



A Union of Professionals

Key Points: OECD's TALIS (Teaching and Learning International Survey)

Valuing Teachers

- U.S. middle and junior high school teachers report high levels of job satisfaction and self-confidence, yet most (64 percent) feel that teaching is not valued by American society.
- Countries where teachers believe their profession is valued show higher levels of student achievement.
- The countries that value teaching also pay teachers more relative to other college-educated workers. (This was also acknowledged in a previous OECD report from the Teaching Summit.)
- A lack of respect in the United States for the work of teachers makes recruiting and retaining teachers difficult. TALIS data show that U.S. teachers and principals are less experienced on average than those in other countries, which signals higher turnover rates. Of U.S. teachers, only 67 percent had a permanent contract (as compared with 83 percent on average).

Teaching and Learning Conditions

- Poverty is a huge and growing issue in U.S. schools. Nearly two-thirds of U.S. teachers (64 percent) work in schools where more than 30 percent of the students come from socio-economic disadvantaged homes. This is the highest rate among all 34 TALIS countries. (Globally, the TALIS average is 19.6 percent.)
- U.S. teachers report longer working hours (45 hours a week, nearly 20 percent longer than the average), as well as more instructional hours (27 hours a week, 40 percent more than international counterparts).

Professional Learning Opportunities

- U.S. teachers were less likely than the TALIS average teacher to report that they:
 - Ever observe other teachers' classes and provide feedback (fewer than half)
 - Ever teach as a team
 - Ever engage in joint activities across different classes and age groups (e.g., projects)
 - Ever take part in collaborative professional learning

- According to the OECD, higher-performing countries intentionally focus on creating a collaborative culture in schools, resulting in innovative practice. (OECD, March 2013)

Evaluation and Testing

- It is worth noting that testing data, where it is used in other countries, is quite different than in the United States. There is no other country where students are tested with external standardized tests at every grade level or where standardized testing is designed to produce what has been universally recognized as unreliable value-added scores for individual students and teachers.
- On average, teachers around the world receive more feedback from other teachers than do teachers in the United States (42 percent on average vs. 27 percent in the United States). U.S. teachers also are far more likely than their international counterparts to get feedback from principals than their peers (85 percent on average in the U.S. vs. 54 percent).