

## **Evaluating Teachers' Views on the Impact of Appraisal and Feedback on Professional Development**

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**ABSTRACT** The purpose of the present research paper is to determine the impact of feedback about appraisal on elementary teachers' professional development. The research was designed as a cross-sectional survey. The population comprised 165 elementary teachers working in primary schools in the central district of Tunceli during 2012–2013 school years. Population was not sampled, but accessed as much as possible. The data was collected using the *Teaching and Learning International Survey* (TALIS). The Cronbach Alpha reliability coefficient was 0.94. Validity studies were done based on expert opinion. The data was analysed using descriptive statistics, *t* and ANOVA tests. The results suggested that teachers are supervised and evaluated by the inspectors mostly outside the school; the feedback they receive are mostly about classroom practices. In terms of professional development this feedback contributed mostly to classroom management practices.