



**ANTALYA BILIM UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
ENGLISH PREPARATORY CLASSES**

**PROFESSIONAL DEVELOPMENT  
COMMISSION HANDBOOK**

*This handbook serves as a comprehensive guide for the PDC of ABU SOFL English Preparatory Class. It outlines key policies, guidelines, and procedures to support continuous professional development and excellence within the institution*

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## **1. INTRODUCTION**

### ***1.1. Purpose and Importance of PDC***

The ABU School of Foreign Languages Professional Development Commission exists to foster a culture of continuous learning and innovation, empowering educators to excel in their roles and enhance overall teaching quality for the benefit of students and the institution as a whole.

## **2. MISSION AND VISION**

### ***2.1. Mission***

Professional Development Commission’s mission is to create a dynamic and collaborative environment where teachers can continuously develop their skills and knowledge and adapt to the evolving demands of education. Through organizing high-quality training programs, fostering peer collaboration, facilitating mentoring opportunities, and implementing reflective practices like classroom observations and feedback cycles, we support a diverse profile of teachers in achieving their full potential. By aligning professional development efforts with the institution’s overall goals, we aim to create a prospering community of educators who are empowered to lead, innovate, and inspire.

### ***2.2. Vision***

We envision a professional learning community where every educator feels valued, empowered, and prepared to contribute to an inclusive and forward-thinking educational environment. Through commitment to excellence, innovation, and equity, we aim to set the standard for professional development that enhances teaching quality, fosters lifelong learning, and positively impacts both educators and students alike.

### ***2.3. Educational Philosophy***

At Antalya Bilim University, School of Foreign Languages, we believe that teaching quality is essential for student success. Our approach to teaching and learning emphasizes communicative, collaborative, task-based, and eclectic methods, which allow for flexibility and engagement with diverse student needs. By prioritizing active participation, critical thinking, and real-world applications, we create an educational environment where students are empowered to reach their full potential. We are committed to ensuring equal learning opportunities for all students. The curriculum reflects this by promoting dynamic, student-centered strategies that enhance engagement, foster deep learning, and develop skills necessary for academic and personal growth.

### ***2.4. Professional Development Policy***

At Antalya Bilim University School of Foreign Languages, the Professional Development Commission is dedicated to enhancing teaching quality and fostering a culture of ongoing improvement. We recognize the importance of equipping educators with the necessary resources and opportunities they need to excel in their roles.

Our professional development policy is grounded in the belief that teaching is an evolving practice. To support this, we provide various platforms for educators to engage in reflective practices, including classroom observations, peer observations, and constructive assessment cycles. Teachers are encouraged to learn from one another and integrate new methods into their teaching through these collaborative processes.

The policy emphasizes fair and transparent performance criteria, which are used to guide assessments and provide actionable feedback. The feedback cycle ensures that teachers receive the support necessary to enhance their teaching skills, while peer observations create an opportunity for knowledge-sharing and collaboration.

### 3. WHAT IS PROFESSIONAL DEVELOPMENT?

#### 3.1. *Definition and Scope*

Professional development is the ongoing process of improving and expanding the knowledge, skills, and competencies necessary for effective teaching and academic leadership. It allows educators to stay current with evolving teaching methods, pedagogical trends, and subject knowledge. At Antalya Bilim University School of Foreign Languages, professional development is integral to both individual growth and institutional success. It plays a vital role in standardizing school culture by aligning educators with the university's core values and goals, ensuring a consistent and good standard of practice across the institution.

#### 3.2. *Core Skills and Competencies*

The professional development encompasses a range of essential skills and competencies that contribute to effective teaching. Key areas include:

**Enhancing Pedagogical Skills:** Educators continuously refine their teaching strategies, classroom management and communication to improve student engagement and learning outcomes.

**Subject Expertise:** Teachers are encouraged to deepen their knowledge in their specific fields, staying updated with the latest practices to ensure they provide relevant, high-quality content.

**Collaboration and Communication:** Professional development fosters collaborative skills, enabling educators to work together, share insights, and learn from one another, promoting a supportive and cohesive school culture.

### **3.3. *Individual and Institutional Development***

Professional development supports both the personal and professional growth of educators while contributing to the broader institutional goals:

**Individual Career Growth:** Through continuous learning and mentorship, teachers are supported in advancing their careers and achieving personal milestones in their professional journeys.

**Institutional Improvement:** Professional development is essential for institutional success, helping to maintain and improve teaching quality. By aligning with the university's pedagogical values, it ensures a consistent and standardized approach to teaching, which strengthens the overall educational environment.

**Standardizing School Culture:** By fostering shared commitments to growth and excellence, professional development ensures that all members contribute to a unified school culture, where high standards are maintained, and teaching practices are consistently aligned with the university's values.

#### **4. PROFESSIONAL DEVELOPMENT FRAMEWORK AND PRACTICES**

This section outlines the framework through which professional development activities are planned, implemented, and monitored at the School of Foreign Languages English Preparatory Class. The Professional Development Commission (PDC) adopts a systematic, supportive, and reflective approach to enhance teaching quality and promote continuous professional growth.

##### ***4.1. Professional Development Opportunities and Support Mechanisms***

The Professional Development Commission provides a range of structured opportunities to support instructors' professional growth. These opportunities are designed to address both individual needs and institutional priorities.

Professional development opportunities include:

- Seminars and workshops led by internal and external experts,
- Conferences and academic events that promote engagement with current pedagogical trends,
- Digital resources and self-directed learning opportunities,
- Mentorship and advisory support tailored to instructors' professional development needs.

These opportunities are planned in alignment with identified improvement areas and aim to foster collaboration, reflective practice, and innovation in teaching.

##### ***4.2. Enhancing Teaching and Learning Practices***

Professional development activities at ABU SOFL are closely linked to classroom practice. The PDC supports instructors in developing effective teaching strategies that align with institutional expectations and learner needs.

Key focus areas include:

- The use of communicative, task-based, and learner-centered pedagogical approaches,

- Effective course planning and curriculum alignment,
- Assessment and feedback practices that support student learning and motivation,
- Clear communication and positive classroom interaction.

Through continuous support and guidance, instructors are encouraged to reflect on their teaching practices and adopt strategies that enhance student engagement and learning outcomes.

### ***4.3. Continuous Professional Development Cycle***

Professional development at ABU SOFL is implemented through a structured and cyclical process that integrates observation, reflection, feedback, and targeted support. This cycle aims to promote reflective teaching practices and sustained professional growth.

#### ***4.3.1. Peer Observation***

Peer observation is a collaborative professional development practice in which instructors observe one another's classes and engage in reflective dialogue. This process promotes the sharing of teaching strategies and best practices while fostering a culture of mutual support and continuous learning.

At Antalya Bilim University School of Foreign Languages, peer observations are structured to ensure focused and meaningful professional development. Prior to the observation, the PDC identifies specific development areas for the observing instructor. These areas are informed by:

- previous classroom observations,
- professional development goals, and
- action points identified in earlier feedback cycles.

Based on these improvement points, the PDC schedules the observation with a colleague who excels in the identified area. During the observation, the teacher fills out a peer observation checklist to take detailed notes on key aspects of the lesson.

## **Post Peer Observation Meeting**

After the observation, the teacher meets with the PDC members for a post-peer observation session. In this session, the observed teacher is encouraged to reflect on the lesson, considering how they can adapt their own teaching practices based on the insights gained. The teacher reflects on what they can change, which new techniques they can incorporate, and how they can enhance specific aspects of their practice moving forward.

### ***4.3.2. Structured Classroom Observation Process***

The PDC follows a structured classroom observation cycle to ensure consistency, transparency, and developmental support.

#### **Selection of Instructors**

At the beginning of each module, the PDC identifies instructors to be observed based on:

- professional development needs,
- level of teaching experience, and
- the frequency and outcomes of previous observations.

#### **Observation Request and Scheduling**

Once instructors are identified, a classroom observation request is sent via email by a PDC observer. The request includes multiple date and time options, allowing instructors to select a lesson they feel comfortable with. Whenever possible, instructors are given the flexibility to choose lessons from different skills or class types.

To ensure clarity regarding institutional expectations, the following documents are shared with the instructor:

- the Academic Performance Evaluation Form, outlining key teaching expectations,
- the Post-Observation Reflection File, to be completed after the observation.

This approach supports a transparent and well-organized observation process with shared understanding between the observer and the instructor.

### **Pre-Observation Meeting**

After the observation date and time are confirmed, the observer sends a formal request for a pre-observation meeting. This meeting serves as a preparatory stage in which key aspects of the lesson are discussed.

Guiding questions are shared with the instructor in advance to support reflection. During this meeting, the teacher outlines the lesson's objectives and goals, as well as any action points from the previous observation. This helps provide context for the observer. The meeting also serves as a chance for the teacher to highlight specific areas where they would like to receive feedback.

The PDC follows a structured cycle for classroom observations to ensure that lessons align with school expectations and support teachers' professional growth.

### **Classroom Observation**

During the observation, the observer attends the lesson at the scheduled time and positions themselves unobtrusively to minimize disruption. The observer does not intervene in the lesson.

The observation focuses on the following key areas:

- lesson stages and time management,
- teaching and engagement strategies,
- communication and classroom atmosphere,
- student engagement and participation,
- use of technology (where applicable),

- adaptability and responsiveness to student needs.

Throughout the lesson, the observer takes detailed notes using the Running Commentary format. These notes capture key instructional moments and form the basis for constructive feedback.

At the end of the lesson, the observer thanks the instructor and leaves the classroom discreetly, ensuring a professional conclusion to the observation.

### **Post Class Observation Meeting and Reflection**

A post-observation meeting is scheduled at the nearest convenient time following the observation. During this meeting, the instructor is first invited to reflect on the lesson, sharing their thoughts on:

- lesson effectiveness,
- challenges encountered, and
- areas for improvement.

The observer then provides structured, constructive, and actionable feedback, highlighting both strengths and areas for development. Suggestions and recommendations are discussed collaboratively to support future teaching practices.

Following the meeting, the instructor completes the Self-Reflection Form, which encourages deeper reflection on the observed lesson and the feedback received. The completed form is submitted to the observer for review.

As the final step of the observation cycle, the observer provides written feedback on the Self-Reflection Form. This written feedback documents key outcomes and development goals and serves as a reference for the instructor's ongoing professional growth.

### ***4.3.3. Walk-through Observations***

At the beginning of the academic term, the Professional Development Commission plans and conducts short walk-through observations. These observations are primarily designed to monitor newly appointed instructors, while also including current teaching staff when deemed necessary.

Instructors are informed in advance about the walk-through observation process. Observations are conducted during a suitable lesson time and typically last approximately 15 minutes. During the observation, brief notes are taken focusing on:

- lesson flow,
- classroom atmosphere,
- following the pacing
- student interaction.

Following the completion of walk-through observations, the PDC reviews the observation findings collectively. Based on these findings, instructors who may require additional support are identified, and appropriate professional development actions are planned.

### ***4.4. Induction and Support for Newly Appointed Instructors***

The Professional Development Commission coordinates an induction program for newly appointed instructors to facilitate their academic and institutional adaptation.

The induction process includes:

- Orientation sessions introducing institutional practices, expectations, and teaching approaches,
- Demonstration lessons and micro-teaching practices,
- Guided reflection and feedback sessions,

- Ongoing support during the initial teaching period.

The induction program aims to ensure that new instructors feel confident, supported, and prepared to deliver effective instruction.

#### ***4.5. Seminars, Workshops, and In-house Professional Development Activities***

The Professional Development Commission provides a range of seminars, workshops, and in-house professional development activities aimed at enhancing teaching practices and supporting continuous professional growth. These activities are designed in response to identified development needs and institutional priorities, with a strong emphasis on practical classroom applications.

Professional development activities include:

- **External Seminars:** Trainers from publishers and educational organizations are invited to lead seminars that introduce current pedagogical trends, innovative teaching approaches, and effective instructional strategies.
- **Internal Workshops:** In-house workshops are organized within the university to promote collaboration and knowledge-sharing among teaching staff. These sessions focus on practical teaching methods and classroom-based applications.
- **Workshops Based on Identified Needs:** Workshop topics are determined in line with:
  - findings from classroom, peer, and walk-through observations,
  - outcomes of the induction process for newly appointed instructors,
  - identified institutional and instructional priorities.
- **Articles and Resources on Improvement Areas:** Articles and professional resources related to specific improvement areas are shared with instructors to encourage reflection and self-directed professional learning.

- **Online and Digital Training Opportunities:** While online training sessions are not conducted regularly, instructors are encouraged to engage with available digital resources and online training opportunities as part of their professional development.

These activities aim to foster collaborative learning, support reflective practice, and facilitate the effective transfer of new knowledge and strategies into classroom teaching.

#### ***4.6. Documentation, Coordination, and Institutional Collaboration***

The Professional Development Commission is responsible for coordinating professional development activities and maintaining related documentation. This includes:

- Archiving professional development records for quality assurance and accreditation purposes,
- Coordinating communication between instructors, the PDC, and administrative units,
- Sharing professional development schedules, announcements, and resources with staff.

Through systematic coordination and documentation, the PDC ensures transparency, continuity, and sustainability of professional development practices.