



## RESULTS FROM TALIS 2018

The OECD Teaching and Learning International Survey (TALIS) is an international, large-scale survey of teachers, school leaders and the learning environment in schools. This note presents findings based on the reports of lower secondary teachers and their school leaders in mainstream public and private schools.

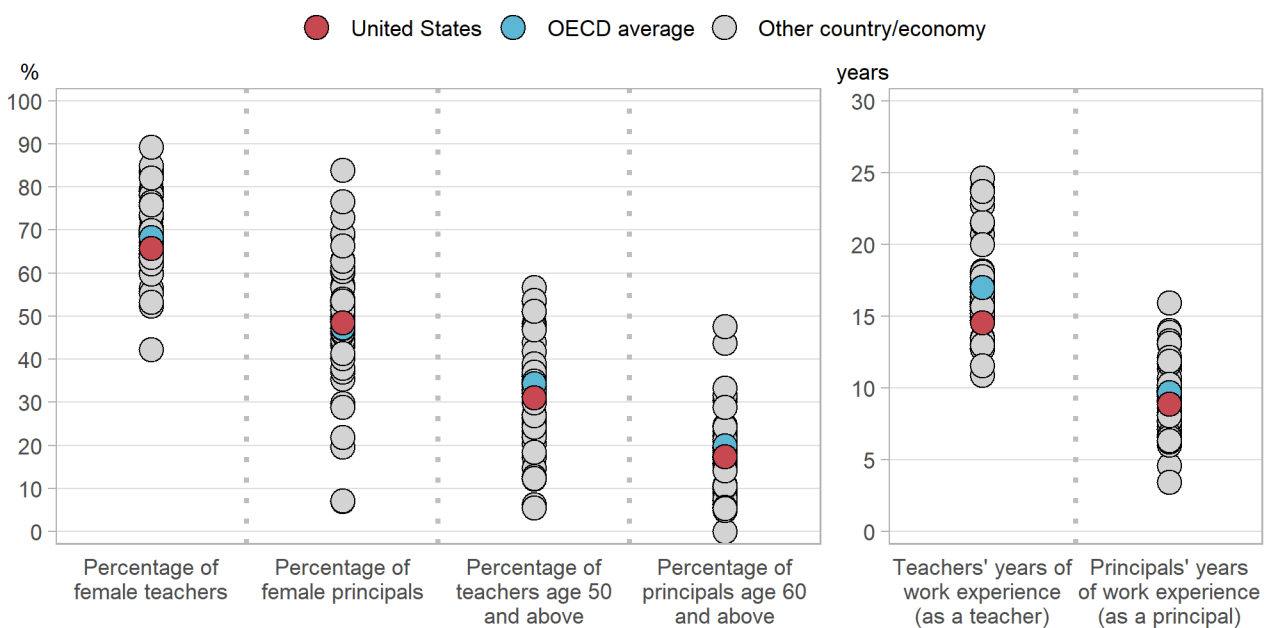
### United States

#### Who are today's principals and teachers and the students in their classrooms?

- Teaching was the first-choice career for 59% of teachers in the United States and for 67% in OECD countries and economies participating in TALIS. In terms of why they joined the profession, at least 97% of teachers in the United States cite the opportunity to influence children's development or contribute to society as a major motivation.
- In the United States, teachers are, on average, 43 years old, which is close to the average age of teachers across OECD countries and economies participating in TALIS (44 years old). Furthermore, 31% of teachers in the United States are aged 50 and above (OECD average 34%). This means that the United States will have to renew about one out of three members of its teaching workforce over the next 15 years or so.

**Figure 1. Socio-demographic and experience profiles of teachers and school leaders**

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I.3.17, I.3.21, I.3.1, I.3.5, I.3.9 and I.3.13.

- The United States has one of the youngest workforce of principals among TALIS participating countries and economies, as principals are, on average, 48 years old, which is lower than the average age of principals across OECD countries and economies participating in TALIS (52 years old).
- The United States also has one of the highest shares of principals under the age of 40 years, with more than 20% of principals in this age group. Furthermore, only 17% of principals in the United States are aged 60 and above, compared to 20% on average across the OECD.
- Information about the gender distribution of the teacher and principal workforces makes it possible to gauge the degree of gender imbalance in the teaching profession and of gender disparities in the scope for promotion to leadership positions. In the United States, only 48% of principals are women, compared to 66% of teachers. This can be benchmarked against the OECD averages of 47% of women among school leaders and 68% among teachers.
- In terms of classroom environments, relations between students and teachers are positive overall, with 95% of teachers in the United States agreeing that students and teachers usually get on well with each other. However, 27% of principals report regular acts of intimidation or bullying among their students<sup>1</sup>.

### What practices are teachers using in the classroom?

- During a typical lesson, teachers spend 79% of classroom time on actual teaching and learning, on average in the United States, which is not significantly different from the OECD average of 78%. In the past five to ten years, classroom time spent on actual teaching and learning has decreased in about half of the countries and economies participating in TALIS<sup>2</sup>.
- One of the critical issues emerging in the United States is the difference in classroom time spent on actual teaching and learning between schools with different socio-economic compositions. In schools with high concentrations of students from socio-economically disadvantaged backgrounds, teachers report spending less time on actual teaching and learning (a difference of 8 percentage points) as compared to that reported by teachers in schools with low concentrations of students from socio-economically disadvantaged backgrounds. It is noteworthy that more than 40% of teachers in the United States teach in classes with a high concentration of students from socio-economically disadvantaged backgrounds.
- Among the range of instructional practices TALIS asks teachers about, those aimed at enhancing classroom management and clarity of instruction are widely applied in the United States, as well as across the OECD countries and economies participating in TALIS. For instance, in the United States, 57% of teachers report frequently calming students who are disruptive (OECD average 65%) and 88% report frequently explaining how new and old topics are related (OECD average 84%).
- Practices involving student cognitive activation, which are known to be important for student learning, are less widespread, with about half of teachers using these methods across the OECD. Specifically, in the United States, 46% of teachers report frequently asking students to decide on their own procedures for solving complex tasks, which is similar to the OECD average (45%).
- In the United States, 85% of teachers routinely assess their students' progress by observing them and providing immediate feedback (OECD average 79%), at the same time 82% of teachers report administering their own assessments to their students (OECD average 77%) and 37% of teachers frequently let students evaluate their own progress (OECD average 41%).
- Overall, a vast majority of teachers and school leaders view their colleagues as open to change and their schools as places that have the capacity to adopt innovative practices. In the United States, 84%

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<sup>1</sup> The estimate for the United States is not significantly different from the OECD average (14%).

<sup>2</sup> The United States participated in TALIS 2013. However, trend data for the United States are not estimated because, for technical reasons (i.e. low participation rate) as part of the data adjudication process, data for 2013 are not comparable.

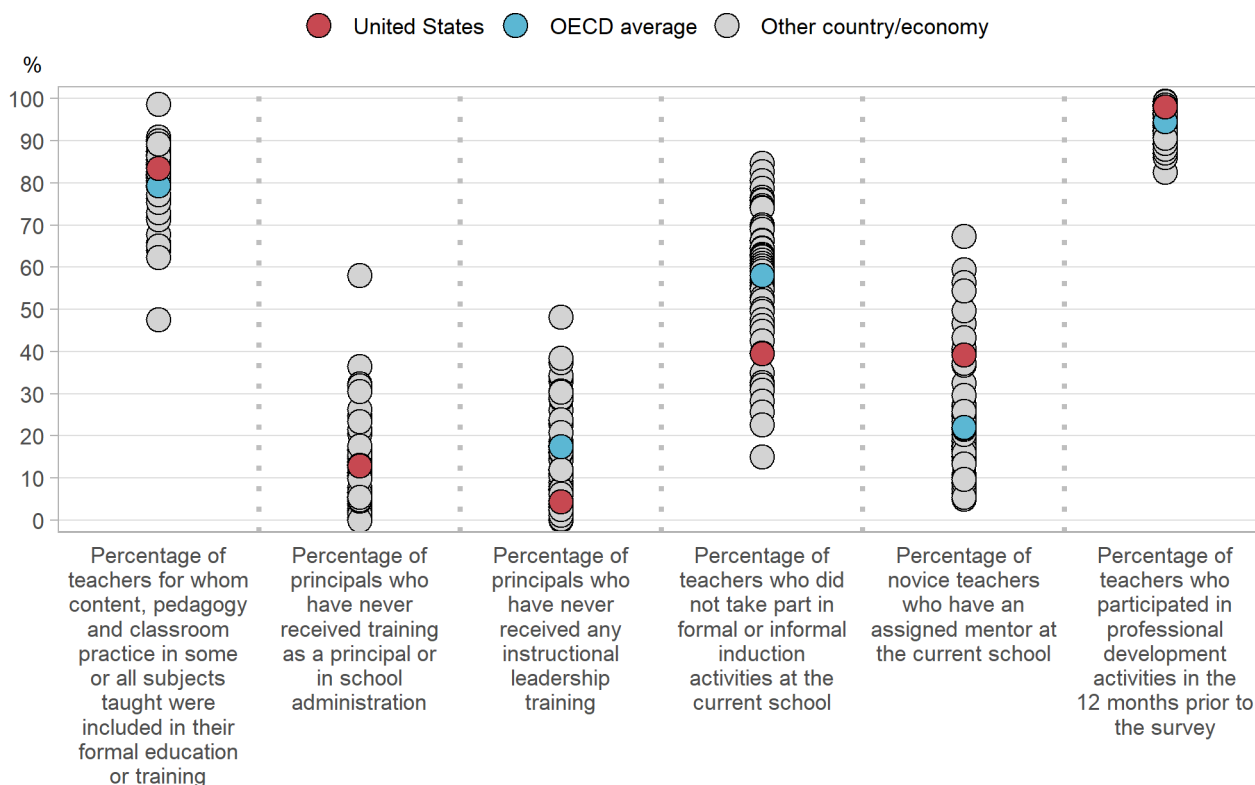
of teachers also report that they and their colleagues support each other in implementing new ideas. This is higher than the average share across the OECD countries and economies participating in TALIS (78%).

### How are teachers and school leaders trained?

- During their initial education and training, 84% of teachers in the United States were instructed on subject content, pedagogy and classroom practice – a share that is higher than the average of OECD countries and economies participating in TALIS (79%).
- Overall, induction and mentoring for teachers is more prevalent in the United States as compared to other countries and economies participating in TALIS.
- 61% of teachers report having participated in some kind of formal or informal induction when they joined their current school, compared to 42% of teachers across OECD countries and economies participating in TALIS.
- While school principals across the OECD generally consider mentoring to be important for teachers' work and students' performance, 22% of novice teachers (with up to 5 years of experience) have an assigned mentor. In the United States, this share amounts to 39%.
- On average across the OECD, school leaders usually have a higher level of educational attainment than teachers. However, only half of them complete a training course or programme for principals at least once before taking up their position as principal.
- Instructional leadership training for school leaders is more common in the United States as compared to other OECD countries. Only 4% of school leaders have never received any training in instructional leadership in the United States, which is significantly lower than the OECD average (17%). Additionally, 90% of school leaders in the United States have completed an instructional leadership programme or course before taking up duty, as compared to 54% on average across the OECD. Formal training in school administration for school leaders in the United States is similar to the average level observed for the OECD, as 13% of school leaders report never having received training in this area.

**Figure 2. Initial and continuous training**

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I.4.14, I.4.28, I.4.39, I.4.64, I.5.2 and I.5.10.

### How do teachers and school leaders keep up-to-date in the profession?

- Taking part in some kind of in-service training is commonplace among teachers and principals in the United States, with 98% of teachers (OECD average 94%) and 100% of principals (OECD average 99%) attending at least one professional development activity in the year prior to the survey.
- Attending courses and seminars is one of the most popular types of professional development for teachers across the OECD. In the United States, 82% of teachers participate in this kind of training, while 55% of teachers participate in training based on peer learning and coaching. It is interesting to note that teachers, across the OECD, report that professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them.
- Teachers in the United States appear satisfied with the training they received, as 89% report that it had a positive impact on their teaching practice, a share that is higher than the average of OECD countries and economies participating in TALIS (82%). It is also true that, in the United States, teachers who report participating in such impactful training tend to display higher levels of job satisfaction.
- However, some areas of professional development are still lacking, according to teachers. Across the OECD, developing advanced ICT skills is one area in which teachers say that they need more training, along with teaching in multicultural/multilingual settings and teaching students with special needs. Among these three areas, teachers in the United States expressed a higher need for training in ICT for teaching (10%), followed by an expression of need for training in teaching students with special needs (9%).

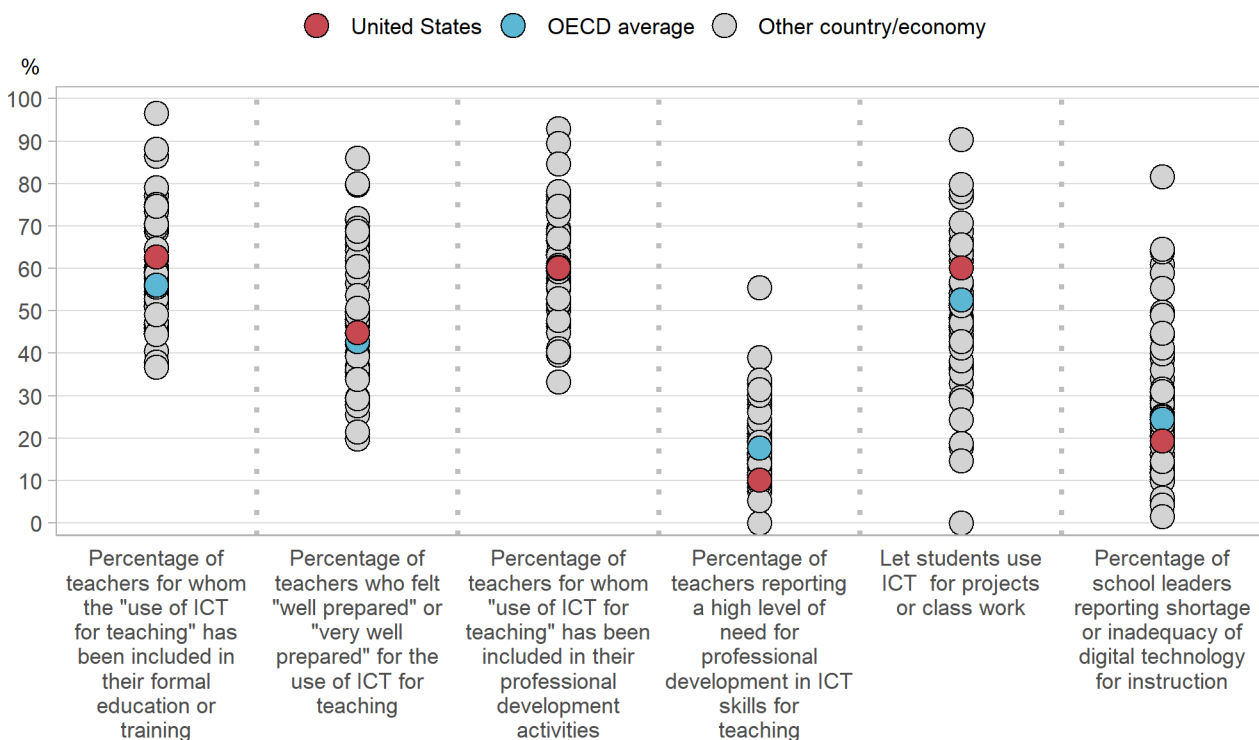
- School leaders in the United States express a high need for professional development, most commonly in the following areas: designing professional development for/with teachers and using data for improving the quality of the school, with more than 20% of school principals so reporting.

## ICT for teaching

- On average in the United States, 60% of teachers “frequently” or “always” let students use ICT for projects or class work, which is higher than the average of OECD countries and economies participating in TALIS (53%).
- In the United States, 63% of teachers reported that the “use of ICT for teaching” has been included in their formal education or training, which is significantly higher than the OECD average (56%). However, 45% of teachers in the United States, on average, felt prepared for the use of ICT for teaching when they finished their studies, similar to the OECD average at 43%.
- Although 60% of teachers in the United States participated in professional development activities including “use of ICT for teaching” in the 12 months prior to the survey, training in “use of ICT for teaching” is the professional development topic with the highest percentage of teachers reporting a high need for it – 10% in the United States. However, this is below the 18% observed across the OECD.
- On average in the United States, 19% of school principals report that delivery of quality instruction in their school is hindered by a shortage or inadequacy of digital technology for instruction (compared to 25% across the OECD).

**Figure 3. A snapshot of ICT for teaching**

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

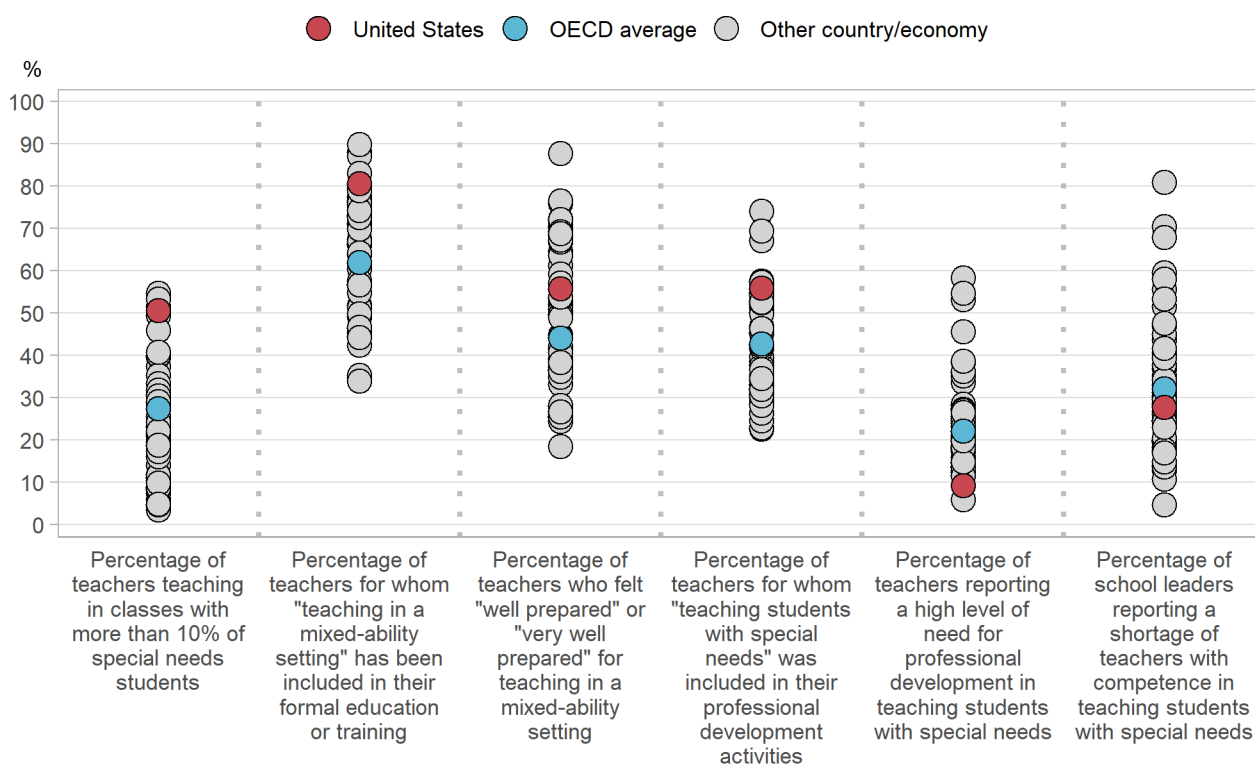
Source: OECD, TALIS 2018 Database, Tables I. 4.13, I. 4.20, I. 5.18, I. 5.21, I. 2.1 and I. 3.63.

## Teaching students with diverse ability levels and needs

- On average in the United States, 51% of teachers work in classes with at least 10% of students with special needs (i.e. those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged), which is significantly higher than the average in OECD countries and economies participating in TALIS (27%).
- In the United States, 81% of teachers were trained to teach in mixed-ability settings as part of their formal teacher education or training, while 56% of teachers on average felt prepared to teach in such settings when they finished their studies.
- Although 56% of teachers, on average, participated in professional development activities – including teaching students with special needs – in the 12 months prior to the survey, a high need of training in teaching special needs students is still expressed by 9% of teachers in the United States (compared to 22% across the OECD).
- On average in the United States, 28% of school principals report that delivery of quality instruction in their school is hindered by a shortage of teachers with competence in teaching students with special needs (compared to 32% across the OECD).

**Figure 4. A snapshot of teaching students with diverse ability levels and needs**

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I.3.28, I.4.13, I.4.20, I.5.18, I.5.21 and I.3.63.

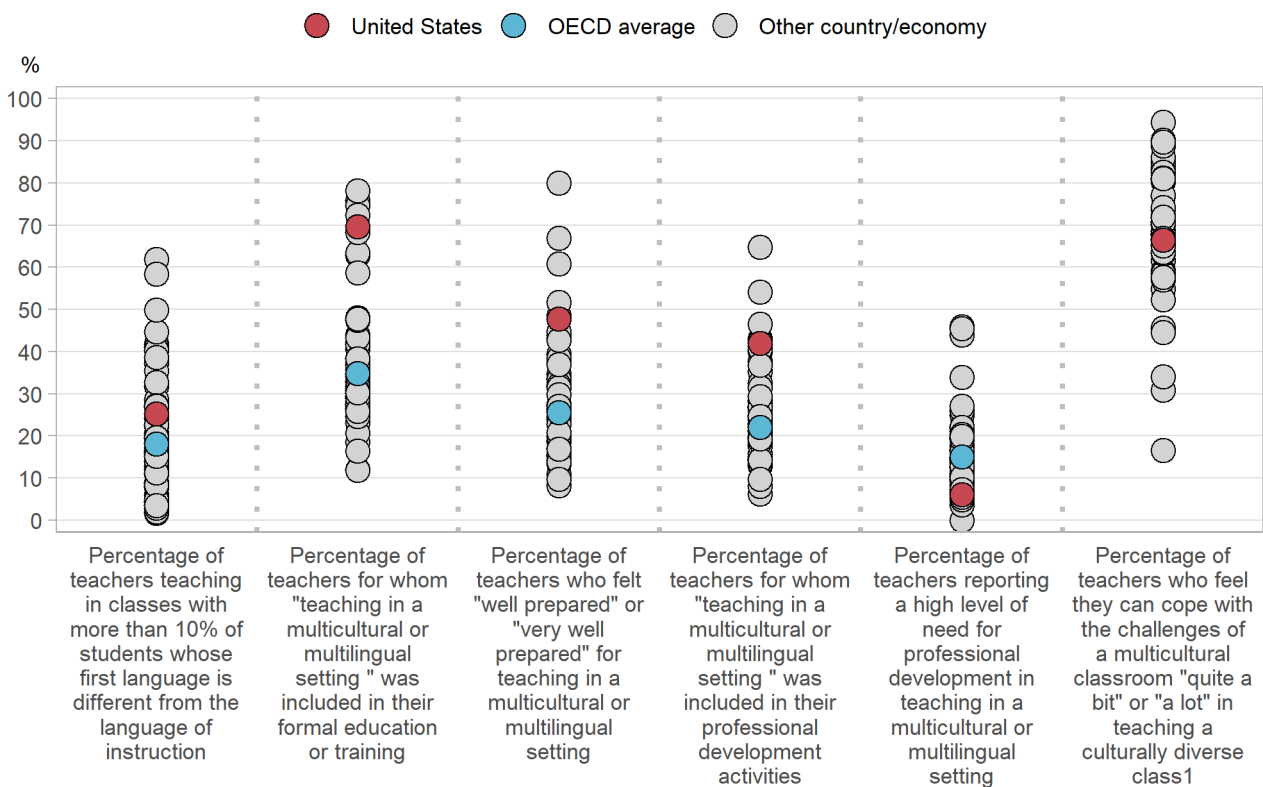
## Teaching in multicultural or multilingual settings

- On average in the United States, 25% of teachers work in classes with at least 10% of students whose first language is different from the language of instruction, which is higher than the average of OECD countries and economies participating in TALIS (18%).

- In the United States, 70% of teachers were trained to teach in a multicultural or multilingual setting as part of their formal teacher education or training. Teachers in the United States feel better prepared to teach in multicultural and multilingual settings (48%) as compared to OECD countries and economies (26%).
- Continuous professional development activities in multicultural and multilingual settings are more common in the United States, as 42% of teachers, on average, participated in professional development activities in this area in the 12 months prior to the survey. Still, about 6% of teachers in the United States express a high need for professional development in this area.
- However, on average in the United States, 66% of teachers feel they can cope with the challenges of a multicultural classroom "quite a bit" or "a lot" in teaching a culturally diverse class, similar to 67%, on average across the OECD.

**Figure 5. A snapshot of teaching in multicultural or multilingual settings**

Results based on responses of lower secondary teachers and principals



Note: Only countries and economies with available data are shown.

Source: OECD, TALIS 2018 Database, Tables I.3.28, I.4.13, I.4.20, I.5.18, I.5.21 and I.3.38.

## Key features of TALIS 2018

TALIS uses questionnaires administered to teachers and their school principals to gather data. Its main goal is to generate internationally comparable information relevant to developing and implementing policies focused on school leaders, teachers and teaching, with an emphasis on those aspects that affect student learning. It gives a voice to teachers and school leaders, allowing them to provide input into educational policy analysis and development in key areas.

First, TALIS helps policy makers to review and develop policies that promote the teaching profession and the best conditions for effective teaching and learning. Second, TALIS helps teachers, school leaders, and education stakeholders to reflect upon and discuss their practice and find ways to enhance it. Third, TALIS builds upon past research, while informing the future work of researchers.

- Nine main themes were selected for inclusion in the TALIS 2018 survey: teachers' instructional practices; school leadership; teachers' professional practices; teacher education and initial preparation; teacher feedback and development; school climate; job satisfaction; teacher human resource issues and stakeholder relations; and teacher self-efficacy. Two cross-cutting themes were added to this list: innovation; and equity and diversity.
- The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. TALIS 2018 offered three additional options: 15 countries and economies also surveyed teachers and school leaders in their primary schools (ISCED level 1), 11 countries and economies did so in their upper secondary schools (ISCED level 3) and 9 countries and economies conducted the survey in schools that participated in the 2018 OECD Programme for International Student Assessment (PISA).
- In each country, a representative sample of 4 000 teachers and their school principals from 200 schools was randomly selected for the study. Across all survey components, approximately 260 000 teachers responded to the survey, representing more than 8 million teachers in 48 participating countries and economies. In the United States, 2 560 lower secondary teachers and 164 principals completed the TALIS questionnaires.
- TALIS 2018 findings will be released in two volumes. The first volume, *Teachers and School Leaders as Lifelong Learners*, published on 19 June 2019, explores the knowledge and skills dimension of teachers and school leaders' professionalism. The second volume, *Teachers and School Leaders as Valued Professionals*, to be published in early 2020, will focus on prestige, career opportunities, collaborative culture and responsibility and autonomy.


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### References

OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/1d0bc92a-en>

For more information on TALIS 2018 visit <http://www.oecd.org/education/talis/>

Data can be found also on line by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: <http://gpseducation.oecd.org/>.

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