WHAT CAN TALIS TELL US?
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

© 2014 Linda Darling-Hammond
THE U.S. HAS LARGER SCHOOLS WITH FEWER TEACHERS

<table>
<thead>
<tr>
<th>Average TALIS School</th>
<th>Average U.S. School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(546 students, 45 teachers)</td>
<td>(567 students, 38 teachers)</td>
</tr>
</tbody>
</table>
US TEACHERS TEACH LARGER CLASSES

© 2014 Linda Darling-Hammond
# U.S. Teachers Teach the Most Instructional Hours

## Hours spent on teaching

<table>
<thead>
<tr>
<th>Country</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>27</td>
</tr>
<tr>
<td>Chile</td>
<td>20</td>
</tr>
<tr>
<td>Alberta (Canada)</td>
<td>19</td>
</tr>
<tr>
<td>Brazil</td>
<td>15</td>
</tr>
<tr>
<td>Mexico</td>
<td>15</td>
</tr>
<tr>
<td>Abu Dhabi (United Arab Emirates)</td>
<td>15</td>
</tr>
<tr>
<td>Estonia</td>
<td>15</td>
</tr>
<tr>
<td>Portugal</td>
<td>15</td>
</tr>
<tr>
<td>Finland</td>
<td>15</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>15</td>
</tr>
<tr>
<td>England (United Kingdom)</td>
<td>15</td>
</tr>
<tr>
<td>Croatia</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>15</td>
</tr>
<tr>
<td>Latvia</td>
<td>15</td>
</tr>
<tr>
<td>Flanders (Belgium)</td>
<td>15</td>
</tr>
<tr>
<td>Iceland</td>
<td>15</td>
</tr>
<tr>
<td>Denmark</td>
<td>15</td>
</tr>
<tr>
<td>Korea</td>
<td>15</td>
</tr>
<tr>
<td>Spain</td>
<td>15</td>
</tr>
<tr>
<td>Poland</td>
<td>15</td>
</tr>
<tr>
<td>France</td>
<td>15</td>
</tr>
<tr>
<td>Australia</td>
<td>15</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>15</td>
</tr>
<tr>
<td>Serbia</td>
<td>15</td>
</tr>
<tr>
<td>Israel</td>
<td>15</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>15</td>
</tr>
<tr>
<td>Japan</td>
<td>15</td>
</tr>
<tr>
<td>Sweden</td>
<td>15</td>
</tr>
<tr>
<td>Italy</td>
<td>15</td>
</tr>
<tr>
<td>Singapore</td>
<td>15</td>
</tr>
<tr>
<td>Malaysia</td>
<td>15</td>
</tr>
<tr>
<td>Netherlands</td>
<td>15</td>
</tr>
<tr>
<td>Cyprus4,5</td>
<td>15</td>
</tr>
<tr>
<td>Romania</td>
<td>15</td>
</tr>
<tr>
<td>Norway</td>
<td>15</td>
</tr>
</tbody>
</table>

© 2014 Linda Darling-Hammond
... AND WORK MORE HOURS OVERALL THAN TEACHERS ELSEWHERE
US TEACHERS HAVE FAR LESS PLANNING TIME

Planning minutes per teaching hour

- Croatia
- Romania
- Japan
- Singapore
- Czech Republic
- Cyprus
- Bulgaria
- Norway
- Serbia
- Denmark
- Korea
- Portugal
- France
- England (United Kingdom)
- Australia
- Sweden
- Iceland
- Slovak Republic
- Malaysia
- Average
- Abu Dhabi (United Arab Emirates)
- Spain
- Latvia
- Estonia
- Flanders (Belgium)
- Netherlands
- Poland
- Italy
- Alberta (Canada)
- Israel
- Brazil
- Mexico
- United States
- Finland
- Chile

Chile: 13
United States: 16
Average: 22

Countries with less planning time compared to the average.
LESS TIME FOR PLANNING, TEAMWORK, AND GRADING: MORE TIME FOR “OTHER TASKS”

Teachers' time
OECD average

- Teaching: 41.5%
- Individual lesson planning: 15.2%
- Team work and dialogue with colleagues: 6.2%
- Grading student work: 10.5%
- Student counselling: 4.7%
- School management: 3.4%
- Administrative work: 3.4%
- Communication with parents: 6.3%
- Extracurricular activities: 10.5%
- All other tasks: 4.5%

Teachers' time
United States

- Teaching: 43.7%
- Individual lesson planning: 11.8%
- Team work and dialogue with colleagues: 5.9%
- Grading student work: 5.4%
- Student counselling: 2.6%
- School management: 2.6%
- Administrative work: 3.9%
- Communication with parents: 8.0%
- Extracurricular activities: 4.8%
- All other tasks: 11.4%

© 2014 Linda Darling-Hammond
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

- Teach as a team in the same class
- Observe other teachers’ classes and provide feedback
- Engage in joint activities across different classes and age groups
- Take part in collaborative professional learning

Source: OECD, TALIS 2013 Database.