OECD

Supporting Teacher Professionalism
INSIGHTS FROM TALIS 2013

United States

How do we define teacher professionalism?

Teacher professionalism is conceptualised as comprised of:

- **Knowledge base.** This is defined as the necessary knowledge for teaching and includes formal teacher education, and whether the teacher has incentives for professional development (e.g. receives time release during professional hours) and participates in professional development.
- **Autonomy**. This is defined as teachers' decision-making power over aspects related to their work, such as: content, course offerings, discipline practices, assessment and materials.
- **Peer networks.** These are defined as opportunities for the information exchange and support needed to maintain high standards of teaching. They include: participation in induction and mentoring programmes, network of teachers, receiving feedback from direct observations.

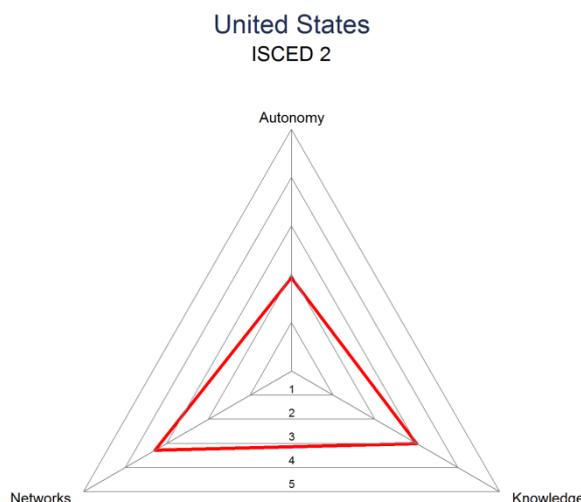### Why does teacher professionalism matter?

Practices supporting teacher professionalism, in particular knowledge base and peer networks are associated with teachers' higher:

- perceptions of the value of teaching profession in the society;
- satisfaction with work environment and with the profession;
- feelings of self-efficacy (i.e. the confidence in the ability to teach).

How equitable is support for teacher professionalism across TALIS systems?

- There are some differences in the level of support for teacher professionalism across high (with at least thirty percent of student body in one of the three high-needs categories: second language learners, students with special needs, socioeconomically disadvantaged students) and low-needs schools (with less than eleven percent of student body in one of the high-needs categories).
- The differences in support for teacher professionalism vary across systems, high-needs areas and domains of teacher professionalism. For instance, in many systems high-needs schools receive more support than low-needs schools for some domains, while less support for others.
- Across all high-needs groups, five **most equitable economies** (where average scores are significantly higher for teachers in high needs schools in at least one teacher professionalism domain, and never significantly lower) are: Korea, Latvia, Spain, Sweden, and England (United Kingdom).
- The positive association between teacher professionalism practices and teacher job satisfaction is largely amplified in high-needs schools.

Teacher professionalism for the United States[i]
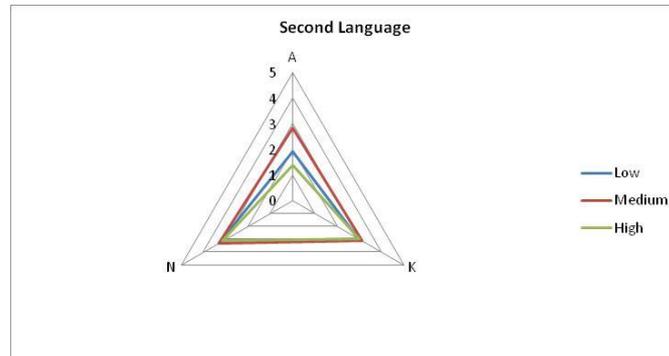
United States
ISCED 2

The United States presents a teacher professionalism model that combines high support for knowledge base and peer networks, with a low support for autonomy domain.

Teacher professionalism practices	TALIS average	United States average
Knowledge		
Participated in teacher education programme	87.3%	94.9%
Exposure to subject-specific content in teacher ed. programme	74.2%	77.6%
Exposure to pedagogy in teacher ed. programme	68.6%	74.1%
Exposure to practice in teacher ed. programme	68.5%	74.8%
Participates in individual or collaborative research	43.7%	41.1%
Receives financial support to pay for professional learning	64.0%	73.9%
Receives time release for professional learning	49.6%	65.4%
Receives salary supplement for professional learning	12.2%	21.9%
Receives non-monetary support for professional learning	14.7%	14.9%
Participates in extended-time professional learning activities	52.9%	62.1%
Autonomy		
Autonomy over content	42.7%	39.7%
Autonomy over course offerings	35.1%	39.6%
Autonomy over discipline practices	39.3%	26.9%
Autonomy over assessment	39.2%	25.9%
Autonomy over materials	66.5%	61.1%
Peer networks		
Participates in formal induction	52.5%	59.4%
Mentoring programme at school	66.2%	68.0%
Participates in network of teachers	37.4%	47.4%
Receives feedback from direct observations	75.0%	96.7%
Receives personalised professional development plan	67.5%	56.6%

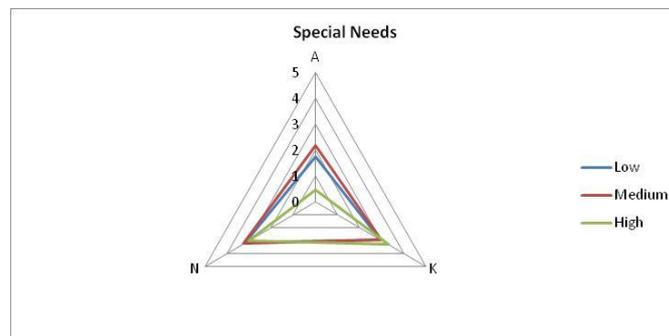## Teacher professionalism equity profile for the United States
Second language learners

- Second language students, high-needs schools in the United States do not show significant differences in any of the domains, in terms of the support they receive for teacher professionalism.


Special needs students

- Special needs students, high-needs schools in the United States receive significantly more support for the knowledge domain and less support for autonomy domain than low needs schools.

Economically disadvantaged

- Economically disadvantaged students, high-needs schools in the United States do not show significant differences in any of the domains, in terms of the support they receive for teacher professionalism.
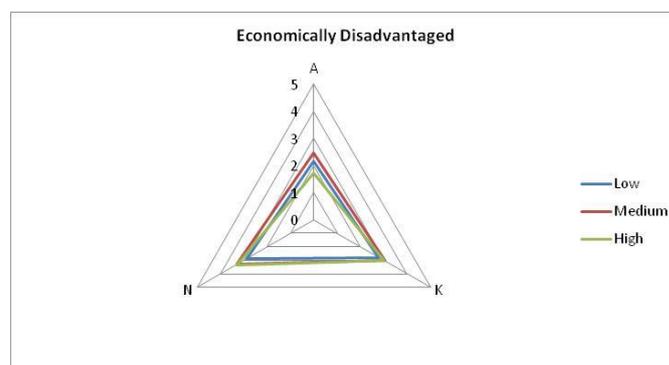
What is TALIS?

We know that effective teaching and teachers are key to producing high-performing students. So how can systems prepare teachers to face the diverse challenges in today's schools? TALIS is the first international survey to focus on the learning environment and the working conditions of teachers in schools. TALIS aims to provide valid, timely and comparable information to help systems review and define policies for developing a high-quality teaching profession. It provides an opportunity for teachers and school principals to give their input into educational analysis and policy development in key policy areas. Cross-system analysis from TALIS enables systems to identify other systems facing similar challenges and to learn from other policy approaches.

Understanding that recruiting, retaining and developing teachers is a priority in school systems worldwide, TALIS examines the ways in which teachers' work is recognised, appraised and rewarded. TALIS assesses the degree to which teachers' professional development needs are being met. The study provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role that school leadership plays in fostering an effective teaching and learning environment, TALIS describes the role of school leaders and examines the support that they give their teachers. Finally, TALIS examines the extent to which certain factors may relate to teachers' feelings of job satisfaction and self-efficacy.

Key features of the TALIS 2013 survey

- TALIS began in 2008 in 24 systems, focusing on lower secondary education. TALIS 2013 covers over 30 systems and although the main focus remains lower secondary education, some systems opted to also conduct the survey in their primary (6 systems) and upper secondary (11 systems) schools. Further, 8 systems have chosen to gain additional insights by conducting the survey in schools that participated in the 2012 Programme for International Student Assessment (PISA).
- The international target population for TALIS is comprised of teachers and school leaders of mainstream public and private schools. In each participating system, a representative sample of 200 schools and 20 teachers along with their school principal within each school were selected for the study.
- A conceptual framework was developed by subject-matter experts, the international research consortium and the OECD. The purposes of the conceptual framework are to steer development of the TALIS instruments and serve as a guide for future TALIS cycles. The framework is based on the concept of effective teaching and learning conditions. In the case of TALIS, effective teaching and learning environments are environments that contribute to student learning. The TALIS 2013 themes and the individual items that they comprise represent the elements that participating systems agree contribute to student learning. The framework is available on the TALIS website, along with all publications and the international database.
- Separate questionnaires for teachers and school leaders, each requiring between 45 and 60 minutes to complete, were used to gather the data. Questionnaires were filled in on paper or online.

References

OECD (2016), *Supporting Teacher Professionalism: Insights from TALIS 2013*, TALIS, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264248601-en

i   The data for the United States is presented to provide information about the teacher professionalism and school equity levels. However, the data should be interpreted carefully since the United States did not meet TALIS international participation rates.

Contacts:

Andreas Schleicher
Advisor to the Secretary-General on
Education Policy, Director for
Education and Skills
Andreas.SCHLEICHER@oecd.org
Telephone: +33 6 07 38 54 64

Katarzyna Kubacka
Analyst
Directorate for Education and Skills

Katarzyna.kubacka@oecd.org
Telephone: +33 1 45 24 80 80

For more information on the Teaching and Learning International Survey and to access the full set of TALIS 2013 results, visit: www.oecd.org.edu/talis