

Cross-National Trends in Teacher Professional Development

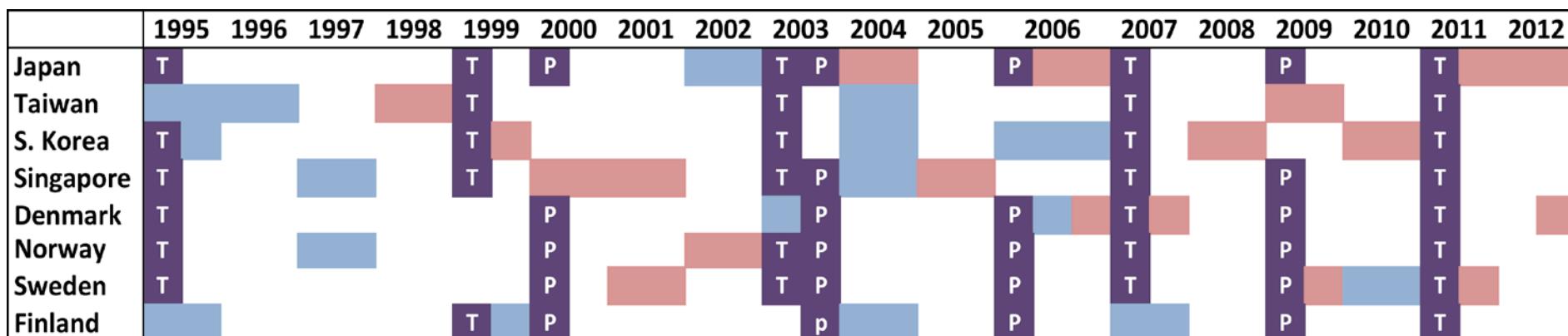
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Constant Reform

- “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
Participating in TIMSS
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

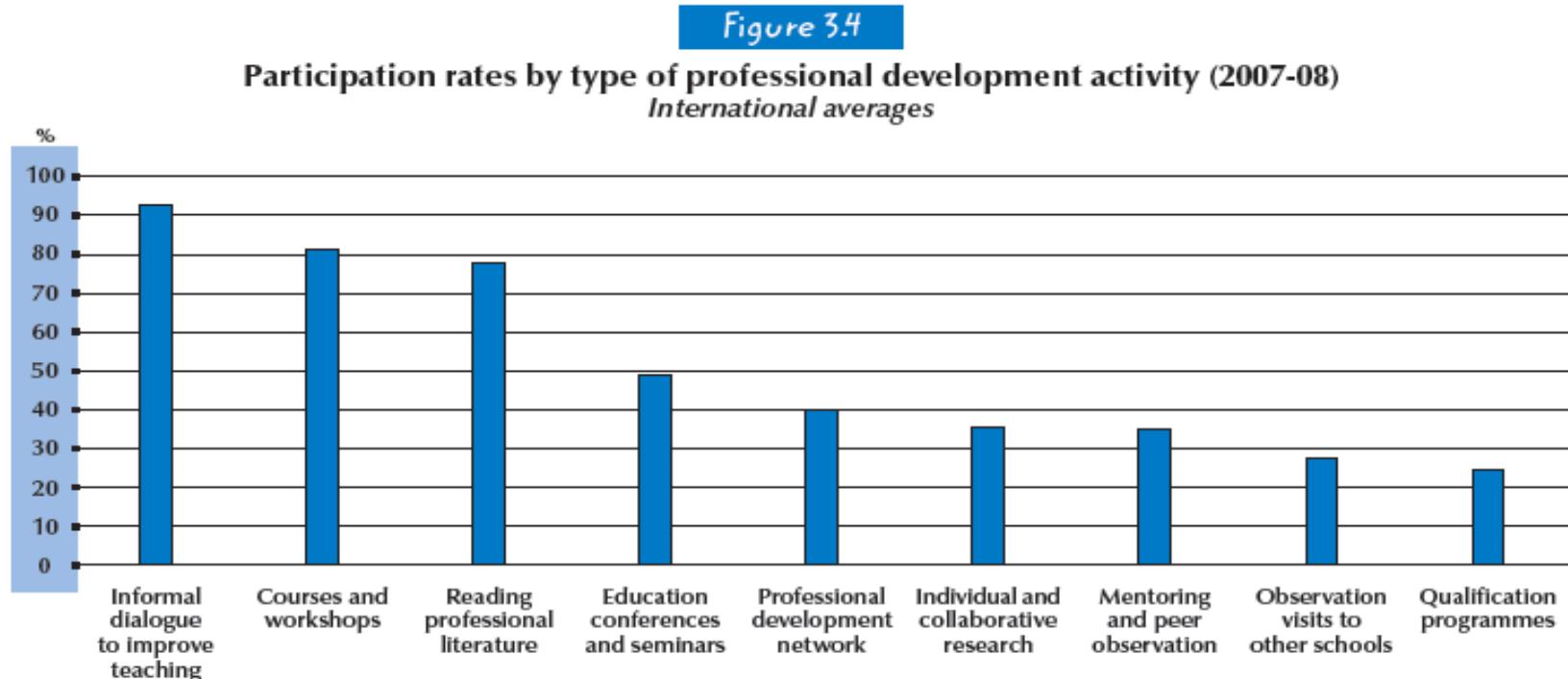
Cross-national Themes: What is Consistent about Teacher PD?

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



Activities are ranked in descending order of participation rates.

Source: OECD, Table 3.2.

StatLink <http://dx.doi.org/10.1787/607807256201>

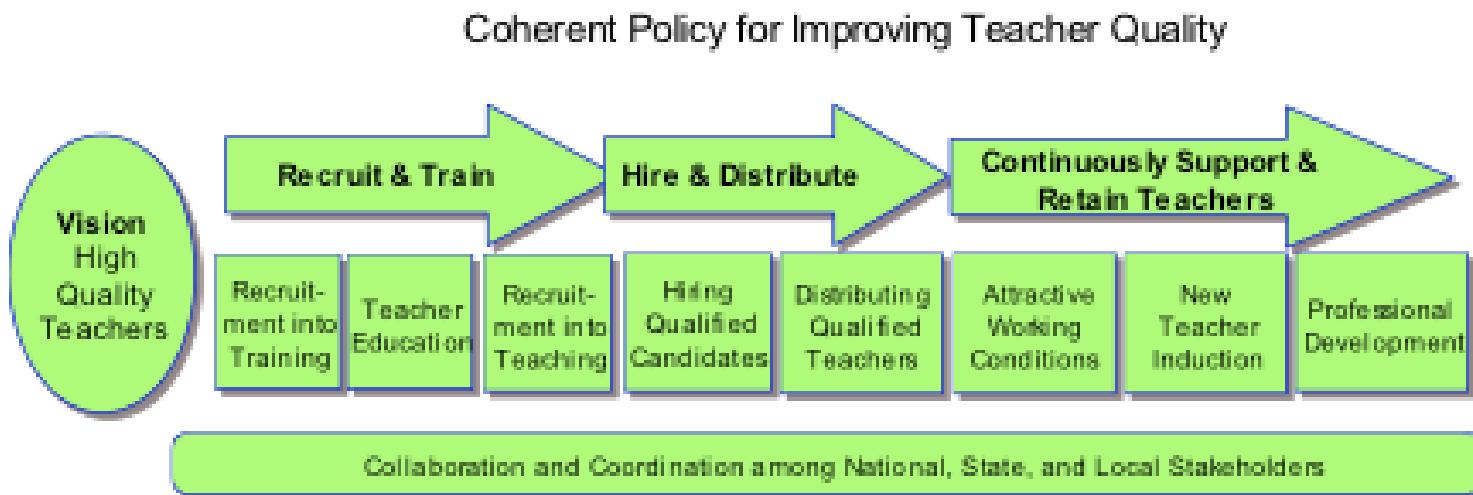
Significant Factors Affecting PD Participation

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



Culture
matters

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

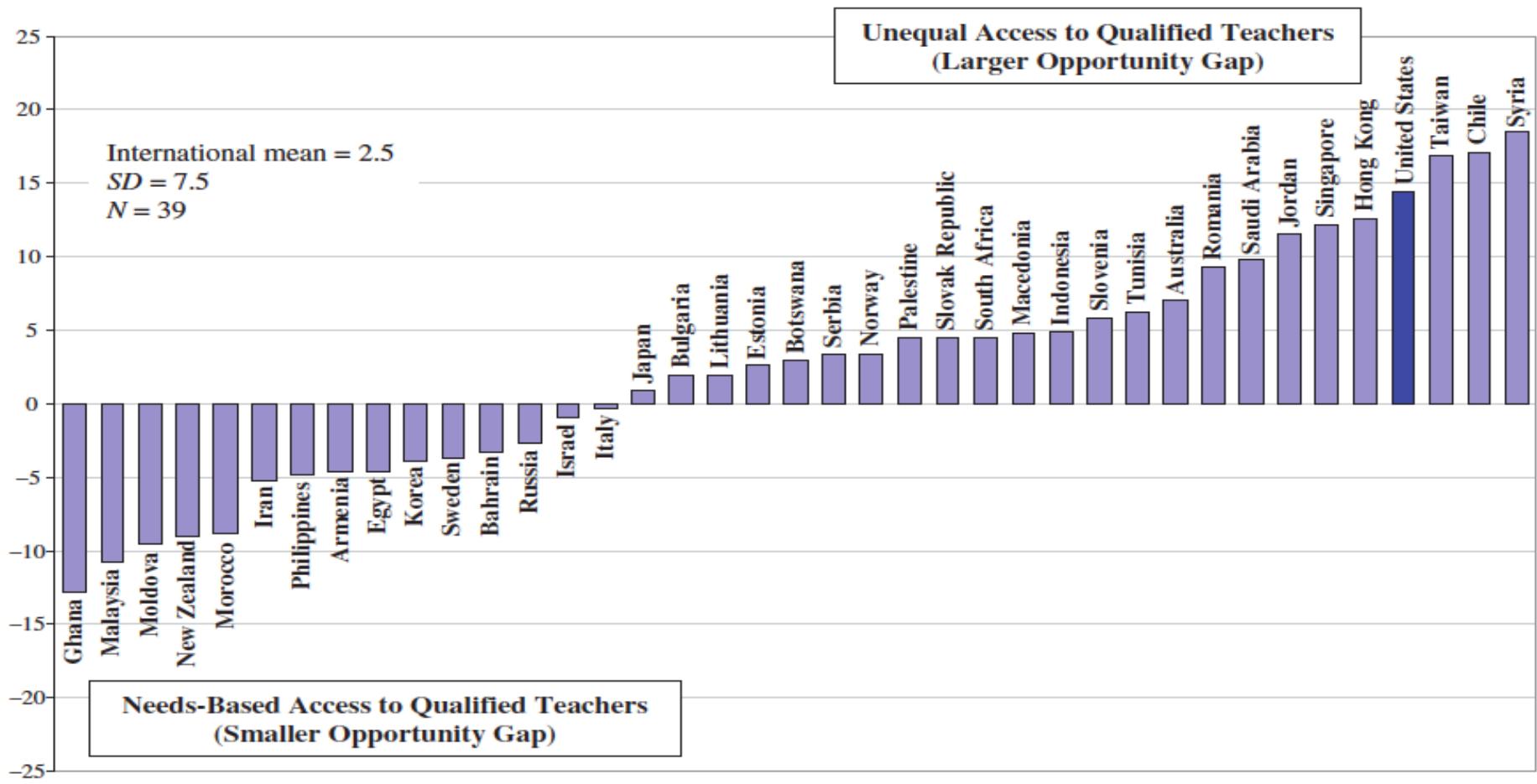
Salary and Student Achievement

Money matters

- 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

Three National Reforms: Impact on Teacher PD

With
salient
lessons

- 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