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/.

**Teacher-to-Teacher Supports: Opportunities for Collaboration**

54% of U.S. teachers say they never teach jointly as a team in the same class compared with 42% of teachers internationally.

50% of U.S. teachers say they never observe other teachers’ classes and provide feedback compared with 45% of teachers internationally.

42% of U.S. teachers say they never engage in joint activities across different classes and age groups, compared with 21% of teachers internationally.

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

2. *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 determine the level of bias that may be present in the estimates, and caveats about the U.S. data estimates, please visit http://nces.ed.gov/surveys/talis/talis2013/index.asp.


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