



IMPROVING TEACHER QUALITY AS A STRATEGY FOR IMPROVING LEARNING OUTCOMES

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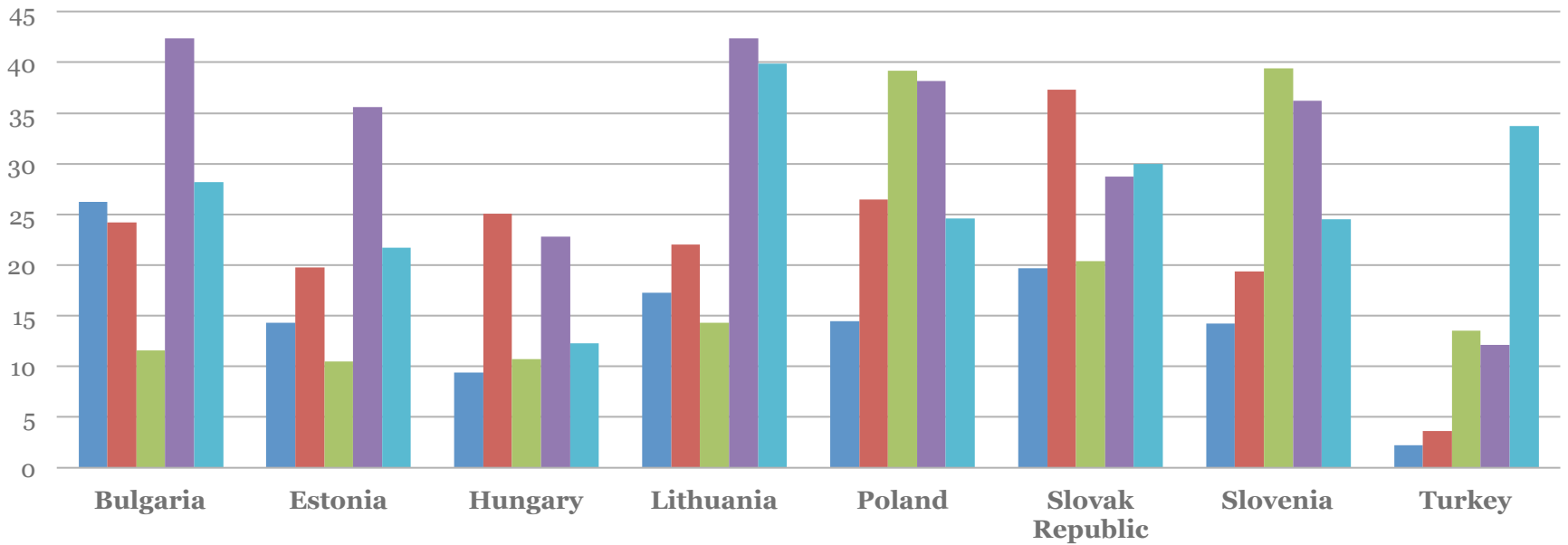
Teaching and Learning International Survey (TALIS)
OECD

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Outcomes of teacher appraisal and feedback

Percentage of ISCED 2 teachers who reported that the appraisal and/or feedback they received led to a moderate or large change in the following aspects of their work or careers.

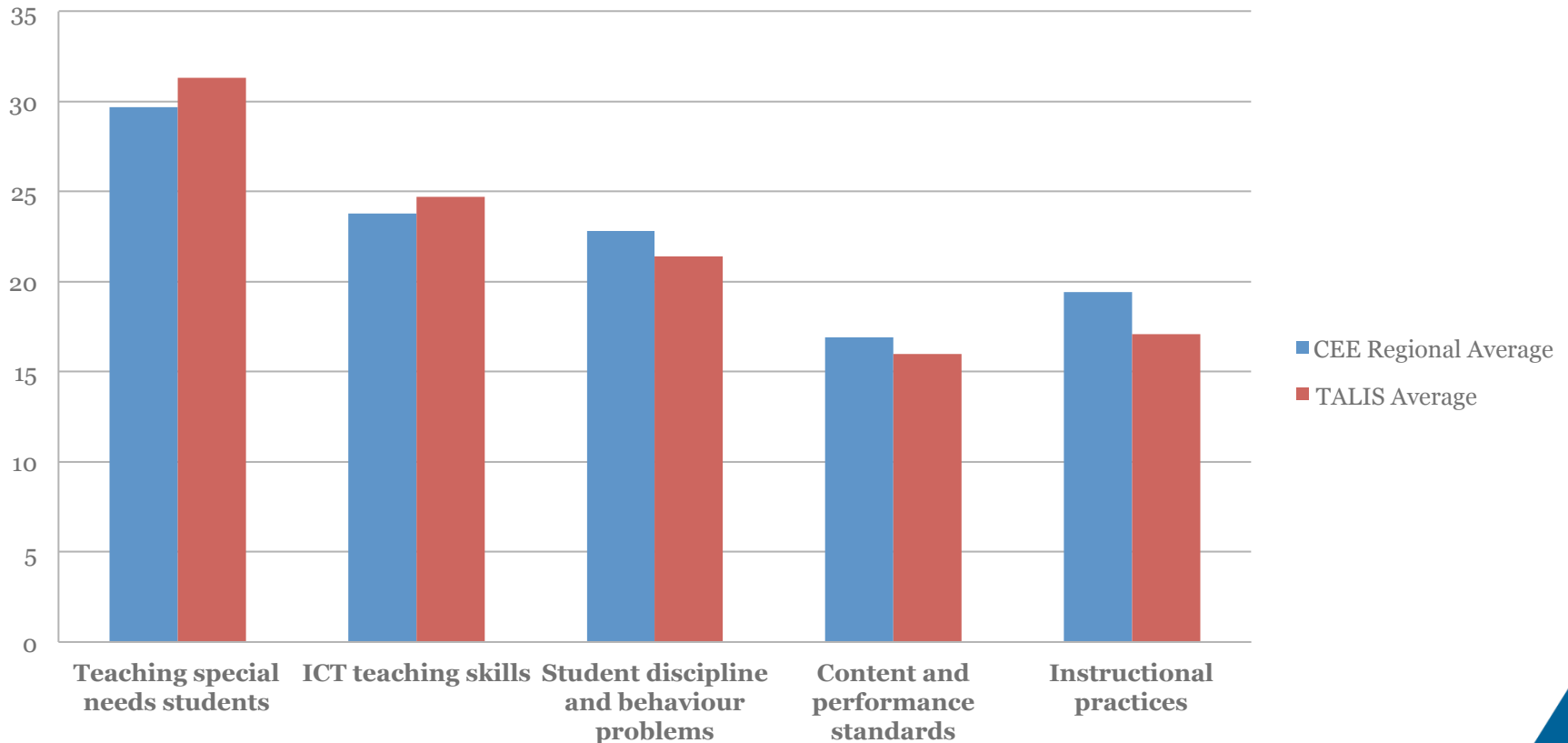


- A change in salary
- A financial bonus or another kind of monetary reward
- A change in the likelihood of career advancement
- Opportunities for professional development activities
- Changes in work responsibilities that make the job more attractive



Teachers' high professional development needs

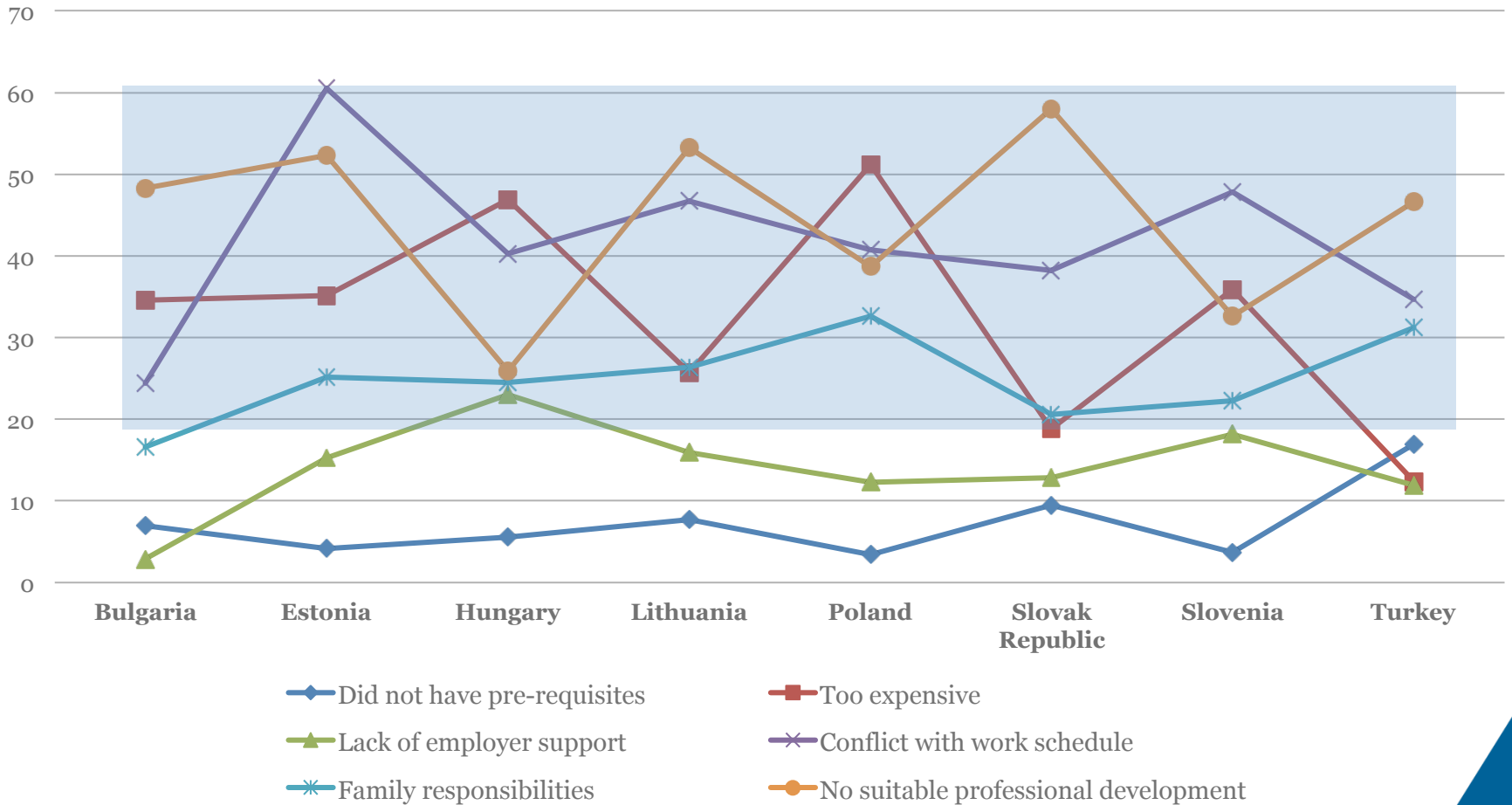
Percentage of teachers of lower secondary education indicating they have a "high level of need" for professional development in the following areas and overall index of need.





Reasons for not participating in more professional development

Percentage of teachers of lower secondary education who wanted more professional development and cited the following barriers to doing so.





School Climate - Teacher-related factors

Percentage of teachers of lower secondary education whose school principal considered the following teacher behaviours to hinder instruction "a lot" or "to some extent" in their school.

