



# Cross-National Trends in Teacher Professional Development

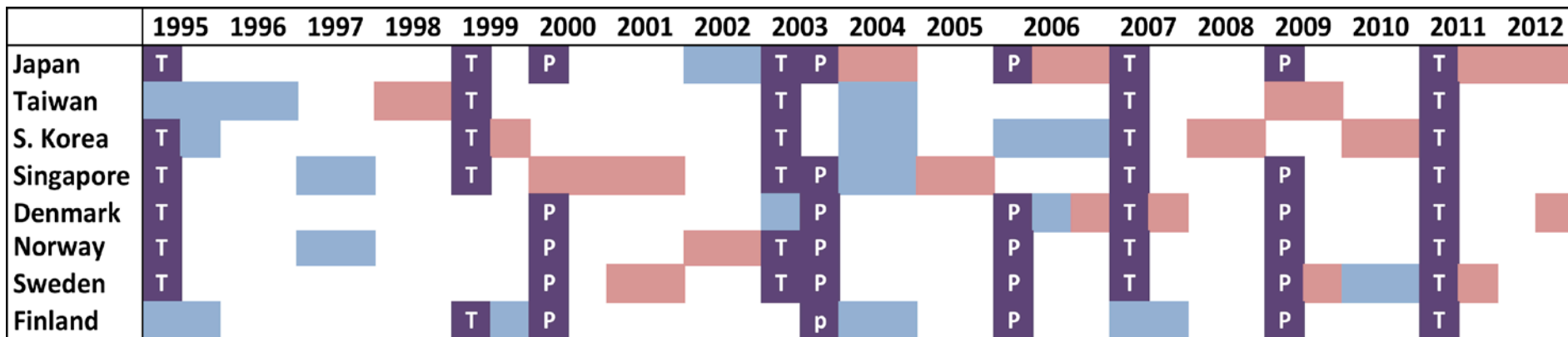
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# Constant Reform

- “Teacher policy is high on national agendas”
- “All school systems have been engaged in major programmes of ... reform in recent years, and there are no signs that the pace of reform is easing .....

# Teacher-Related Reforms and Cross-national Testing

Top-performing nations are not immune.



Teacher Policy (proposed or implemented)

National policy that would affect teachers in various ways

T Participating in TIMSS

P Participating in PISA

# Global Concern with Teachers and Teacher Quality

Recruiting,  
Retaining  
and Re-  
training

- Concerns about the attractiveness of teaching as a career
- Concerns about developing teachers' knowledge and skills
- Concerns about recruiting, selecting and employing teachers
- Concerns about retaining effective teachers in schools

# Cross-national Themes: What is Consistent about Teacher PD?

PD varies  
significantly  
within and  
across  
nations

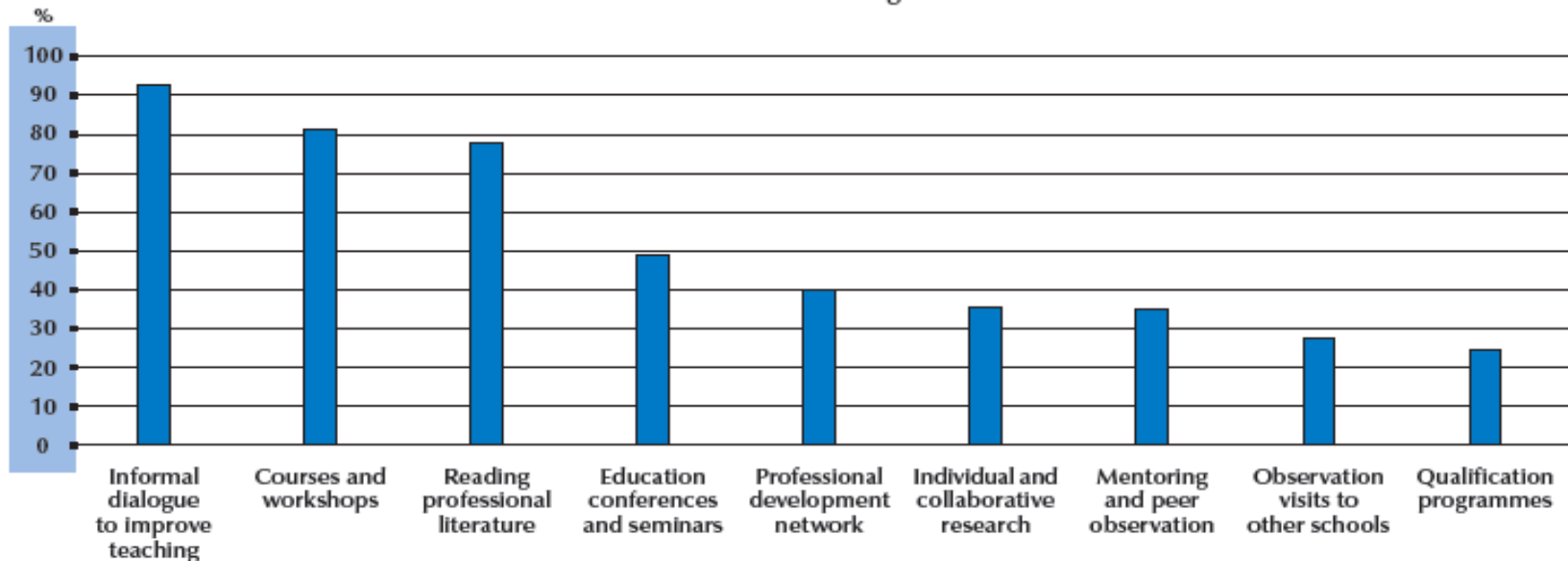
- Teachers average one day a month, but significant variation in time within nations.
- Teachers feel PD does not meet their needs (lack of suitable PD).
- More effective PD takes more time, but is less attended.
- Work schedules are a major barrier (timing not time off).
- Subject area is not a top concern.

# Types of Teacher PD

No clear link  
to perceived  
quality

Figure 3.4

Participation rates by type of professional development activity (2007-08)  
*International averages*



Activities are ranked in descending order of participation rates.

Source: OECD, Table 3.2.

# Significant Factors Affecting PD Participation

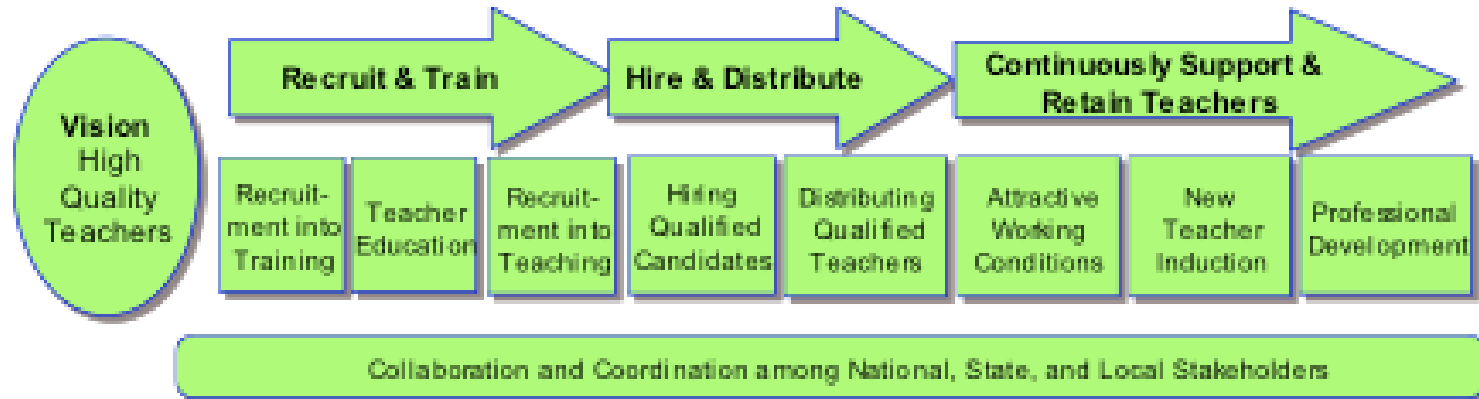
Surprisingly,  
Weak or  
Negative  
Correlations

- Compulsory PD
- Financial Support
- Leave/Time Off
- Induction and Mentoring

# Quality as Function of Policies and Policy Integration

Re-thinking  
“quality” in  
terms of  
policy

## Coherent Policy for Improving Teacher Quality





# Systems or Models?

- Cultures of Support
- Culture of Leadership
- Role of the Teacher

Effective PD (from teachers' viewpoint) requires teacher willingness, sufficient time and leadership. Cross-national policy borrowing often results in misalignment of reform models and systems of teacher professional development.

# What Do They Mean By "Quality"

Locality  
matters

CHICAGO

## Character

Perseverance

Resilience

Commitment

Accountability

BOSTON

## Critical Awareness

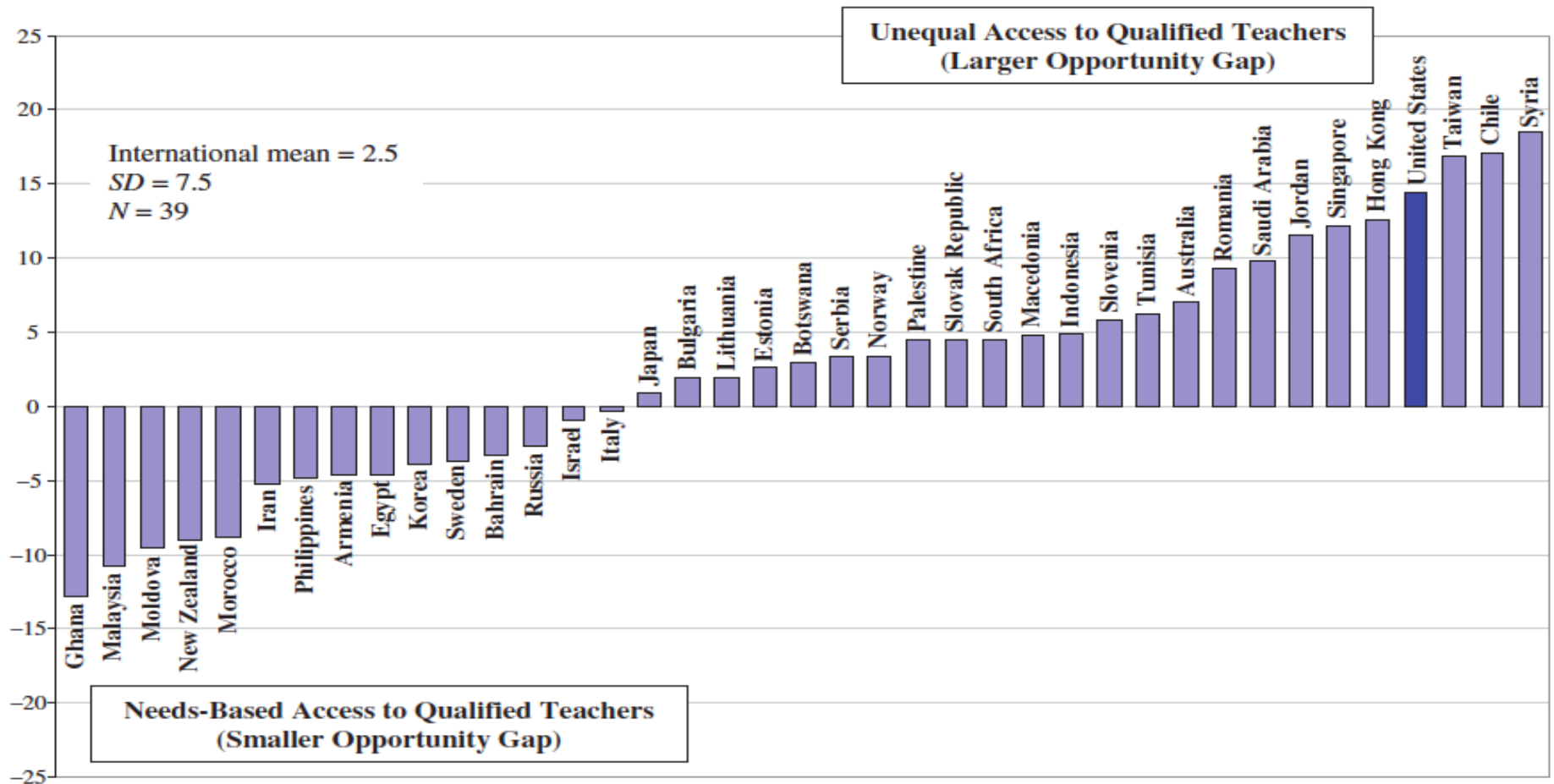
Race, Ethnicity  
Gender, Power

# Salary and Student Achievement

- controlling for GDP per capita and educational expenditure as percentage of GDP, the countries that invested more in the salaries for experienced teachers had a significantly higher national achievement in both subjects than those that did not do so...
- countries with a higher ratio of the salary for experienced teachers to GDP per capita achieved higher in mathematics and science than the countries with a lower ratio ...

# Inequality Undermines OTL (and PD?)

Equity  
matters



# Sustainable Reforms – Program Persistence

Persistence  
Matters

- PALS project noted in international review of teacher PD: “teams of teachers and principals were created to support the school reform.”
- “Principals for the Advancement of Leadership in Science (PALS) is a three-year project designed to establish a network of centers throughout the United States for the enhancement of science ...”
- ... the PALS network sites, interconnected by computers and linked to the National Science Education Computer Network, will establish themselves as highly-visible, long-term centers of support and service for advocating science leadership among elementary school principals.
- **No mention of PALS in 2013 PA Dept. of Education new “Educator Effectiveness” program.**

# “Walmart” Professional Development

- “The professional development “system” for teachers is, by all accounts, broken.”
- Who can “regulate” teacher PD in the US?
- Alternatively, who is the “Consumer Reports” of Teacher PD?

What  
needs to  
happen?

# Professionalize Teacher Education and PD

- Provide a continuum of high-quality teacher education and professional development
- Stimulate professional values
- Make teaching an attractive profession
- Ensure teachers have qualifications
- Effective early career support and continuing PD
- Offer opportunity for school leadership.

What  
needs to  
happen?

# Teachers as Politically Mobilized Professionals

- “a central role for teachers in educational change.”
- “professional development needs to be integrated into both an individual teacher’s career and school and system changes”
- “it is essential to build a constructive political process”



Thank you!

## For Further Reference

- **Teacher Reforms around the World: Implementation and Outcome.** Edited by Motoko Akiba
- **The Role of Public Policy in K-12 Science Education.** edited by George E. DeBoer
- **TALIS:** [www.oecd.org](http://www.oecd.org)

# Three National Reforms: Impact on Teacher PD

- Mexico's Carrera Magisterial
  - Acerbating inequality in teacher distribution
- Japan's Teacher License Renewal
  - Overcoming resistance to policy (vs. content)
- Malaysia's English-Medium Instruction
  - Policy swings and unmet demand