

# Teacher Professional Learning

## HERE AND ABROAD

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/>.

### TALIS Series Infographic 2

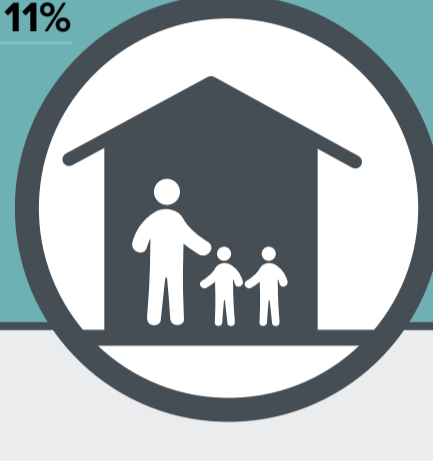
## Barriers to Professional Development

High-quality, sustained professional development for teachers is crucial. Remaining a great teacher requires staying up-to-date on advances in technology and the learning sciences, changes in curriculum, and evidence-based student intervention programs and practices. Yet many teachers around the world may not participate in professional development to the extent that they would prefer. Here, we delve into the barriers to participation, examining which ones appear to be most prominent for teachers in the United States<sup>1</sup>—and internationally.

When asked about the degree to which they agree, teachers responded that they “agree” or “strongly agree” that the following presented barriers to their professional development:



% United States	% International Average*
Conflicts with work schedule	46% 51%
No incentives	44% 48%
Conflicts with family responsibilities	39% 36%
Too expensive	31% 44%
No relevant opportunities available	28% 39%
Lack of employer support	21% 32%
Missing prerequisites	5% 11%



For U.S. teachers, “conflicts with work schedule,” “no incentives,” and “conflicts with family responsibilities” were the most frequently cited barriers to participating in professional development. On average across countries, the highest percentages of international teachers also cited “conflicts with work schedule” and “no incentives” as barriers to professional development. International teachers’ third most frequently cited barrier was “too expensive,” differing from U.S. teachers.



### Work Schedules



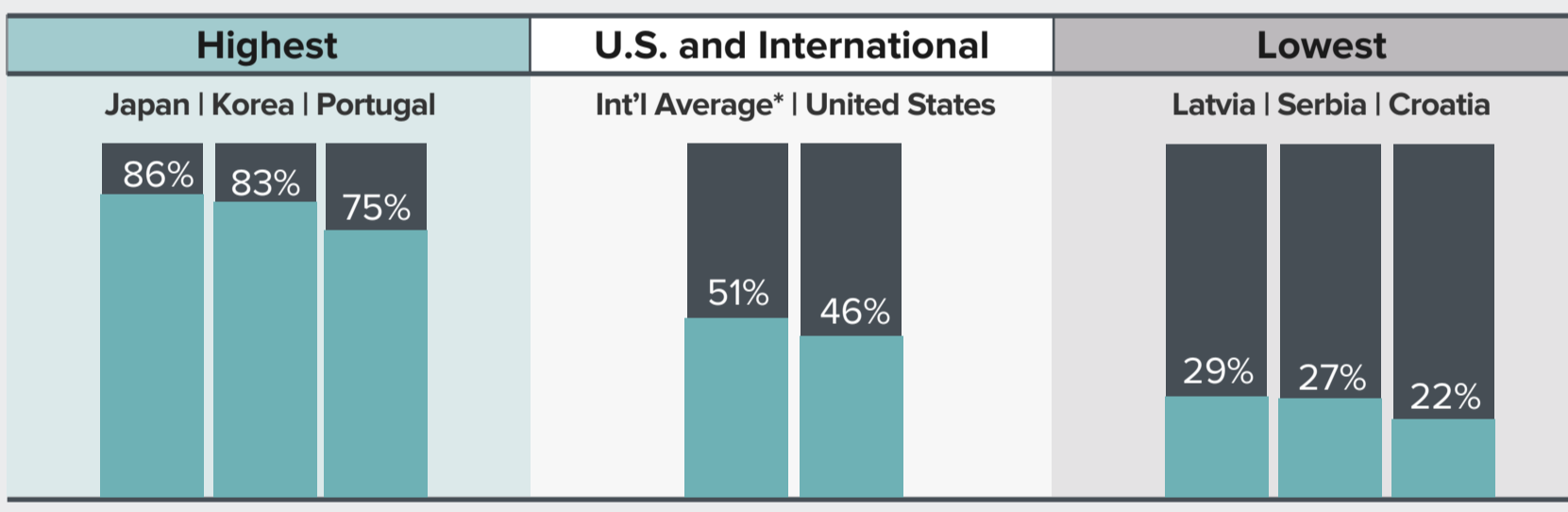
46% of U.S. teachers ‘agree’ or ‘strongly agree’ that

*“conflicts with work schedule” is a barrier to participating in professional development,*



a result similar to 51% of teachers internationally.

### Across the world



### Incentives



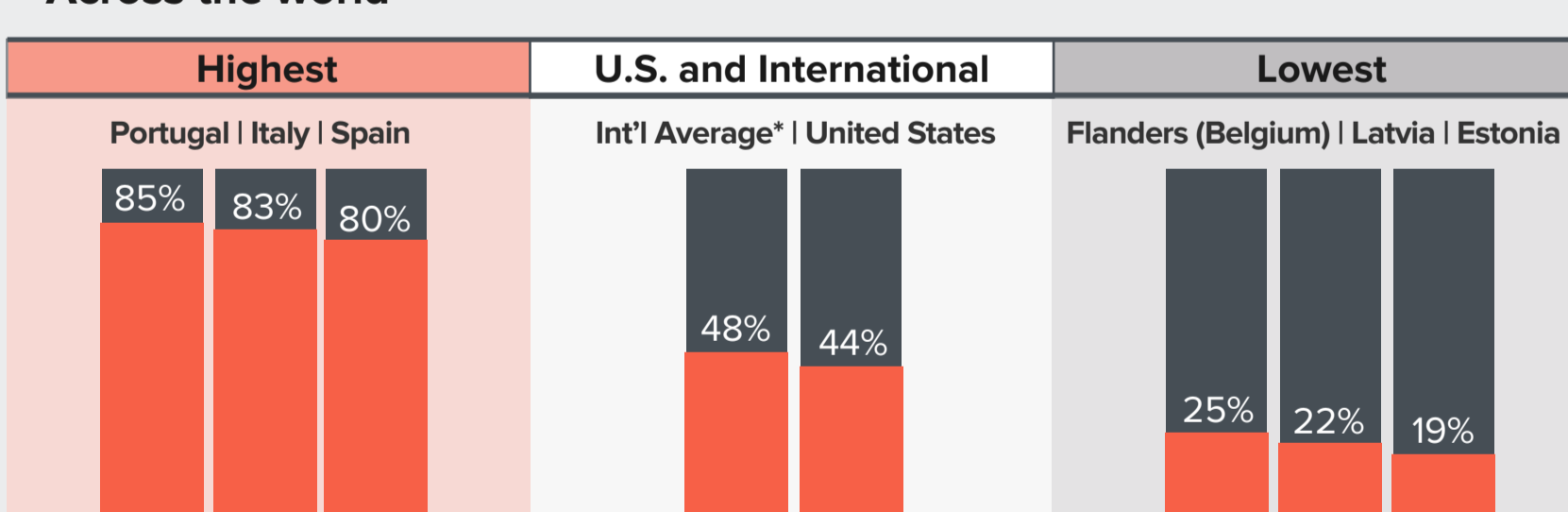
44% of U.S. teachers ‘agree’ or ‘strongly agree’ that a

*“lack of incentives” is a barrier to participating in professional development,*



a result similar to 48% of teachers internationally.

### Across the world



### Family Responsibilities



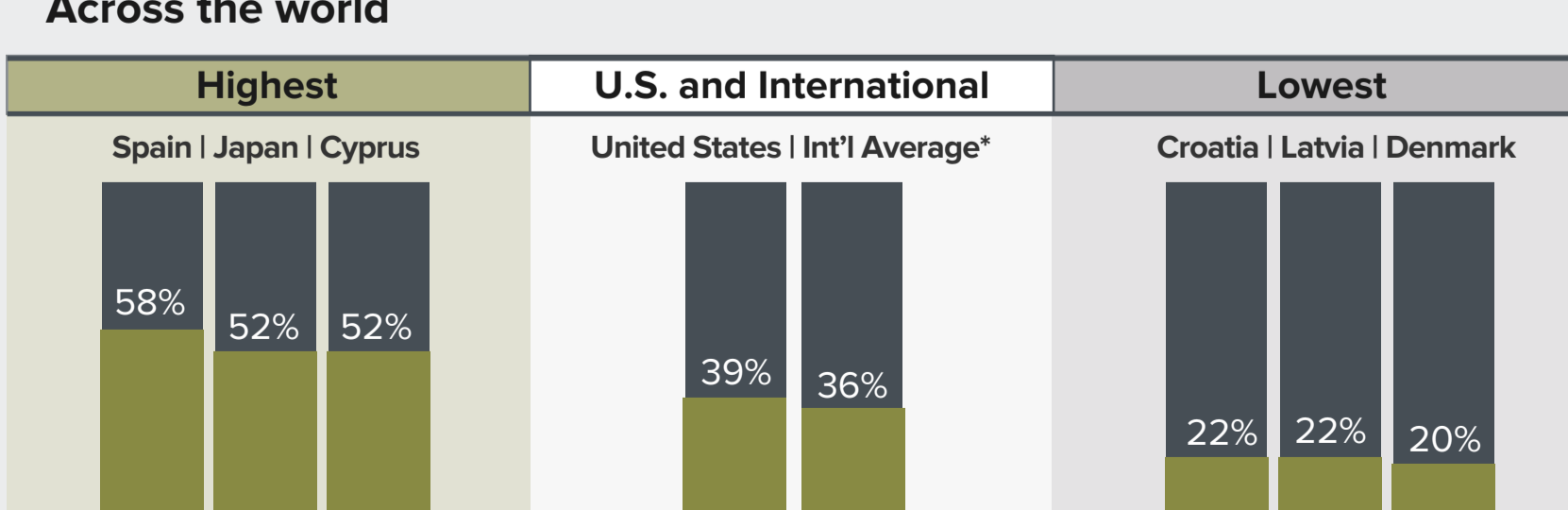
39% of U.S. teachers ‘agree’ or ‘strongly agree’ that a

*“lack of time due to family responsibilities” stands in the way of their participation in professional development,*



a result similar to 36% of teachers internationally—despite this being the fifth most common barrier for them.

### Across the world



<sup>1</sup> Lower secondary education teachers (grades 7–9) in U.S.

\* 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>.

Source: Organization for Economic Cooperation and Development, Teaching and Learning International Survey (TALIS), 2013.