

# Table of Contents

FOREWORD.....	3
READER'S GUIDE.....	15
<b>CHAPTER 1 INTRODUCTION.....</b>	<b>17</b>
Overview of TALIS.....	18
The origins and aims of TALIS.....	19
The design of the TALIS survey.....	19
The population surveyed and sampling options.....	20
Choosing the policy focus of the first round of TALIS.....	20
Developing TALIS.....	21
Interpretation of the results.....	22
Organisation of the report.....	22
<b>CHAPTER 2 A PROFILE OF THE TEACHER POPULATION AND THE SCHOOLS IN WHICH THEY WORK.....</b>	<b>25</b>
Introduction.....	26
A profile of lower secondary education teachers.....	26
Demographic profile of teachers.....	26
Teachers' educational attainment.....	28
Teachers' job experience and contractual status.....	29
A profile of the schools in which teachers work.....	31
School sector.....	31
School size.....	31
School resources.....	32
School admission policies.....	34
School autonomy.....	36
School climate.....	39
<b>CHAPTER 3 THE PROFESSIONAL DEVELOPMENT OF TEACHERS.....</b>	<b>47</b>
Highlights.....	48
Introduction.....	49
Chapter outline.....	51
Level and intensity of participation in professional development.....	52
Participation rates.....	52
Intensity of participation.....	53
Are there trade-offs between participation and intensity?.....	53
How much variation is there in the intensity of participation?.....	54
How does participation vary by teacher and school characteristics?.....	55
Types of professional development.....	57
Unsatisfied demand and development needs.....	59
What are the areas of greatest development need?.....	60
Overall index of professional development need.....	62

Support received by teachers for professional development.....	64
Compulsory professional development.....	64
Financial support.....	65
Salary supplements.....	66
Scheduled time.....	66
What is the relation between support received and levels of participation?.....	66
Induction and mentoring.....	70
Barriers that prevent meeting demand.....	72
No suitable development.....	72
Conflict with work schedule.....	73
Too expensive.....	73
Other barriers.....	73
Impact of professional development.....	74
How does perceived impact relate to participation?.....	75
Conclusions and implications for policy and practice.....	76
How much does the amount and profile of teachers' professional development vary within and among countries?.....	76
How well are teachers' professional development needs being met?.....	77
How best should unsatisfied demand for professional development be addressed?.....	78
Further analysis of teachers' professional development.....	79
Additional material.....	79
<b>CHAPTER 4 TEACHING PRACTICES, TEACHERS' BELIEFS AND ATTITUDES.....</b>	<b>87</b>
Highlights.....	88
Introduction.....	89
Theoretical background and analytical framework.....	89
Chapter outline.....	92
Beliefs about the nature of teaching and learning.....	92
Country differences in profiles of beliefs about instruction.....	94
Correlations between direct transmission and constructivist beliefs.....	95
Variance distribution across levels.....	96
Classroom teaching practice.....	97
Country differences in profiles of classroom teaching practices.....	97
Domain specificity of profiles of instructional practices.....	99
Variance distribution across levels.....	100
Teacher's professional activities: co-operation among staff.....	101
Country differences in profiles of co-operation among staff.....	101
Variance distribution across levels.....	103
Classroom environment.....	103
Country differences in classroom environment.....	104
Variance distribution across levels.....	107
School-level environment: school climate.....	108
Country differences in teacher-student relations.....	108
Variance distribution across levels.....	110
Job-related attitudes: self-efficacy and job satisfaction.....	111
Country differences in self-efficacy and job satisfaction.....	111
Variance distribution across levels.....	111

Understanding teachers' professionalism: first steps in linking the school context and teachers' beliefs and practices to teachers' perceived efficacy and the quality of the learning environment.....	113
Significance of context and background variables.....	113
Effects of professional development activities.....	116
Effects of beliefs on instructional practices.....	118
Effects of instructional practices on classroom disciplinary climate.....	118
Effects of teachers' co-operation on teacher-student relations.....	119
Determinants of teacher job satisfaction.....	119
Conclusions and implications for policy and practice.....	120
Teachers generally support modern constructivist beliefs about instruction, but there is scope for strengthening this support.....	120
Teachers need to use a wider range of instructional strategies and techniques.....	121
There is scope to improve teacher effectiveness by extending teacher co-operation and linking this to an improved school climate.....	122
Support of teachers' classroom management techniques and a positive attitude towards the job.....	122
Additional material.....	123
<b>CHAPTER 5 SCHOOL EVALUATION, TEACHER APPRAISAL AND FEEDBACK AND THE IMPACT ON SCHOOLS AND TEACHERS</b> .....	
Highlights.....	138
Introduction.....	139
Framework for evaluating education in schools: data collected in TALIS.....	139
Data collected in TALIS.....	140
The nature and impact of school evaluations.....	142
Frequency of school evaluations.....	142
Focus of school evaluations.....	144
Influence of school evaluations.....	147
Publication of information on school evaluations.....	148
Form of teacher appraisal and feedback.....	149
Frequency of appraisal and feedback.....	149
Focus of appraisal and feedback.....	151
Teaching in a multicultural setting and teaching students with special learning needs.....	153
Outcomes of feedback and appraisal of teachers.....	154
Impact of teacher appraisal and feedback.....	158
Teachers' perceptions of the fairness of appraisal and feedback.....	158
Impact of appraisal and feedback on teaching and teachers' work.....	159
Teacher appraisal and feedback and school development.....	161
Links across the framework for evaluating education in schools.....	163
Conclusions and implications for policy and practice.....	169
Teacher appraisal and feedback has a positive impact on teachers.....	169
School evaluation and teacher appraisal and feedback are relatively rare in a number of education systems, and do not always have consequences for teachers.....	169
Teachers reported that they would receive little, if any, recognition for improving their teaching, as teacher effectiveness is not linked to the recognition and rewards they receive.....	170
School evaluations can be structured so that they and teacher appraisal and feedback lead to developments in particular aspects of school education.....	171
Additional material.....	172

<b>CHAPTER 6 LEADING TO LEARN: SCHOOL LEADERSHIP AND MANAGEMENT STYLES</b> .....	<b>189</b>
Highlights .....	190
Introduction .....	191
From bureaucratic administrator to leader for learning .....	191
Goals of the TALIS survey of principals .....	192
Chapter outline .....	193
Salient dimensions of secondary school management behaviour of school principals .....	193
Management behaviour .....	193
Management styles and school leadership .....	195
Management styles and decision making .....	196
Management styles and characteristics of principals and schools .....	197
Management styles and characteristics of evaluations of school performance .....	198
Aspects of teachers' work and school management .....	198
Beliefs about the nature of teaching and learning .....	199
Classroom practices of teachers .....	200
Teachers' professional activities .....	200
Teachers' classroom environment and school climate for learning .....	200
Teachers' attitudes towards their job .....	200
Teacher appraisal and feedback and school management .....	201
Learning outcomes, teachers' practices and professional development as appraisal criteria .....	201
Objectives of the appraisal .....	202
Feedback and consequences of the appraisal .....	202
Teachers' professional development .....	202
Conclusions and implications for policy and practice .....	203
New trends in school leadership are evident to varying degrees in countries' educational systems .....	203
While neither leadership style is consistently associated with teachers' beliefs and practices, there is evidence to suggest that instructional leadership is related to important aspects of the management of effective instruction in schools .....	204
Additional material .....	205
 <b>CHAPTER 7 KEY FACTORS IN DEVELOPING EFFECTIVE LEARNING ENVIRONMENTS: CLASSROOM DISCIPLINARY CLIMATE AND TEACHERS' SELF-EFFICACY</b> .....	 <b>219</b>
Highlights .....	220
Introduction and conceptual framework .....	221
Analytical model .....	221
A focus on self-efficacy and classroom disciplinary climate .....	222
Estimations of classroom disciplinary climate and teachers' reported self-efficacy .....	223
Modelling strategy: country-by-country analysis .....	224
Descriptive statistics for teachers' reported self-efficacy .....	225
Descriptive statistics for classroom environment .....	226
Teachers' characteristics and classroom disciplinary climate and teachers' self-efficacy .....	227
Teachers' professional development and classroom disciplinary climate and teachers' self-efficacy .....	229
Teaching practices, beliefs and attitudes and classroom disciplinary climate and teachers' self-efficacy .....	231
Teaching practices, beliefs and attitudes and classroom disciplinary climate .....	231
Teaching practices, beliefs and attitudes and teachers' self-efficacy .....	233
Teacher appraisal and feedback and classroom disciplinary climate and teachers' self-efficacy .....	234

School leadership and classroom disciplinary climate and teachers' self-efficacy.....	238
School autonomy and school climate and classroom disciplinary climate and teachers' self-efficacy.....	239
Conclusions and implications for policy and practice.....	241
Additional material.....	241
<b>REFERENCES.....</b>	<b>259</b>
<b>ANNEX A1 TECHNICAL NOTES ON SURVEY PROCEDURES AND ANALYSIS.....</b>	<b>267</b>
Annex A1.1 Construction of indices and other derived measures.....	268
Annex A1.2 TALIS sampling procedures and response rates.....	277
Annex A1.3 Quality assurance.....	280
Annex A1.4 Technical notes on multiple regression analyses.....	282
<b>ANNEX A2 SELECTED CHARACTERISTICS OF DATA COLLECTED FROM THE NETHERLANDS.....</b>	<b>299</b>
<b>ANNEX A3 THE DEVELOPMENT AND IMPLEMENTATION OF TALIS – A COLLABORATIVE EFFORT.....</b>	<b>303</b>

**LIST OF BOXES**

Box 1.1	The TALIS design.....	20
Box 3.1	Types of professional development.....	50
Box 4.1	Teachers' beliefs about teaching.....	93
Box 4.2	Cross-cultural validity of the indices for teachers' beliefs, practices and attitudes.....	93
Box 4.3	Computation of ipsative scores.....	94
Box 4.4	Description of regression analysis.....	114
Box 5.1	Path analysis methodology.....	164
Box 7.1	Classroom disciplinary climate, teachers' reported self-efficacy and the stability of employment.....	229
Box 7.2	Professional development and classroom disciplinary climate and teachers' reported self-efficacy.....	230
Box 7.3	Disciplinary climate and teachers' reported self-efficacy and teaching practices and beliefs.....	234
Box 7.4	Classroom disciplinary climate and teachers' reported self-efficacy and teachers' appraisal and feedback.....	238
Box 7.5	Classroom disciplinary climate and teachers' reported self-efficacy and school leadership.....	239
Box 7.6	Classroom disciplinary climate and teachers' reported self-efficacy and various school-level factors.....	240
Box A1.4.1	Summary of four final models per country.....	287

**LIST OF FIGURES**

Figure 1.1	Countries participating in TALIS.....	18
Figure 2.1	Gender and age of teachers (2007-08).....	27
Figure 2.2	Job experience of teachers (2007-08).....	30
Figure 2.3	Percentage of teachers in schools where the principal reported the following as pre-requisites or high priorities for admittance to school (2007-08).....	35
Figure 2.4	School autonomy factors (2007-08).....	37
Figure 2.5	Percentage of teachers whose school principal reported that the following teacher behaviours hindered the provision of instruction in their school a lot or to some extent (2007-08).....	39
Figure 3.1	Percentage of teachers who undertook some professional development in the previous 18 months (2007-08).....	52
Figure 3.2	Comparison of the level and intensity of participation in professional development (2007-08).....	53
Figure 3.3	Days of professional development taken – Interquartile range (2007-08).....	54
Figure 3.4	Participation rates by type of professional development activity (2007-08).....	57
Figure 3.5	Percentage of teachers who wanted more development than they received in the previous 18 months (2007-08).....	59
Figure 3.6	Areas of greatest development need (2007-08).....	60
Figure 3.7	Index of professional development need (2007-08).....	62
Figure 3.8	Comparison of unsatisfied demand for professional development and amount undertaken (2007-08).....	63
Figure 3.9	Types of support received for professional development (2007-08).....	65
Figure 3.10	Average days of development taken by teachers according to personal payment level (2007-08).....	67
Figure 3.11	Level of personal payment by type of development activity (2007-08).....	68
Figure 3.12	Percentage of teachers receiving scheduled time compared to average days of development undertaken (2007-08).....	69
Figure 3.13	Percentage of teachers in schools with no formal induction or mentoring programmes (2007-08).....	71
Figure 3.14	Reasons for not taking more professional development (2007-08).....	72
Figure 3.15	Comparison of impact and participation by types of development activity (2007-08).....	75
Figure 4.1	Framework for the analysis of teaching practices and beliefs.....	91
Figure 4.2	Country profiles of beliefs about the nature of teaching and learning (2007-08).....	95

Figure 4.3	Distribution of total variance across the three levels of analysis for teachers' beliefs about instruction (2007-08)	96
Figure 4.4	Country profiles of classroom teaching practices (2007-08)	98
Figure 4.5	Subject profiles of classroom teaching practices (2007-08)	99
Figure 4.6	Distribution of total variance across the three levels of analysis for teaching practices (2007-08)	100
Figure 4.7	Country profiles for co-operation among staff (2007-08)	102
Figure 4.8	Distribution of total variance across the three levels of analysis for co-operation among staff (2007-08)	103
Figure 4.9	Distribution of time spent in the classroom during an average lesson (2007-08)	104
Figure 4.10	Percentiles of time on task (2007-08)	105
Figure 4.11	Country means for two indicators of the quality of the classroom environment (2007-08)	106
Figure 4.12	Distribution of total variance across the three levels of analysis for indicators of classroom climate (2007-08)	107
Figure 4.13	Teacher-student relations: percentiles of the standardised factor scores	109
Figure 4.14	Distribution of total variance across the three levels of analysis for teacher-student relations (2007-08)	110
Figure 4.15	Country means of teacher self-efficacy and job satisfaction (2007-08)	112
Figure 4.16	Distribution of total variance across the three levels of analysis for self efficacy and job satisfaction (2007-08)	112
<hr/>		
Figure 5.1	Structure for evaluation of education in schools: data collected in TALIS	142
Figure 5.2	Criteria of school evaluations (2007-08)	145
Figure 5.3	Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous five years (2007-08)	150
Figure 5.4	Criteria for teacher appraisal and feedback (2007-08)	153
Figure 5.5	Impact of teacher appraisal and feedback (2007-08)	156
Figure 5.6	Impact of teacher appraisal and feedback upon teaching (2007-08)	160
Figure 5.7	Perception of teachers of appraisal and feedback and its impact in their school (2007-08)	162
Figure 5.8	Path analysis for teaching students with special learning needs	165
Figure 5.9	Path analysis for teaching in a multicultural setting	166
Figure 5.10	Path analysis for teachers' classroom management	166
Figure 5.11	Path analysis for teachers' handling of student discipline and behaviour problems	166
Figure 5.12	Path analysis for teachers' knowledge and understanding of main subject field	167
Figure 5.13	Path analysis for teachers' knowledge and understanding of instructional practices in their main subject field	167
<hr/>		
Figure 6.1	Composition of the indices for instructional and administrative leadership	195
Figure 6.2	School principals according to their management styles (2007-08)	197
Figure 6.3	Effects of greater use of instructional or administrative leadership styles	203

#### LIST OF TABLES

Table 2.1	Gender and age distribution of teachers (2007-08)	41
Table 2.2	Teachers' educational attainment (2007-08)	41
Table 2.3	Employment status and job experience of teachers (2007-08)	42
Table 2.4	School personnel characteristics and the percentage of teachers in public schools (2007-08)	42
Table 2.5	School resources (2007-08)	43
Table 2.6	School admission policies (2007-08)	43
Table 2.7	School autonomy (2007-08)	44
Table 2.8	School climate – teacher-related factors (2007-08)	45
Table 2.8a	School climate – student-related factors (2007-08)	45
<hr/>		
Table 3.1	Participation of teachers in professional development in the previous 18 months (2007-08)	80
Table 3.1a	Amount of professional development undertaken by teachers in the previous 18 months (2007-08) – teacher characteristics	81
Table 3.1b	Amount of professional development undertaken by teachers in the previous 18 months (2007-08) – school characteristics	82

Table 3.2	Types of professional development undertaken by teachers (2007-08).....	<b>82</b>
Table 3.3	Teachers who wanted to participate in more development than they did in the previous 18 months (2007-08).....	<b>83</b>
Table 3.4	Teachers' high professional development needs (2007-08).....	<b>84</b>
Table 3.5	Support for professional development undertaken by teachers (2007-08).....	<b>85</b>
Table 3.6	Frequency of mentoring and induction programmes (2007-08).....	<b>85</b>
Table 3.7	Reasons for not participating in more professional development (2007-08).....	<b>86</b>
Table 3.8	Impact of different types of professional development undertaken by teachers (2007-08).....	<b>86</b>
<hr/>		
Table 4.1	Correlations between direct transmission and constructivist beliefs about teaching (2007-08).....	<b>125</b>
Table 4.2	Correlation between time on task and classroom disciplinary climate about teaching (2007-08).....	<b>125</b>
Table 4.3	Relationship between teacher characteristics and teachers' beliefs, attitudes and practices and the learning environment (2007-08).....	<b>125</b>
Table 4.4	Relationship between classroom context and teaching practices (2007-08).....	<b>126</b>
Table 4.5	Relationship between school context and teacher-student relations (2007-08).....	<b>127</b>
Table 4.6	Relationship between teachers' professional development activities and their teaching beliefs about instruction (2007-08).....	<b>128</b>
Table 4.7	Relationship between teachers' professional development activities and teaching practices (2007-08).....	<b>129</b>
Table 4.8	Relationship between teachers' professional development activities and teacher co-operation (2007-08).....	<b>130</b>
Table 4.9	Relationship between teachers' beliefs about instruction and teaching practices (2007-08).....	<b>131</b>
Table 4.10	Relationship between teaching practices and classroom disciplinary climate (2007-08).....	<b>132</b>
Table 4.11	Relationship between teacher co-operation and teacher-student relations (2007-08).....	<b>133</b>
Table 4.12	Relationship between teachers' beliefs about instruction, classroom teaching practices, the learning environment and self-efficacy and teachers' job satisfaction (2007-08).....	<b>134</b>
Table 4.13	Relationship between classroom disciplinary climate, teacher-student relations and job satisfaction (2007-08).....	<b>135</b>
<hr/>		
Table 5.1	Frequency and type of school evaluations (2007-08).....	<b>174</b>
Table 5.1a	Criteria of school evaluations (2007-08).....	<b>175</b>
Table 5.2	Impacts of school evaluations upon schools (2007-08).....	<b>176</b>
Table 5.2a	Publication of school evaluations (2007-08).....	<b>177</b>
Table 5.3	Frequency and source of teacher appraisal and feedback (2007-08).....	<b>177</b>
Table 5.4	Criteria for teacher appraisal and feedback (2007-08).....	<b>179</b>
Table 5.5	Outcomes of teacher appraisal and feedback (2007-08).....	<b>181</b>
Table 5.6	Actions undertaken following the identification of a weakness in a teacher appraisal (2007-08).....	<b>182</b>
Table 5.7	Teacher perceptions of the appraisal and/or feedback they received (2007-08).....	<b>185</b>
Table 5.7a	Teacher perceptions of the personal impact of teacher appraisal and feedback (2007-08).....	<b>186</b>
Table 5.8	Impact of teacher appraisal and feedback upon teaching (2007-08).....	<b>187</b>
Table 5.9	Teacher appraisal and feedback and school development (2007-08).....	<b>188</b>
<hr/>		
Table 6.1	School principal leadership behavioral indices (2007-08).....	<b>206</b>
Table 6.2	School principal leadership behavioral indices (2007-08).....	<b>206</b>
Table 6.3	Management leadership styles (2007-08).....	<b>207</b>
Table 6.4	Relationship between school leadership style and teachers' beliefs about instruction (2007-08).....	<b>207</b>
Table 6.5	Relationship between school leadership style and teaching practices (2007-08).....	<b>208</b>
Table 6.6	Relationship between school leadership style and coordination and professional collaboration among teachers (2007-08).....	<b>209</b>
Table 6.7	Relationship between school leadership style and classroom disciplinary climate, time on task and teacher-student relations indices (2007-08).....	<b>210</b>
Table 6.8	Relationship between school leadership style and teacher's job satisfaction and self-efficacy (2007-08).....	<b>211</b>
Table 6.9	Relationship between school leadership style and objectives of teacher appraisals (2007-08).....	<b>212</b>
Table 6.10	Relationship between school leadership style and outcomes of teacher appraisals (2007-08).....	<b>213</b>

Table 6.11	Relationship between school leadership style and the professional development of teachers (2007-08).....	214
Table 6.12	Relationship between the background characteristics of the principals and their school and the use of instructional leadership style (2007-08).....	215
Table 6.13	Relationship between the background characteristics of the principals and their school and the use of administrative leadership style (2007-08).....	216
Table 6.14	Correlation between leadership styles and types of evaluation (2007-08).....	217
<hr/>		
Table 7.1	List of independent variables.....	243
Table 7.2	Index of self-efficacy (2007-08).....	244
Table 7.3	Classroom disciplinary climate index (2007-08).....	244
Table 7.4	Significant variables and the direction of coefficients of Bloc 1 variables in the <i>gross, net</i> and <i>final net</i> models estimating classroom disciplinary climate.....	244
Table 7.4a	Significant variables and the direction of coefficients of Bloc 1 variables in the <i>gross, net</i> and <i>final net</i> models estimating teacher's reported self-efficacy.....	245
Table 7.5	Significant variables and the direction of coefficients of Bloc 2 variables in the <i>gross, net</i> and <i>final net</i> models estimating classroom disciplinary climate.....	246
Table 7.5a	Significant variables and the direction of coefficients of Bloc 2 variables in the <i>gross, net</i> and <i>final net</i> models estimating teacher's reported self-efficacy.....	247
Table 7.6	Significant variables and the direction of coefficients of Bloc 3 variables in the <i>gross, net</i> and <i>final net</i> models estimating classroom disciplinary climate.....	248
Table 7.6a	Significant variables and the direction of coefficients of Bloc 3 variables in the <i>gross, net</i> and <i>final net</i> models estimating teacher's reported self-efficacy.....	249
Table 7.7	Significant variables and the direction of coefficients of Bloc 4 variables in the <i>gross, net</i> and <i>final net</i> models estimating classroom disciplinary climate.....	250
Table 7.7a	Significant variables and the direction of coefficients of Bloc 4 variables in the <i>gross, net</i> and <i>final net</i> models estimating teacher's reported self-efficacy.....	252
Table 7.8	Significant variables and the direction of coefficients of Bloc 5 variables in the <i>gross, net</i> and <i>final net</i> models estimating classroom disciplinary climate.....	254
Table 7.8a	Significant variables and the direction of coefficients of Bloc 5 variables in the <i>gross, net</i> and <i>final net</i> models estimating teacher's reported self-efficacy.....	255
Table 7.9	Significant variables and the direction of coefficients of Bloc 6 variables in the <i>gross, net</i> and <i>final net</i> models estimating classroom disciplinary climate.....	256
Table 7.9a	Significant variables and the direction of coefficients of Bloc 6 variables in the <i>gross, net</i> and <i>final net</i> models estimating teachers' reported self-efficacy.....	257
<hr/>		
Table A1.2.1	Unweighted participation rates weighted estimated size of the teacher population by country.....	279
Table A1.4.1	List of independent variables in the Chapter 4 regression analyses.....	289
Table A1.4.2	List of independent variables in the Chapter 6 regression analyses.....	290
Table A1.4.3	Sample sizes for the Chapter 7 regression analyses.....	291
Table A1.4.4	Between-school variance in classroom disciplinary climate and teachers' reported self-efficacy for each country.....	291
Table A1.4.5	List of independent variables in the Chapter 7 regression analyses.....	292
Table A1.4.6	The percentage of missing cases for each country for each variable included in the Chapter 7 regression analyses.....	293
<hr/>		
Table A2.1	The professional development of teachers: selected data for the Netherlands.....	300
Table A2.2	Teaching practices beliefs and attitudes: selected data for the Netherlands.....	300
Table A2.3	School evaluation, teacher appraisal and feedback, and the impact on schools and teachers: selected data for the Netherlands.....	301
Table A2.4	School leadership: selected data for the Netherlands.....	301