

- Hoyle, E. (1980), “Professionalization and deprofessionalization in education”, in *The Professional Development of Teachers: World Year Book of Education*, Kogan Page, London.
- Huddleston, T. et al. (2011), *Migrant Integration Policy Index III*, British Council and Migration Policy Group, Brussels, [http://issuu.com/mipex/docs/migrant\\_integration\\_policy\\_index\\_mipexiii\\_2011?e=2578332/3681189#search](http://issuu.com/mipex/docs/migrant_integration_policy_index_mipexiii_2011?e=2578332/3681189#search).
- Hurt, H. T., K. Joseph, and C. D. Cook (1977), “Scales for the measurement of innovativeness”, *Human Communication Research*, Vol. 4, pp. 58–65.
- Ingersoll, R. M. (2001), Teacher turnover and teacher shortages: An organizational analysis, *American Educational Research Journal*, Vol. 38/3, pp. 499–534.
- Ingvarson, I. M., M. Meiers, and A. Beavis (2005), “Factors affecting the impact of professional development programs on teachers’ knowledge, practice, student outcomes and efficacy”, *Education Policy Analysis Archives*, Vol. 13/10, <http://dx.doi.org/10.14507/epaa.v13n10.2005>.
- Isac, M. M. et al. (2015), *Teaching Practices in Primary and Secondary Schools in Europe: Insights from Large-Scale Assessments in Education*, Publications Office of the European Union, Luxembourg.
- Isoré, M. (2009), *Teacher Evaluation: Current Practices in OECD Countries and a Literature Review*. OECD Education Working Paper No. 23, OECD, Paris.
- Jensen, B., and S. Cooper (2015), *TALIS-PISA Conceptual Framework*, EDU/INES/TALIS(2015)6, Learning First, Melbourne.
- Jensen, B., and Reichell, J. (2011), *Better Teacher Appraisal and Feedback: Improving Performance*, Grattan Institute, Melbourne.
- Jensen, B. et al. (2016), *Beyond PD: Teacher Professional Learning in High-Performing Systems*, Australian edition, National Center on Education and the Economy, Washington DC.
- Jensen, B. et al. (2012), *The Experience of New Teachers: Results from TALIS 2008*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264120952-en>.
- Kane, T., and Cantrell, S. (2010), *Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project*, Bill & Melinda Gates Foundation, Seattle WA, <https://docs.gatesfoundation.org/Documents/preliminary-findings-research-paper.pdf>.
- Kardos, S. M., and S.M. Johnson (2007), “On their own and presumed expert: New teachers’ experiences with their colleagues”, *Teachers College Record*, Vol. 109, pp. 2083–2106.
- Kelchtermans, G. (2006), “Teacher collaboration and collegiality as workplace conditions: A review”, *Zeitschrift für Pädagogik*, Vol. 52/2, pp. 220–237.
- Kerr, R. et al. (2006), “Emotional intelligence and leadership effectiveness”, *Leadership and Organization Development Journal*, Vol. 27/4, pp. 265–279.
- Kersting, N. B. et al. (2012), Measuring usable knowledge: Teachers’ analyses of mathematics classroom videos predict teaching quality and student learning, *American Educational Research Journal*, Vol. 49/3, pp. 568–589.
- Klassen, R. M. et al. (2011), “Teacher efficacy research 1998–2009: Signs of progress or unfulfilled promise?” *Educational Psychology Review*, Vol. 23/1, pp. 21–43, <http://doi:10.1007/s10648-010-9141-8>.
- Klassen, R. M. et al. (2009), “Exploring the validity of a teacher’s self-efficacy scale in five countries”, *Contemporary Educational Psychology*, Vol. 34/1, pp. 67–76, <http://doi:10.1016/j.cedpsych.2008.08.001>.
- Klassen, R. M., and M. M. Chiu (2010), Effects on teachers’ self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress, *Journal of Educational Psychology*, Vol. 102/3, pp. 741–756, <http://doi:10.1037/a0019237>.