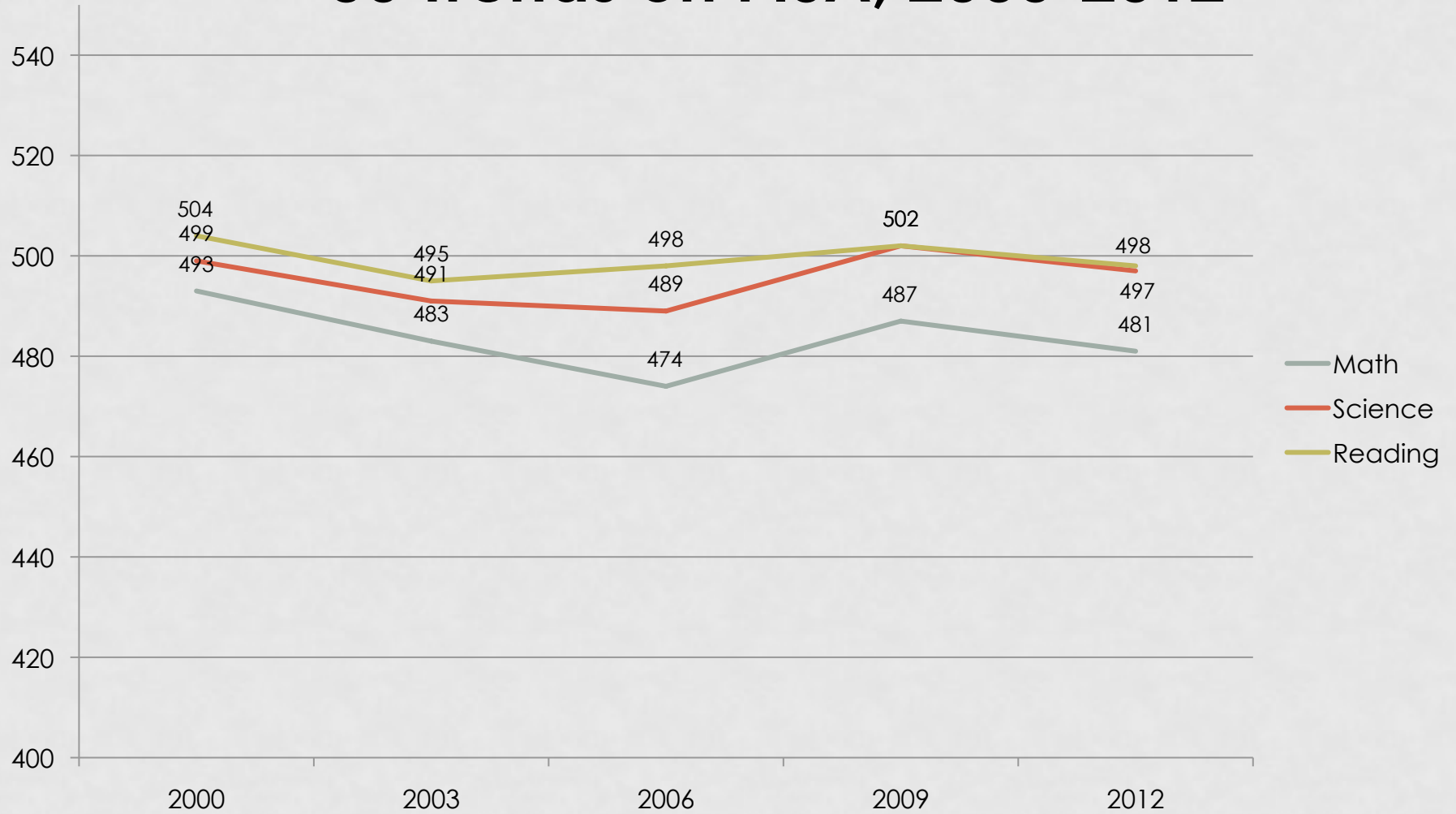
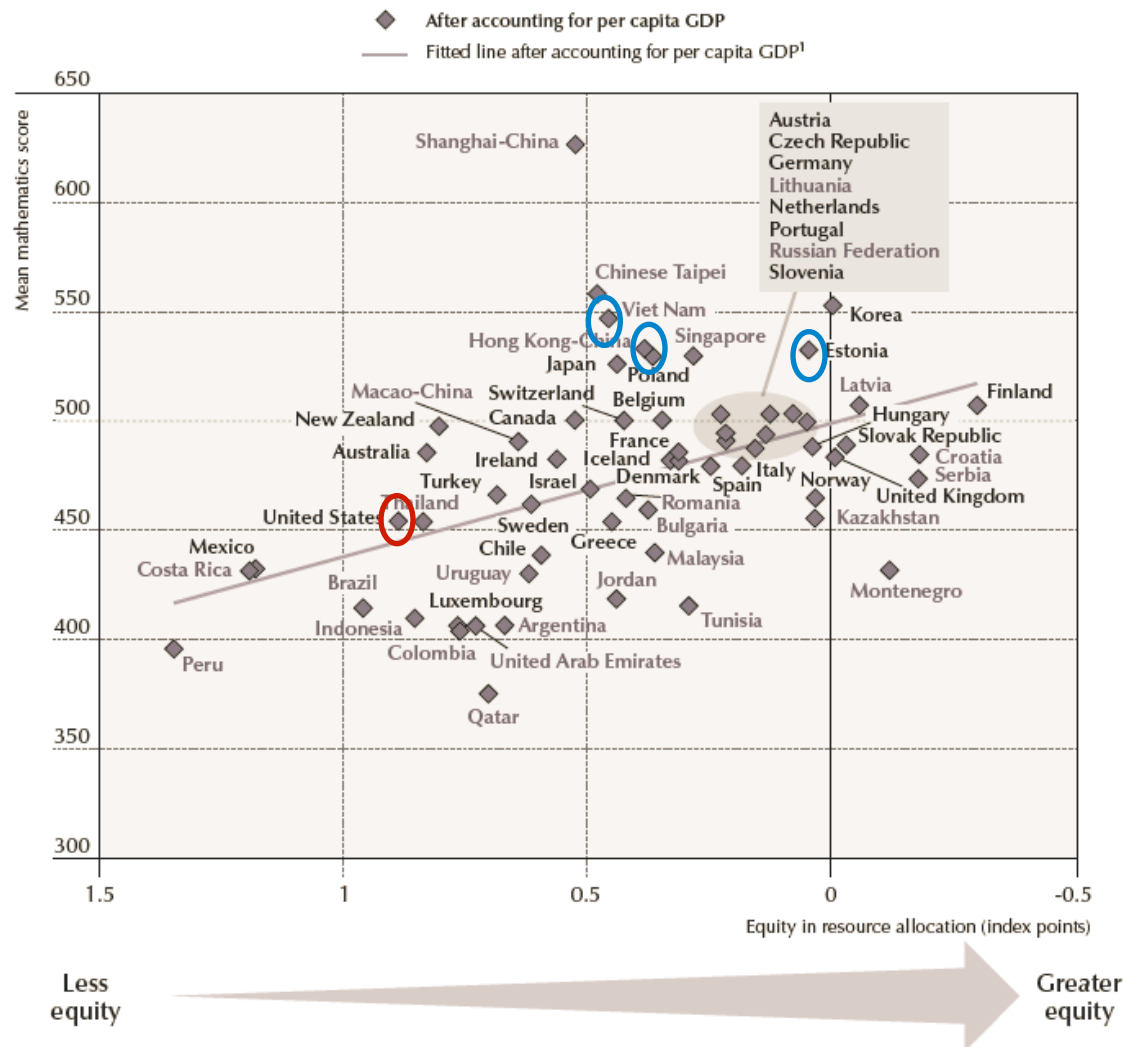


# WHAT CAN TALIS TELL US?

# US Trends on PISA, 2000-2012



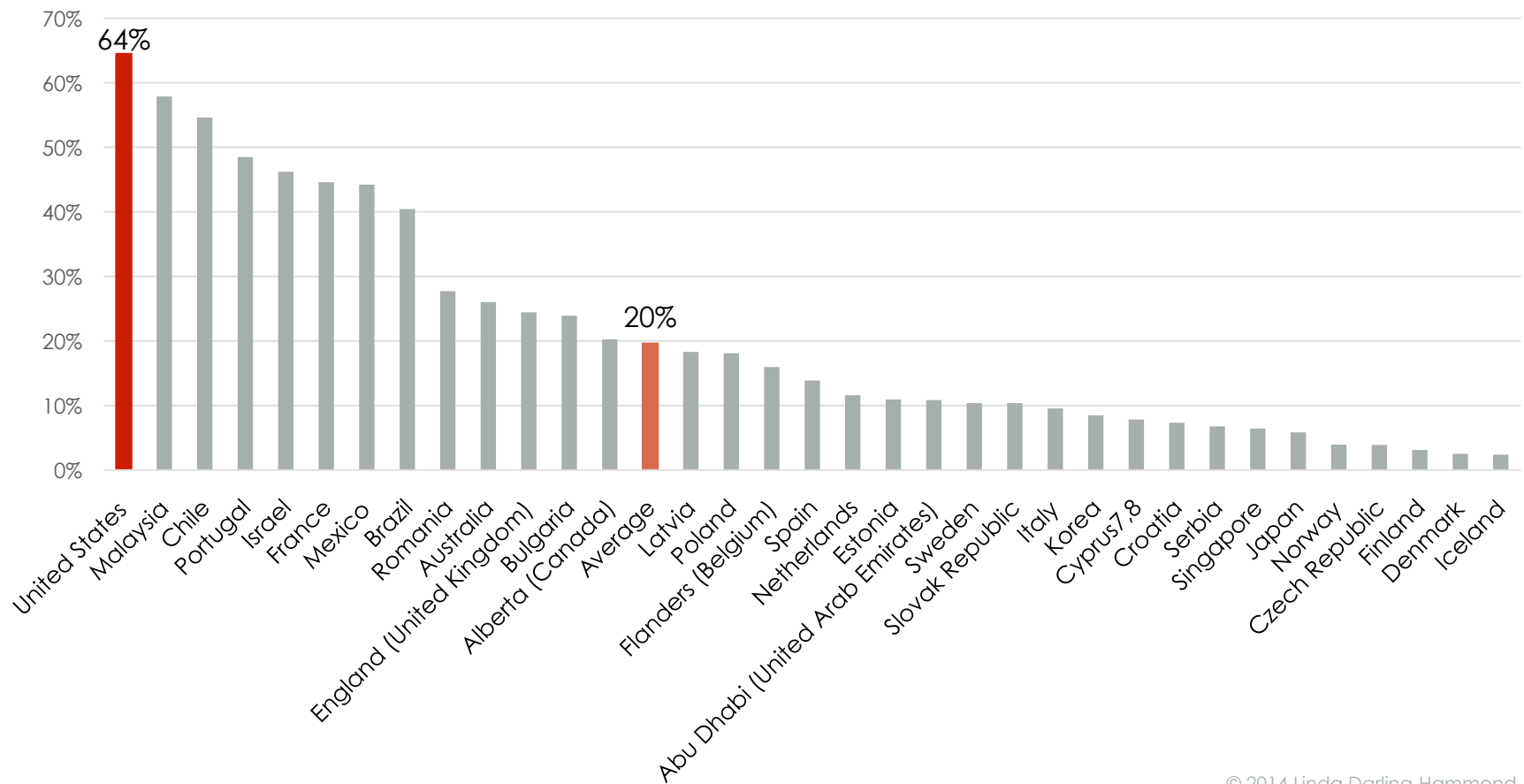
# EQUITY IN RESOURCE ALLOCATION IS ASSOCIATED WITH ACHIEVEMENT



Note: Equity in resource allocation refers to the difference in the *index of quality of schools' educational resources* between socio-economically advantaged and disadvantaged schools.

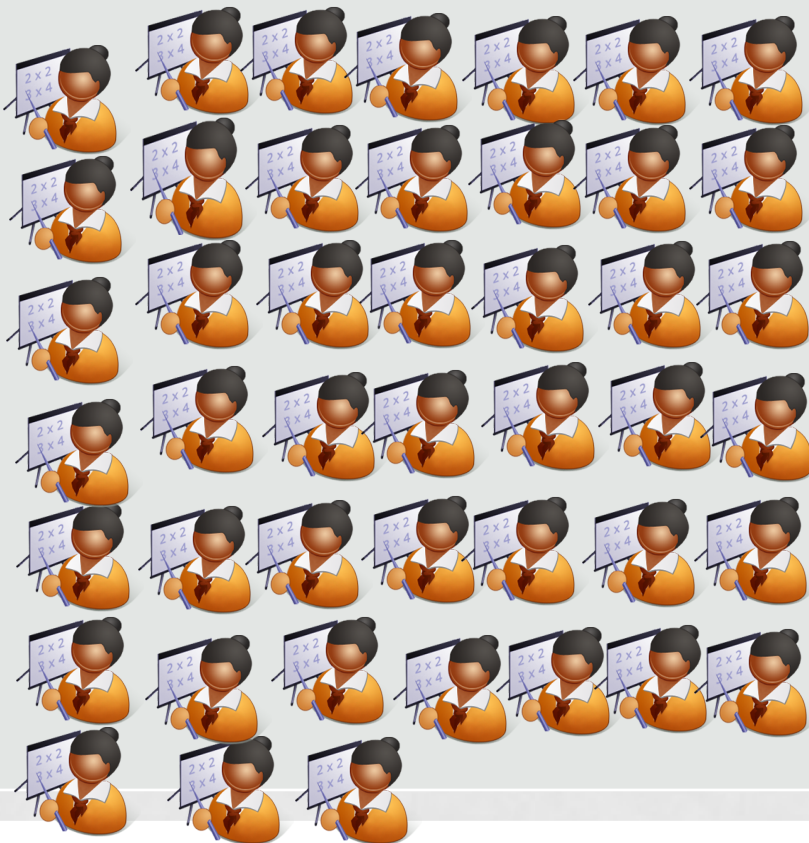
# U.S. TEACHERS ARE THE MOST LIKELY TO WORK IN HIGH-POVERTY SCHOOLS

% of Teachers working in schools with more than 30% of students from socioeconomically disadvantaged homes



# THE U.S. HAS LARGER SCHOOLS WITH FEWER TEACHERS

Average TALIS School  
(546 students, 45 teachers)



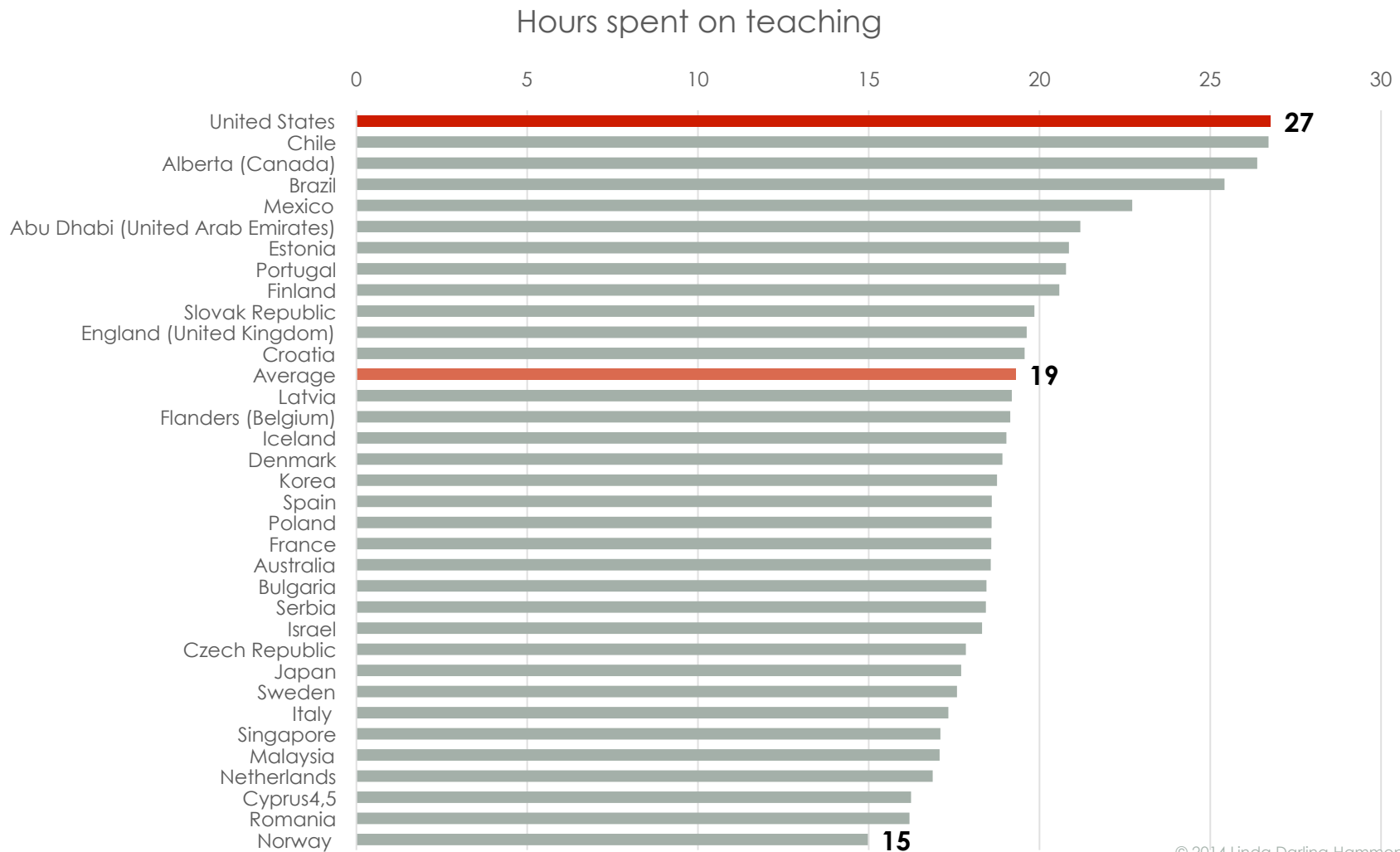
Average U.S. School  
(567 students, 38 teachers)



# US TEACHERS TEACH LARGER CLASSES

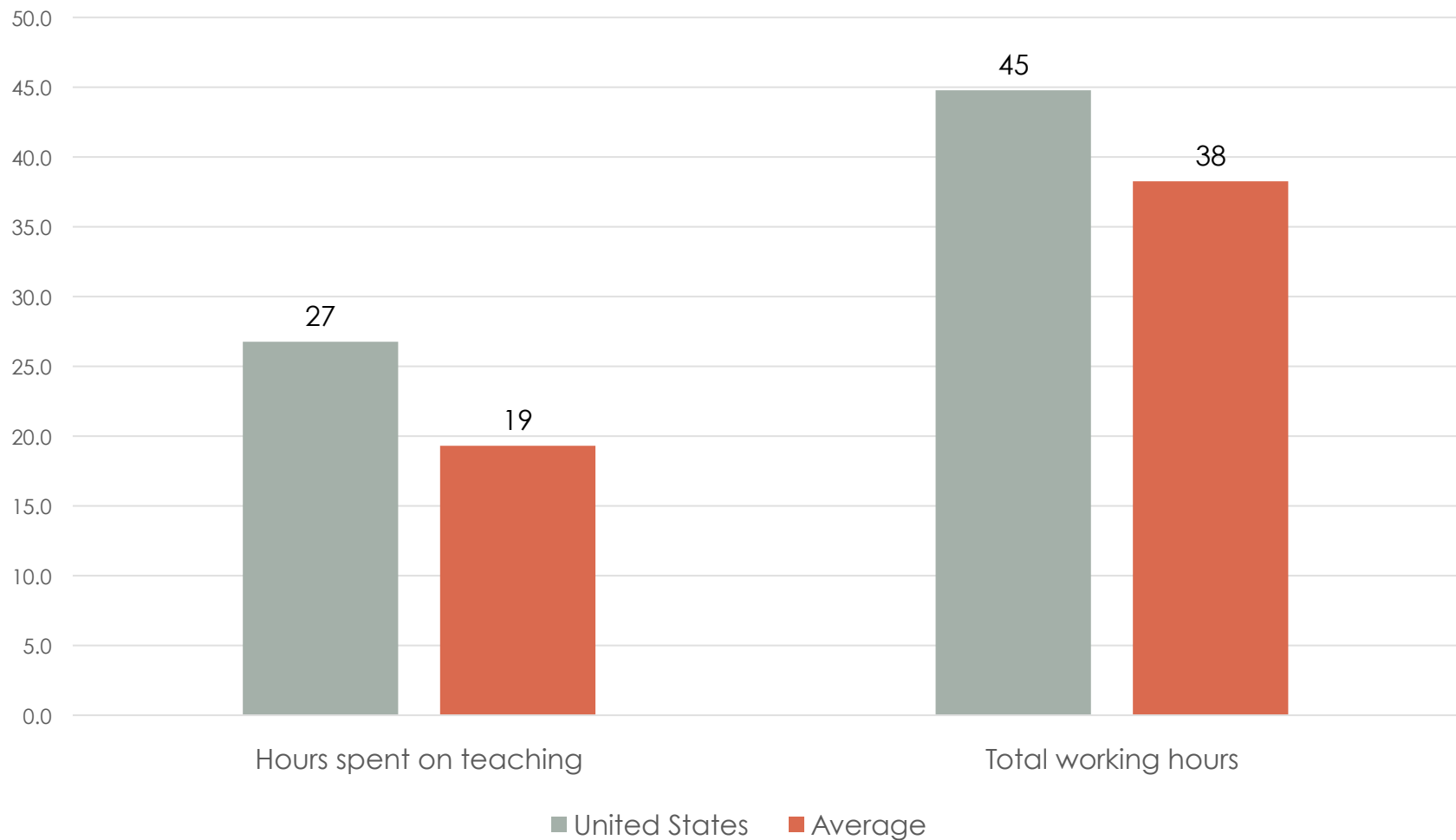


# U.S. TEACHERS TEACH THE MOST INSTRUCTIONAL HOURS



# ... AND WORK MORE HOURS OVERALL THAN TEACHERS ELSEWHERE

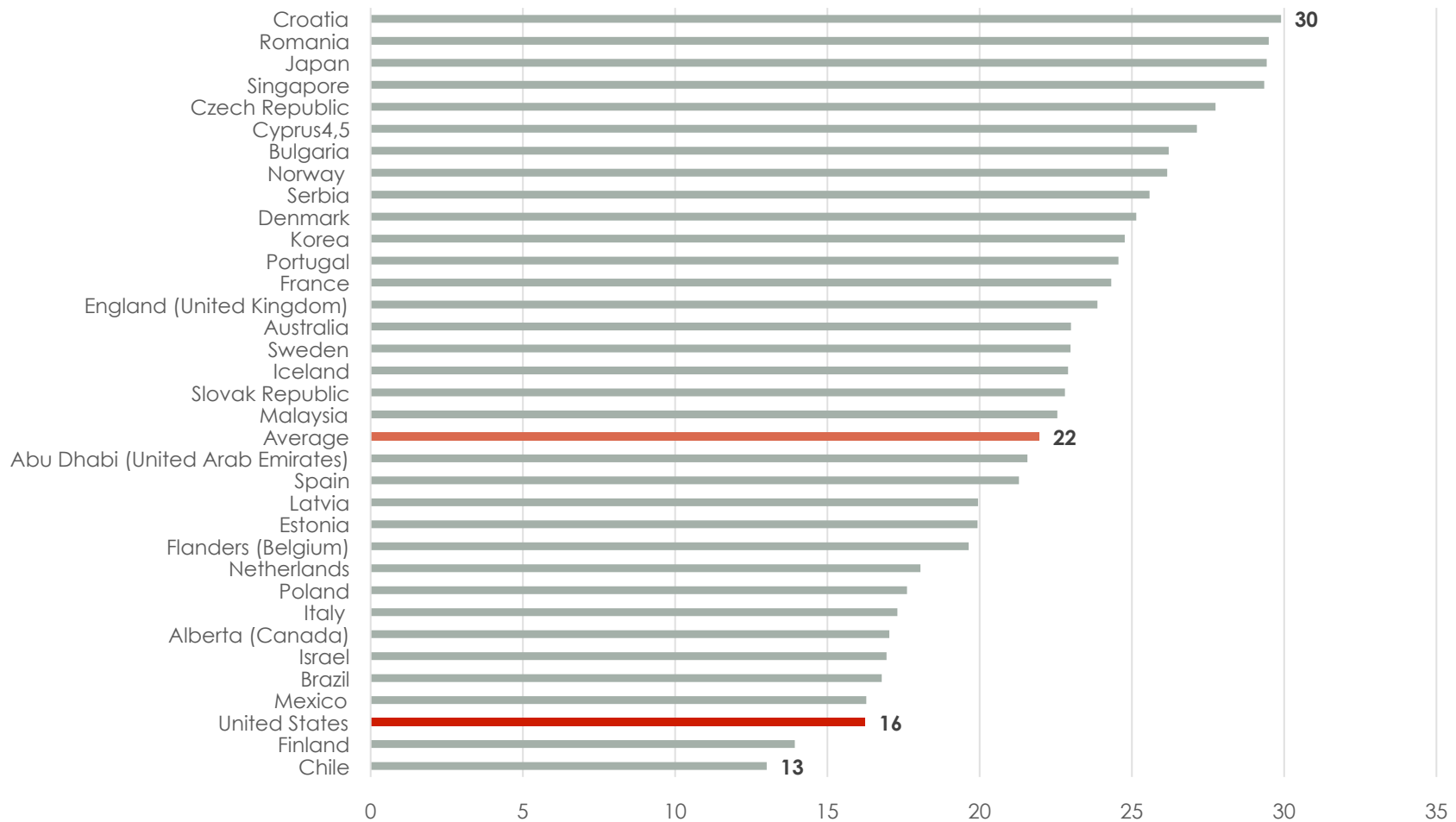
Teachers' total working and teaching time





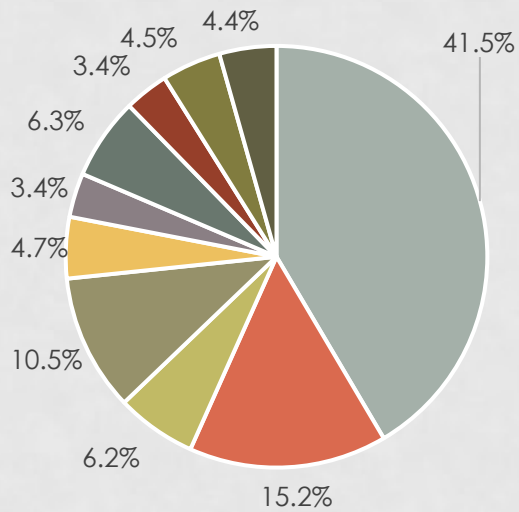
# US TEACHERS HAVE FAR LESS PLANNING TIME

Planning minutes per teaching hour

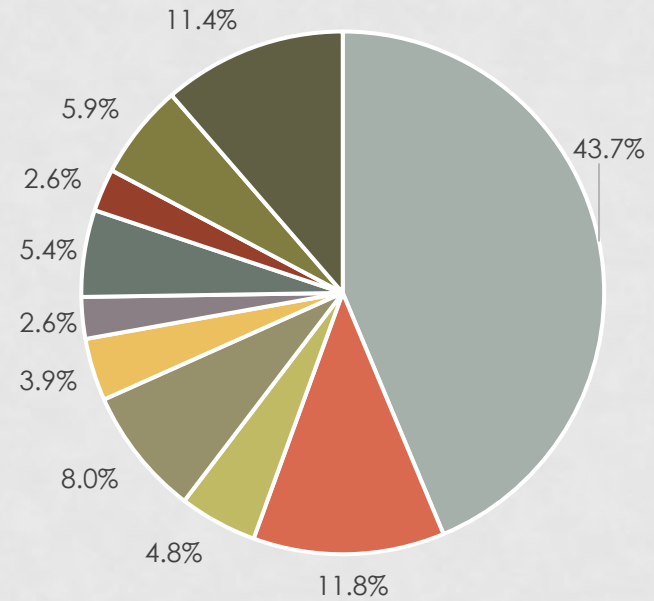


# LESS TIME FOR PLANNING, TEAMWORK, AND GRADING: MORE TIME FOR “OTHER TASKS”

Teachers' time  
OECD average



Teachers' time  
United States



- Teaching
- Individual lesson planning
- Team work and dialogue with colleagues
- Grading student work
- Student counselling
- School management
- Administrative work
- Communication with parents
- Extracurricular activities
- All other tasks

# US TEACHERS EXPERIENCE LESS HELPFUL ...

- **Feedback**
  - More from principals
  - Less from peers
  - Different kinds of data, especially from tests
- **Professional Development**
  - Over last decade, less sustained over time, and less collaborative

Source: Schools and Staff Surveys

# COLLABORATION INCREASES TEACHER EFFICACY

## Teachers' self-efficacy and professional collaboration



Source: OECD, TALIS 2013 Database.

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