TALIS 2018: IMPLICATIONS FOR THE U.S.

A webinar hosted by NCEE

6 April 2020
4:00 p.m. EDT

#OECDTALIS
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OECD Director for Education and Skills

#OECDTALIS
What is TALIS?

The largest international survey examining teaching and learning environments in schools. Asks teachers and school leaders about their work, their schools and their classrooms.

3 surveys to date:
- 2008: 24 education systems
- 2013: 38 education systems
- 2018: 48 education systems from all continents

TALIS options:
Some countries also surveyed their primary and upper secondary teachers and some conducted TALIS in PISA schools.
Participants

TALIS 2008
70,000 teachers in 4,500 schools

TALIS 2013
150,000 teachers in 9,500 schools

TALIS 2018
260,000 teachers in 15,000 schools representing more than 8 millions teachers across 48 countries

Note: TALIS is administered for a sub-national entity only in the following countries: Argentina (Buenos Aires), Canada (Alberta), China (Shanghai) and the United Kingdom (England). This map is for illustrative purposes and is without prejudice to the status of or sovereignty over any territory covered by this map.
Enhancing professionalism throughout the teacher career pathway
Are schools prepared?
UNESCO monitoring of school closures in response to the Covid-19 crisis, as of 2 April
Access to a computer for school work (PISA)

Percentage of students that have access to a computer they can use for school work

Fig A2
Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction (PISA)

Percentage of students in schools whose principal agreed or strongly agreed that teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction

- Average
- Disadvantaged schools
- Advantaged schools

Fig A9
TECHNOLOGY IS ONLY AS GOOD AS ITS USE
Use of ICT for class work is widespread overall, but not universal...

53% of teachers let their students use ICT for projects or classwork.
Even before the crisis, the use of ICT for class work was already on the rise...

Percentage of teachers who “frequently” or “always” let students use ICT for projects or class work

<table>
<thead>
<tr>
<th>Country</th>
<th>2018</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>Australia</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>65%</td>
<td>55%</td>
</tr>
<tr>
<td>Colombia</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Russia</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Mexico</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Turkey</td>
<td>45%</td>
<td>35%</td>
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<tr>
<td>Kazakhstan</td>
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<td>30%</td>
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<tr>
<td>Alberta (Canada)</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>CABA (Argentina)</td>
<td>30%</td>
<td>20%</td>
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<tr>
<td>Chile</td>
<td>25%</td>
<td>15%</td>
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<tr>
<td>Sweden</td>
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<td>10%</td>
</tr>
<tr>
<td>Lithuania</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>United States</td>
<td>10%</td>
<td>0%</td>
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<tr>
<td>Portugal</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>Romania</td>
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<td>0%</td>
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<tr>
<td>Iceland</td>
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<td>0%</td>
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<tr>
<td>Greece</td>
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<td>0%</td>
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<tr>
<td>OECD average-31</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>Israel</td>
<td>80%</td>
<td>70%</td>
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<tr>
<td>Spain</td>
<td>75%</td>
<td>65%</td>
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<td>Netherlands</td>
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<td>60%</td>
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<td>Finland</td>
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<tr>
<td>Saudi Arabia</td>
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<td>Latvia</td>
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<td>Malta</td>
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<td>35%</td>
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<td>Slovak Republic</td>
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<td>30%</td>
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<td>Viet Nam</td>
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<tr>
<td>Flemish (Belgium)</td>
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<td>Slovakia</td>
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<tr>
<td>France</td>
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<tr>
<td>Czech Republic</td>
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<td>0%</td>
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<tr>
<td>Austria</td>
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<tr>
<td>Korea</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Belgium</td>
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<td>0%</td>
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<tr>
<td>Shanghai (China)</td>
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<tr>
<td>French (Belgium)</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Japan</td>
<td>0%</td>
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</tbody>
</table>

Tables I.2.1 and I.2.4
Innovative projects and the use of ICT can be useful strategies to address the current challenges to school.

**Teaching practices**
Percentage of teachers who frequently or always use the following practices in their class (OECD average-31)

- Tell students to follow classroom rules
- Tell students to listen to what I say
- Calm students who are disruptive
- When the lesson begins, tell students to quieten down quickly
- Explain to students what I expect them to learn
- Explain how new and old topics are related
- Set goals at the beginning of instruction
- Refer to a problem from everyday life or work
- Present a summary of recently learned content
- Let students practise similar tasks
- Give tasks that require students to think critically
- Have students work in small groups to come up with a solution
- Let students to solve complex tasks
- Present tasks for which there is no obvious solution
- Let students use ICT for projects or class work
- Give students projects that require at least one week to complete
Inclusion of ICT for teaching in initial education or training

Percentage of teachers for whom the use of ICT for teaching was included in their formal education or training

Table I.4.13

Percentage of teachers for whom the use of ICT for teaching was included in their formal education or training.
Younger generations of teachers are better prepared in the use of ICT for teaching

Percentage of teachers for whom the use of ICT for teaching was included in their formal education or training, by year of completion

Table I.4.13
Inclusion of ICT for teaching in initial education or training matters to use it

Likelihood of teachers reporting to “frequently” or "always" let students use ICT for class work related to the inclusion of the use of ICT for teaching in formal education or training

<table>
<thead>
<tr>
<th>Country</th>
<th>Odds ratio</th>
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</thead>
<tbody>
<tr>
<td>Argentina (Barbados)</td>
<td>2.8</td>
</tr>
<tr>
<td>Colombia</td>
<td>2.2</td>
</tr>
<tr>
<td>Mexico</td>
<td>2.1</td>
</tr>
<tr>
<td>Japan</td>
<td>1.9</td>
</tr>
<tr>
<td>Lithuania</td>
<td>1.7</td>
</tr>
<tr>
<td>Korea (South Korea)</td>
<td>1.6</td>
</tr>
<tr>
<td>Latvia</td>
<td>1.5</td>
</tr>
<tr>
<td>Hungary</td>
<td>1.4</td>
</tr>
<tr>
<td>Portugal</td>
<td>1.3</td>
</tr>
<tr>
<td>Colombia (Bogota)</td>
<td>1.2</td>
</tr>
<tr>
<td>Mexico</td>
<td>1.2</td>
</tr>
<tr>
<td>Japan</td>
<td>1.1</td>
</tr>
<tr>
<td>Lithuania</td>
<td>1.1</td>
</tr>
<tr>
<td>Korea (South Korea)</td>
<td>1.1</td>
</tr>
<tr>
<td>Latvia</td>
<td>1.0</td>
</tr>
<tr>
<td>Hungary</td>
<td>1.0</td>
</tr>
<tr>
<td>Portugal</td>
<td>0.9</td>
</tr>
<tr>
<td>Colombia (Bogota)</td>
<td>0.9</td>
</tr>
<tr>
<td>Mexico</td>
<td>0.9</td>
</tr>
<tr>
<td>Japan</td>
<td>0.9</td>
</tr>
<tr>
<td>Lithuania</td>
<td>0.9</td>
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<tr>
<td>Korea (South Korea)</td>
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<tr>
<td>Latvia</td>
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<td>Hungary</td>
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<td>Portugal</td>
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<tr>
<td>Colombia (Bogota)</td>
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<td>Mexico</td>
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<td>Japan</td>
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<td>Lithuania</td>
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<td>Hungary</td>
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<tr>
<td>Portugal</td>
<td>0.8</td>
</tr>
</tbody>
</table>

**Table I.4.18**

Teachers for whom the use of ICT for teaching was included in formal education or training are more likely to report that they “frequently” or "always" let students use ICT for class work.

Teachers for whom the use of ICT for teaching was included in formal education or training are less likely to report that they “frequently” or "always" let students use ICT for class work.

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**Note:** The chart and table above illustrate the likelihood of teachers reporting to “frequently” or "always" let students use ICT for class work based on the inclusion of the use of ICT for teaching in formal education or training. The chart shows a comparison of countries and their likelihood, with higher odds ratios indicating a greater likelihood and lower ratios indicating a lesser likelihood.
Online courses/seminars for professional development could be mainstreamed in the new reality

Percentage of teachers who participated in the following professional development activities

- Courses and/or seminars attended in person
- Reading professional literature
- Education conferences
- Peer and/or self-observation and coaching as part of a formal arrangement
- Participation in a professional network
- Online courses and/or seminars
- Other types of professional development activities

Fig I.5.3

OECD average: 31
United States: 89

OECD average - United States
OWNERSHIP AND EMPOWERMENT
Most teachers feel control over their practice.

How much professional autonomy do teachers have?

Over 90% of teachers say they have control over:
- choice of teaching methods
- assessing students’ learning
- discipline
- amount of homework

84% say they are involved in deciding overall course content.

In only 56% of schools do teachers play a role in school management, according to principals.
Most teachers feel control over their practice

Teachers' autonomy in determining course content in their target class

Percentage of lower secondary teachers who "agree" or "strongly agree" that they have control over determining course content in their target class

Fig II.5.12
TEACHERS SEEM MORE OPEN TO INNOVATION THAN OUR INDUSTRIAL SCHOOL ORGANISATION SUGGESTS
Innovation in teaching

“Their future, not our past”
— Andreas Schleicher

4 out of 5 teachers say that they strive to develop new ideas for teaching
The vast majority of teachers have a positive attitude towards change and innovation...

Percentage of teachers who “agree” or “strongly agree” with the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>OECD average</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers in the school strive to develop new ideas for teaching and learning</td>
<td>79.3%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Most teachers in the school provide practical support to each other for the application of new ideas</td>
<td>79.3%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Most teachers in the school search for new ways to solve problems</td>
<td>79.3%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Most teachers in the school are open to change</td>
<td>79.3%</td>
<td>72.3%</td>
</tr>
</tbody>
</table>
The vast majority of teachers have a positive attitude towards change and innovation...

**Teachers’ views on their colleagues’ attitudes towards innovation**
Percentage of lower secondary teachers who "agree" or "strongly agree" with the following statements

Table I.2.35
Guidance from school leaders matters for innovation, but is not widespread across the board...

**Principals' leadership activities**

Percentage of low secondary principals who "often" or "very often" engaged in the following activities in their school in the 12 months prior to the survey

- Collaborating with teachers to solve classroom discipline problems
- Working on a professional development plan for the school
- Providing feedback to teachers based on principal's observations
- Observing instruction in the classroom
- Taking actions to ensure that teachers feel responsible for their students' learning outcomes
- Taking actions to ensure that teachers take responsibility for improving their teaching skills
- Taking actions to support co-operation among teachers to develop new teaching practices
- Reviewing school administrative procedures and reports
- Resolving problems with the lesson timetable in the school
- Providing parents or guardians with information on the school and student performance
- Collaborating with principals from other schools on challenging work tasks
UPHOLDING THE SOCIAL FABRIC OF SCHOOLS
Teachers joined the profession to make a difference to society and children...

Percentage of teachers who report that the following elements were of "moderate" or "high" importance in becoming a teacher

- Teaching allowed me to influence the development of children and young people
- Teaching allowed me to provide a contribution to society
- Teaching allowed me to benefit the socially disadvantaged
- Teaching was a secure job
- Teaching provided a reliable income
- The teaching schedule fit with responsibilities in my personal life
- Teaching offered a steady career path

United States

Fig I.4.1
20 to 30% of teachers face diversity-related challenges

Fig I.3.6

Percentage of teachers teaching in schools with the following composition

- More than 10% of students have special needs
- At least 1% of students are refugees
- More than 10% of students have a first language different from the language(s) of instruction
- More than 30% of students come from socio-economically disadvantaged homes

United States
OECD Average-30

Fig I.3.6
Special needs students are at particular risk, since schools lack teachers equipped to support them.

Percentage of principals reporting that the following shortages of resources hinder the school's capacity to provide quality instruction "quite a bit" or "a lot" (OECD average: 30)

Fig I.3.15
Novice teachers are also more likely to work in more challenging schools.

Fig I.4.9

Percentage of novice teachers, by school characteristics (OECD average-31)

- Fewer than or equal to 30%
- More than 30%
- Fewer than or equal to 10%
- More than 10%

By concentration of students from socio-economically disadvantaged homes

By concentration of immigrant students
... few (novice) teachers have a mentor

Percentage of teachers who have an assigned mentor as part of a formal arrangement at the school, by teachers' teaching experience

Fig I.4.14
STRENGTHENING TEACHER COLLABORATION
How do teachers collaborate with their peers?

Deeper form of collaboration are less prevalent than simple exchanges and co-ordination between teachers.

- 61% of teachers regularly discuss the development of students with colleagues.
- 47% frequently exchange teaching materials.
- But only 28% teach classes as a team at least once a month.
- And only 9% routinely observe colleagues and give feedback.

This kind of deeper professional collaboration is associated with higher job satisfaction, self-efficacy, and the use of innovative practices.
Prevalence of deeper forms of professional collaboration

Professional collaboration
Percentage of lower secondary teachers who report engaging in the following collaborative activities in their school at least once a month

- Teach jointly as a team in the same class
- Observe other teachers' classes and provide feedback
- Participate in collaborative professional learning

Fig II.4.2/A
The adoption of effective teaching practices and professional collaboration go hand in hand

Relationship between use of cognitive activation practices and different collaborative activities
Results of linear regression based on responses of lower secondary teachers

Positive association between the use of cognitive activation practices and engaging in collaborative activities

Negative association between the use of cognitive activation practices and engaging in collaborative activities

Note: Statistically significant results are marked in darker tones.

Fig II.4.6
Principals' collaboration with other principals on challenging work tasks

%

Table II.5.12

Principals' leadership activities
Percentage of lower secondary principals who have "often" or "very often" engaged in collaborating with principals from other schools on challenging work tasks in the 12 months prior to the survey
REDUCING PRESSURE ON TEACHERS
Helping teachers focus on the core of their work is likely to be the most effective to mitigate the impact of the crisis on their well-being.

Relationship between teachers' experience of stress at work and task intensity
Estimated percentage of teachers experiencing stress in their work "a lot", by task intensity (OECD average - 31)

Note: the "X" in the figure represents the share of teachers experiencing stress in their work "a lot", given an average task intensity (OECD average - 31)
RAISING THE SOCIAL STATUS OF TEACHERS
The same hold for the way parents and society view the profession, and teachers perceive this.
Perceived status of teaching

Change in perceived societal value of teaching from 2013 to 2018
Percentage of teachers who “agree” or “strongly agree” that the teaching profession is valued in society

Perceived status of teaching
Thank you

Find out more about our work at www.oecd.org/education/TALIS

– All publications
– Country notes
– Videos
– The complete micro-level database

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Twitter: SchleicherOECD and #OECDTALIS
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