Group of National Experts for the International Survey for Teachers, Teaching and Learning

THEMATIC REPORT ON TEACHERS' PROFESSIONAL DEVELOPMENT

8-9 December 2008
OECD Headquarters, Paris, France

This report has been written by the European Commission.

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THE THEMATIC REPORT ON TEACHERS' PROFESSIONAL DEVELOPMENT

This note:

- describes the context of the thematic report on teachers' professional development. (section 1)
- provides an overview of the content of the thematic report (section 2)
- establishes a tentative time-line for the thematic report (section 3)

1. THE CONTEXT OF THE REPORT ON THE PROFESSIONAL DEVELOPMENT OF TEACHERS.

1.1 Political background

1. In Council Conclusions of May 2005 on New Indicators in Education and Training, the Council requested the Commission to co-operate with the OECD to satisfy EU data needs on the professional development of teachers within the TALIS survey which was in preparation by the OECD.

2. Following this request, the Commission set up an EU expert group to define EU data needs in the area of the professional development of teachers (2005/2006). An agreement was found on EU level, which was successfully included in the OECD TALIS.

3. The Commission is committed to writing a thematic report on teachers' professional development covering countries participating in the TALIS project and other EU countries and major economies.

1.2 Writing the report

4. The Commission launched two restricted calls for tenders in September 2008 to solicit outside support for the writing of the report.
Based on data collected through TALIS (i.e. the new OECD Teaching and Learning International Survey) the winning tenderer will analyse professional development of teachers.

Based on already existing data at national level, the winning tenderer will provide an overview of the professional development of teachers' in EU countries not participating in the TALIS survey and in other major economies.

- The selection process will soon be over and work on writing the report can commence.

1.3 The Scientific Committee

5. The Commission established a scientific committee for this project.

6. The Scientific Committee will supervise the work of the contractors, guiding their analysis.

7. There is a need for close cooperation between the Scientific Committee, the OECD Secretariat, and the contractors in order to assure synergies between the initial TALIS report and the PD thematic report. Ideally the thematic report should pick up on analytical themes announced in the initial report providing in-depth analysis.

8. The scientific committee consists of:

- The Centre for Research on Lifelong Learning based on indicators and benchmarks (CRELL): (Ernesto Villalba)
- DG Education and Culture B2: (Paul Holdsworth)
- EURYDICE: (Bernadette Forsthuber)
- The OECD Secretariat: (Michael Davidson)
- DG-Education and Culture A4: (Lars Bo Jakobsen)
- DG-Education and Culture A4: (Chair: Anders J. Hingel)

9. External experts could be invited.

2. CONTENT OF THE REPORT

10. The thematic report on teachers' professional development will clearly distinguish itself from the initial report. It will include a specific European political context and a review of research literature in relationship to teachers' professional development. Information on the institutional framework on teachers' professional development will be provided. In terms of reporting the TALIS data, the thematic report will provide more in-depth descriptive statistics on all questions on teachers' professional development. Moreover, it will provide more in-depth analysis of teachers' professional development and its relationship
to the other key themes of TALIS. A certain overlap between the two reports, however, is unavoidable and probably even desirable.

The thematic report would have the following sections:

Executive summary

Chapter 1. Introduction: European political context

11. This chapter should provide an introduction to the report. It should build on the European Commission documents on teacher’s quality. It will suggest why the report differs from the initial report and a guide for readers.

Chapter 2. Review of the literature on teachers’ professional development and its relationship to other school aspects

12. This chapter will build in research literature related to professional development. It pertains to present a “state of play” in the area of teacher’s professional development. The chapter should provide an overview of the different factors that have been related to professional development in general and in the educational sector specifically. It will be based in extensive literature review, and it should provide existing empirical evidence of determinants of training.

Chapter 3. Institutional framework on teacher’s professional development

13. The third chapter will present the institutional framework on teacher’s training and professional development. It should provide the specific features of each country in their legal framework. It should build and extend the analysis on the EURYDICE publications “The teaching profession in Europe: Profile, trends and concerns, report III” as well as the more recent “Levels of Autonomy and Responsibilities of Teachers in Europe” (in particular chapter 4).

Chapter 4. Teacher’s professional development: Levels, types, support, barriers and its perceived impact

14. The objective of the chapter is to present mainly the descriptive statistics of main questions dedicated to professional development (T.Q.11 to T.Q. 17). It might be necessary to repeat some of the tables of the initial report. However, this chapter seeks to provide a more detailed picture. In this way, it will provide tables, when interesting, by specific teachers’ and school characteristics. Teacher characteristics will mainly be derived from T.Q. 1 to T.Q.9, but it could use some of the constructs from the initial report derived from teacher’s practices, beliefs and attitudes as well as other parts of the questionnaire.

15. The chapter should conclude with some profiles or typologies of teachers in terms of PD participation. The typologies should provide understanding of how different aspects (questions) of professional development relate to each other.

Section 1: Amount and types of professional development

16. This section presents the amount of teacher training (T.Q. 12 to T.Q. 13). It will present the percentage of teachers undertaking professional development in formal (T.Q.11) and less formal formats (T.Q. 17). An analysis of amount and type of training by teachers’ characteristics should follow.
17. The section should provide some evidence on the relationship between formal and less formal types of professional development. This section should contain:

- How does the level of teacher’s professional development differ between countries? [T.Q.11, T.Q.17 and T.Q.12]

- How does the compulsory level of professional development differ between countries? [T.Q. 13]

- Are the number of compulsory days related to the overall level of professional development in the different countries? How does it differ between countries? [Relating T.Q.12 and T.Q.13]

- What type of professional development are teachers undertaking in the different surveyed countries? How do the different professional development activities relate to each other? Can we find a common pattern? Do informal types of training compensate for lack of formal training? [T.Q.11 and T.Q.17]

- What are the characteristics of teachers (T.Q.1 to T.Q.10) that are undertaking professional development? [T.Q.11 and T.Q.17] Can we find specific profiles? Are there specific characteristics that relate more with teacher training? Do they differ between countries? [T.Q.11 and T.Q.17 with T.Q.1 to T.Q.10]

- How does Type and amount of professional development relate to school characteristics? [T.Q.11 and T.Q.17 with P.Q.10 (maybe others)]

**Section 2: Support to professional development**

18. This section presents the support provided for professional development. It should present questions T.Q.14 to T.Q.16. It should also provide information from other parts of the questionnaire on the way schools (information from Principal’s questionnaire) are supporting professional development. It will explore support in relation to the level of professional development and the relationship between support and teacher’s characteristics:


- How is teacher’s professional development integrated in the school vision and school management styles and attitudes? [Relate T.Q.11 and T.Q.17 with T.Q. 32 and P.Q.15, P.Q.16]

- How is teacher’s professional development considered in relation to the appraisal and feedback? [Relate T.Q.11 and T.Q.17 with T.Q.21 to T.Q.28 and P.Q.23 to P.Q. 26]

- How does teacher’s professional development type relate to school climate and teacher’s satisfaction? [Relate T.Q.11 and T.Q.17 with T.Q.31]

- What are the teachers’ characteristics that are receiving more support? How does it differ among countries? [Relate T.Q.14, T.Q.15 with T.Q.1 to T.Q.9]
Section 3: Impact

19. This section will present the different descriptive statistics on the perceived impact of teacher’s professional development (T.Q.11 and T.Q.17). The section should relate teachers’ practices to participation in professional development:

- What is the perceived impact of professional development among teachers? What professional development is perceived as having more impact? What are the country differences? [T.Q.11 and T.Q.17]

- Which teacher characteristics perceived more impact? [T.Q.11 and T.Q.17 related to T.Q. 1 to T.Q.9].

- How does the perceived impact relate to the practices, beliefs and attitudes of the teachers? [T.Q.11 and T.Q.17 related to T.Q.29 to 33].

Section 4: Needs and barriers

20. This section will present the barriers associated with professional development. It will analyse why teachers do not participate in teachers’ professional development. It will include:

- What type of professional development needs do teachers perceive in the surveyed countries? [T.Q.18]

- What are the main barriers for teachers to participate in professional development? [T.Q. 20]

- How does professional development differ between schools depending on resources? [T.Q.18 in relation to P.Q. 29]

- What are the teachers’ characteristics of those that do not perceive a need for participating in professional development? Are there major differences among countries? [T.Q. 19 in relations to teacher’s characteristics] How is this related to actual participation? [T.Q. 19 in relation to T.Q.12, T.Q. 11 and T.Q. 17].

Chapter 5. Detailed analysis of professional development of teachers

21. Chapter 5 will explore factors related to different levels of participation in professional development. The constructs developed by the initial report should be used to explore these relationships. The chapter could be divided into factors associated with teachers and more contextual factors associated with the schools.

22. Moreover, country level variables i.e. the institutional and legal framework (see chapter 3) should contextualise the information in this chapter.

23. The chapter goes further in the analysis of the descriptive data presented in chapter 4. At the end, ideally, it will provide a multivariate, multilevel analysis to predict participation in training.

24. Annex 1 presents some of the factors that should be tested to find their relationship with participation in training. The model ideally would be based, as much as possible in the literature review of chapter 2 and on the found relationships of the chapter 4. It should also benefit from the initial reports findings.
Chapter 6. Situation in EU countries that did not participate in TALIS

25. This chapter will provide an overview of the teacher’s professional development in all EU member states and candidate countries, which did not participate in TALIS. Teachers’ professional development in other major economies (the US, China, India, Japan) should also be analysed to the extent possible.

26. The chapter will attempt to have similar information to TALIS in term of amount, type, and the perceived impact of the teacher training as well as the perceived needs and barriers to participation in professional development.

Chapter 7. Conclusions and (recommendations)

3. TIME SCHEDULE

27. The time schedule below is tentative. A key element in the time schedule is the signing of the contract with the contractor and the kick-off meeting planned for end November 2009.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>31 October 2008</td>
<td>First meeting of the scientific committee</td>
<td>Agreement on working modalities, time schedule, constitution of the scientific committee.</td>
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<tr>
<td>End of November 2008</td>
<td>Kick-off meeting with selected tenderers</td>
<td>Agreement on the way to collaborate</td>
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<tr>
<td>24 November 2008</td>
<td>Preliminary tables and scales of initial report sent to BPC for review.</td>
<td>This should serve to start the analysis of PD report</td>
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<tr>
<td>December 2008</td>
<td>Review of the analysis plan for the PD report in light of the preliminary content overview of the initial report</td>
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<tr>
<td>8-9 December 2008</td>
<td>Meeting of the BPC</td>
<td>Presentation of the plan for the thematic report</td>
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<td>24 February 2009</td>
<td>First complete full draft of initial report</td>
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<tr>
<td>March 2009</td>
<td>Preliminary results of PD report</td>
<td></td>
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<td>March 2009</td>
<td>Second Meeting of the Scientific Committee for the PD report</td>
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<tr>
<td>May 2009</td>
<td>1st full draft of the PD report</td>
<td>Send to the BPC and the EU expert group on teachers for comments.</td>
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<tr>
<td>End of May 2009</td>
<td>Expert group meeting on teachers- EC</td>
<td>Discussion of first draft thematic report</td>
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<tr>
<td>Date</td>
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<tr>
<td>16 June 2009</td>
<td>Released of the initial report</td>
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<tr>
<td>July 2009</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; full draft of the PD thematic report</td>
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<tr>
<td>July 2009</td>
<td>Send to the BPC and the EU expert group on teachers for final comments</td>
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<tr>
<td>July 2009</td>
<td>Third meeting of the Scientific Committee for the PD report.</td>
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<tr>
<td>July-August 2009</td>
<td>Review of the 2&lt;sup&gt;nd&lt;/sup&gt; draft of PD</td>
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<tr>
<td>September 2009</td>
<td>Final Review and editing</td>
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<tr>
<td>October 2009</td>
<td>Printing of the report</td>
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<tr>
<td>October 2009</td>
<td>Publishing Thematic report</td>
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<tr>
<td>Beginning of 2010</td>
<td>Presentation of the report at a common OECD/EC conference on schools.</td>
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ANNEX 1: GUIDE FOR THE ANALYSIS TO BE INCLUDED IN CHAPTER 5 BASED ON TALIS

The present proposal is for consideration of the tenderer to guide the analysis. The proposal will serve as a discussion platform on how to proceed with the analysis for the report on professional development.

Research Questions

The main questions of the report could be expressed in the following way:

1. How does teachers' participation in professional development relate to teachers' and school characteristics?
2. What are the main factors influencing teachers' participation in Professional Development?
3. What is the perceived impact of teachers' professional development?
4. What are the perceived needs for teachers' professional development?
5. What are the main barriers for teachers to participate in professional development?
6. How does teachers' professional development relate to other main themes of the TALIS (teachers' practices, beliefs and attitudes; school leadership; and recognition, feedback, reward and evaluation of teachers)?

This necessarily implies understanding the *amount* and the *type* of professional development undertaken. It also includes understanding the *support* teachers received for undertaking professional development and its institutional boundaries. The different *factors* that might influence participation in professional development and its impact can be grouped into two main areas:

Teacher’s characteristics

This is understood here in a broad sense, they would include:

- **Background information**: Gender, Age, Employment status, Part-time, (50-90%), Part time (< 50%), full time, Permanent, Fixed (> 1 year), Fixed (=< 1year), level of education, experience, experience (in specific school), subject of the class
- **Teaching practices, beliefs and attitudes**: Personal belief on teaching and learning, School practices
- **Teaching practices in a particular <class> at this school**
**School and system characteristics**

This refers to characteristics of the school where the teaching takes place and that depends mainly on the principal’s style and relationship with students and teachers. They would include:

- **Number of compulsory days**
- **School background information** (Private vs. public, Funding, Community, School size, Student’s characteristics)
- **School management style**
- **Teacher’s perceived school climate**
- **Teacher’s appraisal and feedback system**
- **School resources**

The six research questions on professional development seek to answer questions in four different policy areas (following the initial reports draft analysis plan). It pertains to “facilitate development of policies concerning”:

- The amount, types and impact of professional development
- The support teachers received for professional development
- The perceived needs on professional development teachers have and barriers
- And, how professional development is taken into account when appraising teachers

A fifth area corresponds to trying to determine if we have sufficient data to understand the factors determining teachers' professional development: Is it possible to find a parsimonious model to explain teacher’s participation in professional development