to know what works in order to reinforce strengths.

f. Debriefing should be a discussion, not a lecture.

g. Avoid information overload. Keep the feedback focused on what the instructor asked for in the pre-observation discussion.

Since observation is comparatively easy and simple to organize and has immediate tangible benefits. No wonder it is adopted by different levels of teachers in different levels of schools, especially beginning teachers, who generally prefer to be helped and to be told what to do. In addition, classroom observation especially peer observation helps teachers transfer the skills and knowledge that they received from the training classes into actual practice in the classrooms effectively [49:2-3].

The sequence of events for effective teachers-observing-teachers programs:

- Overview. A simple overview of the program with a focus on what the main point of observation will be.

- Observation. A short observation sequence.

- Discussion. Immediate discussion concerning the observation.

- Reflection. Reflection concerning how information from the sequence may be used by the observer.

- Application. Application of the behavior by the observer in a classroom with feedback from the teacher.

Traditionally there are the three stages of observation like

- pre- observation consultation

- observation itself

- post observation analysis

A pre-observation consultation gives opportunity to participants to identify goals for improving instruction, articulate the focus of the observation (e.g., items on which instructors want feedback), discuss the goals of the lesson, determine the block of time for the observation (to ensure that the targeted instruction will take place), select the observation methods (e.g., use of tape recorder or video tape), and identify any special problems. The pre-observation conference also allows the observer to gather information prior to the actual observation, and thus enhance the validity and reliability of the observation. In the process of observation the observer collects data by using the methods determined in the pre-observation conference, which may include use of an observation instrument or (in the case of an unfocused observation) taking exact notes on all significant behavior. There are a variety of techniques that the observer can use to gather data on classroom activities. Some techniques provide a more detailed picture of what is occurring in the classroom setting; others focus on specific aspects of the learning environment. Post observation analysis provides the opportunity for both the instructor and observer to reflect on the lesson and for the observer to share the data collected. The observer analyzes the information she or he has observed in order to assess the

strengths of the practitioner and to identify areas wherein further improvement is needed. There are several observation techniques such as:

- Running Transcript- the observer records the lesson in a rough narrative form, including quantitative comments where relevant (such as "It's hard to hear you" or "No one answered," and timing activities.

- Grids-the observer records comments under specific topic areas. For example, if the focus of the observation is teacher action/student action, grid headings would be "teacher" and "student."

- Tally Sheet-the observer records the type of participation seen in the class. For example: to determine the level of teacher talk vs. student talk, use three headings, "teacher," "student," and "silent." When the teacher talks, draw a seating chart and note when each student participates.

- Lesson Plan- lesson plans not only serve as a tool for recording ongoing events but also one of the techniques of observation.

- Time Notation-the observer records the length of time of each activity or step to get a sense of the pacing of the lesson.

- Dialogue Recording

- Videotape

Narrative summary- is a technique similar to note-taking. It is a written summary of the lesson which captures the main events happened during the lesson, for example, how the lesson started, sequences of activities, teachers instructions given to the students, and so on. The narrative summary should include as much information as an observer can. Observers should not evaluate while writing narrative summary.

Undeniably, here will appear question, why do we need to undertake classroom observation? Through classroom observation everyone: the observer, the observed teacher, students, school and even administrators will get benefit.

For teachers:

- recognises the significant skills, abilities and experience of teachers

- will foster their continuing professional development of teachers
- identify the professional needs and necessary resources to support teachers in their professional development and career progression
- increase teachers' participation in decision-making and career planning
- develop in teachers a greater sense of control over their work
- the focused classroom support.
- improvement of classroom practices.
- support from an "expert" (peer) who understands the daily demands of the classroom.
- satisfaction with one's work.
- reduced job stress, especially for the new teacher.
- the comfort of knowing that someone is available to help, explain, and assist.

For students

- improve and accelerate learning
- can help students build self-assessment and self-regulation abilities in relation to their thinking, motivation and behavior during learning.
- Chance to receive input (suggestions, ideas, resources) from experienced teachers
- To be diagnosed (student's strengths and weaknesses)
- enables students to enhance future understanding and feeds forward etc.

The school benefits from:

- increased collaboration among teachers.
- the establishment of a professional learning community.
- an increased focus on student achievement.
- enthusiasm for the teaching profession.

Administrators benefit from

- the opportunity for reflective dialogue with and among teachers.

- an increased sense of shared responsibility.

- an increased focus on student achievement.

- an increased trust and collegiality among staff.

- participation in a professional and collaborative learning community.

- a cadre of self-reliant, confident teachers who love teaching.

- enriched teacher efficacy

- participation in a professional and collaborative learning community

2.2 Professional development through classroom observation

One of the most neglected areas of professional growth among teachers is mutual exchange of classroom observation. Teachers are coming to understand that seeing one`s action through another`s eyes is indispensable tool for each classroom research as well as a potentially enlightening experience for both observer and observee. In this section we will discuss about how classroom observations can really support professional development?

Traditionally, classroom observation appraisal has been considered to take three main forms:

- for professional development

- for reward

- for promotion

 Maingay presents the four purposes of observation like:

- for training,

- for development,

- for assessment

- for observer development

Researchers and practitioners generally agree that the most effective use of classroom observation is for professional development. Highlighting the significance of observation, Maaggioli writes: "Through observation, teacher can

explore the effectiveness of their own practice or incorporate new methods and techniques into their teaching. Similarly, expert coaching is ideally suited for marginal plateau and collaborative coaching can become a mutually beneficial process" [37;6]. However, it is a proven fact that many teachers even the most experienced ones dislike and even fear being observed, as they find classroom observation stressful and intimidating, which is why articles with titles such as ' Survive teacher observations' are not uncommon. Although formal observation and feedback are integral to improving teaching performance and practice, many professionals express their anxiety and worry when it comes to classroom observation, as observers in many parts of the world tend to exercise top-down authority [34;149]. Typically, there are two procedures. The first of these is known as top-down. This implementation is designed by experts, many far removed from classroom realities. The second is bottom-up, whereby the teachers' perspectives are considered first and foremost and it is they themselves who design how the project is to be carried out. Although there are differences depending on the context, most teachers are unaccustomed to being observed and the mere mention of observation provokes uneasiness, nervousness, and tension amongst both in-service and pre-service teachers, in the belief that their professional competence is going to be questioned or judged. Li suggests that observers rarely mention their feelings of success with the social relationship or with the personal development of the observed person, as the technical dimension more often than not outweighs the affective dimension [34;155]. Based on the theoretical framework put forward by Rosenberg and Hovland, teachers' attitudes towards observation cannot be regarded as a unitary concept, but rather as a complex of three classes of components. The cognitive component has to do with thoughts and beliefs. A favourable attitude may entail a stated belief in the importance of observation to improve language teaching and its value in teacher training. The affective component relates to feelings toward the attitude object (in this case observation). It is the emotional component of an attitude and the feeling may concern like or dislike of observation. The cognitive and affective components may not always be

in harmony, as a person may express positive attitudes to observation, but more covertly that same person may have negative feelings about being personally observed due to deep-seated anxieties and fears. As a result of these fears, feelings may occasionally be at variance with formally stated beliefs. The conative (readiness for action) component is defined as an intention or plan of action in a particular context and under specific circumstances. A person with a favorable attitude to observation may state they would be willing to participate in an observation program. Thus, attitudes to observation can be inferred from cognitive, affective, and conative responses. Research has demonstrated that it is possible to distinguish between these components both empirically and conceptually. This three-component theoretical framework is illustrated in Figure 4.
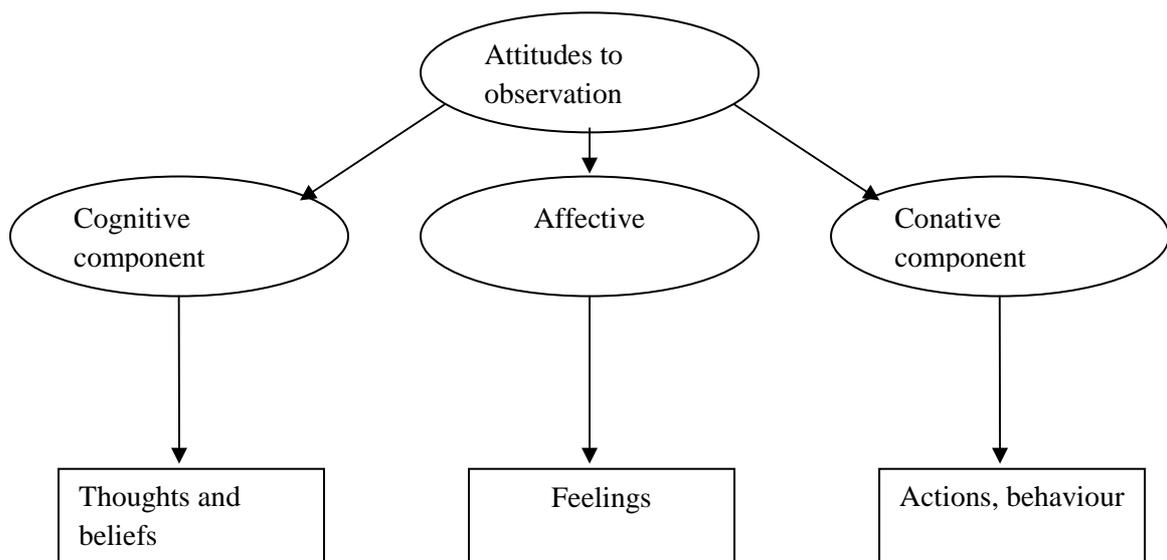
Figure 4. The three components of attitude to observation

According to Lasagabaster and Sierra "It seems reasonable to expect that the careful consideration of teachers' views regarding the prerequisites for successful classroom observation will help to diminish concerns and resistance to observation" [32:451]. Effective classroom observations should have an effect on teacher beliefs. It is crucial to have an effect on teacher beliefs because these are the basis of action and when one understands teacher beliefs one will understand

their professional world. People who observe teachers in classrooms will see the teachers' beliefs and they will only change the teachers' practice if they as observers, appeal to the teachers' beliefs. Appealing to teacher beliefs in a certain way will ensure that we groom teachers who are passionate about teaching and dedicated to the performance of their pupils. Passion motivates and inspires teachers. It is an element that affects teacher performance. Furthermore, passionate teachers know that it is their duty to encourage pupils for active learning. With the right belief system all teachers will be passionate. Effective mentors will support teachers to develop into passionate classroom practitioners. The continuing professional development of teachers provides an important tactic for improving schools and increasing teacher quality. Classroom observation is an aspect of continuing professional development not only for novice teachers but for all practicing teachers. There is no one right approach to teacher observation but, according to Dr. Sally Blake teacher observation is most successful when the teacher and observer work together and reflect on the teaching behavior. Teacher observation is least successful when the observer spends hours watching without analysis or dialogue with the teacher. Hirsh agrees that there is no single approach to teacher observation, but, says that it is least successful when a peer observes a struggling teacher who doesn't know how to benefit from the process, especially if the observer isn't adept at identifying his or her colleagues' needs. Teacher observation works best when expectations are clear and participants understand how to use and benefit from the process "Teachers observing teachers" models. A variety of approaches to teacher observation support professional growth and student achievement. The following are several of those methods:

- Lesson Study In this three-pronged approach designed by Japanese educators, teachers collaboratively develop a lesson, observe it being taught to students, and then discuss and refine it.
- Peer Coaching In this non-evaluative professional development strategy, educators work together to discuss and share teaching practices, observe

each other's classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning. Dr. William Roberson, co-director of the Center of Effective Teacher and Learning, states "Easily, peer observation is more valuable than other forms of professional development, if the proper context is created. If done well, it is carried out in a real, practical, immediately relevant situation. Compare that to attending workshops or conferences in which participants remain at a certain level of abstraction from their own classrooms."

- Cognitive Coaching Teachers are taught specific skills that involve asking questions so that the teacher observed is given the opportunity to process learning associated with teaching the lesson.

- Critical Friends Group (CFG) This program provides time and structure in a teacher's schedule for professional growth linked to student learning. Group of teachers and administrators, under the guidance of at least one coach, who meet regularly to develop collaborative skills, reflect on their teaching practices, and look at student work.

- Learning Walk The Learning Walk, created by the Institute for Learning at the University of Pittsburgh, is a process that invites participants to visit several classrooms to look at student work and classroom artifacts and to talk with students and teachers. Participants then review what they have learned in the classroom by making factual statements and posing questions about the observations. The end result is that teachers become more reflective about their teaching practices. professional development is always linked to the learning walks.

Using these models can promote effective professional development opportunities. If done correctly and collaboratively, teachers, learners, administrators and the school will benefit.

2.3 Analyses of survey on professional development among Karakalpak teachers

The data collection process of the thesis began from November 2014. First, different concepts about professional development and classroom observation was collected. After the thorough study of the literature connected with the topic of our bachelor thesis, we designed a questionnaire in order to gather information for our research. The survey was conducted among the language teachers who worked at schools and lyceums. Furthermore, during the pedagogical internship we had a chance to experiment observation in practice. We, student teachers, observed school teachers' classes and also visited each others lessons.

Instruments for data collection:

We used two methods in conducting survey:

1) questionnaire

2) informal interview

The purpose of both methods was to identify the most frequent and effective modes of professional development from the perspective of karakalpak teachers and how they use classroom observation for professional development.

Participants:

The participants included school and lyceum language teachers. In total, 20 teachers took part in survey: 10 lyceum teachers and 10 school teachers. Exact 25 % of them had 25-30 year experience, 35%- 15-20 years; 15%- 10-15 years, 25%- 1-5 years. As regards language taught, 60% of them taught English, 25%- Karakalpak, 15%- Russian. As for gender, 85% of them were female, 15%- male.

Results:

In this section the results of survey among teachers will be presented. An attempt will be made by illustrating the findings with tables and diagrams and also by quotations from the interviews. We tried to collect data according to the following questions:

1. What do you understand by the term of professional development?

2. What ways of professional development do you know?

3. For what purposes do you engage in professional development?

4. What modes of professional development do you usually use? How often?

5. What is the most productive forms of teacher professional development?

6. What is your overall opinion about "classroom observation"? Why it is usually used in teaching?

7. How often do you observe others? For what purposes?

8. Is observation an effective way of improving teaching?

o agree

o neither agree nor disagree

o disagree

9. Have you ever been observed? What benefits did you get from being observed?

10. Through which tool would you prefer to be observed?

     o note- taking

     o video tape

11. Which type of observation do you consider is more effective? And why?

     o Observation by experienced teacher

     o peer coaching

     o blind observation

12. What do you think at what stage of teaching career observation is more important? Why?

     o for teachers without any experience

     o at the 1st five years

     o at the 1st 10 years

     o all the time

13. Have you ever observed fellow teachers at class?

As regards to the teachers' opinion about PD, the study revealed that majority (70%) of teachers consider PD as continuous work on themselves that aimed to improve professional skills, while the rest (30%) of them explained it as formal trainings and seminars.

The next question was "For what purposes do you engage in professional development?" the respondents of the questionnaire rated the purpose of increasing learner achievement to the highest. The research also shows that professional learning can have a powerful effect on how well students learn.

Teachers who participated in the surveys were asked to indicate the activities which they use for developing their skills. The types of professional development most frequently used by teachers were seminars and trainings . Two factors can be reasons for the highest rank of this type: first reason is that, participating in professional development training course is considered as a professional duty for teachers in Uzbekistan. The availability of discussions with colleagues from other schools is the second reason. Using internet accounted for 80%, reading professional literature 75%, observation 45%, discussions with collegues 25% (table 1).

Types of professional development activities	%
Attending seminars and trainings	90
Using internet	80
Reading professional literature	75
Observation	45
Informal dialogue with collegues	25

Table 1. Types of professional development activities used by Karakalpak teachers.

Seminars are generally considered to provide more relevant information, techniques, tips for language teachers than professional journals. Still, some teachers in the survey did not consider conferences very useful. One of the interviewees said: "You will pick up a lot more if you visit a colleague's lesson than a conference". This probably varies from teacher to teacher; it is still interesting to see, however, that observation was given lower rate in the questionnaire study.

With the help of the next question we tried to identify participants' views on classroom observation. According to 70% of teachers responses classroom observation is best way of exchanging experience, learning new methods and sharing opinions. Nevertheless the rest 30% are of the opinion that it can be used for assessment, for evaluating teachers' knowledge. One more finding of the questionnaire study is that generally observation is used for three purposes:

- for learner improvement
- for improving own teaching skills
- for evaluation. (diagram 1)

One of the survey participants said: *"I usually observe my colleagues lessons in order to find the solutions to my problems. For example, when I fail in using some method in my classes, it is very helpful to observe how others apply it successfully"*.
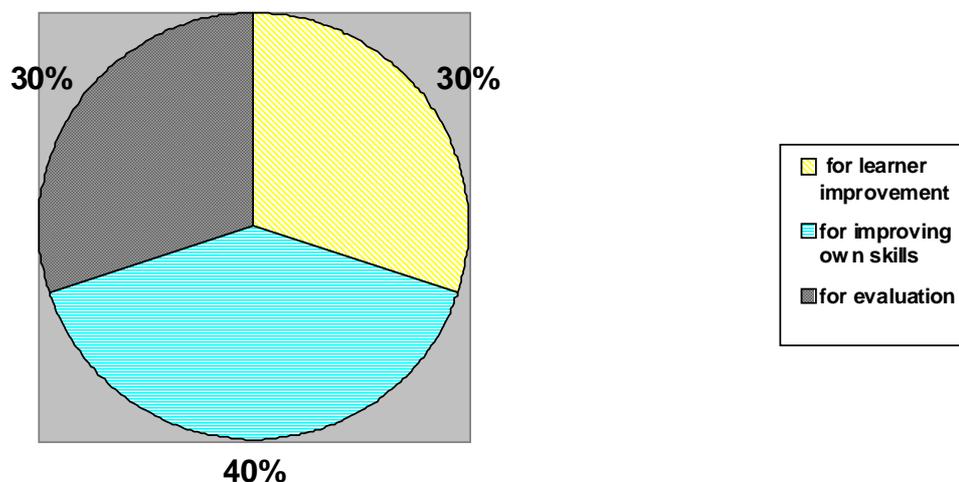

Diagram 1. Purposes of professional development activities

In these terms the findings seemed to confirm Barocsi's opinion "An important concept with regard to the nature of language teacher education is that of the period of teaching practice. As teaching experience represents a period during which theory is applied in real practice, it is mainly related to the classroom and the processes in it. Given the vital importance of systematic reflection on classroom experience, preparing student teachers for their job is impossible without observation as the core around which reflection can take place and professional development can be achieved" [6;125].

When asked whether classroom observation could help teachers to improve, the response was as seen in table 2.

	%
Agree	70
Neither agree nor disagree	15
Disagree	15

Table 2. Percentage of teachers based on attitudes to classroom observation as a tool for improvement.

Some of the most frequent positive comments were linked to how observation could improve teaching skills. In the opinion of most teachers, observation makes the teacher question their own style of teaching: *'you can always learn something listening to other people's experiences and different ways of doing things'*. Some opinions expressed the specific nature and importance of observation:

The teachers was also asked if they had ever been observed in class. As regards being observed by a teacher, half had had this experience, and 65% of these believed that it had not helped to improve their teaching, basically because they had had little feedback from the observers. Of the 35 % who had found it useful, the two areas it most helped to improve were lesson planning (including more varied and detailed activities) and being able to share opinions with others. This idea is summed up in these two quotes: *"you take greater care planning and carrying out the activity in class. It enhanced interaction with the pupils' (teacher*

6) 'preparing the class better and being able to comment on the day's classes"
(teacher 6).

When those, who preferred being observed were asked how this should be done, around half of them chose having notes taken by the observer. Thirty-five percent were indifferent to the method used, while just 15% preferred to be videotaped. The note-taking option was chosen in the main for its straightforwardness, being much less intrusive than having, for example, video cameras in class: "I don't want to see or hear myself on video" (teacher 5). On the other hand, those attracted by the advantages of video underlined the importance of being able to observe and improve: "it makes it possible to get a global perspective of the classroom, and examine important questions such as body language, which are not recorded using other methods" (teacher 13). To sum up, we can say there is a difference of opinions regarding video use, which seems to depend mainly on the personality of the teacher. In terms of the most helpful type of classroom observation in the questionnaire study, it must be emphasized that 70% of respondents regarded the observation by experienced teacher has more benefits comparing to peer observation which accounted for 30%. On being asked whether they had ever been observed a fellow teacher in class (excluding a trainee teacher), 75% said that they hadn't and 25% said they had. Positive assessments far outnumbered negative ones. The most favourable statements related to methodology, teacher-student interaction, and, above all, the transmission of new ideas and the relationship with colleagues: "*it taught me to see what I should bring into the classroom and what I shouldn't. To be more critical of how I perform. To improve teamwork, be more open to other colleagues, etc.*" (teacher 7); "*to see that I'm not the only one with the same problems*" (teacher 3). Far more (75%) considered the benefits of observation important than those who highlighted the disadvantages (15%), while just 10% said that it depends on the situation. Becoming more aware of and reflecting on their teaching and failings, together with being able to compare and contrast ideas with colleagues, were the main reasons given of the benefits of observation: 'it aid reflection and you become

aware of positive and negative aspects'. There were some who went even further, giving observation a fundamental role: *"only with observation can teaching be addressed"* (teacher 5). The disadvantages of observation can be summarised in the anxiety and nervousness which it can create, and the unpleasantness that a feeling of being monitored can cause, falling thus into the affective component: *"You turn into a bundle of nerves. We don't like feeling interrogated"*. Taken to its most negative extremes, there were even statements like: *"It's an additional strain on your daily workload, heavy enough as it is, and not very satisfactory"*. The main reason at all levels given by those reluctant to participate in observation activities was lack of time. *'I haven't got time;'* (teacher 5). Others thought other aspects deserved higher priority: *'I think I know more interesting ways to improve my teaching'* (teacher 3). Some attested to a lack of information on the topic: *"I don't know the subject or what taking part in a group involves"* (teacher 4).

Regarding whether they were willing to be observed in class, they were very similar to the item above: 55 % were disposed to being observed, while 30% were reluctant. The main grounds from those in favour of observation were that it would be a positive and rewarding experience, give them chance to analyse and correct their shortcomings, allow constructive criticism of the teaching process, and that teachers could benefit from the experience of their colleagues: *"it might be good to get constructive feedback from someone more erudite and practiced"* (teacher 5).

These were the results of the interview and questionnaire that were conducted among local teachers

CONCLUSION

At a time when more and more emphasis is being placed on improving student achievement, it is critical that we don't ignore the factor that really makes a difference in student performance - teacher improvement. We must find effective ways of preparing not only qualified but also competent teachers and then equip those teachers with knowledge and skills. In pursuing that goal we should seek ways to support professional development of teachers that will help them to succeed not only in the present but enable them to grow over time. Professional development is continuous improvement of skills and qualities that help to succeed in one's career. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to find appropriate approaches for improvement and change. Effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate. Improving the practice of teaching learning to teach better does not necessarily come from teaching longer. Experience does not lead directly to better instruction. Enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand these are aspects of teaching that can be learned and improved upon.

The instruments used to trigger development depend on the objectives and needs of teachers as well as of their students. Therefore, formal structures such as courses and trainings may be more helpful for some teachers, while discussions with colleagues, classroom observation, reading methodological journals may be used by others. Not every form of professional development, even those with the greatest evidence of positive impact, can be appropriate to all teachers. While conducting survey we also came across to various definitions of this notion. It is worth to mention that, every teacher who participated in survey give unique

explanation of professional development that was created depending on their beliefs, needs and also success in teaching career.

Thus, there is a constant need to study, experiment, discuss and reflect in dealing with teacher professional development on beliefs and traditions of teachers, the educational needs of their learners, the expectations of their education systems, teachers' working conditions and the opportunities to learn are open them.

This bachelor qualification thesis aimed to explore the impact of classroom observation on teacher development. With the reference to literature there were some good reasons why observation procedures were one of the most effective tools for teacher development. Classroom observation is used to support teachers and other classroom staff and to monitor the quality of teaching and learning and also contributes to the teachers and students` self-evaluation. It helps to recognize and reinforce good practice, to identify ways of improving teaching and learning and to highlight practice which ought to be shared more widely. In all these ways it makes major input into the quality of teachers` and students' learning and experience directly. The participants of our survey also concurred that classroom observation can be crucial tool for critical reflection and improving teacher practice. It was also interesting to hear teachers state that classroom observations should not be reserved only for novice teachers, but should be utilized for experienced teachers as well. Judging from the perceptions of the participants, it should be continuous throughout the teachers' life.

One of the main goals of this paper was to investigate how teachers utilize classroom observation for developmental purposes and compare lyceum and school teachers' perceptions of observation. The main conclusion is that the vast majority share a positive attitude regarding observation and think the advantages of observation outweigh the disadvantages in spite of the fact that observation was not a highly rated element in teacher improvement. However, those teachers who had been observed were not completely positive about their experiences. Those watched by observers gained little or nothing from it, and neither did one in two teachers who were monitored by other observers. It is remarkable that despite all

this gloomy data, teachers still feel favourable towards observation and believe in its usefulness.

Our data show that experienced teachers are more aware of the modes of professional development and benefits of classroom observation comparing to colleagues with little experience. Although novice teachers are more open in engaging in any type of professional development activities, they have no idea what approach works well for them. This would appear to indicate that new teachers are not provided with information about how to improve themselves professionally in their career. Results of our survey also indicate that some of our teachers are not aware of types and techniques of classroom observation. For example, majority of our teachers claimed that they have never heard the term "blind observation" before.

 In 2007, Smith and Gillespie confirmed [7;216] that students can achieve higher standards only if when the effectiveness of teachers education is enhanced. Supporting their statement we are also of opinion, that the process of preparing teachers for being professional educators should be started from the very beginning at colleges, university and institutions. Analyzing the results of survey we recommend the following suggestions:

- to include more subjects connected with methodology of teaching in curriculum of higher educational establishments.
- to give more emphasis on classroom observation in methodology lessons and try to involve students in tasks connected with classroom research.

Through these tasks student will gain knowledge that will help them in their future career and will not spend lots of years to learn how to use observation for developing purposes. Effective implantation of this method we can see with the example of Japan's Lesson Study Approach to Professional Development.

In Japan *kenkyuu jugyou* (research lessons) are a key part of the learning culture. Every teacher periodically prepares a best possible lesson that demonstrates strategies to achieve a specific goal (e.g. students becoming active

problem-solvers or students learning more from each other) in collaboration with other colleagues. A group of teachers observe while the lesson is taught and usually record the lesson in a number of ways, including videotapes, audiotapes, and narrative and/or checklist observations that focus on areas of interest to the instructing teacher (e.g., how many student volunteered their own ideas). Afterwards, the group of teachers, and sometimes outside educators, discuss the lesson's strengths and weakness, ask questions, and make suggestions to improve the lesson. In some cases the revised lesson is given by another teacher only a few days later and observed and discussed again.

Teachers themselves decide the theme and frequency of research lessons. Large study groups often break up into subgroups of 4-6 teachers. The subgroups plan their own lessons but work toward the same goal and teachers from all subgroups share and comment on lessons and try to attend the lesson and follow-up discussion. For a typical lesson study, the 10-15 hours of group meetings are spread over three to four weeks. While schools let out between 2:40 and 3:45 p.m., teachers' work days don't end until 5 p.m., which provides additional time for collegial work and planning. Most lesson study meetings occur during the hours after school lets out. The research lessons allow teachers to refine individual lessons, consult with other teachers and get colleagues' observations about their classroom practice, reflect on their own practice, learn new content and approaches, and build a culture that emphasizes continuous improvement and collaboration. Some teachers also give public research lessons, which expedites the spread of best practices across schools, allows principals, district personnel, and policymakers to see how teachers are grappling with new subject matter and goals, and gives recognition to excellent teachers.

This can be evidence of how observation works for development purposes, its availability and benefits for every teacher who wants to be professional in his career.

On the whole, the study showed that classroom observation plays important role in teacher improvement and there are many positive aspects that can be benefited from properly conducted observations. Our intent is to support the usage of classroom observation for developmental purposes, because we believe that it can help teachers to become professional educators who foster comprehensively developed, educated and intellectual young generation.

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