

Investigating and Explaining the Teacher Professional Development Model of a Qualitative Study

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Abstract

Purpose: The purpose of this study was to present a model of professional development of teachers with a qualitative approach.

Methodology: In this study, in order to identify the teacher professional development model, a qualitative interview was determined. The statistical population of the study in the qualitative part was all experts and experts in educational management and planning with 10 people and in the quantitative part included all teachers and principals working in primary schools in Shiraz. The data collection tool was a researcher-made questionnaire. To collect the data in the second stage, a closed questionnaire with a Likert scale of five was used.

Findings: The results showed that the results of semi-structured interviews during several stages of coding and also inspired by the research background, led to the identification of the initial code. In the second step, the identified concepts were categorized into the following categories. These fourteen categories are; 1. Management of learning and teaching 2. Creating a conducive learning environment 3. Assessment and curriculum 4. Outline vision 5. Continuous school improvement 6. Effective communication and collaboration 7. Relationship with society and stakeholders 8. Operations management 9. Resource management 10. Guidance and leadership of individuals and teams 11. Professional ethics 12. Islamic ethical principles and norms 13. Develop your career 14. Finally, the fourteen professional standards of school principals were divided into several key areas or categories: educational leadership, strategic leadership, ethical leadership, management and organizational leadership, communication management, and professional development.

Conclusion: The results showed that the results of semi-structured interviews during several stages of coding and also inspired by the research background, led to the identification of the initial code.

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1. Introduction

In recent decades, an approach or paradigm shift has occurred in the professional development of employees. This means that the educational orientation has changed from transferring knowledge and skills to teachers in a way that teachers acquire their knowledge by creating pure learning opportunities with the help of colleagues (Christopher & Judyth, 2018). Based on this paradigm shift, the efforts that have been made in the direction of professional growth have made teachers the focal point of their own learning. Instead of traditional in-service training with minimal follow-up, those responsible for teacher professional development have initiated school-based learning and structured continuous learning in relation to teachers' daily work (National School Reform Faculty, 2000). Such paradigmatic changes in teachers' professional growth facilitate the broad participation of teachers, which has provided them with an active and reliable contribution to education.

In fact, instead of training teachers outside the classroom, where teachers are treated as passive receivers of pre-planned knowledge and skills by administrators, staff training specialists have used various forms of experiential learning called in-service learning. can be, they have a lot of emphasis. To provide expert theory or professional development planning, instead of looking outside the schools, the authorities should encourage teachers to participate in in-service learning in order to train experts in the educational environment. Learning is made possible by doing, and it happens when teachers do their daily tasks and then purposefully think and reflect on their actions based on students' learning (Wood & McQuarrie, 2019). Learning will be powerful when it is linked to the individual needs and developmental stages of teachers and real life challenges. When teachers "continually reflect on their own performance in terms of student performance," service learning "permeates within the classroom and the school" (Abdollahi, 2018). In simpler words, the teacher as an active learner while doing the work, participates in sustainable behavior and action and thinking that is directly related to serving the students.

Today, most education systems encourage teachers to design personal self-directed growth programs. Instead of traditional one-size-fits-all models of professional development, teachers participate in a variety of activities that support in-service learning based on competencies rather than deficits. Such activities, which are planned in order to promote the professional growth of teachers and improve teaching and strengthen students' learning, are called differentiated school-centered strategies.

There is also widespread agreement that the kind of culture we need in schools today is one of collaboration, collaborative leadership, taking responsibility for each other's learning as well as one's own professional development, and maintaining an interest in what is happening in other classes, groups and schools. , Characterized. Such educational organizations have a strong internal collective culture. They cooperate with teachers in other schools by creating work networks. This type of cooperation should not be narrow-minded towards foreign opinions and challenges (which is what happens in some cases). Rather, it is necessary to accept new approaches, ideas, and initiatives and expand the sense of responsibility.

The formal education system and human resources training and improvement centers of organizations only improve the knowledge level of people, but they do not teach how to acquire knowledge independently. Considering the amazing changes in the level of knowledge and information, it is necessary for teachers to learn how to learn as a life skill in job situations. Many in-service training programs take place in a fully structured educational environment where training centers or trainers provide the necessary programs, resources and knowledge. In such an environment, learners are often passive (Abdollahi, 2018). The results of studies indicate the failure of some educational programs in some countries. Many professional development opportunities do not lead to long-term reform of curricula and do not meet the needs of students in society. In general, research shows that the professional development of teachers in its current form has had very little impact on teaching methods, school organization and curricula, and what students should learn (McKenzie, 1991; Lassonde & Israel, 2017; Abdollahi). , 2018). Studies on the implementation problems of teacher education in Iran include the lack of a systematic approach in the design, implementation and evaluation of education, lack of coordination between different types of educational programs, non-

standardized non-attendance education, lack of a coherent and effective database, lack of continuous staff training, lack of specialist personnel. He knows about training and the absence of a professional association or publication regarding employee training (Jahanian, 2016; Sadeghi, 2016). Abdollahi & Dabaghian's study (Abdollahi & Dabaghian, 2018) consider the following factors to be the obstacles to teachers' professional growth: the low impact of training on career advancement, lack of executive guarantee and support regulations for training courses, lack of a long-term training program during Career stages of a teacher, lack of electronic education, lack of attention to in-school education (such as educational groups of both elementary and major), lack of opportunities for teachers to visit each other's classes, low level of activity of teachers in education courses, lack of attention To the basis and topic of teaching and providing the same education for all teachers, the lack of diversity in teachers' learning methods, the lack of interaction between teachers in educational programs, the lack of ownership of teachers in the process and results of the evaluation of educational courses, the lack of participation of teachers in determining their educational needs. Incompatibility of content with job needs, low impact of educational content on classroom processes, incompatibility of equipment (chairs and desks) with the physical and mental condition of teachers, inappropriate place and space for holding training courses, lack of diversity in teachers' teaching methods, The low quality of the materials presented by the teachers. In general, due to several interrelated factors, the programs that have been designed and implemented for the professional development of teachers so far have been generally ineffective and ineffective (Blandford, Sonia, 2020; Abdollahi, 2018):

Top-down decision making and hierarchical approach. Managers, planners and experts in the center of the country or in the provinces instead of teachers and staff design educational needs assessment and programs. As a result, teachers feel that they do not belong to their professional development programs and are also unmotivated. Educational programs are more focused on the deficiencies and skill deficiencies of the employees and they try to coordinate the teachers with them in every way instead of adding to the knowledge and wisdom of the teachers.

Professional development tries to provide a standard model in order to provide the same training for all teachers, regardless of their educational background and the subject they teach. As a result, the important role of the situation, individual differences, experiences and needs of teachers in the effective formation of educational strategies has been neglected.

Lack of variety of learning methods. The way of implementing educational programs is often organized as a classroom and transfer of concepts and knowledge. This method is not efficient and effective for teachers as experienced people. Teachers are people who learn in various ways. Lack of variety of professional growth opportunities is another factor. Short-term impact training programs that focus on specific topics. They do not provide continuous and systematic mechanisms to solve the inherent problems of the teaching and learning process. Educational programs only improve the first level of teachers' cognitive domain (knowledge level), but they do not teach how to acquire knowledge independently.

Lack of ownership of teachers in the process and results of professional development. "Educational centers should prepare learners to use self-directed learning processes (SDL) that not only improve current learning skills, but also prepare learners for life-long learning beyond the walls of educational centers. Help teachers to have an attitude have a positive attitude towards learning throughout their life and equip themselves with the ability to learn.

Educational researchers and experts have enumerated the following basic features for the new paradigm of professional development: Professional development is based on the theory of structuralism rather than the transfer-oriented model. In this view, teachers are treated as active learners (Villegas-Reimers, 2017), people who actively participate in the actual activities of teaching, evaluating, observing and thinking.

Professional growth is understood as a long-term and permanent process. This paradigm affirms the fact that teachers can learn at all times and that a series of experiences are most effective, and that teachers should be allowed to connect prior knowledge with new experiences and regular follow-up support as a factor. The organizer is essential for the change process.

Professional development is understood as a process that occurs in a specific context. Contrary to traditional staff training opportunities that are not related to actual classroom experiences, the most effective form of professional development in schools and classrooms is based on the daily activities of teachers and students (Villegas-Reimers, 2017). Schools as learning communities, research communities, groups They are considered professional and specialized because teachers are actively involved in professional development activities. The most successful professional development opportunities are in-service activities such as study groups, action research, and portfolio work (Wood & McQuarrie, 2019).

Many experts recognized this approach as a process that is related to school reform. Professional development is a cultural process, not just the teaching of skills that are influenced by school programs. In this case, teachers have become empowered professionals, therefore, they should be treated as they expect students to be treated. A teacher professional development program that is not supported by the school or curriculum reform is not effective.

A teacher is a thought agent, a person who enters the teaching profession with a specific knowledge base, and creates new knowledge and experiences based on prior knowledge. The role of professional development is to help teachers to form new educational theories and practices and to help them improve their expertise in their field (Villegas-Reimers, 2017).

Professional development is understood as a collaborative process. Although there may be some one-on-one learning opportunities, professional development is most effective when there is meaningful interaction not only among teachers, but also between teachers and administrators, parents, and other community members. (Taher, 2018)

Professional growth is different in different situations, and even in the same situation, and it can be diverse in terms of dimensions. There is no one form or model of professional development that is better than others that can be used in all situations or fields. The needs of schools and teachers should be assessed, cultural beliefs and behaviors should be considered to decide on a professional development model. In the literature, various factors in the organization (an important contextual variable), such as school structure, school culture, can affect teachers' sense of self-efficacy and professional motivation.

2. Methodology

In this research, in order to know the teacher's professional growth model, the interview was determined in the qualitative part. The statistical population of the research in the qualitative part was all the experts and experts in the field of management and educational planning with the number of 10 people and in the quantitative part it included all the teachers and administrators working in the elementary schools of Shiraz city.

The current research was conducted using thematic analysis and grand theory. The first statistical community included written sources related to the topic of 2006 to 2018 researches on professional growth. Codes were extracted from previous studies and used to organize the data. Finally, 50 works were selected as samples. The second statistical population included experts in the field of educational sciences in schools and universities, and finally 150 were selected in a targeted way. In order to determine the validity of the research, the Holstein method (agreement between two coders) and the proposed model were used.

The tool of data collection is a researcher-made questionnaire, a closed questionnaire with a five-point Likert scale was used to collect data in the second stage. The questionnaire enables the researcher to identify and describe the variability of different phenomena and examine the relationship between variables, especially the cause-effect relationship. In the Likert scale, the basis of completely disagree, disagree, neutral, agree and completely agree is used, the respondents indicate their agreement or disagreement with different expressions, then the answers are summed up. To check the reliability of the instrument, a sample of 30 pre-test questionnaires is used. and then the reliability coefficient of the questionnaire was calculated with SPSS software.

3. Findings

The results of the qualitative phase of the research are also presented in two parts. According to the views of the key experts, firstly, the results of the qualitative interviews were analyzed and conceptual statements were determined to determine the teachers' professional patterns in general, and during the coding process, the most important verbal statements in the responses of each expert were analyzed and the patterns The first one was identified. In the second part of the qualitative analysis, according to the analysis of the results of semi-structured interviews with experts, as well as the research background and the comparative study of the models of different regions and countries, the necessary knowledge, skills and attitudes were determined in each of the defined models. The results of this step are shown in the following tables.

Table 1. Codes (concepts) identified from interviews with experts

Identified code (concepts).	
1	Educational leadership, increasing the quality of education and learning, knowing educational strategies and teaching methods, evaluation methods and principles, monitoring and evaluating learning results, evaluating students' progress, managing the learning environment, creating a healthy learning-oriented and student-oriented environment, planning, Long-term planning, program monitoring, perspective drawing, ethical principles and social responsibility, observance of moral, legal, spiritual, Islamic principles and affairs, sense of responsibility and accountability, priority of public interest over individual, protection and effective use of resources Public and private
2	Monitoring/evaluation of activities and processes, effective communication, supervision of daily classroom activities, application of rules and regulations, management of classroom operations, supervision of the general budget of the classroom, management of human and financial resources, creation of clear goals, protection of rights and privacy, monitoring the effectiveness of actions, regulating and communicating the expectation of learning and high success, continuous improvement of the classroom, developing educational strategies, focusing on student learning, creating and supporting a learning culture in the classroom, monitoring and evaluation, developing communication and informing, using community resources
3	Student growth, education and development, education, educational evaluation, monitoring and evaluation of the program, dissemination of high learning expectations, evaluation and monitoring of the quality of education and learning, inclusion of learning goals and educational goals in classroom operations and processes, ensuring implementation and curriculum implementation, educational supervision (teaching method and content), development of two-way and effective communication, coordination of daily and extracurricular activities, development and strengthening of participation, coalitions and influential networks, management of students' behavior, fulfillment of commitments Legal and contractual, professional development of oneself and students
4	Understanding the classroom and classroom practices, planning and implementing continuous improvement, supporting colleagues, monitoring the areas of responsibility, drawing a common vision and goal, mobilizing resources, monitoring and responding to educational developments, involving stakeholders in changes, commitment to continuous improvement. Facilitating and supporting modern and effective teaching and learning strategies, educational supervision, ensuring the suitability of education with the content of books, celebrating and promoting the good performance of students and teaching staff, identifying and solving educational, behavioral and educational problems, promoting interpersonal relationships. Respectfully, guiding and guiding students, motivating students
5	Planning, determining goals and providing activities, facilities and equipment, having a weekly, monthly and annual work plan and schedule, giving classes, dividing work, guiding and leading, influencing and influencing behavior, establishing mutual communication, creating motivation,

solving problems. and conflict, supervision and control, performance evaluation, educational and teaching, guiding the flow of education and learning, facilitating the flow of growth and development of students, improving educational efficiency, defining and defining the general goals and vision of the classroom, raising the morale of students, Continuous evaluation of teaching and educational activities, assessing the effectiveness and efficiency of teachers, evaluating the realization of educational goals, changing and revising the classroom curriculum, paying attention to the affairs of students and staff, solving problems, establishing effective communication between the classroom and the community. Informing about the state of the classroom, involving parents in the educational fate of their children

6 Facilitating and promoting education and learning, monitoring the good implementation of educational affairs and educational time, using research and theories and the best methods for educational decision making and educational program, monitoring educational methods, monitoring the teacher's lesson preparation, creating an effective educational environment, Healthy, efficient and supportive of learning, evaluating the results of education and learning, providing guidelines related to the curriculum and methods of evaluating and measuring students, leadership and management of the class and people, leadership and the power to influence others, creating intellectual agreement, preventing conflict. , planning and scheduling school activities, collaborative decision-making, continuous monitoring of students and daily classroom operations, coordinating programs, organizing public meetings with the participation of all stakeholders, guiding and motivating students, students and families to achieve The goals are creating a leadership team in the classroom, creating, maintaining and improving effective working relationships within the team and between the team and colleagues, delegating responsibility, managing the learning environment, evaluating students' performance, classroom-community relations, strengthening cooperation with parents and Society, encouragement Parents to participate and support students' learning, participation of families and the public in designing, implementing and reviewing classroom programs, establishing effective communication with parents and society, understanding and responding to the priorities, values and concerns of families and society, moral and social responsibility , making ethical decisions, adhering to professional values and ethics, making decisions based on legal, ethical and Islamic concepts, creating clear and purposeful ethical rules, promoting high Islamic values, making decisions based on the sublime values of Islam and religious beliefs, protecting privacy People's privacy, fair, just, honest and respectful treatment with all people

7 Ensuring the provision of quality education, evaluating student learning, being aware of the teacher's teaching situation, being aware of how the teacher deals with students, being aware of how the teacher presents the course material, being aware of the quality and quantity of classroom teaching, mastery and understanding of the educational goals, Curriculum and learning barriers and issues, creating a suitable and nurturing and supportive environment in the classroom, respectful, friendly and sincere relationships with students, ethical and appropriate behavior with students, responding to the needs and interests of parents in the community, informing the community and parents about all classroom activities, informing the community and parents about the quality of learning, success and progress of students, positive and interactive relationship with parents and community members, encouraging the participation of parents and community members, gaining the support of parents and community members Society for improvement, motivating teachers and students, agreement and consensus with teachers in relation to goals, positive and constructive interaction with teachers, promotion of respectful personal relationships with teachers, regular and repeated observation of the classroom, providing feedback to teachers' classroom training, making decisions Participation, supervision of tasks, team building, you Leadership and responsibility, self-development, continuous improvement of one's abilities and skills, development of one's knowledge, awareness of new developments and theories, constant evaluation of one's actions and thoughts.

8 Acquaintance with the new curriculum content, understanding the classroom walls, acquaintance with internet sites to complement students' learning opportunities, educational affairs, instructional supervision and guidance, teaching and learning, understanding teaching method and teaching model and philosophy of education, accounting and financial affairs, development Human resources, in-service training courses, retraining courses and attracting suitable students, teacher evaluation, promoting self-evaluation, educational technology, communication with parents and teachers, classroom administrative affairs, monitoring the implementation of organized programs as best as possible. , supporting educational programs and all administrative tasks

9 Improving classroom performance, using equipment, reducing waste, saving consumption, establishing reasonable communication between students, teachers, parents and students, coordinating human and material resources; Creating a suitable environment to achieve class goals, facilitating and promoting education and learning, clear and practical planning of programs, turning the general goals of the educational system into practical and specific goals, taking advantage of teachers' skills and helping to improve educational activities and Increasing the efficiency of the classroom, informing the parents about the status of the classroom work, getting the support of the parents to solve the problems, making the parents participate in the educational fate of their children, communicating with the educational institutions, planning and dividing the work, providing financial resources, delivering the instructions on time. , monitoring the classroom offices and documents and maintaining them, establishing communication between all students and students and parents, drawing the classroom vision, strategic planning, cooperation with other students to advance the goals of the classroom, continuous efforts to increase Self-efficacy and others, valuing the opinion of others, managing human relations, collaborative management, improving teachers' professional competences, teaching leadership skills to teachers, continuous monitoring and evaluation of themselves, students and students, trying to improve students' learning. , R Continuous development of the educational quality of the classroom

10 Learning and educational progress, management of education, educational monitoring and evaluation, supervision of students' educational progress, providing educational feedback, providing a program for the overall improvement of the classroom (improvement), supporting a high level of learning for everyone, supporting the learning of knowledge special students, strategic management, long-term planning, goal setting, classroom management, awareness of all the daily affairs of the classroom, monitoring the application of rules and regulations, division of work and coordination of activities and daily and weekly plans, monitoring the effective use of equipment and classroom equipment and resources, guidance and leadership of students and management of students, solving daily classroom issues and issues, reducing the areas of disorder, breaking the law and violating duties.

As can be seen in Table 1, wide dimensions were identified in connection with the first research question. Therefore, in the continuation of answering the first research question and using the results of semi-structured interviews during two stages of coding and also inspired by the background of the research, The identified concepts are classified into 14 categories. As can be seen in Table 1, the four decimal categories are; Drawing a vision, continuous improvement of the classroom, management of learning and teaching, creating a favorable learning environment, evaluation and curriculum, effective communication and cooperation, relationship with society and stakeholders, operations management, resource management, guidance and leadership of individuals and teams, ethics Professional, moral-Islamic principles and norms, own professional development and students' professional development. As can be seen in figure number (1), the researcher has divided the professional models of elementary teachers into several axes or overall categories as described below. In other words, the framework of primary teachers' models are based on six axes or key areas, which

include a total of 18 models. These areas are summarized below along with the patterns associated with each one:



Figure 1. Professional logos of elementary teachers and key areas related to it

Index (CASP validation for selecting sources)

Therefore, the main research strategy is to use the findings of previous researches. Therefore, the analyzed sources should have the necessary credibility and quality in order to be used in the current research. For this purpose, it has been used for qualitative evaluation of primary research studies and analysis sources. This program is an index that helps the researcher to determine the accuracy, validity and importance of qualitative research studies. The results of the resource evaluation based on the 50-point scale of professional growth (CASP) and qualitative rating will be in Table 1.

Table 2. The results of resource evaluation based on the CASP scale

Quality rating	Score received	document code	Quality rating	Score received	document code	Quality rating	Score received	document code	Quality rating	Score received	document code
18	33	D31	2	49	D21	3	48	D11	13	38	D1
17	34	D32	8	43	D22	5	46	D12	9	42	D2
13	38	D33	16	35	D23	13	38	D13	10	41	D3
11	40	D34	20	31	D24	8	40	D14	12	39	D4
10	41	D35	18	33	D25	11	50	D15	8	43	D5
9	42	D36	3	48	D26	1	42	D16	7	44	D6
5	46	D37	14	37	D27	9	36	D17	15	36	
12	39	D38	17	34	D28	15	35	D18	10	41	D7
6	45	D39	19	32	D29	16	31	D19	13	38	D8
9	42	D40	15	36	D30	20	31	D20	4	47	D9

Based on what is shown in the above table, sources were selected for analysis, which were rated excellent (1-10) with points (41-50) and very good (11-20) with points (31-40) and sources with points Less than 30 documents and sources have been removed in the initial stages of selection.

Coding validation method (ICR)

Another method used to determine validity is the Holstein method (agreement between two coders). A colleague familiar with the subject was asked to participate in the research as a secondary coder and code five documents (D30, D28, D2, D10 (D47)) as examples. Before coding, explanations about the problem, objectives, The research questions were presented to them. The formula of the mentioned method is as follows.

$$PAO = 2M \div (n1 + n2) \times 100 = (2 \times 153) \div (141 + 189) \times 100 = 93\%$$

In this PAO formula, reliability coefficient, M is the number of agreement in two stages of coding, n1 is the number of codes in the first stage and n2 is the number of codes in the second stage. According to the above formula, the value of the reliability coefficient was 93%, which shows that the coding results are highly reliable.

The normality test of research data distribution

In order to check the normality of the main research variables, the skewness and kurtosis index was used, and its test is shown in table (2).

Table 3. Checking the normality of the research data through two indexes of skewness and kurtosis

Elongation	crookedness	Research variables
0/155	-0/678	macro policies
-0/101	-0/422	Environmental conditions
-0/839	0/065	Terms and Conditions
-0/733	-0/272	Application of learning
0/464	-0/962	Political factors
0/192	-0/863	Motivations of leaders
0/095	-0/928	Leadership programs
0/810	-0/984	Consequences
-0/751	-0/518	networking
0/059	-0/916	Educational strategies
0/282	-0/938	Group of leaders
0/613	-1/136	educational group
0/268	-0/987	The specialized field of leaders
-0/238	-0/687	The field of leadership-teaching
0/229	-0/694	guidance

As can be seen in the figure, all factor loadings of dimensions higher than 0.3 were obtained and confirmed. Factor loadings are correlations of variables with factors. If these correlations are more than 0.6 (regardless of negative or positive sign), they are considered as high factor loadings, and if they are more than 0.3, they are considered relatively high factor loadings, factor loadings less than 0.3 can be ignored.

The basic question raised is whether this model is a suitable model? To answer this question, the chi-square statistic and other criteria of model fit should be examined. Table (3) shows the fit indicators of the confirmatory factor analysis model of the professional growth questionnaire.

Table 4. Examining the appropriateness indicators of the confirmatory factor analysis model of the professional growth questionnaire

Conclusion	Index value in the desired model	The standard value of the index	index name
The fit of the model is good	2/221	Less than 5	χ^2/df
The fit of the model is good	0/890	More or near 0.9	IFI
The fit of the model is good	0/822	More or near 0.9	NFI
The fit of the model is good	0/944	More or near 0.9	GFI
The fit of the model is good	1/065	More or near 0.9	CFI
The fit of the model is good	0/079	Less than 0.1	RMSEA

Considering that the significance level is less than 0.05, the correlation matrix between questions 1 to 32 was non-zero. With the information of the total explained variance, 2 factors or indicators are obtained according to the 32 questions of professional growth dimensions, which explain about 63.45% of the changes in professional growth, which is a significant number in its place. The higher this value is, the lower the error and the higher the accuracy in explaining the variance of professional growth.

The results of the Friedman test are as follows:

Table 5. Friedman test results (average ranks of variables)

average rank	Professional development items
4/71	guidance
4/25	networking
3/54	Educational strategies
3/77	Group of leaders
3/63	educational group
3/78	Professional field
4/30	The field of teaching-learning leadership
4/13	Issues and problems of leaders
4/05	School agents
3/13	Environmental-educational conditions
3/15	Macro environmental conditions
3/54	Involvement of leaders in professional activities
3/68	Characteristics of teaching-learning leaders
4/32	Motivations of leaders
4/71	Teaching-learning leadership programs
4/ 18	Individual consequences
3/54	The application of what has been learned
3/69	Unintended negative consequences

The results of the Friedman test have two outputs. The first output of table (5) is descriptive statistics that shows the average ratings of each item. The larger the average of the ranks, the more important that variable is. Therefore, it can be said that the dimension of guidance and teaching-learning leadership programs has a higher average rating (4.71) than other dimensions and has the highest professional growth, and in the same way, other items are placed in the next ranks. . The second output provides the value of the chi-square statistic, degrees of freedom, and significance level. Because the p-value is less than the error value of 0.05 ($p > 0.05$), the claim of the sameness of the mean ranks of the variables is not accepted.

4. Conclusion

The purpose of the current research was to provide a professional growth model for teachers with a qualitative approach. The results showed that the results of semi-structured interviews during several stages of coding and inspired by the background of the research led to the identification of 274 primary codes. In the second step, the identified concepts were classified into the following categories. These fourteen categories are; 1. Management of learning and training 2. Creating a favorable learning environment 3. Evaluation and curriculum 4. Drawing a vision 5. Continuous school improvement 6. Effective communication and cooperation 7. Relationship with society and stakeholders 8. Operations management 9. Resource management 10. Guidance and leadership of individuals and teams 11. Professional ethics 12. Moral-Islamic principles and norms 13. His professional development 14. In the last step, the fourteen professional standards of school principals were divided into several key axes or overall categories as follows: educational leadership, strategic leadership, ethical leadership, management and organizational leadership, communication management and professional development.

Structural equation test was used in the inferential analysis in order to investigate the current situation of Shiraz school teachers in terms of their professional growth. The results indicated that the situation of Shiraz city school teachers in terms of having professional growth is at a relatively favorable level. In other words, the obtained averages showed that school teachers are at a relatively favorable level in all models, except for creating a favorable learning environment and moral-Islamic principles and norms, and their situation is at a favorable level in only two mentioned models. Also, the results indicated that the status of school teachers in all models (teacher on teaching and learning, creating a favorable learning environment, curriculum and evaluation, drawing a vision, continuous improvement, effective communication and cooperation, relationship with society and stakeholders, professional ethics Islamic moral principles and norms, own professional development, professional development of colleagues have been meaningful. The discussion and interpretation related to this research finding is presented along with the next question. The findings indicated that between the current situation The first model (teacher on teaching and learning) has a difference with its desired state. In other words, the difference in the mean importance and actual mastery of teachers in the teacher model on teaching and learning was 1.01. The difference between the current and desired state is significant, and school teachers in the teacher model on learning and training, they have professional development needs. Another finding of the research indicated that there is a difference between the current state of the second model (creating a favorable learning environment) and its desired state. The pattern of creating a favorable learning environment was 0.652. The difference between the current and desired conditions was significant According to the model of creating a favorable learning environment, schools have professional development needs. In relation to the third model, the findings indicated that there is a difference between the current state of the third model (curriculum and evaluation) and its desired state. In other words, the average difference between the importance and real mastery of teachers in the curriculum model and evaluation was 0.731. The difference between the current and desired situation is significant and school teachers have professional development needs in the curriculum and evaluation model. In relation to the fourth model, the findings indicated that there is a difference between the current situation of the fourth model (drawing a vision) and its desired situation. There is a difference. In other words, the average difference between the importance and actual mastery of teachers in the pattern of drawing the perspective of academic progress was 0.668. The obtained results indicated that the difference between the current and desired conditions is significant and school teachers have professional development needs in the pattern of academic progress. Regarding the fifth pattern, the findings indicated that there is a difference between the current state of the fifth pattern (continuous improvement) and its desirable state. In other words, the average difference between the importance and actual mastery of teachers in the continuous improvement model was 0.698. The obtained results indicated that the difference between the current and desired conditions is significant and that school teachers in the model of continuous improvement have professional development needs. Regarding the sixth pattern, the findings indicated that there is a difference between the existing state

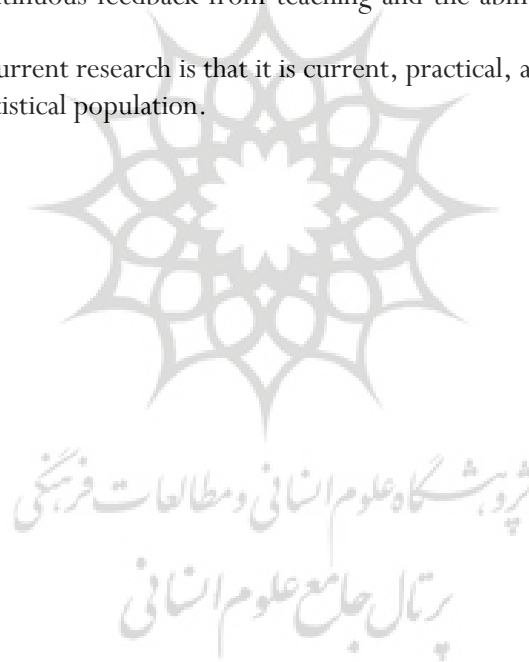
of the sixth pattern (effective and cooperative communication) and its desirable state. In other words, the mean difference of the importance and real mastery of teachers in the model of effective communication and cooperation was 0.962. The obtained results indicated that the difference between the current and desired conditions is significant and school teachers have professional development needs in the model of effective communication and cooperation. Regarding the seventh model, the findings indicated that there is a difference between the current state of the seventh model (relationship with society and stakeholders) and its desired state. In other words, the average difference between the importance and real mastery of teachers in the model of relationship with society and stakeholders was 1.05. The obtained results indicated that the difference between the current and desired situation is significant and school teachers have professional development needs in relation to society and beneficiaries.

Regarding the eighth pattern, the findings indicated that there is a difference between the current state of the eighth pattern (guidance and teachers of orphans) and its desired state. In other words, the difference between the mean importance and actual mastery of teachers in the research lesson model was 1.07. The obtained results indicated that the difference between the current and desired conditions is significant and the school teachers in the research lesson model have professional development needs. In relation to the eighth model, the findings indicated that between the current situation of the eighth model (ethics) professional (there is a difference with the ideal situation. In other words, the difference between the mean importance and actual mastery of teachers in the model of professional ethics was 0.762. The results showed that the difference between the current and ideal situation was significant and school teachers in the model of professional ethics They have professional development needs. In relation to the ninth pattern, the findings indicated that there is a difference between the current state of the tenth pattern (Islamic moral principles and norms) and its desired state. In other words, the difference in the mean importance and real mastery of teachers In the model of moral-Islamic principles and norms, it was 0.44. Therefore, to examine the significance of this difference, the correlated t-test was used. The results showed that the difference between the current and desirable situation was significant, and the school teachers in the model of moral-Islamic principles and norms have There are professional development needs they are Regarding the 11th pattern, the findings indicated that there is a difference between the current state of the 10th pattern (one's professional development) and its desired state. In other words, the average difference between the importance and actual mastery of teachers in their professional development model was 0.845. The obtained results showed that the difference between the current and desired situation is significant and the teachers of the schools follow the principles and moral-Islamic norms in their professional development model. In relation to the twelfth pattern, the findings indicated that there is a difference between the current state of the twelfth pattern (professional development of colleagues) and its desired state. In other words, the average difference between the importance and actual mastery of teachers in the professional development model of colleagues was 0.753. Therefore, to investigate the significance of this difference, the Tehm test was used. The obtained results showed that the difference between the current and desired situation is significant and school teachers have professional development needs in the model of professional development of colleagues. The results of the analysis indicated that the teachers of schools in Shiraz city have professional development needs in all the twelve compiled models. In other words, school teachers in all fourteen models have evaluated the importance of each algorithm higher than their actual mastery in that model. This 387 issue shows the gap between the importance of each pattern and the actual mastery of it, which indicates the professional development needs of school teachers. In this regard, the studies and researches that have been done show that the teachers do not have the necessary quality, the results of numerous researches also confirm this fact and they have discussed the lack of knowledge and skills necessary for the teachers of the fundamental transformation document. Many factors have caused teachers to feel weak and needy in their professional fields.

Soto (2019) showed that there is a positive and significant correlation between the quality of work and professional growth of teachers and the progress and academic performance of students in school. This positive correlation between in-service training and professional growth of teachers and the results or output

of students can also be seen. Ping et al. (2019) stated in his research that people at different stages of development and personality have different needs and their learning methods are different, therefore professional development programs for teachers of different ages and with different levels of education and experience should not be the same. Sahlberg P, Hasak J, Rodriguez (2017) Conducted research on teacher professional development as a means of transforming student classroom discourse. The results of the research show that the promotion of argumentative topics among students and the improvement of communication behavior of teachers have an effect on the professional development of teachers. Schols (2015) concluded that among other barriers to professional growth based on teachers' cooperation is the individual dimension, which in this dimension, "Teachers' resistance to learning from peers" had the highest rank. Obstacles to the professional growth and cooperation of teachers are many and have been observed in many countries. The continuous and high quality professional development program plays an important role in the development of teachers' thinking and their effectiveness in teaching and learning. Soto (2019) shows that focusing on teaching and learning strategies, promoting cooperation between employees and evaluating processes as effective strategies and factors on teachers' professional development. Some models are focused on the technical aspects and teaching skills and improving the social status of the teaching profession, and it is a process through which doing the teaching profession requires having special skills. A professional teacher should have a deeper understanding of content knowledge, Student growth, learning styles, teaching guidelines and new sets of values along with respect for individual differences, cooperation with other colleagues and receiving continuous feedback from teaching and the ability to guide and change and have effective communication.

One of the strengths of the current research is that it is current, practical, and comprehensive, and one of its weaknesses is the limited statistical population.



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