Abstract

Using the Teaching and Learning International Survey (TALIS) 2013 dataset and multiple hierarchical linear modelings, this study examines the statistical correlations between professional development and teacher efficacy. The study finds teacher efficacy is positively correlated with the PD programs: 1) in the formats that promote reflective, discussion-based, and collaborative learning; 2) focus on content learning, instructional techniques, and new technology; 3) last long for school visit and in-service training; and 4) are perceived by participants as high quality. This study concludes with practical implications on how to use PD to enhance teacher efficacy and promote teachers’ professional growth.

Keywords

professional development; teacher efficacy; cross-national study; educational policy; educational effectiveness