NESİBE AYDIN EDUCATION INSTITUTIONS
PROFESSIONAL DEVELOPMENT POLICY

ITEM 1- Purpose

(1) The purpose of this policy is to regulate and support the professional learning and development of all personnel working in Nesibe Aydın Educational Institutions. In addition, for staff involved in international programmes such as Cambridge IGCSE and the International Baccalaureate Diploma Programme (IBDP), this policy aims to ensure continuous professional learning aligned with IB philosophy, IB learner profile attributes, approaches to teaching and learning, collaborative planning, assessment practices, and the effective implementation and ongoing development of the programme.

ITEM 2- Scope

(1) This policy covers the professional development processes of all staff working at Nesibe Aydın Educational Institutions. In relation to international programmes, it specifically applies to school leaders, programme coordinators, DP subject teachers, TOK/CAS/EE role holders, librarians, counsellors, learning support staff, and administrative personnel whose work contributes to the implementation, assessment, support, and ongoing development of the IB Diploma Programme.

ITEM 3- Basis

(1) This policy is based on the Ministry of National Education In-Service Training Regulation, Nesibe Aydın Educational Institutions Business Travel Policy, and Nesibe Aydın Teacher Performance Policy. For staff involved in international programmes, it is also informed by the International Baccalaureate documents and practices, including *Programme standards and practices (2014)*, *Diploma Programme: From principles into practice*, relevant IB subject guides, and *Diploma Programme Assessment Procedures*.

ITEM 4- Definitions

(1) In this Policy:

a) **Institution:** Nesibe Aydın Educational Institutions,

b) **Unit:** Kindergartens, primary schools, secondary schools, high schools, and art academies affiliated with the Institution,

c) **Unit Directors:** Principals of kindergartens, primary schools, secondary schools, high schools, and academies affiliated with the Institution,

d) **Professional Development Unit:** The unit responsible for monitoring, planning, coordinating, recording, and supporting the professional development of personnel working within the Institution,

e) **In-Service Training Activities:** Educational activities such as courses, seminars, workshops, conferences, webinars, meetings, or similar learning opportunities organized to support the professional and personal development of personnel,

f) **Personnel:** Managers, specialists, teachers, counsellors, librarians, coordinators, administrative staff, and other employees working in Nesibe Aydın Educational Institutions,

g) **Portal:** The electronic environment in which the information and records of students and employees of Nesibe Aydın Educational Institutions are stored and managed,

h) **IB-Recognized Professional Development:** Professional learning opportunities officially provided, endorsed, or recognized by the International Baccalaureate, including workshops, webinars, conferences, online courses, leadership events, and programme-related professional learning activities,

i) **Collaborative Planning and Reflection:** Regular and systematic professional dialogue in which teachers, coordinators, and relevant staff review curriculum implementation, assessment practices, student learning, DP core connections, and teaching practices in order to strengthen programme implementation and school-wide consistency,

j) **Induction for New Teachers:** A structured orientation process for newly appointed staff that introduces them to the school's educational philosophy, institutional expectations, relevant school policies, curriculum planning procedures, and, where applicable, the philosophy, requirements, and implementation expectations of the International Baccalaureate Diploma Programme,

k) **Role-Specific Professional Development:** Professional learning planned according to the responsibilities of staff members such as programme coordinators, subject teachers, TOK teachers, CAS coordinators, EE supervisors, librarians, counsellors, school leaders, and other personnel supporting programme implementation,

l) **Official IB Publications and Digital Platforms:** The official IB publications, guides, digital environments, and online resources through which authorized school staff access current programme requirements, teaching and assessment guidance, professional learning materials, and implementation updates.

m) **Programme-Related Meeting Structures:** The school's established meeting structures that support the planning, implementation, review, communication, and ongoing development of the IB Diploma Programme, including the Planning Meeting, Feasibility Study Meeting, Library Meeting, Vertical and Horizontal Collaboration Meeting, Directory Board Meeting, Parent Meeting, Student Meeting, and Student Evaluation Council Meeting.

ITEM 5- Guideline Principles

(1) The professional development processes of Nesibe Aydın Educational Institutions are guided by the following principles:

a) Observing the principles of trust, confidentiality, professionalism, and mutual respect between staff and the Professional Development Unit,

b) Providing fair and equitable access to professional development opportunities for all staff members,

c) Ensuring the continuous evaluation and improvement of in-service training programmes,

d) Supporting continuous professional learning as an integral part of institutional growth and educational quality,

e) Ensuring that the environments in which training activities are carried out are appropriate for learning, well-organised, and equipped in accordance with the requirements of the training,

f) Providing feedback to staff members during the professional development process in order to support both their professional and personal growth,

g) Planning professional development in line with training needs analyses, institutional priorities, and the developmental needs of staff,

h) Supporting the implementation and ongoing development of international programmes, including the International Baccalaureate Diploma Programme, through targeted and relevant professional learning,

i) Promoting professional learning that reflects IB philosophy, international-mindedness, the IB Learner Profile, and approaches to teaching and learning,

j) Recognising that professional development should support not only individual growth but also programme coherence, collaborative school improvement, and pedagogical consistency across the institution,

k) Identifying professional development needs according to the roles and responsibilities of staff members, including coordinators, teachers, counsellors, librarians, school leaders, and support personnel,

l) Encouraging collaborative reflection, peer learning, and the sharing of effective practice as essential elements of school-based professional growth,

m) Supporting professional learning related to assessment, academic integrity, inclusion, language development, student well-being, and the effective implementation of school policies,

n) Promoting a culture of continuous reflection, innovation, and improvement in teaching, learning, leadership, and programme implementation.

ITEM 6- Time to Evaluate Professional Development Processes

(1) The evaluation period for the professional development processes of personnel begins with the annual in-service training period in the third week of August and continues throughout the academic year until the end of the following in-service training period in the second week of September.

(2) For staff involved in international programmes, professional development planning and evaluation are carried out on an ongoing basis throughout the academic year in line with programme implementation needs, updated IB requirements, collaborative planning records, lesson observations, self-reflection, performance review findings, and school development priorities.

(3) For the IB Diploma Programme, this evaluation process may also take into account the outcomes of the school's **programme-related meeting structures**, where these contribute to identifying professional learning priorities, implementation needs, and programme development areas.

(4) The outcomes of the evaluation period may be documented through the forms and records attached to this Policy, including the **Lesson Observation Form (Appendix 1)**, **Self-Evaluation Form (Appendix 2)**, **Performance Evaluation Report (Appendix 3)**, **Training Needs Analysis Form (Appendix 4)**, and **Training Evaluation Form (Appendix 5)**.

ITEM 7- Professional Development Evaluation

(1) Professional development and training needs analyses of administrative staff are carried out through one-to-one interviews, evaluation forms, observations, and reports by the managers of the units to which they are attached.

(2) The teacher performance observation period starts in October. The planning of who will observe which teacher and when is made by the Academic Directorate. The observation evaluation is entered into the portal during the observation period. Short-term or long-term feedback is given according to the observation results.

(3) Monitoring of teacher development and training needs analyses are carried out in several steps:

a) Lesson Observation Form (Appendix 1): Two different administrators enter each teacher's lesson as observers and record their evaluations using the Lesson Observation Form. The comments and ratings of the two observers are considered together in order to identify strengths, areas for development, and possible professional development priorities.

b) Self-Evaluation Form (Appendix 2): The teacher whose lesson was observed is given feedback after the lesson and is asked to complete the Self-Evaluation Form. This form is used to record the lesson from the teacher's own perspective, encourage reflection, and support the identification of professional learning needs.

c) Performance Evaluation Report (Appendix 3): At the Human Resources performance meeting held at the end of each year, the Performance Evaluation Report is submitted to the Human Resources Department. This report is used to review overall professional responsibilities, role performance, institutional contribution, and development priorities for the following period.

d) Training Needs Analysis Form (Appendix 4): For the annual in-service training period, teachers complete the Training Needs Analysis Form during class meetings, departmental meetings, or other designated professional review sessions. This form is used to identify staff priorities, role-related development needs, preferred training formats, and programme-related training requirements.

e) Training Evaluation Form (Appendix 5): After each professional development activity, participants complete the Training Evaluation Form in order to evaluate both the trainer and the training content. These forms are used to assess the relevance, quality, professional value, and future usefulness of training activities and providers.

(4) For staff involved in international programmes, professional development needs are also identified through programme implementation reviews, collaborative planning records, subject guide updates, policy implementation needs, authorisation or evaluation requirements, and the responsibilities of specific roles such as programme coordinator, subject teacher, TOK teacher, CAS coordinator, EE supervisor, librarian, counsellor, school leadership, and support personnel. These needs may also be informed by the outcomes of the school's **programme-related meeting structures**, where these reveal staff development needs, implementation gaps, or programme improvement priorities.

(5) The school maintains records of IB-related training needs, completed workshops, certificates, collaborative planning meetings, training reflections, and future training priorities in order to support both individual professional growth and whole-programme development.

(6) The forms referred to in this item are provided in the Appendices of this Policy and are used to document lesson observation, self-reflection, performance review, training needs identification, and post-training evaluation in a consistent and systematic manner.

ITEM 8 - Operation

(1) The institution plans its annual in-service training period to begin in the third week of August and continue until the second week of September.

(2) The annual professional development programme is prepared in line with institutional priorities, school improvement needs, and the requirements of the educational programmes implemented by the school.

(3) In this planning process, data gathered through the **Performance Evaluation Report (Appendix 3)** and the **Training Needs Analysis Form (Appendix 4)** are taken into consideration in order to identify institutional priorities, staff development needs, and programme-related training areas.

(4) In relation to the IB Diploma Programme, annual professional development planning is also informed by the outcomes of the school's established planning and review structures, including the **Planning Meeting**, **Feasibility Study Meeting**, and **Library Meeting**. These meetings contribute to the identification of professional learning priorities by reviewing programme readiness, authorization progress, infrastructure, staffing, budgeting, curriculum planning, policy development, and library and research resource needs.

(5) Within this planning process, the school coordination team identifies and includes in the annual programme the professional development activities that are considered necessary, essential, or required for the effective implementation and continuity of the IB Diploma Programme.

(6) These planned activities may include training related to IB philosophy, programme implementation, subject-specific needs, assessment practices, academic integrity, collaborative planning, the DP Core, updated IB requirements, research skills, library use, and other areas necessary for programme quality and continuity.

(7) In addition to the training activities planned by the school, teachers submit their individual professional development requests through the portal.

(8) Where necessary, these requests may be supported by information gathered through the **Lesson Observation Form (Appendix 1)**, **Self-Evaluation Form (Appendix 2)**, **Performance Evaluation Report (Appendix 3)**, and **Training Needs Analysis Form (Appendix 4)**.

(9) All requests submitted through the portal are reviewed and evaluated in terms of their relevance to the teacher's role, subject area, programme responsibilities, institutional priorities, educational value, budget, and overall suitability.

(10) After the inclusion of the compulsory or necessary IB-related professional development activities in the annual programme, additional requests submitted by teachers are also evaluated individually according to their appropriateness and feasibility.

(11) Professional development requests may be approved when they clearly contribute to teaching quality, programme implementation, student learning, assessment practices, inclusion, policy implementation, or the professional responsibilities of the staff member.

(12) Requests that are not sufficiently related to the staff member's professional role, school priorities, or programme needs may be postponed, revised, or not approved.

(13) If the approved training requires travel, the relevant procedures of the Business Travel Policy shall apply.

(14) Staff members who participate in approved professional development activities are expected to complete the relevant evaluation procedures on the portal, upload their certificates or records of participation, and share key learning points with colleagues where appropriate.

(15) The impact and quality of the training are documented through the **Training Evaluation Form (Appendix 5)**.

(16) Where lesson observation, self-evaluation, or performance review identifies a professional development need, the school may prioritise targeted support, training, coaching, mentoring, or collaborative follow-up based on the **Lesson Observation Form (Appendix 1)**, **Self-Evaluation Form (Appendix 2)**, and **Performance Evaluation Report (Appendix 3)**.

(17) The participant who received the training is responsible for following up on attendance and ensuring that the certificate of attendance or participation is uploaded to the portal.

(18) New training requests of those whose attendance records have not been processed or whose certificates have not been uploaded may not be approved until the previous process has been completed.

ITEM 9: Special Project Requests

(1) Personnel who wish to receive training outside the annual professional development programme prepared by the institution, or who wish to develop special projects that may be used within the institution, shall first submit a written petition explaining their request in detail to their unit supervisor.

(2) The petition shall include the purpose of the project or training, duration, participants, collaborators, estimated cost, expected outcomes, and an explanation of where and how the outcomes will be used within the institution.

(3) Where relevant, the request may also be supported by the **Training Needs Analysis Form (Appendix 4)**, lesson observation findings, self-evaluation records, or other documented school development needs.

(4) In the case of international programmes, special project requests may also be evaluated in relation to programme development, subject implementation, collaborative planning, policy implementation, student support, assessment readiness, authorisation, evaluation, research development, library enhancement, or innovation that strengthens the quality of teaching and learning.

(5) Where relevant, such requests may also be informed by the outcomes of the school's **programme-related meeting structures**, particularly when they relate to programme priorities, resource needs, strategic implementation, or school-wide development.

(6) After the approval of the unit manager, the request is submitted to the approval of the General Manager.

(7) Approval of special project requests is evaluated within the framework of institutional priorities, educational value, budget, and, where relevant, programme requirements.

ITEM 10 – IB Professional Development

(1) The school supports continuous professional development aligned with the International Baccalaureate philosophy, Programme Standards and Practices, and Approaches to Teaching and Learning.

(2) Professional development related to IB programmes may include:
- Participation in IB workshops
- Training on IB Approaches to Teaching and Learning
- Training on IB assessment practices and criteria-based assessment
- Workshops related to IB core components such as CAS, the Extended Essay, and Theory of Knowledge
- Programme implementation meetings and collaborative planning sessions
- Role-specific training for coordinators, school leaders, librarians, counsellors, and support personnel
- Use of official IB publications, digital platforms, and professional learning resources

(3) The school ensures compliance with IB professional development expectations at key stages of programme implementation, including authorization and evaluation.

(4) Newly appointed teachers in the Diploma Programme are expected to undertake initial professional development related to the subjects or core components they teach during their first year in the programme.

(5) The school gives priority to ensuring that at least one teacher in each DP subject area, as well as the TOK teacher, CAS coordinator, and DP coordinator, participate in relevant IB-recognized professional development where required for programme continuity and updated programme requirements.

Collaborative Planning and Reflection

(6) Teachers involved in international programmes participate in regular and structured collaborative planning and reflection through the school's **Vertical and Horizontal Collaboration Meetings**, which are held **once a week**.

(7) These meetings are coordinated by the **High School Principal / IB DP Coordinator** and typically include the **IGCSE & CAS Coordinator, Extended Essay Coordinator, and IB DP teachers**, with participation adjusted where relevant to include additional staff such as the counsellor, librarian, TOK coordinator, and related subject teachers.

(8) The purpose of the **Vertical and Horizontal Collaboration Meetings** is to ensure coherence, collaboration, and continuity across subjects and grade levels during the implementation of the IB Diploma Programme. These meetings support curriculum alignment, assessment coordination, interdisciplinary dialogue, and the consistent application of IB expectations across the programme.

(9) Typical agenda items of the **Vertical and Horizontal Collaboration Meetings** include review of the IB DP curriculum, evaluation and selection of IB-recommended resources and textbooks, review of the programme overview and implementation timeline, vertical curriculum mapping, horizontal curriculum connections, collaborative planning for assessment and alignment with IB criteria, reflection on the integration of the IB Learner Profile across units, strategies for inclusion and language support, integration opportunities for TOK, CAS, and the Extended Essay, use of digital platforms such as ManageBac for planning and documentation, and the recording of meeting minutes and follow-up actions.

(10) The school provides regular and dedicated time for collaborative planning and reflection. Records of these meetings are maintained as evidence of programme development, continuity, and consistency in teaching, learning, and assessment practices.

(11) Such evidence may include meeting agendas, meeting minutes, shared planning documents, action points, implementation notes, and, where relevant, reflections or follow-up records arising from professional development processes.

Induction for New Teachers

(12) Newly appointed teachers working in international programmes receive an orientation and induction programme that includes:

- introduction to IB philosophy and the IB Learner Profile
- programme structure and assessment principles
- school policies related to assessment, academic honesty, inclusion, and language
- curriculum planning expectations
- relevant subject guides and programme documents
- use of official IB publications, digital platforms, and school learning systems

(13) New staff induction also includes familiarisation with current IB publications and programme expectations so that teachers can implement the programme consistently from the start.

Leadership Development

(14) Programme coordinators and school leaders are encouraged and supported to attend IB-approved leadership workshops and professional learning events in order to strengthen pedagogical leadership, support the monitoring of implementation, guide staff professional learning, and ensure alignment between policy, practice, and IB expectations.

(15) Programme coordinators and school leaders also strengthen pedagogical and strategic leadership through the school's established meeting structures, including the **Planning Meeting**, **Feasibility Study Meeting**, **Directory Board Meeting**, and **Library Meeting**. Through these meetings, leaders review programme development, policy alignment, staffing, budgeting, resource allocation, library development, and long-term implementation priorities in order to ensure that decision-making remains aligned with IB expectations and school goals.

Sharing Professional Learning

(16) Staff who participate in external professional development are expected to share key learning points with colleagues through internal workshops, departmental meetings, **Planning Meetings**, **Vertical and Horizontal Collaboration Meetings**, or brief written reflections.

(17) Where appropriate, follow-up discussions, coaching, or peer support may be used to support classroom implementation and programme-wide learning. These follow-up processes may be documented through collaborative meeting minutes, shared planning notes, or implementation reflections.

Relationship with Other Policies

(18) Professional development planning for staff involved in the Diploma Programme is implemented in conjunction with the school's Assessment Policy, Academic Honesty Policy, Inclusion Policy, and Language Policy. Training priorities may arise from the implementation, review, or monitoring of these policies and from the needs identified through programme development processes.

Evidence of Implementation

(19) Evidence of implementation may include IB workshop registrations and certificates, induction records, collaborative planning agendas and minutes, professional learning sharing records, annual training needs analyses, internal audit records of role-specific training, archived documentation of school-based and external professional development activities, and relevant forms provided in the Appendices of this Policy.

(20) Evidence of implementation may also include records of the school's programme-related meeting structures, where these meetings contribute to professional learning, programme coordination, policy alignment, student support, and the ongoing development of the IB Diploma Programme.

(21) Parent, student, and student evaluation council meetings may also contribute indirectly to professional development by helping staff reflect on programme communication, student support, assessment understanding, learner profile development, and the coordination of academic and pastoral responses across the programme.

(22) Where relevant, the school may also use the **Training Needs Analysis Form (Appendix 4)** and **Training Evaluation Form (Appendix 5)** to review the effectiveness, relevance, and continuity of IB-related professional development planning.

<center>**Final Provisions**</center>

ITEM 11- Effectiveness

 (1) This Policy enters into force on the day it is approved by the Board of Directors of Nesibe Aydın Educational Institutions and published on the school portal.

(2) The Policy is reviewed annually by the Board of Directors, unit managers, the Professional Development Unit, and relevant institutional leaders.

(3) For international programmes, the review also takes into account programme implementation needs, current IB requirements, evidence gathered through professional development processes, the records and forms attached to this Policy, and, where relevant, the documented outcomes of the school's **programme-related meeting structures**.

ITEM 12- Implementation:

(1) The provisions of this Policy shall be executed by the General Directorate on behalf of Nesibe Aydın Educational Institutions.

(2) The Professional Development Unit, unit managers, programme coordinators, and relevant school leaders are responsible for supporting the implementation, monitoring, documentation, and follow-up of the professional development processes set out in this Policy.

(3) The Appendices attached to this Policy form part of its implementation framework and are used as supporting tools for documentation, reflection, evaluation, planning, and review.

(4) Records arising from collaborative planning, programme review, and other **programme-related meeting structures** may also be used as supporting evidence for implementation, continuity, and quality assurance.

References

International Baccalaureate Organization. (2014). Programme standards and practices. International Baccalaureate Organization.

International Baccalaureate Organization. (2015). Diploma Programme: From principles into practice. International Baccalaureate Organization.

International Baccalaureate Organization. (2017). IB learner profile. International Baccalaureate Organization.

International Baccalaureate Organization. (2024). Diploma Programme assessment procedures. International Baccalaureate Organization.

Nesibe Aydın Educational Institutions. (2026). Assessment Policy.

Nesibe Aydın Educational Institutions. (2026). Academic Honesty Policy.

Nesibe Aydın Educational Institutions. (2026). Inclusion Policy.

Nesibe Aydın Educational Institutions. (2026). Language Policy.

Appendix 1 – Lesson Observation Form

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NESİBE AYDIN EDUCATIONAL INSTITUTIONS

PROFESSIONAL DEVELOPMENT POLICY

LESSON OBSERVATION FORM

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A. General Information and Lesson Context	
Teacher Name and Surname:	Unit / Topic:
Department / Subject:	Learning Objectives:
Grade Level:	Type of Lesson:
Class:	☐ Regular Lesson
Date of Observation:	☐ Assessment Lesson
Lesson Duration:	☐ Review Lesson
Observer 1:	☐ DP / IGCSE Related Lesson
Observer 2:	☐ Other: _____

B. Observation Criteria

Scale: 1 = Needs Significant Improvement | 2 = Developing | 3 = Satisfactory | 4 = Strong | 5 = Highly Effective

1. Lesson planning and preparation: _____
2. Clarity of lesson objectives and success criteria: _____
3. Subject knowledge and accuracy of content: _____
4. Classroom organisation and time management: _____
5. Student engagement and participation: _____
6. Use of questioning and discussion: _____
7. Differentiation and responsiveness to student needs: _____
8. Use of resources and learning materials: _____
9. Classroom climate and respectful relationships: _____
10. Assessment for learning / checking understanding: _____
11. Feedback given to students during the lesson: _____
12. Promotion of student thinking, inquiry, and reflection: _____
13. Support for independent learning and student responsibility: _____
14. Collaboration, communication, and active learning opportunities: _____
15. Alignment with school expectations and, where relevant, IB pedagogy: _____

C. Optional IB-Focused Indicators

16. Links to ATL skills: _____

17. Promotion of the IB Learner Profile: _____

18. Inquiry-based learning opportunities: _____

19. Criterion-related or standards-based assessment awareness: _____

20. Connections to TOK / CAS / EE / interdisciplinary learning where relevant: _____

D. Strengths Observed

1.

2.

3.

E. Areas for Development

1.

2.

3.

F. Recommended Follow-up Actions

☐ Peer observation   ☐ Collaborative planning follow-up

☐ Coaching meeting   ☐ Further observation

☐ Department discussion   ☐ Other: _____

☐ Additional training

G. Observer Comments

Observer 1:

....

....

Observer 2:

....

....

H. Agreed Development Targets

1.

2.

3.

I. Signatures

Teacher Signature:

Observer 1 Signature:

Observer 2 Signature:

Date:

Nesibe Aydın
Gaziantep Campus

NESİBE AYDIN EDUCATIONAL INSTITUTIONS

PROFESSIONAL DEVELOPMENT POLICY

SELF-EVALUATION FORM

A. General Information

Teacher Name and Surname: Date:

Department / Subject: Observed Lesson / Topic:

Grade Level:

B. Reflection Questions

1. What were the main aims of this lesson?

    ....
    ....

2. To what extent were the lesson objectives achieved?

    ....
    ....

3. Which parts of the lesson worked particularly well? Why?

    ....
    ....

4. Which parts of the lesson were less effective? Why?

    ....
    ....

5. How did students respond to the lesson activities?

    ....
    ....

6. How did you check student understanding during the lesson?

    ....
    ....

7. How did you differentiate the lesson for different student needs?

    ....
    ....

8. How did you manage time, transitions, and classroom routines?

    ....
    ....

9. What evidence did you observe of student engagement, participation, or progress?

....

....

10. What would you change if you taught this lesson again?

....

....

C. Optional IB Reflection

11. How did the lesson reflect IB philosophy, ATL skills, or learner profile attributes, where relevant?

....

....

12. How did the lesson promote inquiry, reflection, collaboration, or student agency?

....

....

13. Were there any assessment, inclusion, language, or academic integrity issues you would like to improve?

....

....

D. Professional Development Needs Identified by the Teacher

☐ Classroom management   ☐ Academic integrity

☐ Differentiation   ☐ Inclusion

☐ Assessment   ☐ Language support

☐ Feedback strategies   ☐ Technology integration

☐ Inquiry-based learning   ☐ Other: _____

☐ IB pedagogy

E. My Next Steps

1.

2.

3.

F. Signature

Teacher Signature:

Date:

Appendix 3 – Performance Evaluation Report

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NESİBE AYDIN EDUCATIONAL INSTITUTIONS
PROFESSIONAL DEVELOPMENT POLICY
PERFORMANCE EVALUATION REPORT

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A. Employee Information

Name and Surname: Academic Year:

Position: Evaluator(s):

Department / Unit: Date of Evaluation:

B. Professional Responsibilities

Rate performance:

☐ Excellent   ☐ Satisfactory

☐ Good   ☐ Needs Improvement

1. Fulfils assigned duties responsibly
2. Meets deadlines and institutional expectations
3. Demonstrates professionalism and reliability
4. Cooperates with colleagues and leadership
5. Participates in required meetings and school activities

Comments:

....

....

C. Teaching and Learning / Role Performance

For teachers, consider:

- Lesson preparation and planning
- Subject knowledge
- Classroom management
- Student engagement
- Assessment and feedback
- Support for student progress
- Reflective practice and responsiveness

Rate performance:

☐ Excellent   ☐ Satisfactory

☐ Good   ☐ Needs Improvement

Comments:

....

....

D. Contribution to Institutional Development

1. Participation in professional development

2. Sharing of good practice

3. Contribution to department / unit work

4. Initiative and problem-solving

5. Support for school improvement processes

Rate performance:

☐ Excellent   ☐ Satisfactory

☐ Good   ☐ Needs Improvement

Comments:

....

....

E. Optional International Programme Contribution

☐ Not Applicable   ☐ Applicable

If applicable, consider:

- Participation in IB / Cambridge-related meetings or training

- Contribution to collaborative planning

- Support for policy implementation

- Alignment with inquiry-based and student-centred practices

- Contribution to programme development and documentation

Rate performance:

☐ Excellent   ☐ Satisfactory

☐ Good   ☐ Needs Improvement

Comments:

....

....

F. Strengths

1.

2.

3.

G. Areas for Development

1.

2.

3.

H. Recommended Professional Development Priorities

☐ Subject-specific training   ☐ Language development

☐ Assessment training   ☐ IB / Cambridge workshop

☐ Classroom management   ☐ Leadership development

☐ Student well-being   ☐ Technology integration

☐ Inclusion   ☐ Other: _____

☐ Academic integrity

I. Agreed Targets for the Next Review Period

1.

2.

3.

J. Overall Evaluation

☐ Excellent   ☐ Satisfactory

☐ Good   ☐ Needs Improvement

K. Signatures

Evaluator Signature:

Employee Signature:

Date:

Nesibe Aydın
Gaziantep Campus

Appendix 4 – Training Needs Analysis Form

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NESİBE AYDIN EDUCATIONAL INSTITUTIONS

PROFESSIONAL DEVELOPMENT POLICY

TRAINING NEEDS ANALYSIS FORM

</div>

A. Staff Information

Name and Surname: Subject / Role:

Position: School Level:

Department / Unit: Academic Year:

B. Reflection on Current Year

1. What professional development activities have you completed during this academic year?
    ....
    ....

2. Which of these activities contributed most to your professional growth? Why?
    ....
    ....

3. In which areas do you currently feel most confident?
    ....
    ....

4. In which areas do you feel you need further support or training?
    ....
    ....

5. What challenges have you experienced in your teaching / role this year?
    ....
    ....

C. Priority Training Needs

Please tick the areas you would prioritise for next year:

☐ Classroom management   ☐ Student well-being

☐ Assessment and feedback   ☐ Parent communication

☐ Differentiation   ☐ Leadership

☐ Inclusion   ☐ Team collaboration

☐ Language development   ☐ Other: _____

☐ Educational technology

D. Preferred Training Format

☐ In-school workshop

☐ External face-to-face training

☐ Online live webinar

☐ Recorded online course

☐ Peer observation

☐ Coaching / mentoring

☐ Department meeting

☐ Collaborative planning session

☐ Other: _____

E. Subject-Specific / Role-Specific Needs

What subject-specific or role-specific training do you need?

....

....

F. Optional International Programme Section

1. Do you need training related to Cambridge or the IB Diploma Programme?

   ☐ Yes   ☐ No

2. If yes, in which areas?

☐ IB philosophy and pedagogy

☐ ATL skills

☐ IB assessment practices

☐ Internal Assessment

☐ Extended Essay

☐ TOK

☐ CAS

☐ Academic integrity

☐ Inclusion and access arrangements

☐ Language support

☐ Collaborative planning

☐ Subject-specific workshop

☐ Other: _____

3. Are there any current programme changes, subject guide updates, or implementation areas where you need support?

   ....

   ....

4. Which internal school policies do you need more support to implement effectively?

☐ Assessment Policy

☐ Academic Honesty Policy

☐ Inclusion Policy

☐ Language Policy

☐ Student Code of Conduct Policy

☐ Other: _____

5. What kind of support would help you implement your role more effectively next year?

   ....

   ....

6. Please list any external workshop, trainer, organisation, or topic you would recommend.

....

....

G. Signature

Staff Member Signature:

Date:

Appendix 5 – Training Evaluation Form

<div align="center">

NESİBE AYDIN EDUCATIONAL INSTITUTIONS

PROFESSIONAL DEVELOPMENT POLICY

TRAINING EVALUATION FORM

</div>

A. Training Information and Participant Information	
Title of Training:	Name and Surname:
Date:	Department / Unit:
Trainer / Provider:	Position:
Location / Platform:	Duration:
Type of Training: ☐ In-school ☐ External ☐ Online ☐ Face-to-face ☐ Hybrid	

B. Rating Section

Scale: 1 = Very Weak | 2 = Weak | 3 = Satisfactory | 4 = Strong | 5 = Excellent

1. Relevance of the training topic to my role: _____
2. Quality of the trainer's presentation: _____
3. Clarity of content: _____
4. Practical usefulness of the training: _____
5. Opportunities for participation and interaction: _____
6. Quality of materials and resources: _____
7. Organisation and time management: _____
8. Suitability of the training environment / platform: _____
9. Contribution to my professional learning: _____
10. Likelihood that I will apply this learning in practice: _____

C. Open-Ended Questions

1. What were the most useful aspects of this training?

   ....

   ....

2. What could be improved?

....

....

3. How will this training contribute to your professional practice?

....

....

4. What follow-up support or additional training do you need?

....

....

5. Would you recommend this trainer / provider for future training?

☐ Yes   ☐ No   ☐ With revisions

Reason:

....

....

D. Optional International Programme Reflection

6. If relevant, how did this training support Cambridge / IB implementation, assessment, collaborative planning, or programme quality?

....

....

7. Do you plan to share this learning with colleagues?

☐ Yes   ☐ No

If yes, how?

☐ Department meeting   ☐ Written reflection

☐ Internal workshop   ☐ Informal sharing

☐ Collaborative planning session   ☐ Other: _____

E. Signature

Participant Signature:

Date: