

A Look at the Dimensions and Characteristics of the Professional Development Model of Teachers in Khuzestan Province

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Abstract

The main objective of this study was to analyze the dimensions and components of the teacher professional development management model. The present study was classified as an applied study in terms of its purpose and in terms of the nature of the data and the style of analysis, and was conducted using the meta-synthesis method. The data collection method in this study is based on documentary information. The research data were collected and analyzed using the meta-synthesis method. In order to collect data related to the research, all studies conducted in the field of teacher professional development and then extract and identify the components affecting it in these studies, the seven-step method of Sandolskie and Barroso (2007) was used. The research findings showed that for teacher professional development, at least 8 basic dimensions should be considered. These dimensions are: teaching, training, facilities, evaluation, content, technology, expertise, and in-service period. In addition, the components and needs related to each of these factors have been examined and extracted in the form of educational needs and non-educational needs. Based on the results, it can be said that teacher development has different dimensions, so education system planners can pay attention to these dimensions and take action to increase and better manage teacher development.

Keywords: Professional development, teachers, meta-synthesis approach

Introduction

The concept of professional development has been proposed since the 1970s and has been defined in many ways; in a broad sense, professional development can be defined as the growth and progress of an individual in their career and work. In recent years, teachers' professional development has been considered as a long-term process that includes regular opportunities and systematic and planned experiences to promote the growth and development of work and profession (Alipour et al., 1400). The subject of teachers' professional development is a growing, changing, evolving process and part of a phenomenal life in which the teacher always experiences differences and dynamism, creativity and productivity are its constant characteristics. In the process of development, the teacher becomes more aware of his or her own weaknesses and strengths and is constantly moving from the path of "being" to the path of "becoming" (Parvin et al., 1400).

In the modern era, which is the era of complexity, competition, rapid change and innovation, managers of organizations are required to create changes and apply new paradigms and review their management system and thinking. Also, technology has advanced and most students demand more and better quality services, especially in the field of student services and education; therefore, school managers need flexible strategies to respond and meet the increasing expectations and needs to encourage creativity and personal responsibility among employees, because today, management experts believe that human resources are the most important and valuable organizational capital and resource and are one of the characteristics that indicate the superiority of organizations over each other (Habibzadeh, 2014). And they are among the most important role-players who are influenced by

the organization and influence the organization and expect to have a role and participation in organizational decision-making. On the other hand, in the era of rapid changes, organizations are trying to adapt to the external environment in order to maintain their effectiveness and efficiency and to put continuous development at the forefront of their work. Accordingly, in this period, the belief has emerged that creating motivation and development of employees can increase the quality of their production and performance (Sadeghi, 2008). However, unfortunately, research results show that one of the most significant challenges of organizations in general and educational organizations in particular is the lack of sufficient use of intellectual resources, mental power and potential capabilities of their human capital. However, educational organizations will have no choice but to provide the necessary conditions for maximum use of this capital in order to achieve greater effectiveness and productivity and social accountability. Among the methods that experts recommend is employee development (Ghiyor, 2019). With this in mind, the main goal of this research is to analyze the dimensions and components of the teacher professional development management model.

Literature and Research Background

Teachers' professional development as the main body of education is something that requires special attention and it is necessary to first familiarize oneself with the basics of teachers' professional development. The subject of teachers' professional development is a growing process, a transformation, an evolution, and a part of life, a phenomenon in which the teacher always experiences differences, and the dynamic action of creativity and productivity is its permanent feature. By engaging in the implementation of the curriculum, the teacher gains new insight and knowledge, and in fact, it is a process of re-evaluating and visualizing the teacher's beliefs, values, and activities, during which teachers, as agents of change, review and expand their commitment to the ethical goals of teaching, and during this process, they develop the knowledge, skills, and emotional intelligence needed to think and design professional practice critically, in which learning is a lifelong process and a new understanding is always created for the teacher and his professional identity is constantly evolving. During the development of the teacher, he becomes more aware of his own "weaknesses and strengths and has a continuous path of being" to becoming (Parvin et al., 1400). Professional development is a tool that countries use to improve the knowledge and skills of their working teachers (Ana et al., 2022). In other words, professional development is considered the most common prescription for promoting the effectiveness and health of education systems (Brown and Milito, 2016). Facilitating the professional development of teachers is crucial to achieving the goals of politicians and stakeholders to increase the quality of teaching and learning in schools (Deal et al., 2021). Investments in teacher professional development ensure higher student achievement (Giopta and Giwang-Lea, 2020).

To better understand how teachers develop professionally, it is necessary to identify the different dimensions of teacher development. On the other hand, before embarking on the professional development process, it is important to define what development is, how it affects teacher and student outcomes, and the factors that influence it (Kang et al., 2013). Existing research has outlined the growing demand for teacher professional development. In this regard, Kerwin and Thornton (2021) showed that teacher professional development has a significant impact on student reading ability (Kerwin and Thornton 2021). On the other hand, Loyalka et al. (2019) found that, contrary to the study by Kerwin and Thornton (2021), a large-scale, government-run teacher professional development program in China had no impact on teachers' knowledge, teaching practices, or student learning outcomes (Loyalka et al., 2019) and that teacher professional development programs led to worse student learning outcomes (Berlinski and Bosso, 2017). These findings suggest that there is a clear difference in the effectiveness of teacher professional development programs (McEwan, 2015; Evans and Popova, 2016). Lisa et al. (2020) have stated that when high-quality teacher professional development is provided, teachers' knowledge and skills improve and there is a change in their attitudes and beliefs that has the potential to positively impact student outcomes (Lisa et al., 2020). With this limited and highly variable evidence, policymakers and practitioners may be confused about how to structure effective teacher professional development programs. According to Kumba and Mwakabenga's (2019) research, researchers have yet to provide a proper understanding of the concept, scope, and characteristics of teacher professional development. Although the theoretical backgrounds, focuses, and contexts of existing studies vary, many of them have been conducted without a clear

definition of professional development and without understanding its specific characteristics and frameworks. For example, Salles et al.'s (2011) study on teacher professional development did not define professional development. Similarly, Batt and Makua (2018) conducted a study on how to improve teacher professional development without identifying it or its dimensions. On the other hand, Evans (2014) argues that existing models of professional development (e.g., Kuipers et al., 2010) fail to address the concept as a whole. All of these findings are consistent with the growing concern and attention to teacher professional development (PD) (Orselia et al., 2020). As Clark and Hollingsworth (2002, p. 947) point out, "If we are to facilitate teacher professional development, we need to understand the process of teacher professional development and the conditions that support and promote that development." Understanding this situation, Kortagen (2017) emphasized that when designing a professional development process, there is a need to focus on teachers' needs, perspectives, emotions, motivations, and dreams. Thus, the multidimensional structure and practical development of teachers' professional development complicates the process through which it is implemented, but does not make it impossible. Therefore, a comprehensive model is needed to provide a meaningful and holistic view of professional development. Therefore, to address the gap in existing research that reflects different perspectives and approaches to teacher professional development, this study will be conducted with the aim of providing a model of teachers' professional development with a meta-compositional approach.

Analytical review of the research background in the field of teachers' professional development, as stated in the summary of the problem definition, indicates that the field of professional development has not been examined. Paying attention to the various dimensions of professional development programs from the perspective of all the main stakeholders and agents involved in the program, taking into account the context of schools and the implementation context, is of particular importance. Therefore, this study aims to present a model of teachers' professional development with a meta-composition approach, taking into account the implementation realities of teachers' professional development programs in the context and context of schools, taking into account the perspectives of the main agents of this program. Therefore, the main question that this study seeks to answer is: "What is the appropriate model for teachers' professional development?". Some professional development models are presented below.

The Real Action Model for Teacher Professional Development; John Centra (1978)

John Centra (1978) stated that the models presented by Goff and Berkquist were more exploratory than practical. And were limited only in determining appropriate ways to distinguish development activities in educational institutions (Alstent, 2000). Accordingly, he presented a model for individuals in which he emphasized the growth and improvement of teachers' knowledge and teaching skills. He also extracted four groups of development activities for his model used in educational centers, which are described in the table below (Sankar et al., 2021):

Table (1): Development Activities of the John Centra Model Source (Centra, 1978)

HIGH PARTICIPATION AND INVOLVEMENT OF TEACHERS IN ACADEMIC ACTIVITIES	INCLUDES WORKSHOPS AND MEETINGS IN LINE WITH THE GOALS OF EDUCATIONAL ORGANIZATIONS, INCREASING CONSULTING SKILLS AND HELPING TO IDENTIFY THE EDUCATIONAL CONTEXT.
Co-curricular activities	Includes programs that help teachers use different teaching and learning methods and diverse teaching methods. Emphasizes teaching methods, using experts to help teachers in educational and curricular progress by focusing on course objectives and curriculum development, improving teaching skills such as presentation and leadership in the classroom, designing questions and evaluating students, and also encouraging the use of educational technology as a teaching aid and providing workshops that explain different teaching techniques and methods.

Traditional activities	Includes incentive programs and educational excellence, workshops and meetings to develop research activities and use various educational and research studies.
Evaluation activities	Includes periodic review of teacher performance, formal peer evaluation, and systematic evaluation of teaching.

Katz and Henry's Partner Learning Model (1980)

The Katz and Henry's (1980) developmental model is another model that focuses on development. In this model, teachers attend their colleagues' classrooms and observe their teaching methods, thereby sharing their experiences with each other. In this model, teachers also select three students at the beginning of the school year and interview them continuously throughout the school year, thereby understanding how learning occurs in the classroom. All participating teachers share their experiences with each other and at the end of each semester, they present their experiences in writing to be made available to their other colleagues. Katz and Henry believed that by implementing this model, positive changes will be achieved in teachers' teaching methods, their understanding and attitudes towards students, and their professional relationships with their colleagues (Keller et al., 2020).

Tuyukang Model (1980)

Tuikang (1980) presented his model based on the teacher development cycle. In this cycle, many important factors in the development process were considered. Tuikang's model begins with the development of strategies and continues with the evaluation of progress and revision of the plan, reflecting on it in the selection of goals (Collins & Liang, 2015).

Wilkerson and Irby model (1998)

In this model, a comprehensive development program should include the following: professional development (improving academic and research achievements), educational development (improving teaching through coaching), leadership development (developing change and planning skills), and organizational development (enabling and participating in goal setting and policy making, and promoting an incentive and reward system) (Wilkerson and Irby, 1998).

Lauer and King model (2000)

Lauer and King (2000) presented a model for teacher development with an emphasis on adult learning, which includes the following 4 stages (Fischer et al., 2018):

1- Pre-planning phase: This phase is where the teacher development program begins. The four main questions that are raised in this phase are: What is the purpose of teacher development? What is the purpose of this specific type of development program? How does teacher development relate to the mission of the organization? What resources are currently available to support teacher development programs?

2- Planning phase: This phase deals with issues that occur during development programs. Questions that need to be answered in this phase are: What happens during the implementation of a development program? Who is involved in these programs? How can tasks such as implementation support and scheduling be organized?

3- Implementation phase: Issues and problems manifest themselves in the implementation phase. The goal of this phase is to design a program that will achieve the intended goals and produce desired outcomes for teachers and the organization. Once the implementation phase of development begins, four questions need to be asked: Will the preparation be addressed? How can the program be effectively promoted? How will adult learning principles be applied? How will the programs be monitored?

4. Follow-up phase: Teacher development planning does not end with implementation, but rather what happens after implementation. This phase is important to support changes in thinking and behavior with regard to future development activities. This phase also emphasizes supporting teachers in continuous learning and its application. Questions that arise in this phase include: What is the evaluation program? How will learning be supported? (Polly et al., 2015).

Stanley Model (2001)

Stanley (2001) emphasized her development model in the form of four basic components (individual, educational, organizational, and professional) (Clary et al., 2022), which include the following:

Table (2): Basic components of the Stanley model

PERSONAL IMPROVEMENT	EDUCATIONAL IMPROVEMENT	ORGANIZATIONAL IMPROVEMENT	PROFESSIONAL IMPROVEMENT
Consulting with other colleagues ✓	Student Training and Counseling ✓	Connecting people with financial resources ✓	Research Management ✓
Presenting plans ✓	Course Evaluation ✓	Collaborating with different school departments ✓	Control and Evaluation ✓
Planning programs ✓	Helping Teachers with Educational Technology ✓	Writing articles and newsletters ✓	Providing Specialized Services ✓
Recording documents ✓			Networking and Attending Meetings. ✓
Responding and handling requests. ✓			

Drummond-Young model (2010)

Drummond-Young (2010) in an attempt to present a comprehensive model of faculty development in nursing education at McMaster University, Canada, identified four dimensions for faculty development, which are educational development, leadership development, organizational development, and professional development (Zahedi Dad-Velalai, 2014): This model has 4 main components, which are: educational competence, research competence, managerial competence, and communication competence, which are explained in detail below.

Table No. (3): Basic components of Zahedi-Dad and Kalai model (2014)

COMMUNICATION SKILLS	MANAGEMENT CAPABILITY	RESEARCH CAPABILITY	EDUCATIONAL CAPABILITY
Recognition of individual differences Respectful interaction Motivation Professional teaching values Justice and fairness External and internal interaction	Planning Organizing Time Management Monitoring and Evaluation Decision Making Conflict Management Teamwork	Research plan development Research plan management Understanding scientific journals Composing and publishing articles Getting to know databases Information technology Data analysis Getting to know promotion points	Educational planning Learning style Critical thinking Teaching method Information technology Diagnostic assessment Formative and summative assessment

Shafizadeh Improvement Model (2011)

Shafizadeh (2011) presented a hybrid model in a study titled “Presenting a Model for Improving Faculty Members at Islamic Azad University.” In this model, five dimensions have been identified for improvement, which are:

educational, organizational, individual, and ethical. Table 2-4 describes the improvement model presented by Shafizadeh (2011):

Table No. (4): Components of Shafizadeh's Improvement Model (2011)

RESEARCH	EDUCATIONAL	ORGANIZATIONAL	INDIVIDUAL	MORAL
Production of technical and specialized knowledge Theorizing and critiquing theories University-industry communication Implementing research projects Practical publications Specialized consultations Membership in associations Participating in conferences Familiarizing with research regulations	Developing lesson plans Using technologies Content presentation skills Classroom management skills Providing educational consulting Identifying educational problems Evaluating training courses Getting to know teaching models Getting to know educational regulations	Leadership and Influence Group and Team Activities Effective Communication Knowledge of the Problem Solving Process Conflict Management Time Management Stress Management	Creativity, innovation and individual initiative Critical attitude Interpersonal communication Participatory attitude Life planning Career planning Self-management	Being a role model Educating educated students Adhering to practical values Attention to students' needs Interaction with students Being trustworthy Fair and lawful evaluation Respect for others Respect for the institution

Research Method

The present study is classified as qualitative research in terms of its applied purpose, nature of data, and analysis style, and was conducted using the meta-synthesis method. Qualitative research is an approach to discovering and understanding the meaning that individuals or groups attribute to a social or human issue. The research process includes imagining questions and methods of data collection, usually in the natural situation of the research participants, analyzing data in an inductive manner from specific to general topics, and interpreting the meaning of the data by the researcher. The final report has a flexible structure. Those who conduct this type of research support inductive research focusing on the understanding or meaning of individuals from the environment and the importance of expressing the complexity of the situation under study.

Data collection tools and methods

The data collection method in this study is based on documentary information. The research data were collected and analyzed using the meta-synthesis method. In order to collect data related to the research, all studies conducted in the field of teachers' professional development and then extract and identify the effective components in these studies, the seven-step method of Sandolszek and Baro So (2007) was used.

In the present study, all studies published in reputable domestic and foreign scientific databases were surveyed based on defined keywords in order to achieve a sample that would cause theoretical saturation. The validity basis of this study was theoretical validity, and to achieve it, extensive field study strategies, theoretical pluralism, and the application of expert opinions were used. The research method is analytical-descriptive, and open and axial coding methods were used to analyze the data.

Data analysis method

To examine the findings in this study, the Sandolowski and Barroso meta-synthesis method was used, which includes seven steps or stages:

1. Step 1: Formulating research questions,
2. Step 2: Systematic review of the literature,

3. Step 3: Searching for and selecting appropriate articles,
4. Step 4: Extracting results
5. Step 5: Analyzing and integrating qualitative findings
6. Step 6: Checking extracted codes, and Step 7: Presenting findings (Sandolowski and Barroso 2003 and 2007, cited in Manian et al., 2015)

A summary of the steps is shown in Figure 1:

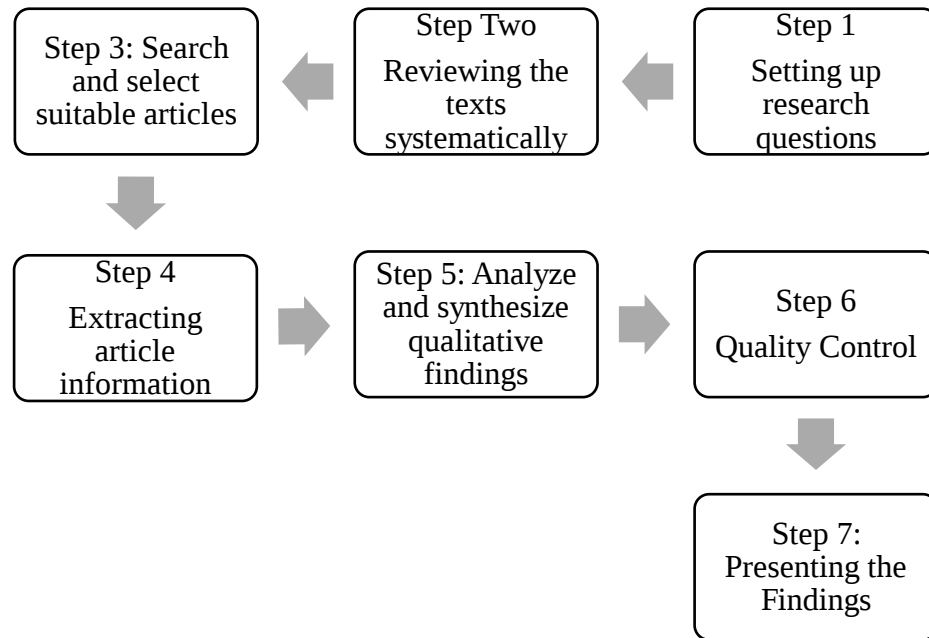


Image number (1): Steps in performing the metacombination method

In the following section, each step is examined separately and its application to the subject of the present research, which is to identify and explain the components and factors affecting teachers' professional development, is studied. The aim of the present research is to identify and explain the components and factors affecting teachers' professional development. Most articles include qualitative studies that lack quantitative data or are qualitative inferences from quantitative data; therefore, in this research, meta-synthesis is considered as an appropriate method to achieve a comprehensive combination of factors affecting teachers' professional development based on qualitative interpretation of studies.

Analyzing Research Data

Step One: Formulating Research Questions

In accordance with the first step of the research, the research question is first formulated. To formulate the research question, the first step for researchers is to focus on what the study is about, which is achieved by answering the research questions. The articles studied in this study are from the years 2000-2023. In this study, the document analysis method, i.e., the analysis of secondary data, has been used. The researcher, considering the criteria, identifies and specifies the appropriate articles that enter the meta-synthesis process (Inclusion) and the articles that exit the process (exclusion).

Table No. (5): Research Questions - Meta-Synthesis Analysis

INDICATORS	RESEARCH QUESTIONS
What	1- What is the status of previous theoretical literature findings on teachers' professional development?

Who	2- What are the dimensions and components that affect teachers' professional development?
When	3- How are the components of teachers' professional development prioritized?
How	4- What is the comprehensive model of teachers' professional development?

By answering the question of what the indicator is, the dimensions and components that constitute teachers' professional development are determined. After determining the primary purpose of the research study, the thematic (what), demographic (who), temporal (when), and methodological (how) parameters must be determined. These parameters determine the criteria for accepting and rejecting studies.

1- Determining the subject parameter

It specifies what will be studied. In the current research, all studies that have presented a model or framework for teacher professional development or studied the components and elements of teacher professional development will be reviewed.

2- Determining the demographic parameter

In this section, the study population is identified. In this study, the study population is all research published in reputable domestic and foreign scientific databases; based on the defined keywords in order to achieve a sample that will cause theoretical saturation, the most relevant studies were selected using a targeted approach.

3- Determining the time parameter

With the help of this parameter, the time period for the study is defined. In the current study, considering the history of the subject of teacher professional development, the time period is limited to the years 2000-2023.

4- Determining the methodological parameter

In this section, the methods used in the studies are identified. In terms of methods, all studies with qualitative methods as well as the results of quantitative research are considered.

Step 2: Systematic Literature Review

In this step, the researcher focuses his systematic search on articles published in various journals and selects relevant keywords. Throughout the research, definitions, search terms, or time frame are continually re-evaluated. Finally, the researcher conducts a series of online searches to identify selected studies. For each specific article, the researcher downloads a full-text version of the article along with a list of all references, then reviews other selected sources for review. He also identifies new search terms to search the Internet.

Secondary is used as past documents and evidence. These documents and evidence include all the research conducted and available in the field of teacher professional development. This method of data collection is also known as document analysis; in which the researcher identifies and specifies the appropriate articles that enter the meta-synthesis process and the articles that exit the process by considering certain criteria. In the present study, the data collection tool is peer-reviewed scientific journals and journals in the field of educational management, teacher professional development, and the most relevant studies were selected using a purposeful approach. Various keywords were used to search for research texts. The keywords for the search are teacher professional development, professional development, improvement, excellence. The keyword review was carried out by searching the title, text, abstract, keywords and text of the articles separately from databases such as Emerald, Scopus, Google Scholar, Elsevier, Syed, Magiran and the Science Database. The main inclusion criterion for the study was to find rich data from studies on teacher professional development in Persian and English. In the first step, databases were searched using key words and phrases, and all articles were collected in a spreadsheet based on the relevance of the article title to them. The effort was to include high-quality articles in the study. As a result of the search, a review of databases, journals, and search engines used by experts based on the desired keywords resulted in 21 articles.

Table (6): Search terms

PERSIAN	ENGLISH
Professional Growth	Development Professional
Professional Development	Professional growth
Improvement	professional development
Excellence	development
Persian	Excellence
Professional Growth	

Step Three: Search and Select Appropriate Articles

At the beginning of the search process, the researcher determines whether the articles found are relevant to the research question or not. In order to achieve this goal, the selected set of studies was reviewed several times. In this stage, the researcher reviewed and identified relevant articles based on criteria such as geographical area, language of studies, time of studies, study methods, population under study, conditions under study, type of study, etc. Then, to select suitable articles, various parameters such as title, abstract, content, article details (author's name, year of access, and research method) were considered and the following procedure was followed. First, the titles of the articles were reviewed and articles that were not relevant to the research question and purpose were eliminated. In the next stage, the abstracts of the articles remaining from the previous stage were reviewed and irrelevant articles were eliminated at this stage. During this process, the number of articles was reduced. After that, the articles were studied based on content, in other words, the entire text of the article, and some articles were also rejected at this stage. Finally, the remaining articles were carefully reviewed again, and those lacking author names or article details were discarded. Finally, the remaining number of articles entered the next step of the meta-synthesis method, and then the content and quality of the articles were reviewed.

Assessing the methodological quality of the articles

Once the articles have been reviewed in relation to the parameters of the study, the next step is to assess the methodological quality of the studies. The aim of this step is to eliminate articles that the researcher does not have confidence in the findings presented. Therefore, it may be necessary to reject an article that should be included in the synthesis. A tool commonly used to assess the quality of primary qualitative research studies is the Critical Appraisal Skills Program (CEAP). Critical appraisal is a key element of a systematic review that involves a thorough evaluation of research to identify the best articles on a particular topic (Crowe-Sheppard, 2011). This tool reduces uncertainty (Glynn, 2006) and helps the researcher understand the concept of qualitative research. This tool consists of ten questions that attempt to determine the accuracy, validity, and significance of qualitative research studies (Table 7).

Table (7): Criteria for assessing the methodological quality of studies based on the Ruber method (Chenille, 2015)

CLARITY OF RESEARCH OBJECTIVES AND SIGNIFICANCE	HAS THE AUTHOR CLEARLY STATED 1. RESEARCH OBJECTIVES 2. IMPORTANCE AND NECESSITY OF THE RESEARCH 3. RELATIONSHIP OF THE RESEARCH TO OTHER RESEARCH 4. SUPPORTING REFERENCES FOR THE RESEARCH?
Appropriateness and suitability of research method	Has the author clearly stated 1. The suitability of the research method in general and in relation to the research objectives 2. The suitability of the selected method with the research questions and 3. Supporting references?
Appropriateness and suitability of research design	Has the author clearly stated 1. Research design 2. The suitability of the research design with the objectives 3. Explanation of how, when and why the selected design was chosen 4. The suitability of the implemented design and the selected design 5. Supporting references?

Appropriateness of participant selection method	Has the author clearly stated 1. Sampling strategy 2. Justification of the suitability of the objectives with the study design 3. Processes and outputs of the recruitment strategy 4. Participants in the study 5. Explanation of how, when and why the participants were selected and 6. Supporting references?
Appropriateness of data collection method	Has the author clearly stated 1. How to collect and process information 2. Those who collected and processed the data 3. How the data collection process relates to the research questions 4. And the justification for the data collection settings 5. The reason for possible changes in data collection methods during the research 6. Possible achievement of data saturation and 7. And supporting references?
Researcher-observer relationship	The author has clearly stated 1. The relationship between the researcher and the participants 2. How to solve the problem during the research 3. How to respond to events during the research and their impact on the research design and 4. Supporting references.
Ethical considerations	The author has clearly stated 1. How to pay attention to ethical issues 2. Provide details about familiarizing the participants in the research in order to judge the ethical criteria 3. Explain possible issues during the research such as confidentiality and the possible impact of the research on the participants 4. Has clearly stated how to prove through the ethics committee and supporting references.
Rigorousness of analysis	The author 1. How the data were analyzed and who performed it 2. Describe the analysis process 3. Relation of the analysis method to the research design 4. How to deal with contradictory data 5. Quality control system used Selection of appropriate data for presentation 6; and supporting references The author has clearly stated 1. Objective findings 2. Adequate support for the findings by data 3. Providing the necessary arguments in favor or against the researcher's findings 4. Discussion of the validity of the findings 5. The relationship of the findings to the research questions The author has clearly stated 1. Value of the research 2. Limitations of the research findings 3. The extent of the research's contribution to existing knowledge or understanding of the phenomenon 4. Relationship of the findings to the research literature 5. Identification of areas necessary for further research 5. Discussion of the generalization of the results to other communities and other methods of using the research results 6. Supporting references
Clear statement of findings	Has the author clearly stated 1. Research objectives 2. Importance and necessity of the research 3. Relationship of the research to other research 4. Supporting references for the research?
Value of research	Has the author clearly stated 1. The suitability of the research method in general and in relation to the research objectives 2. The suitability of the selected method with the research questions and 3. Supporting references?

Conclusion

The aim of the present study was to present a model for managing teachers' professional development with a meta-synthesis approach. In the present study, the validity of the findings from the qualitative meta-synthesis research was conducted using the procedures presented by Sandolski and Barroso (2007), and it can be stated that the findings of the presented meta-synthesis method have all four types of validity: descriptive, interpretive, theoretical, and practical. The research findings showed that for teachers' professional development, at least 8 basic dimensions should be considered. These dimensions are: teaching, training, facilities, evaluation, content, technology, expertise, and in-service period. In addition, the components and needs related to each of these factors were examined and extracted in the form of educational needs and non-educational needs.

Among the limitations of this study, it can be noted that in terms of method, it was only conducted with meta-synthesis and the results of this study were dependent on the validity of previous studies. Also, the number of articles with the conditions was small, which indicates a research gap in this field. Therefore, it is suggested that

researchers use integrated methods in the future. It is also suggested that the Ministry of Education form a working group to explain and prioritize the different dimensions of teacher professional development and its management.

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