

Teacher Professional Learning

HERE AND ABROAD

Teachers' access to professional learning supports varies widely across the world. According to the 2013 Teaching and Learning International Survey (TALIS), access to opportunities for collaboration, barriers to professional development, and sources of feedback look different in the United States when compared with other countries. In a three-part series, we explore these differences. Access the full series at the Education Policy Center at <http://educationpolicy.air.org/>.

TALIS Series Infographic 1



Teacher-to-Teacher Supports: Opportunities for Collaboration

U.S. teachers¹ have less access to teacher-to-teacher supports through opportunities for collaboration. Research has shown that ongoing teacher collaboration activities and professional learning communities lead to improved instructional capacity and higher academic achievement.

Teaching Jointly

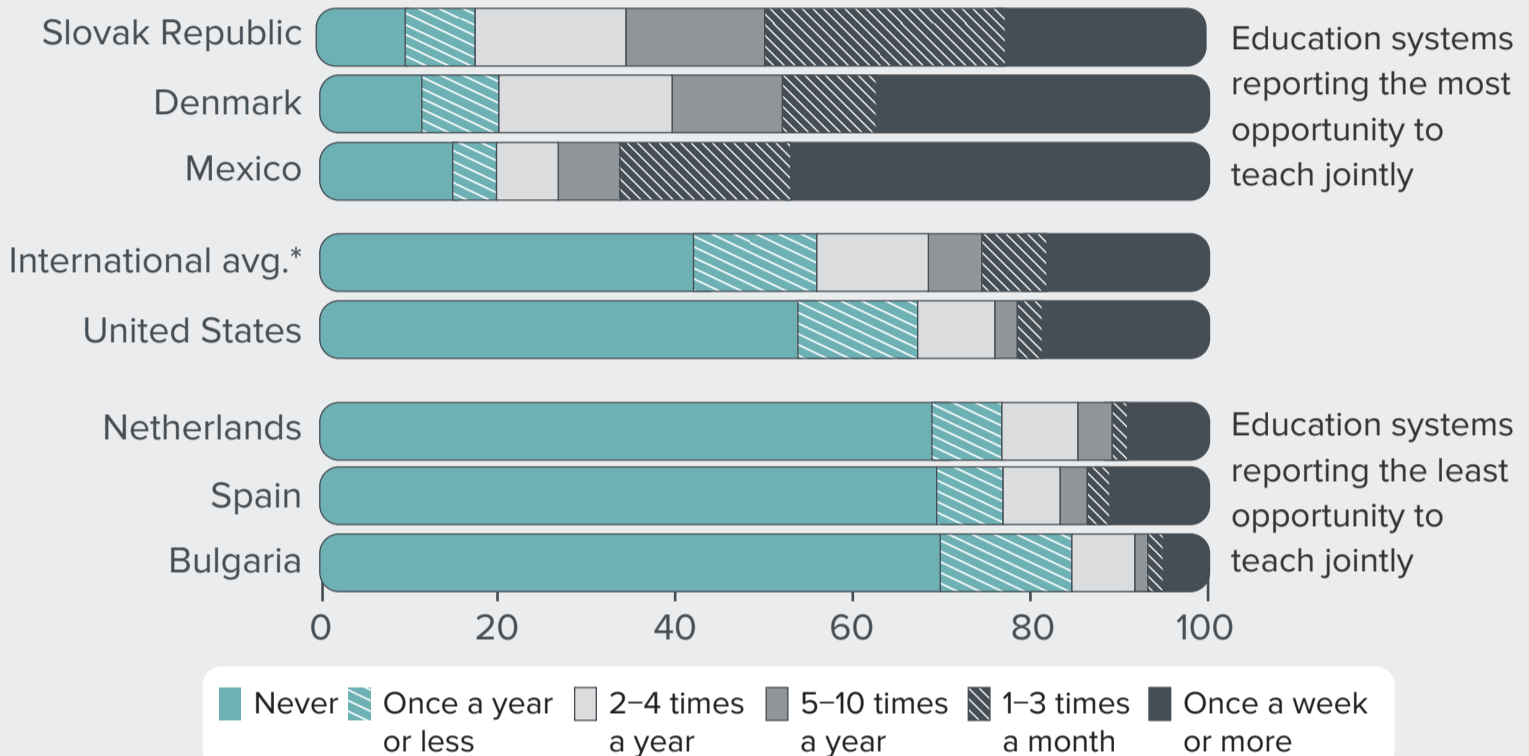


54% of U.S. teachers say *they never teach jointly as a team in the same class*



compared with 42% of teachers internationally.

Across the world



Peer Observation

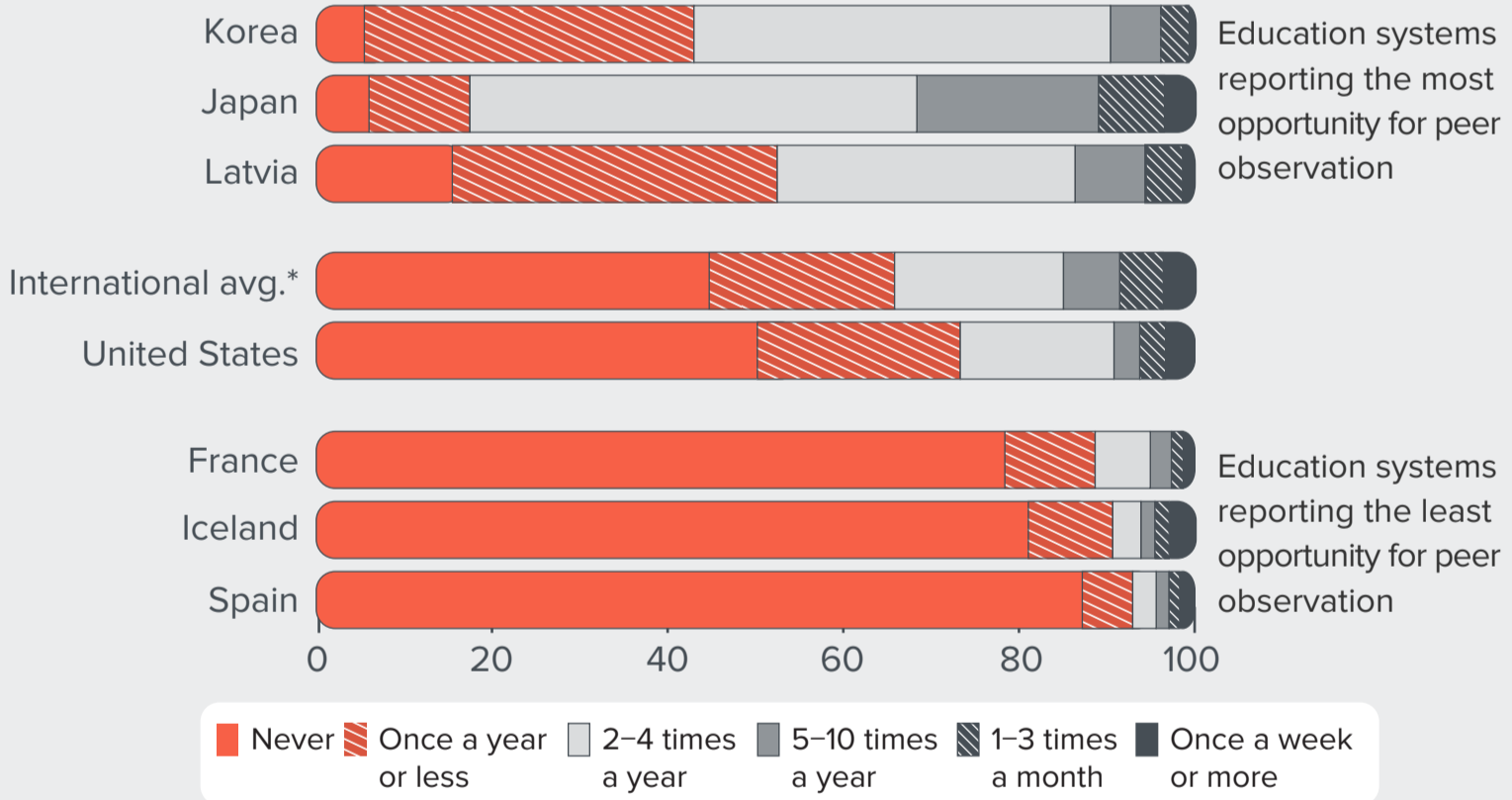


50% of U.S. teachers say *they never observe other teachers' classes and provide feedback*



compared with 45% of teachers internationally.

Across the world



Collaborate on Projects

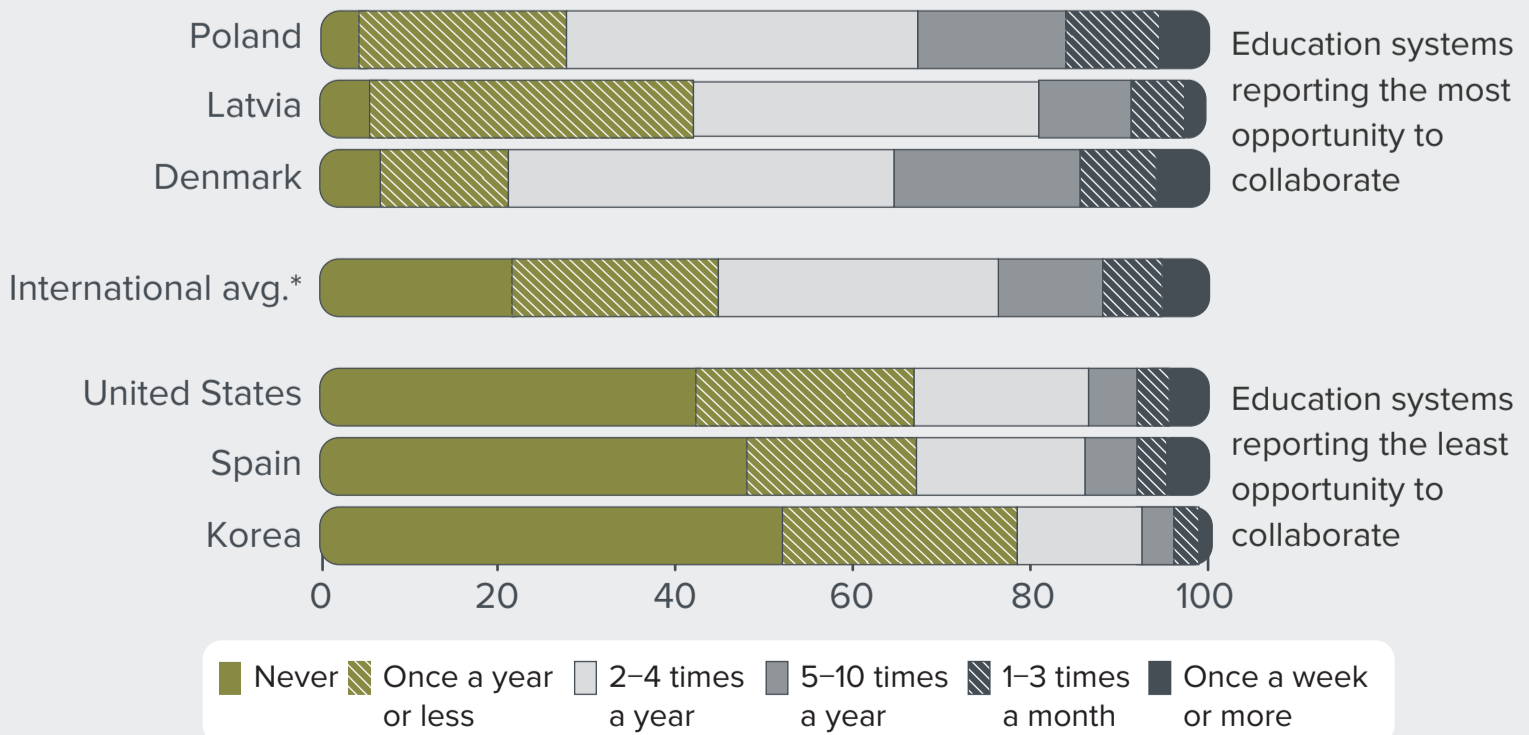


42% of U.S. teachers say *they never engage in joint activities across different classes and age groups,*



compared with 21% of teachers internationally.

Across the world



¹Lower secondary education teachers (grades 7-9) in U.S.

* The Teaching and Learning International Survey (TALIS) reported results for the United States; however, it is not included in the international average because it did not meet the international response-rate standards. To read more about the U.S. response rate, steps taken to level of the bias that may be in the estimates, and caveats to the U.S. data estimates, please visit <http://nces.ed.gov/surveys/talis/talis2013/index.asp>.

Source: Organization for Economic Cooperation and Development, Teaching and Learning International Survey (TALIS), 2013.