Model of Professional Development for Teachers: Components, Factors, and Approaches

Fahimeh. Khanalizadeh[1], Seif Elah. Fazl Elahi[2*], Hossein. Karimian[3], Naghi. Kamali[4]

[1] Ph.D. Student Educational Management, Department of Educational Management, Zanjan Branch, Islamic Azad University, Zanjan, Iran
[2] Associate Professor, Department of Educational Sciences, Qom Branch, Islamic Azad University, Qom, Iran
[3] Assistant Professor, Department of Educational Sciences, Qom Branch, Islamic Azad University, Qom, Iran
[4] Assistant Professor, Department of Educational Management, Zanjan Branch, Islamic Azad University, Zanjan, Iran

* **Corresponding author email address**: fazlollahigh@yahoo.com

1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction states, "Education is the foundation of sustainable human development and is considered the primary tool for achieving development goals." This statement would benefit from specific references to established educational theories or key studies that support this claim to strengthen the argument.

The article mentions, "The validity of the research was examined and reliability was determined using test-retest reliability (87%) and inter-coder reliability (82%)." It would be beneficial to elaborate on the procedures used to achieve these reliability measures, particularly the test-retest process, to provide a clearer picture of the study's rigor.

The findings list "12 factors influence the professional development of teachers," including psychological, organizational, and cultural factors. Providing clear definitions or examples for each of these factors would enhance understanding and applicability for readers .

The study involved "12 academic experts." Further justification for this sample size concerning the principle of theoretical saturation in qualitative research would strengthen the methodological robustness.

The introduction of Aristotle's "practical wisdom" is interesting. However, linking this concept more explicitly to modern educational practices and how it translates into the professional development of teachers would provide a clearer connection to contemporary educational theory.

Authors revised the manuscript and uploaded the new document.

1.2.   Reviewer 2

Reviewer:

In the methods section, it is mentioned that "data for this study were collected through semi-structured face-to-face in-depth interviews lasting between 30 to 90 minutes with 12 academic experts." It would be helpful to provide more detail on the selection criteria for these experts and the rationale behind the chosen sample size to ensure the robustness of the qualitative methodology.

Table 2 categorizes identified codes into subcategories, but it lacks a clear explanation of the criteria used for this categorization. Including a brief description of the coding process and criteria for categorization would improve transparency.

The article states, "Changing the approach of traditional professional development leads to a change in the role of the instructor from a specialist to a facilitator in the learning process." It would be valuable to discuss how this transition impacts teacher effectiveness and student outcomes, supported by empirical evidence from other studies.

The findings highlight cultural factors like "the spirit of collectivism, teamwork, professional ethics, and belief in teamwork." Discussing how these cultural factors specifically influence professional development practices in different educational contexts would provide more depth to the analysis.

Authors revised the manuscript and uploaded the new document.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.