

How can teacher feedback be used to improve the classroom disciplinary climate?

- Teachers – especially new ones – report that one of their greatest areas of need relates to improving classroom disciplinary climate.
- Many teachers are not provided feedback on their classroom disciplinary climate through formal or informal appraisals.
- Feedback on classroom disciplinary climate can help to improve both teacher self-efficacy and the overall quality of the classroom learning environment.

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.

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. TALIS 2013 is currently being conducted in 33 countries.

More information at www.oecd.org/talis.

The impact of teacher appraisal and feedback

As the previous Teaching in Focus brief, *Are Teachers Getting the Recognition They Deserve?*, shows, teacher evaluations are related to teachers' feelings of confidence and effectiveness. According to TALIS data, high levels of teacher self-efficacy are also associated with a number of other positive behaviours and practices that could influence the quality of teaching and students' achievement. TALIS 2008 found that teachers in Belgium (Fl.), Brazil, Bulgaria, Hungary, Ireland, Italy, Mexico, Portugal and Spain who had received appraisal and feedback on their work reported higher levels of self-efficacy. In addition, when the teacher appraisal and feedback emphasised innovative teaching practices, it was significantly associated with increased teacher self-efficacy in 11 TALIS countries.

What this means in practice

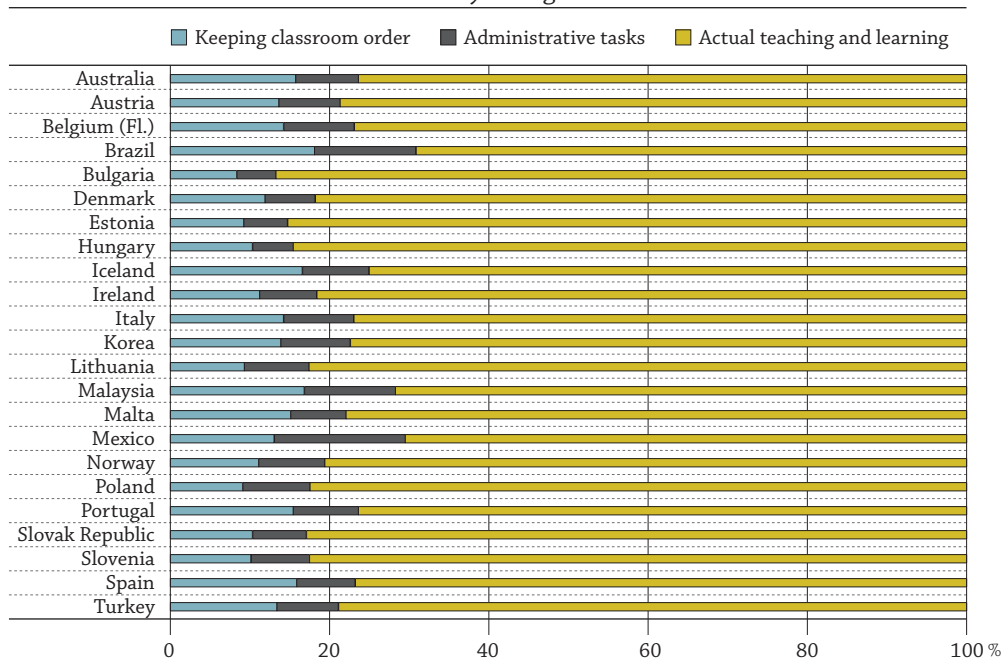
The appraisal and feedback that a teacher receives is just one of many factors that can influence his or her feelings of self-efficacy. However, the content of the appraisal is equally important – when provided feedback on certain aspects of their teaching, teachers can directly target portions of their teaching where they are less confident.



Classroom disciplinary climate and the learning environment

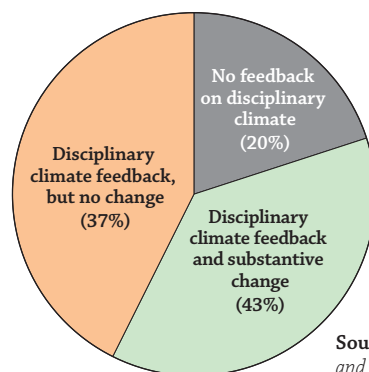
Classroom disciplinary climate in TALIS is measured by the amount of time it takes to ready students for a lesson, whether students care to create a pleasant learning atmosphere, the amount of student interruptions, and the amount of classroom noise. TALIS data shows that on average, 13% of teaching and learning time in a typical class was lost to keeping order.

Figure 1 • **Teaching time spent on classroom discipline**
Country averages



Source: OECD, TALIS Database. Teaching and Learning International Survey 2008.

Figure 2 • **Proportion of teachers receiving substantive feedback on their classroom disciplinary climate**



Source: OECD, TALIS Database. Teaching and Learning International Survey 2008.

Of the teachers who report receiving appraisals on their teaching, classroom disciplinary climate is included in 80% of the appraisals they receive. Of teachers receiving feedback on their disciplinary climate, just under half report moderate or large changes in their classroom management practices. As Figure 2 shows, this leaves 63% of teachers receiving feedback without substantive improvements in their classroom disciplinary practices.

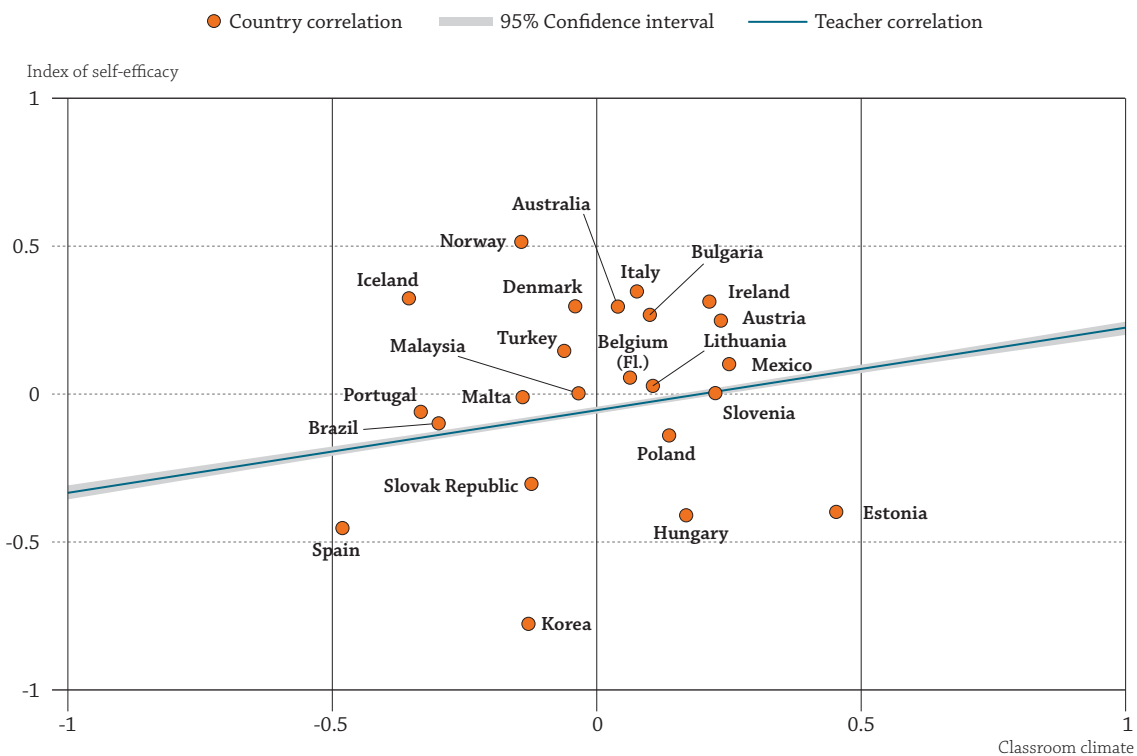


Connecting classroom climate with teacher self-efficacy

Teachers' self-efficacy can have numerous educational and classroom implications, as it indicates not only aspects of productivity but also how teachers act in the classroom. Given the many findings on the positive impact of self-efficacy on various organisational factors, teachers' self-efficacy would be expected to affect school culture and the operation of effective schools. Teachers with a high level of self-efficacy may be more likely to adapt to and moderate dynamics in schools whose students come from different backgrounds or present particular challenges (OECD, 2009).

Teachers' effectiveness can be dampened or enhanced depending on the climate in the classroom. TALIS data indicates a mild, positive relationship between teacher self-efficacy and classroom disciplinary climate, as shown in Figure 3 (Pearson's $r=0.24$). Between TALIS countries, there are only small differences between average self-efficacy and classroom disciplinary climate levels, with the exception of Norway and Korea. Norway averages the highest self-efficacy level with an average school climate level, compared to the other TALIS countries. Korea averages the lowest self-efficacy and averages comparatively low school climate.

Figure 3 • Correlation of self-efficacy and classroom climate



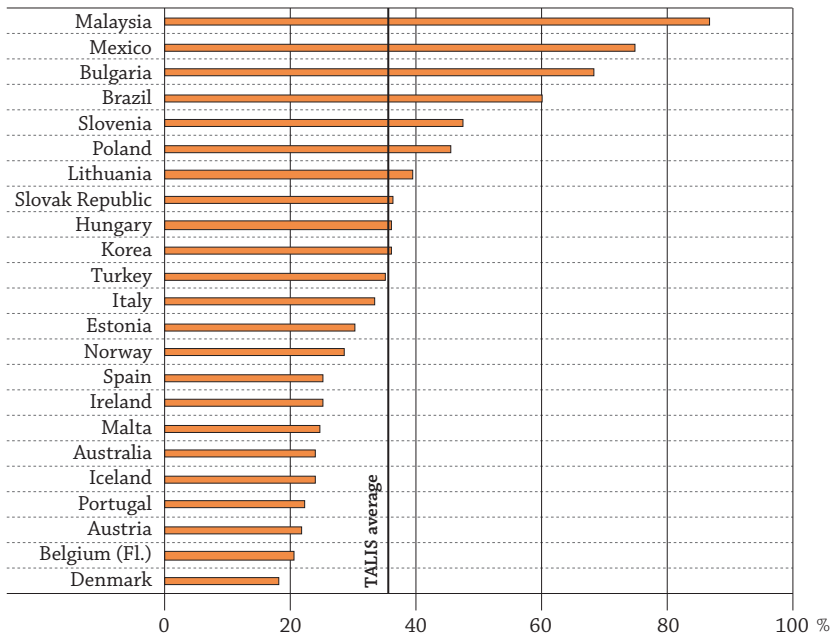
Source: OECD, TALIS Database. Teaching and Learning International Survey 2008.

What this means in practice

The self-efficacy of a teacher is closely aligned with their perception of classroom disciplinary climate. Teachers who can improve their classroom management practices from substantive feedback may experience more confidence in their teaching.



Figure 4 • Percentage of teachers whose appraisal or feedback led to moderate or large changes in classroom management practices



Source: OECD, TALIS Database. Teaching and Learning International Survey 2008.

Figure 4 shows that in most countries, the direct impact on changing classroom management practices in response to appraisal and feedback is moderate. Only Denmark falls below a 20% impact. The TALIS average is 37.8%, accounting for the 20-40% range of most countries. A few countries, such as Malaysia, Mexico, Bulgaria, and Brazil, report high levels of substantive improvements to classroom management practices in response to appraisal and feedback.

How teacher appraisal can help

Teachers with good training in content and pedagogy could maximise their skill set with an effective classroom disciplinary climate. To facilitate this, TALIS 2008 results suggest that individualised feedback considering the teachers' characteristics, competencies, and individual classrooms, would be most helpful in improving classroom disciplinary climate and teacher self-efficacy. Given the wide variation between teachers within the same school, teachers could be provided feedback from evaluators and be assigned to observe other teachers in their school to professionally develop a repertoire of diverse classroom management practices. Modeling on other teachers would ultimately help to foster fluid learning experiences for students.

The bottom line TALIS data shows that the greater the emphasis on specific aspects of teacher appraisal and feedback, the greater the change in teacher's practices to improve their teaching. Schools should make efforts to focus these evaluations by providing targeted feedback, as well as strategies and support, to help teachers improve the disciplinary climate of their classrooms. Doing this might not only improve the quality of the learning environment – it could improve teacher self-efficacy as well.

References

OECD (2009), *Creating Effective Teaching and Learning Environments: First Results from TALIS*, OECD Publishing.

Visit
www.oecd.org/talis

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

To learn more
 OECD (2009), *Creating Effective Teaching and Learning Environments: First Results from TALIS*, OECD Publishing.
 Vieluf, S., et al. (2012), *Teaching Practices and Pedagogical Innovations: Evidence from TALIS*, OECD Publishing.