



The Importance of Teacher Recognition

- Nearly half of teachers believe that teacher appraisal and feedback are carried out mainly to fulfill administrative requirements and about 75% say that they would not receive any recognition for improving their teaching or for being more innovative.
- Although teachers view the appraisal of their work in positive terms, many of them do not get regular appraisals of their work. More than one in five teachers say they have never received appraisal and feedback from their school principal.
- Teachers who receive appraisals report implementing positive changes into their teaching.

I. Teachers don't feel that quality and innovative teaching is recognised...

Providing teachers with thoughtful appraisal and feedback and recognising them for their work are powerful tools that can shape, develop, and promote effective teaching. But the Teaching and Learning International Survey (TALIS) shows that three-quarters of teachers feel that they would receive no recognition for improving the quality of their teaching or for being more innovative in their teaching.

What is TALIS?

TALIS is the first international survey examining teaching and learning environments in schools. It asks teachers and school principals about their work, their schools and their classrooms. This cross-country analysis helps countries identify others facing similar challenges and learn about their policies.

The first TALIS cycle – TALIS 2008 – focused on lower secondary education teachers and their principals. It sampled 200 schools in each of 24 countries and 20 teachers in each school. A second cycle – TALIS 2013 – is currently being conducted in 33 countries.

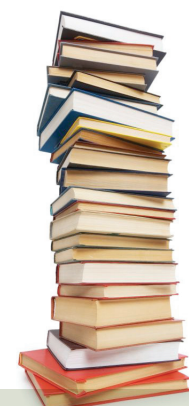
More information at www.oecd.org/talis.

II. Many teachers don't receive regular effective appraisal and feedback on their work...

Effective feedback and appraisal practices can lead to teacher recognition and promotion of innovative teaching practices. Unfortunately, not all teachers have this experience.

Teacher evaluation and feedback

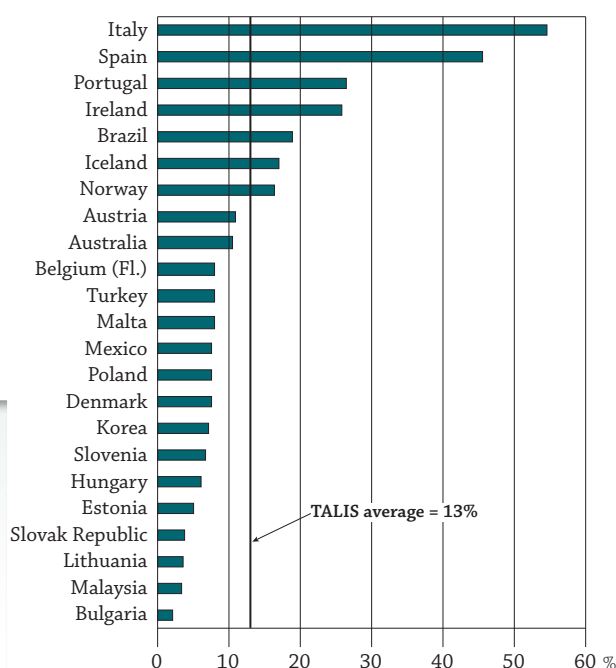
Teacher appraisal or evaluation occurs when a teacher's work is formally reviewed. *Teacher feedback* occurs when the reviews are shared and discussed with the teacher. Feedback necessitates appraisals, but not all appraisals are followed with feedback. In TALIS, both are combined to represent a total review process.





Although the frequency of teacher appraisal and feedback varies widely within and between countries, in all countries some teachers report never having been appraised (see Figure 1). More than 13% of all teachers report never being appraised, and there are large numbers of teachers who report only receiving appraisal and feedback rarely (once a year or less).¹ Moreover, being appraised does not mean that teachers will actually receive feedback on their practice. In some countries, such as Korea and Turkey, principals report low levels of feedback given to teachers after appraisals are performed.

Figure 1 • **Proportion of teachers reporting never receiving appraisal or feedback from any source, by country**



Note: For detailed information on sources and frequencies, see pages 177-178 at <http://www.oecd.org/dataoecd/17/51/43023606.pdf>.

What this means in practice

There is opportunity to provide teachers with more regular appraisals and feedback to improve teacher practices and promote the use of innovation in the classroom.

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III. The type and content of appraisal and feedback given matters...

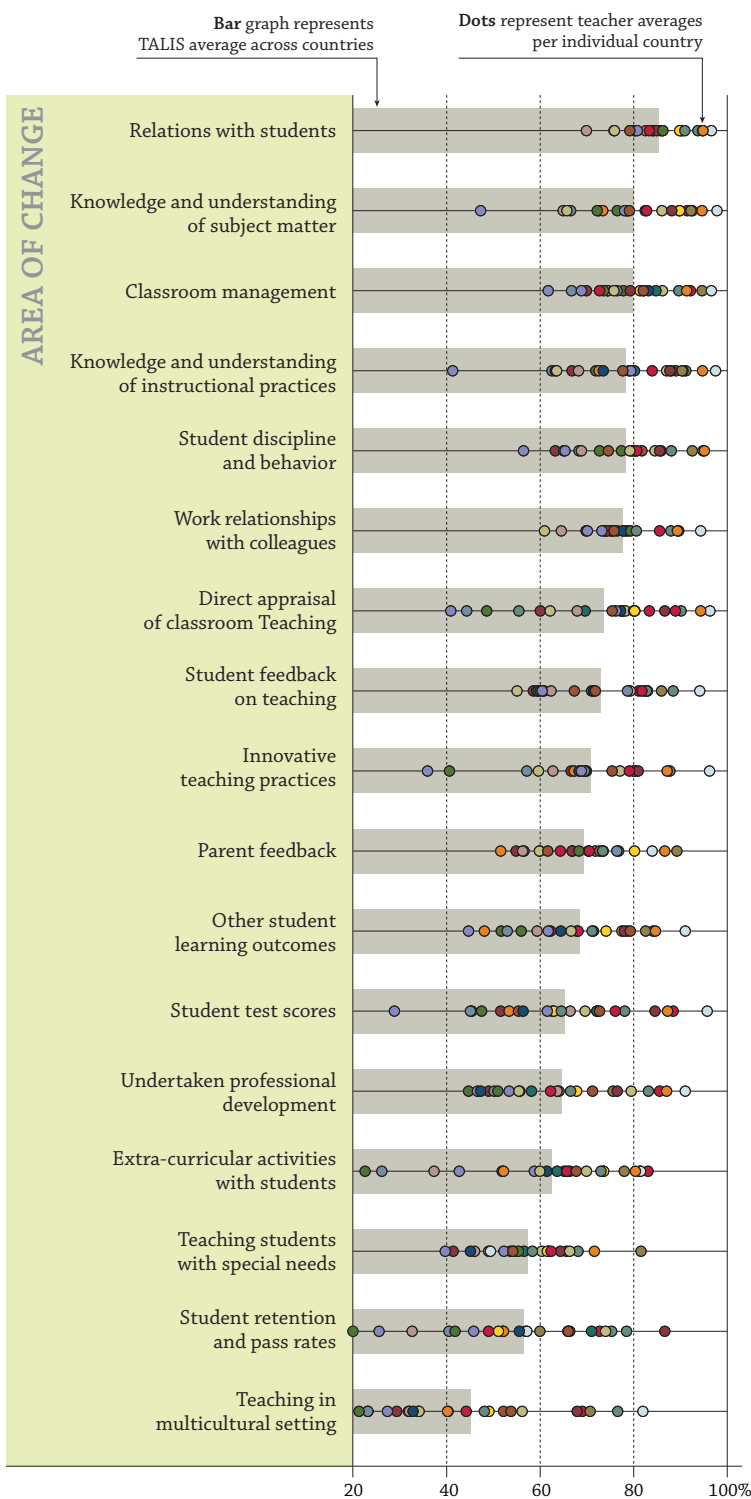
Teachers who do receive appraisal and feedback view it positively: they want both to help them develop their practices. The vast majority of teachers (83%) agree that the appraisal and feedback they have received are fair (83%) and helpful in the development of their work (79%).

And also good performance needs to be recognised, though this recognition does not necessarily need to be monetary. Public recognition from the principal and colleagues, changes in work responsibilities or career advancements are other forms of recognition that teachers value. Of these types of recognition, public recognition of a teacher's work is most highly related to teacher self-efficacy (especially in Austria, Belgium (Fl.), Estonia, Hungary, Ireland, Italy, Korea, Lithuania, Malta, Norway, and Spain).

1. For detailed information on frequencies and sources of teacher appraisals and feedback by country, see pages 177-178 at <http://www.oecd.org/dataoecd/17/51/43023606.pdf>.



Figure 2 • **Criteria Used in Teachers' Appraisal and Feedback**
 Percentage of teachers reporting high or moderate importance of item on appraisal or feedback



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Emphasising certain areas of teachers' work over others in appraisal and feedback sends signals to teachers about what is most and least valued in their teaching. If promoting innovative teaching practices is a priority for schools, this should figure prominently in the criteria used in appraisal and feedback. Unfortunately, often it does not. Most commonly, teachers report student relations, pedagogical knowledge, and classroom management as areas of high emphasis in their appraisals and feedback, as Figure 2 shows. The areas of emphasis vary by country. In Brazil, Malaysia, and Poland, for example, innovative teaching is of top importance, while in Denmark and Norway, this area is viewed as significantly less important.

IV. The impact of appraisal and feedback on what happens in the classroom can be far-reaching...

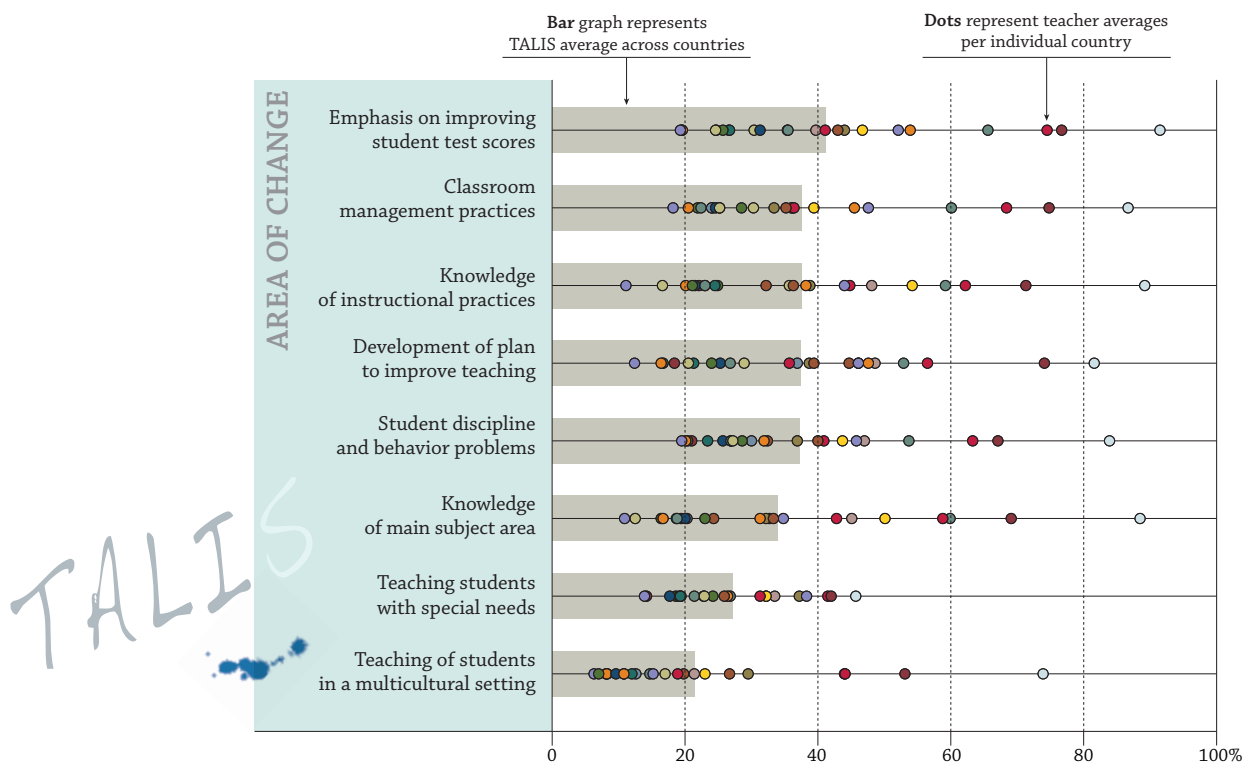
Effective appraisal and feedback practices have real impact on what happens in the classroom. For teachers who report receiving appraisal and feedback, many report changes in their teaching practices, especially on their emphasis on improving student test scores, student discipline, and classroom management, as Figure 3 shows.

Moreover, TALIS suggests that appraisal and feedback that focus specifically on innovative teaching practices are more likely to be related to higher levels of self-efficacy. This is encouraging given research that shows that when teachers feel more efficacious in their teaching, student performance improves (Bandura, 1993; Rowan, Chiang and Miller, 1997).

Note: For detailed information on sources and frequencies, see pages 179-180 at <http://www.oecd.org/dataoecd/17/51/43023606.pdf>.



Figure 3 • **Perceived Impact of Teacher Appraisal and Feedback upon Teaching**
 Percentage of teachers reporting moderate to large changes in the areas,
 following an appraisal or feedback



Note: For detailed information on sources and frequencies, see pages 179-180 at <http://www.oecd.org/dataoecd/17/51/43023606.pdf>.

What this means in practice

Clear, targeted appraisals and feedback send important signals to teachers and help steer them to align and develop their teaching practices to broader educational goals. It is important for institutions to align their educational goals directly to appraisal and feedback.

Bottom line Effective appraisal and feedback systems can impact what happens in the classroom, but many teachers are not getting appropriate recognition or feedback on their work. A good way to improve teachers' self-efficacy and student learning is to value teachers' innovative work and to publicly recognise teachers' work.

References

- Bandura, A. 1993. "Perceived self-efficacy in cognitive-development and functioning," *Educational Psychologist*, Vol. 28(2), pp. 117-148.
- Rowan, B., F.S. Chiang, and R.J. Miller. 1997. "Using research on employees' performance to study the effects of teachers on student achievement," *Sociology of Education*, Vol. 70(4), pp.256-284.

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Contact:
 Kristen Weatherby (Kristen.Weatherby@oecd.org)

To learn more
 See *The Experience of New Teachers: Results from TALIS 2008*