

International Comparisons

A Little Perspective

Ohio Federation of Teachers

Rob Weil
Director of Field Programs, Educational Issues

February 20, 2014



A Union of Professionals

Agenda

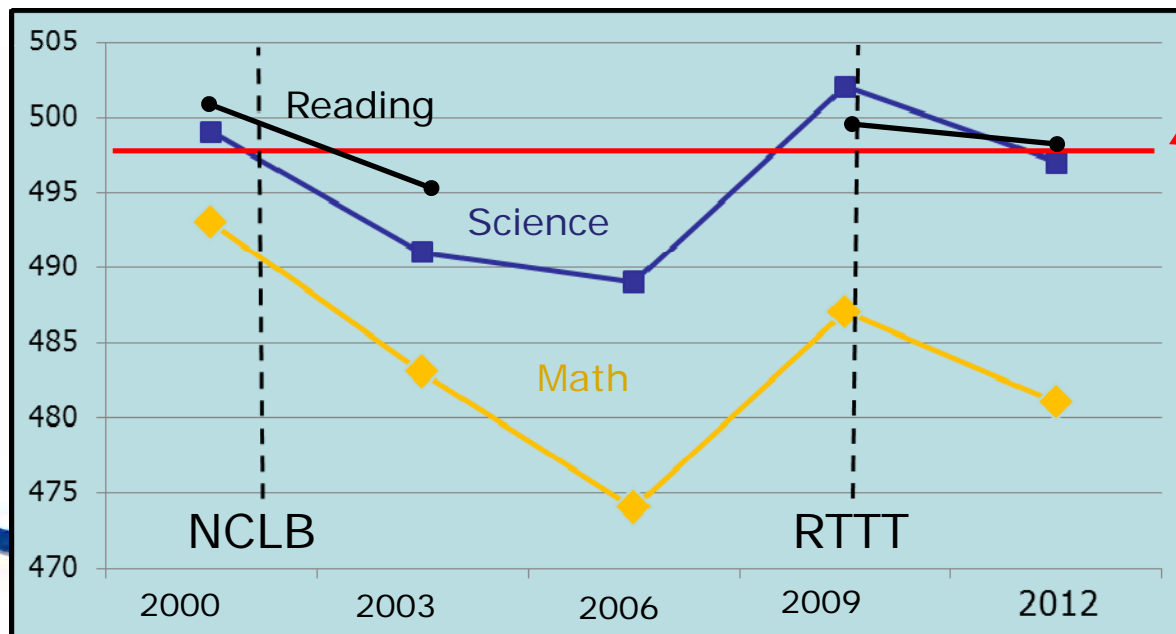
- The Recent Results
- Some International Research
- A Little American Research
- Bonus Slide!
- Q&A

PISA 2012 Results

Note: The results of the 2012 study are released in Dec. 2013

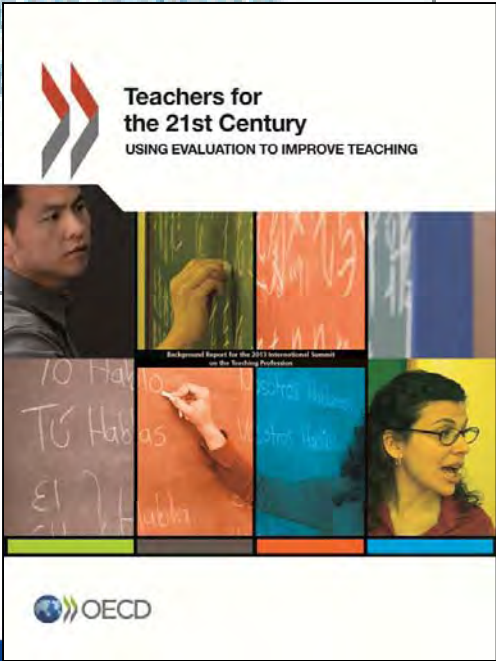
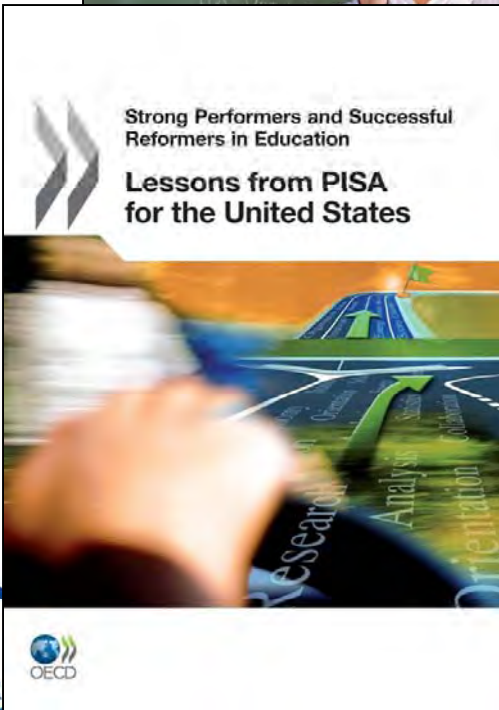
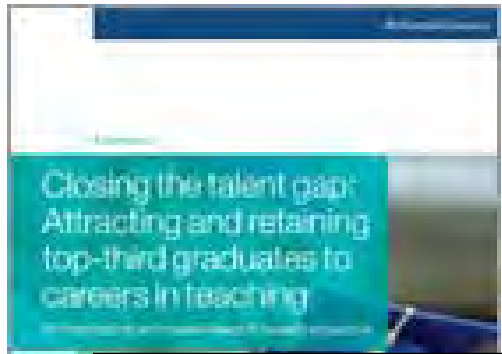
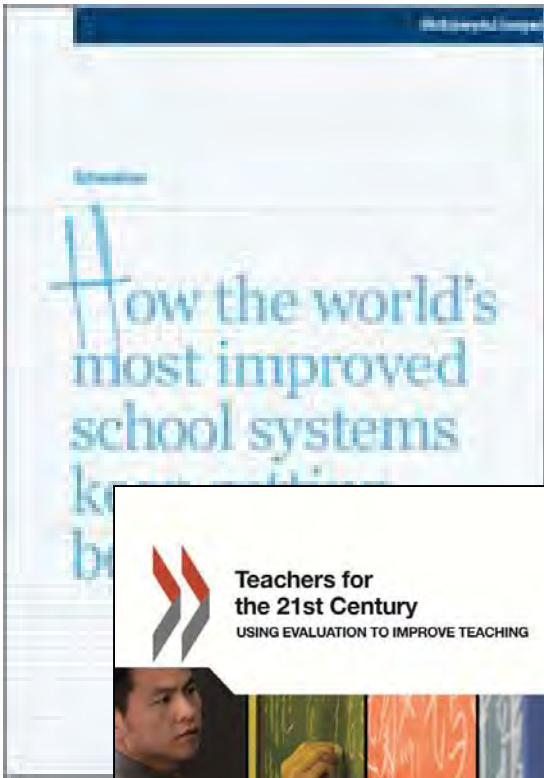
	2000	2003	2006	2009	2012
Math Score	493	483	474	487	481
Math Ranking	18	24	25	31	36
Reading Score	504	495	NA	500	498
Reading Ranking	15	18	NA	17	23
Science Score	499	491	489	502	497
Science Ranking	14	22	21	23	28
Total Countries	34	41	57	74	65

The rankings compare the U.S. to all countries, not just OECD countries.



Approximate of all countries' average

What Does Int'l Research Say?



What is OECD?

The



in the room...

“The Organisation for Economic Co-operation and Development”

OECD's way of working

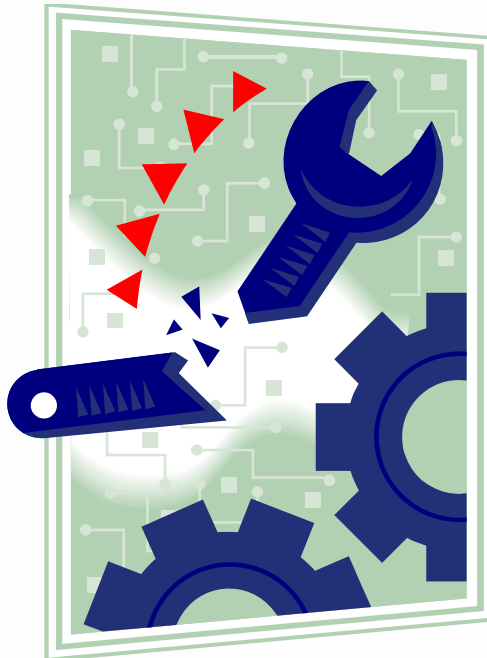


“OECD's work is based on continued monitoring of events in member countries as well as outside OECD area, and includes regular projections of short and medium-term economic developments. The OECD Secretariat collects and analyses data, after which committees discuss policy regarding this information, the Council makes decisions, **and then governments implement recommendations.**”

This organization is so influential that the U.S. has a full embassy just for OECD.

What is McKinsey?

“McKinsey and Company”



“We help national, regional, and local government institutions improve their efficiency and effectiveness, enabling them to better fulfill their mission to the public.”

McKinsey’s research on education is very influential, but it is often (mis)quoted.

Who Do You Believe?

McKinsey and Company

“These countries recruit 100 percent of their teacher corps from the **top third** of the academic cohort.”

OECD

“The frequently cited claim that the best performing education systems all recruit their teachers from the **top-third** of graduates - however defined - is not supported by evidence.”

These two reports were written within 8 months of each other—who is right?

This May Help

McKinsey and Company

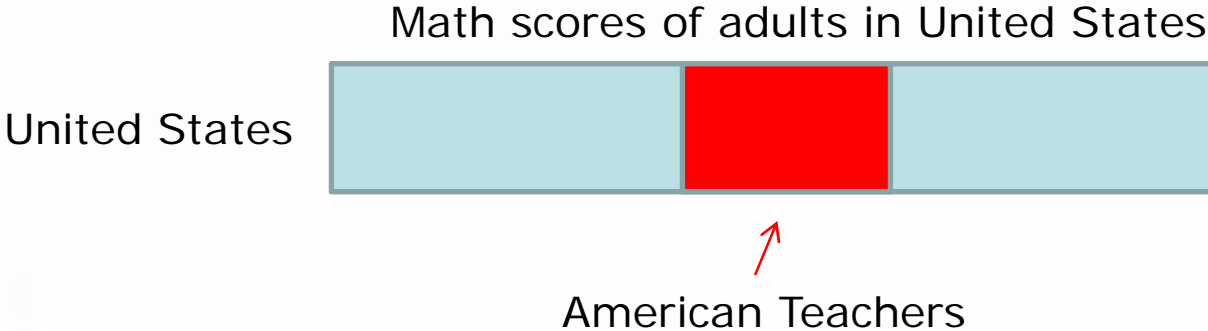
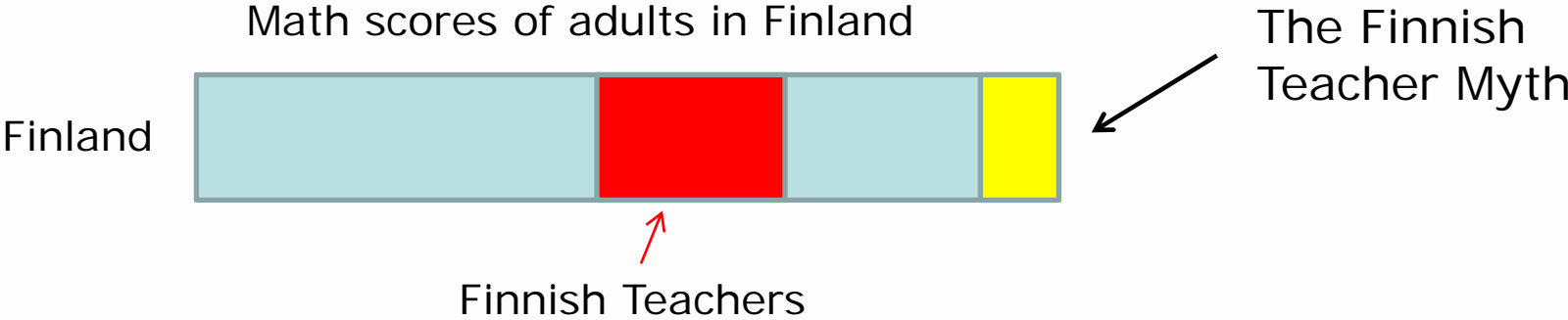
"...we reviewed the experiences of the world's top-performing systems, in **Finland, Singapore, and South Korea.**"

OECD

"Improvements must come partly through the **transformation of the present teaching force**, with teachers expected to be able to adapt to new knowledge and demands during their careers..."

McKinsey based their conclusion on only three countries—a fact that is lost on most who cite this research.

The Facts About Teacher Skills

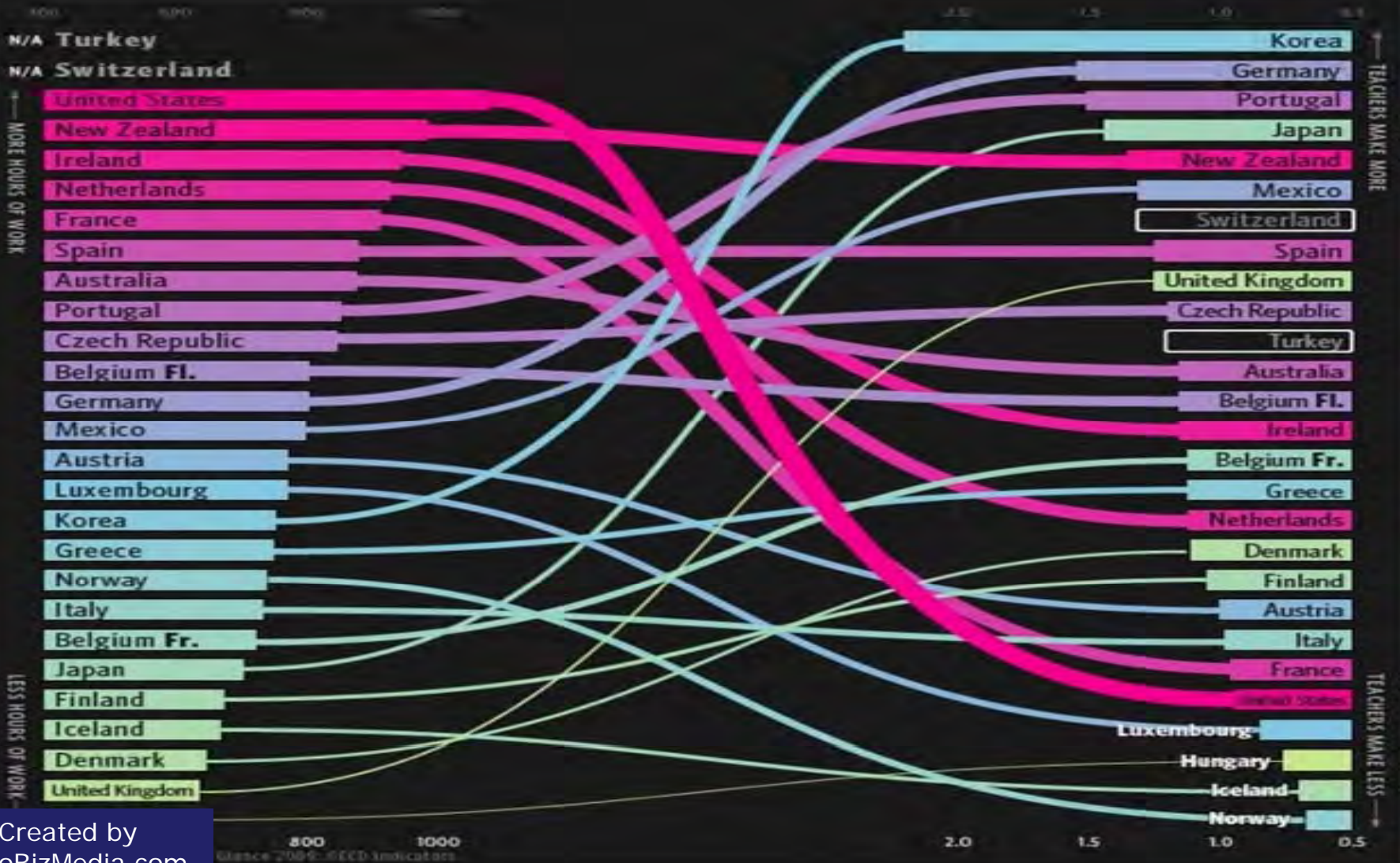


Source: OECD PIAAC Study, October 2013

WHO PAYS TEACHERS BEST FOR THEIR TIME?

HOURS PRIMARY SCHOOL TEACHERS SPEND WORKING

TEACHER SALARY AFTER 15 YEARS EXPERIENCE / GDP PER CAPITA
(Primary school)



Created by oBizMedia.com

A Secret?

The New York Times

October 22, 2013

The Shanghai Secret

By THOMAS L. FRIEDMAN

SHANGHAI — Whenever I visit China, I am struck by the sharply divergent predictions of its future one hears. Lately, a number of global investors have been “shorting” China, betting that someday soon its powerful economic engine will sputter, as the real estate boom here

remarks. Education experts will tell you that of all the things that go into improving a school, nothing — not class size, not technology, not length of the school day — pays off more than giving teachers the time for peer review and constructive feedback, exposure to the best teaching and time to deepen their knowledge of what they’re teaching.

What is the International Summit on the Teaching Profession?

- 2011: Improving Teaching Quality Around the World
- 2012: Teaching and Leadership for the 21st Century
- 2013: Teacher Quality
- 2014: Equity in Education



ISTTP 2013

Amsterdam

- The Summit had three main sessions:
 1. How is teacher quality defined, what standards are set and by whom?
 2. How is teacher quality evaluated?
 3. How do evaluations contribute to school improvement and teacher self-efficacy?

The Answers

Simplified

1. It must be done with teachers and not to them.
2. You must use multiple measures that represent the breadth and depth of what we want students to know.
3. Most countries struggle to make the connection between evaluation and professional growth—they tend to focus on the latter.

The Bottom-line from ISTP 2013

There are three essential components of successful teacher quality systems:

- 1. COLLABORATION**
- 2. TRUST**
- 3. TIME**

OECD Research on Teacher Evaluation

- In April 2013, OECD released a study on evaluation and assessment.
- The report examined policies and practices in 28 countries (U.S. declined to participant).
- OECD makes recommendations for school and teacher evaluation.



OECD's Recommendations

For Teacher Evaluation

- ✓ Take a “holistic” approach
- ✓ Align evaluation with educational goals
- ✓ Focus the system on improving instruction
- ✓ Avoid distortions (too much emphasis on standardized tests, etc.)
- ✓ Put students at the center (broad measure of both quantitative and qualitative data)
- ✓ Build system capacity
- ✓ Allow local adjustments, flexibility
- ✓ Build consensus

Straightforward Issue

“While performance data in the United States are often used for purely accountability purposes, other countries tend to give greater weight to using them to guide intervention, reveal best practices and identify shared problems.”

- Lessons from PISA 2012 for the United States, OCED 2013

However

How the World's Most Improved School Systems Keep Getting Better
- McKinsey, November 2010

Only partial results

The "McKinsey Effect."



Moving from:	Poor to Fair	Fair to Good	Good to Great	Great to Excellent
Theme	Basics of Literacy and Numeracy	Getting the Foundations in place	Shaping the Professional	Improving through Peers and Innovation
Intervention cluster	<ul style="list-style-type: none"> • Providing motivation and scaffolding for low-skilled teachers • Scripted teaching materials • Coaching on curriculum • Instructional time on task 	<ul style="list-style-type: none"> • Data and accountability foundation • Transparency to public on school performance • School inspections and inspection institutions 	<ul style="list-style-type: none"> • Raising caliber of entering teachers and principals • Recruiting programs • Pre-service training • Certification requirements 	<ul style="list-style-type: none"> • Cultivating peer-led learning for teachers and principals • Collaborative practice • Decentralizing pedagogical rights to schools and teachers • Rotation and second programs

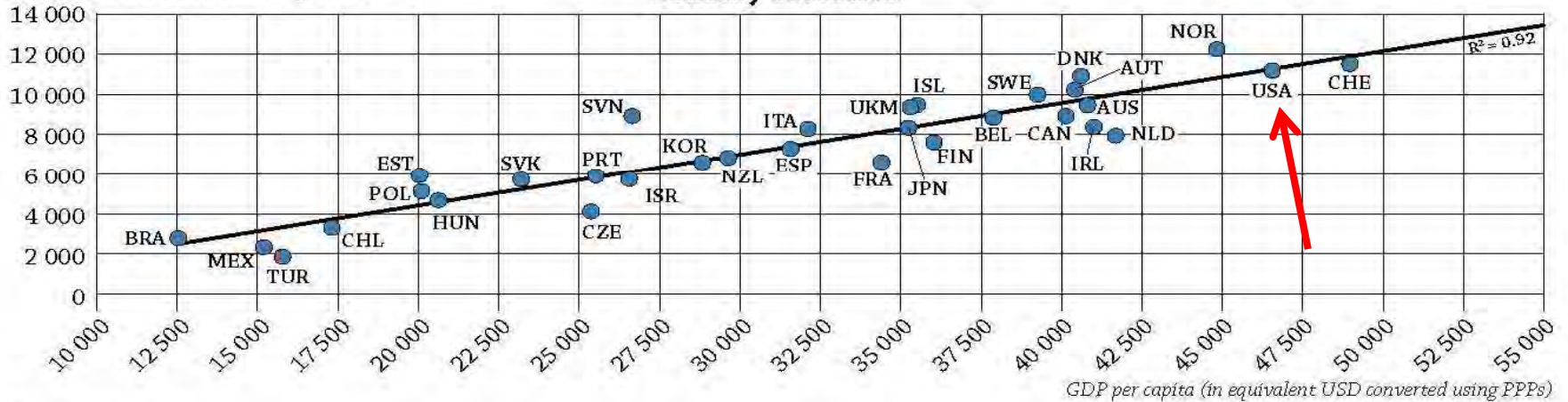


It's All How You Look At It

Education at a Glance 2013
OECD

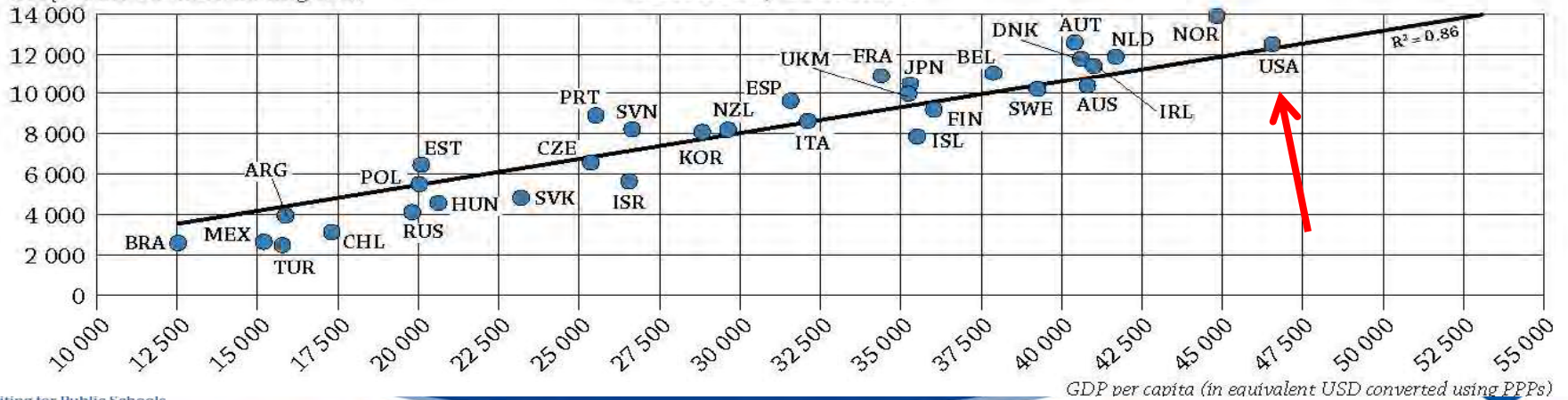
Expenditure per student
(in equivalent USD converted using PPPs)

Primary education



Expenditure per student
(in equivalent USD converted using PPPs)

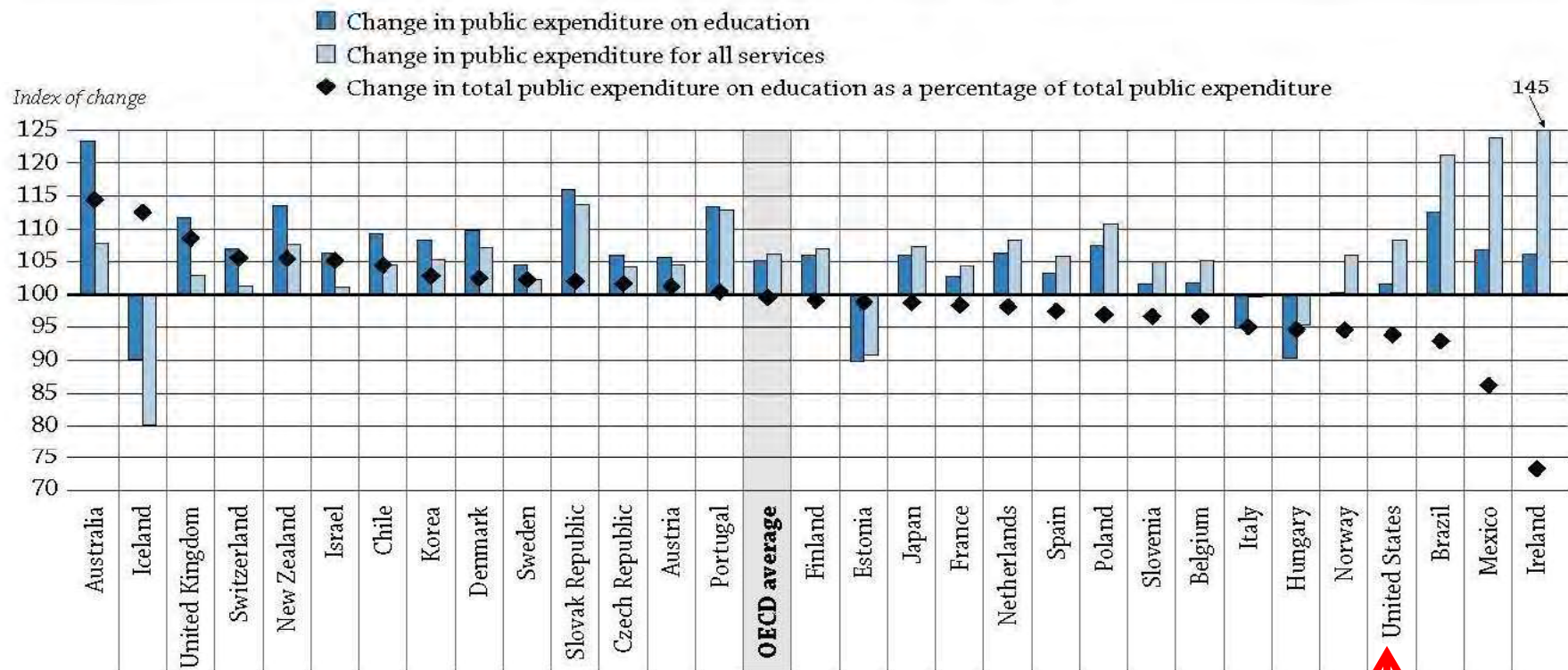
Secondary education



How Did Other Countries React to the Fiscal Crisis?

Education at a Glance 2013
OECD

Chart B4.3. Index of change between 2008 and 2010 in total public expenditure on education as a percentage of total public expenditure for all levels of education combined
(2008 = 100, 2010 constant prices)



Countries are ranked in descending order of the change in total public expenditure on education as a percentage of total public expenditure.

Source: OECD, Tables B4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932847070>

In a Nutshell

+5%



As international investment in education increased on average during the global financial crisis, U.S. investment fell.

-1%



Let's Talk Poverty Rates and Performance?

Countries with < 10% Poverty	PISA Score
Finland	536
Netherlands	508
Belgium	506
Switzerland	501
U.S. Schools with < 10% Poverty	551

Data from PISA 2009, current data being compiled

Countries with 10%-24% Poverty	PISA Score
Canada	524
New Zealand	521
Japan	520
Australia	515
U.S. Schools with 10%-24% Poverty	527

Let's Talk Poverty Rates and Performance?

Countries with 25%-49% Poverty	PISA Score
Estonia	501
Mexico	425
U.S. Schools with 25%-49% Poverty	502

Countries with 50%-75% Poverty	PISA Score
Turkey	464
U.S. Schools with 50%-75% Poverty	471

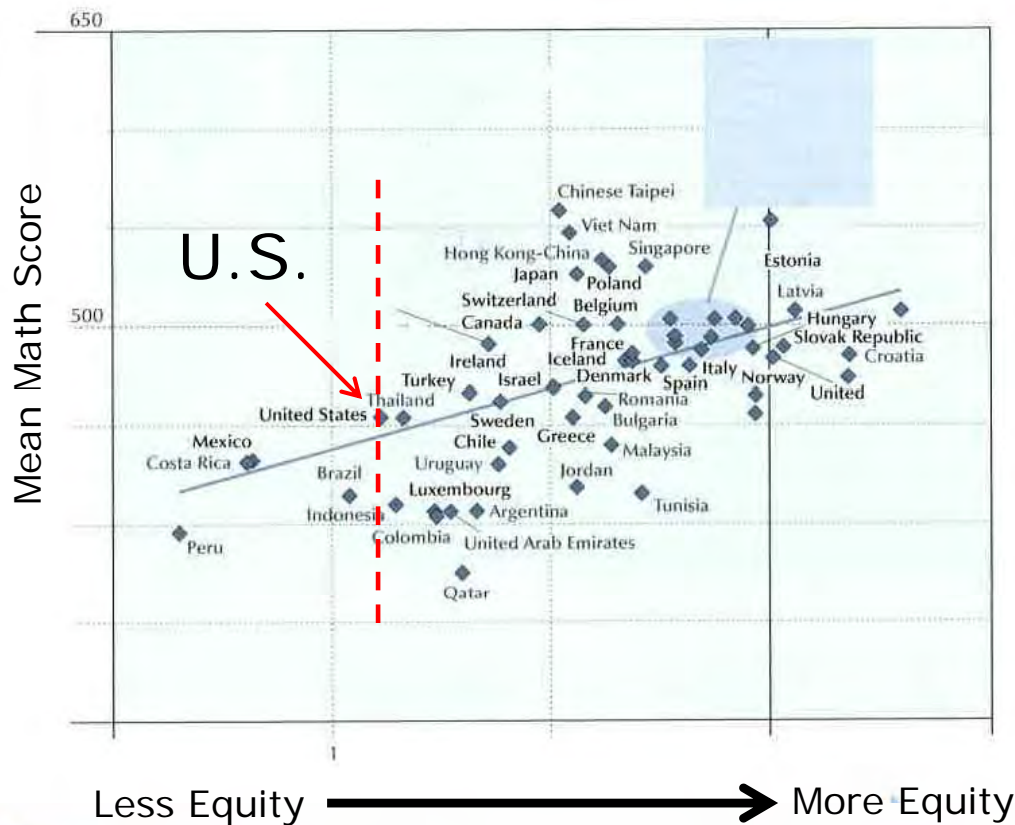
From:

PISA: It's Poverty, not Stupid

Mel Riddile - NASSP

Equity And PISA 2012

Allocation of Educational Resources and Math Performance



How many times do we need to see the same result?

- PISA 2012 Results in Focus, page 28

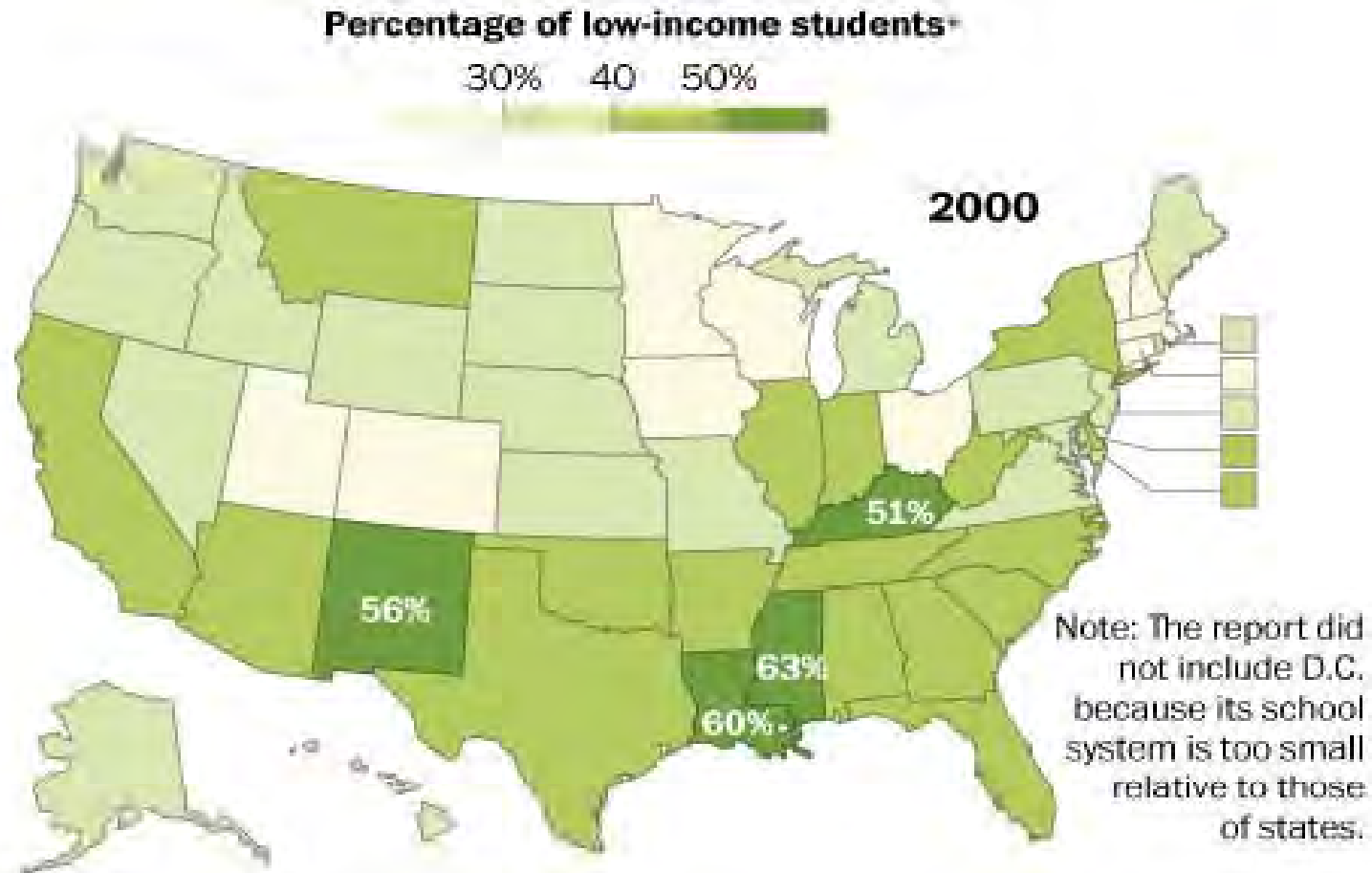
Equity And PISA 2012

	2012 PISA Math	World Rank	Child Poverty	Teacher Bargaining
Germany	514	16	8.5%	Strong
Massachusetts	514	16	15.0%	Strong
Austria	506	18	7.3%	Strong
Connecticut	506	18	15.0%	Strong
PISA Average	494	35	N/A	N/A
United States	481	36	23.1%	Weak
Florida	467	42	25.0%	Weak
Greece	453	44	16.0%	Weak

Interesting?

More about teacher unions later...

Does This Really Matter?

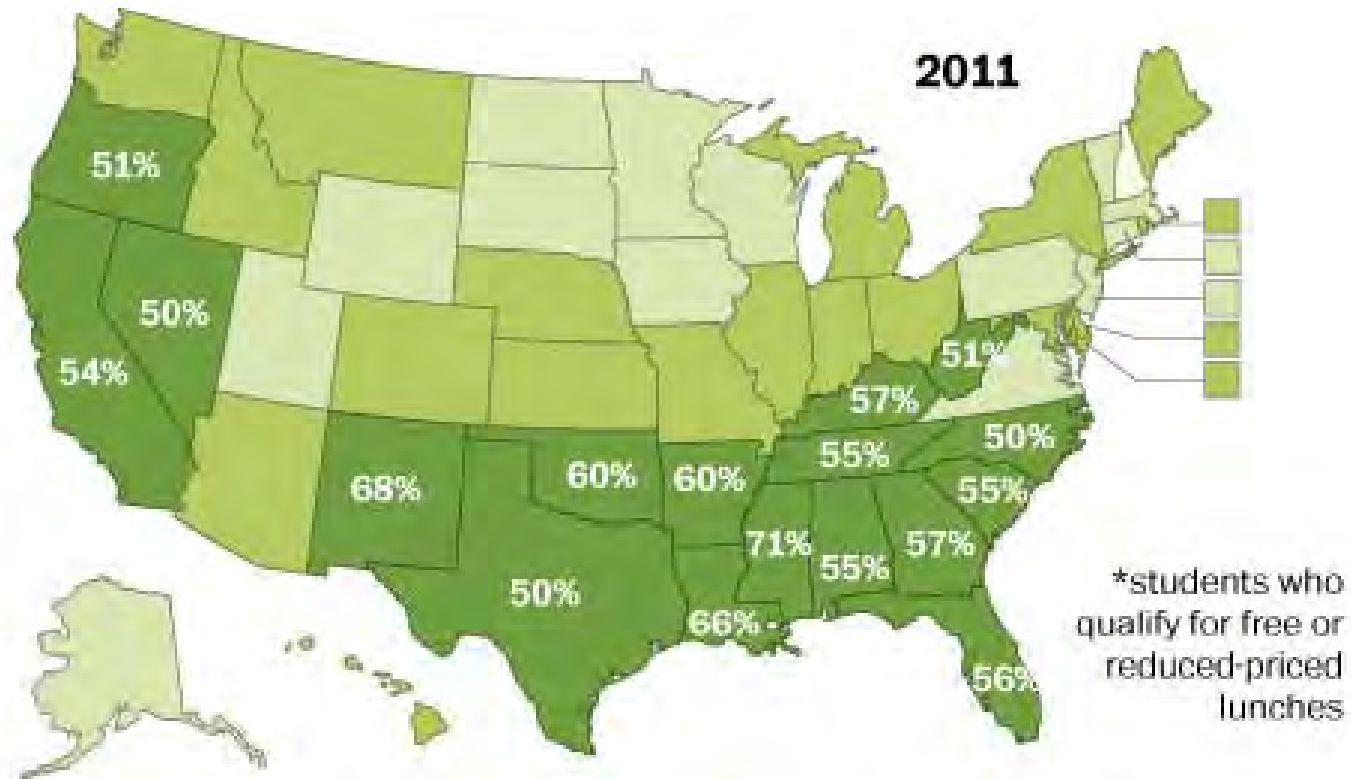


Source: Southern Education Foundation.
The Washington Post. Published on October 16, 2013.

Yes, It Does Matter

Percentage of low-income students*

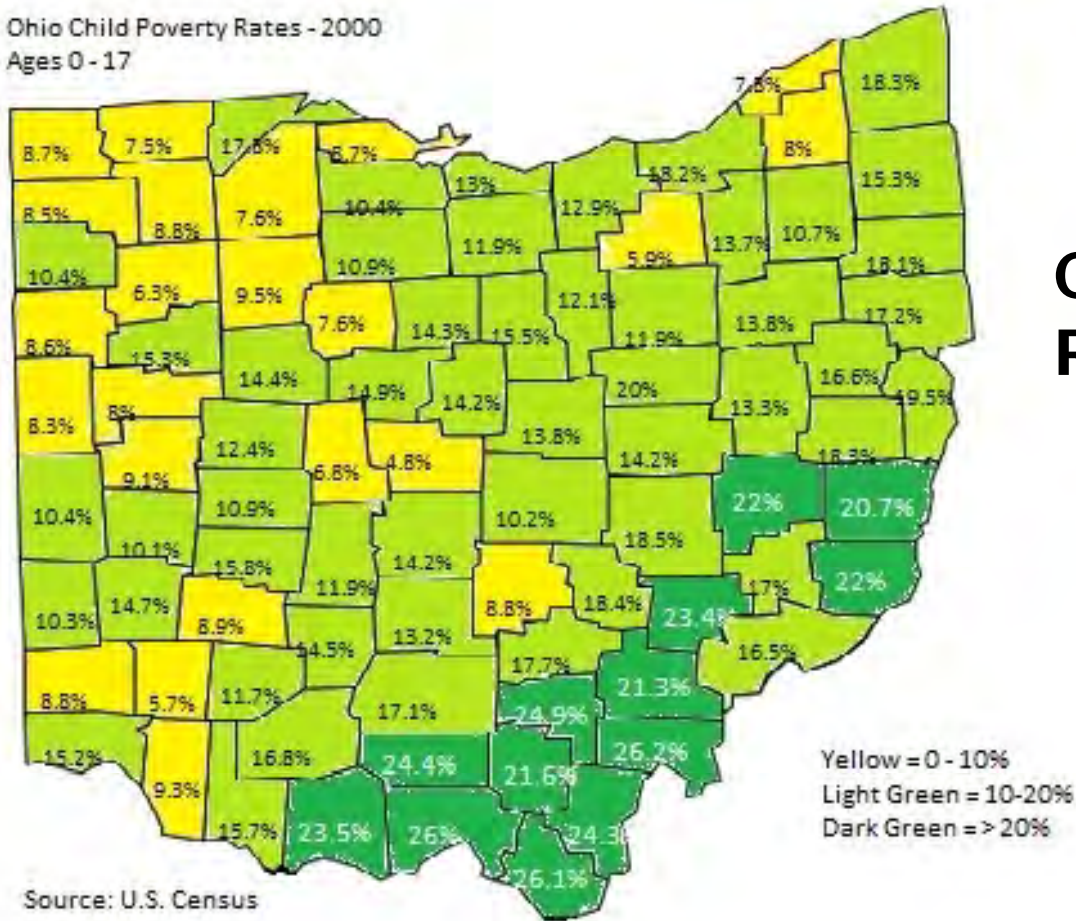
30% 40 50%



Source: Southern Education Foundation.
The Washington Post. Published on October 16, 2013.

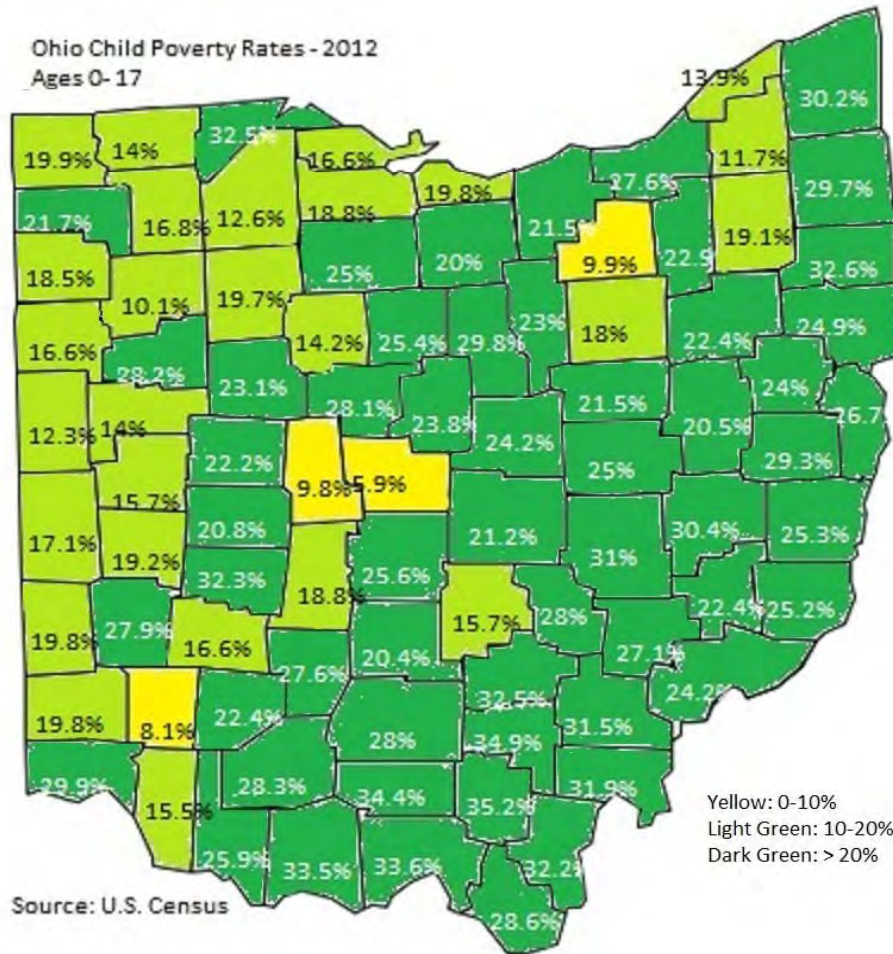
More Details in Ohio?

Ohio Child Poverty Rates - 2000
Ages 0 - 17



Child Poverty Rate in 2000

Again, Yes It Does Matter?



Child Poverty Rate in 2012

Choice and Competition?

From PISA 2009 Results: What Makes a School Successful? – OECD 2010 (IV pg. 43)

“The degree of competition among schools is one way to measure school choice. Competition among schools is intended to provide incentives for schools to innovate and create more effective learning environments.

However, cross-country correlations of PISA do not show a relationship between the degree of competition and student performance.”

“All this said, **even though there may be no performance advantage for private schools after accounting for socio-economic background**, private schools may still be an attractive alternative for parents who want to capitalize on the socio-economic advantages that these schools offer, including student peers from advantaged backgrounds, additional resources or better policies and practices that are often found in more socio-economically advantaged schools.”



President Weingarten

“I can’t talk about the international comparisons without noting how the so-called reformers have distorted them: They use international comparisons to denigrate American schools. But they ignore their lessons. Worse, they pursue policies that are completely antithetical to the successful strategies used in high-achieving countries. It just doesn’t make sense.”

- AFT President Randi Weingarten, 2011

Let Me Be Clear!

We are not saying American schools are good enough—they are not. What we are saying is that we need to be honest about **all** the drivers of performance if we are ever going to make the right choices for our students.

What About Research in the USA?

NBER WORKING PAPER SERIES

THE LONG-TERM IMPACTS OF TEACHERS:
TEACHER VALUE-ADDED AND STUDENT OUTCOMES IN ADULTHOOD

Raj Chetty
John N. Friedman
Joseph E. Rockoff

Working Paper 17699
http://www.nber.org/papers/w17699

NATIONAL BUREAU OF ECONOMIC RESEARCH
1055 Massachusetts Avenue
Cambridge, MA 02138
December 2011

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MET project

Measures of Effective Teaching (MET) project

BILL & MELINDA GATES foundation

Eastern Economic Journal, 2013, 41(17)
© 2013 EEA 4098-0261/13
www.palgrave-journals.com/ej/

Could Different Retirement Benefits Result in More Effective Teachers?

Christian E. Weller^{a,b}
^aDepartment of Public Policy and Public Affairs, University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125, USA.
^bCenter for American Progress, Washington, DC

We evaluate the chance that changing retirement benefits will lead to greater teacher effectiveness. Changing from defined benefit pensions to defined contribution or cash balance plans would raise initial compensation and effectiveness, while it would increase the chance of higher initial compensation-effectiveness from changing retirement plans and there is a 60–70 percent chance that effectiveness changed. Transition costs could amount to 0.8 percent of the total pension benefit. (The online publication, 28 January 2013.)

MetLife logo and cartoon character

The MetLife Survey of THE AMERICAN TEACHER

Challenges for School Leadership

is a continuing policy puzzle. Education experts should replace their defined benefit (DB) pension/benefit (CB) plans — a hybrid between DB and CB — to affect teacher effectiveness (Cortell and Hansen 2010, McDiarm 2010). And, stating their retirement benefits from DB pensions the fiscal crisis after 2007, pensions, whereby a retiree receives monthly pensions defer part of an employee's compensation more benefits relative to their salary later in compensation creates incentives for employees to be rewarded for staying with one employer for their compensation, which could affect teacher effectiveness earlier in their careers with pensions. This may attract more highly qualified teachers possibly raising average effectiveness. But use turnover among more experienced teachers to stay with one employer for extended periods, they may lower effectiveness if there is a learning curve turnover with an existing learning curve in determining teacher effectiveness.

FOR EACH AND EVERY CHILD

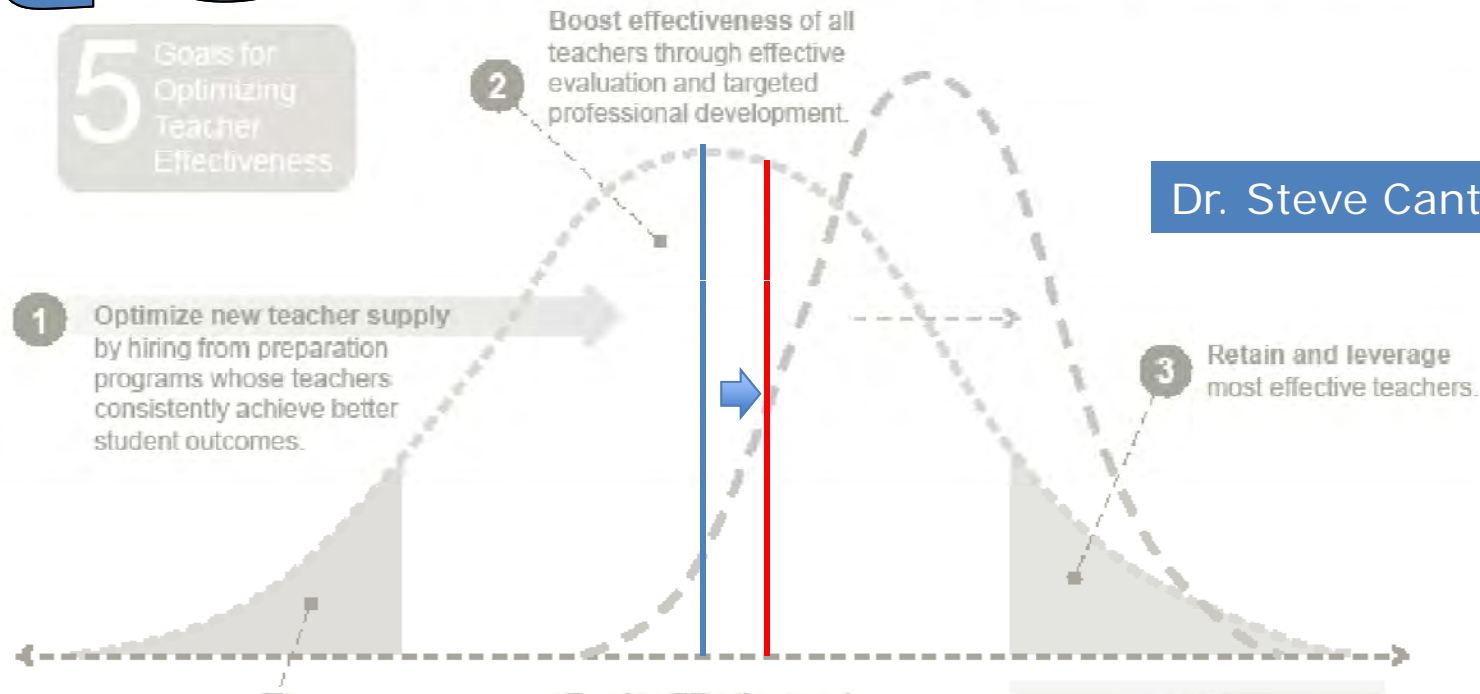
A STRATEGY FOR EDUCATION EQUITY AND EXCELLENCE

Getting Teacher Evaluation Right
What Really Matters for Effectiveness and Improvement

Linda Darling-Hammond

TEACHERS COLLEGE PRESS
Teachers College, Columbia University
New York and London

It's All Here

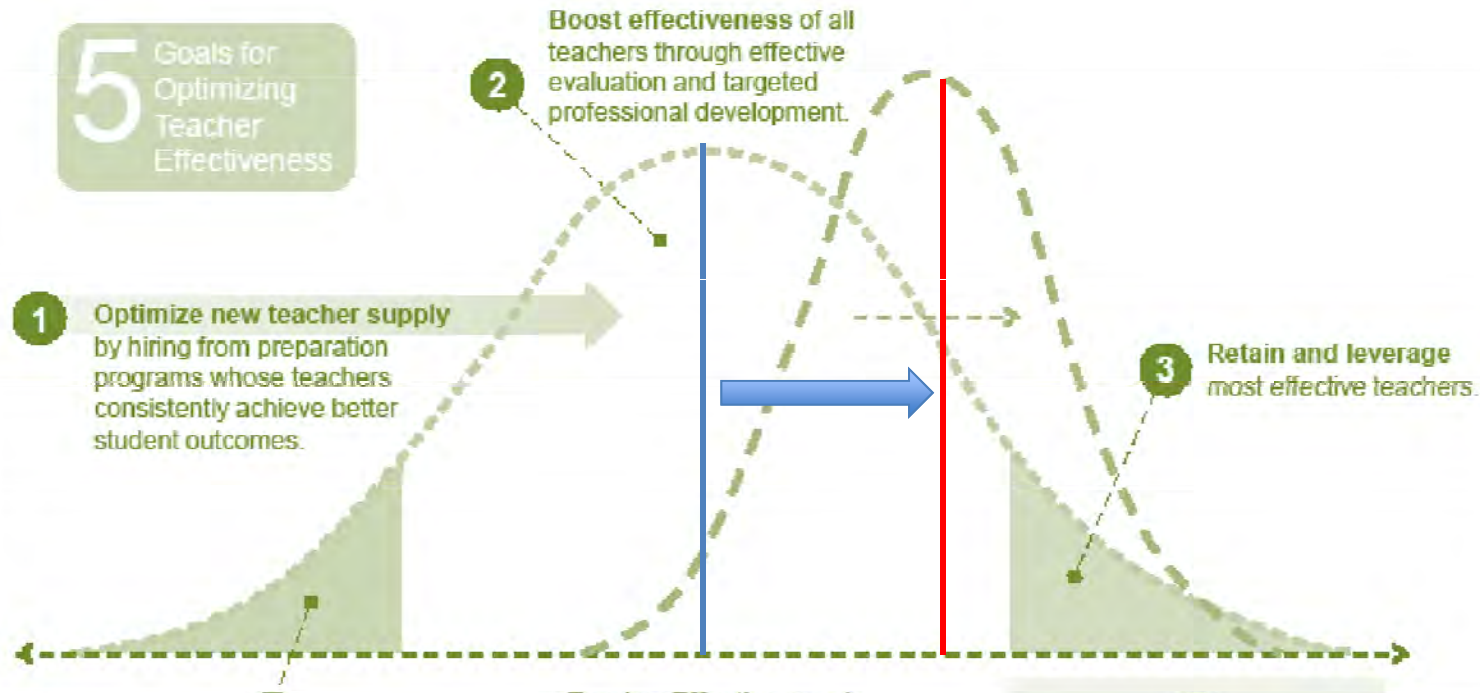


“we can’t fire our way to Finland”

— LINDA DARLING HAMMOND

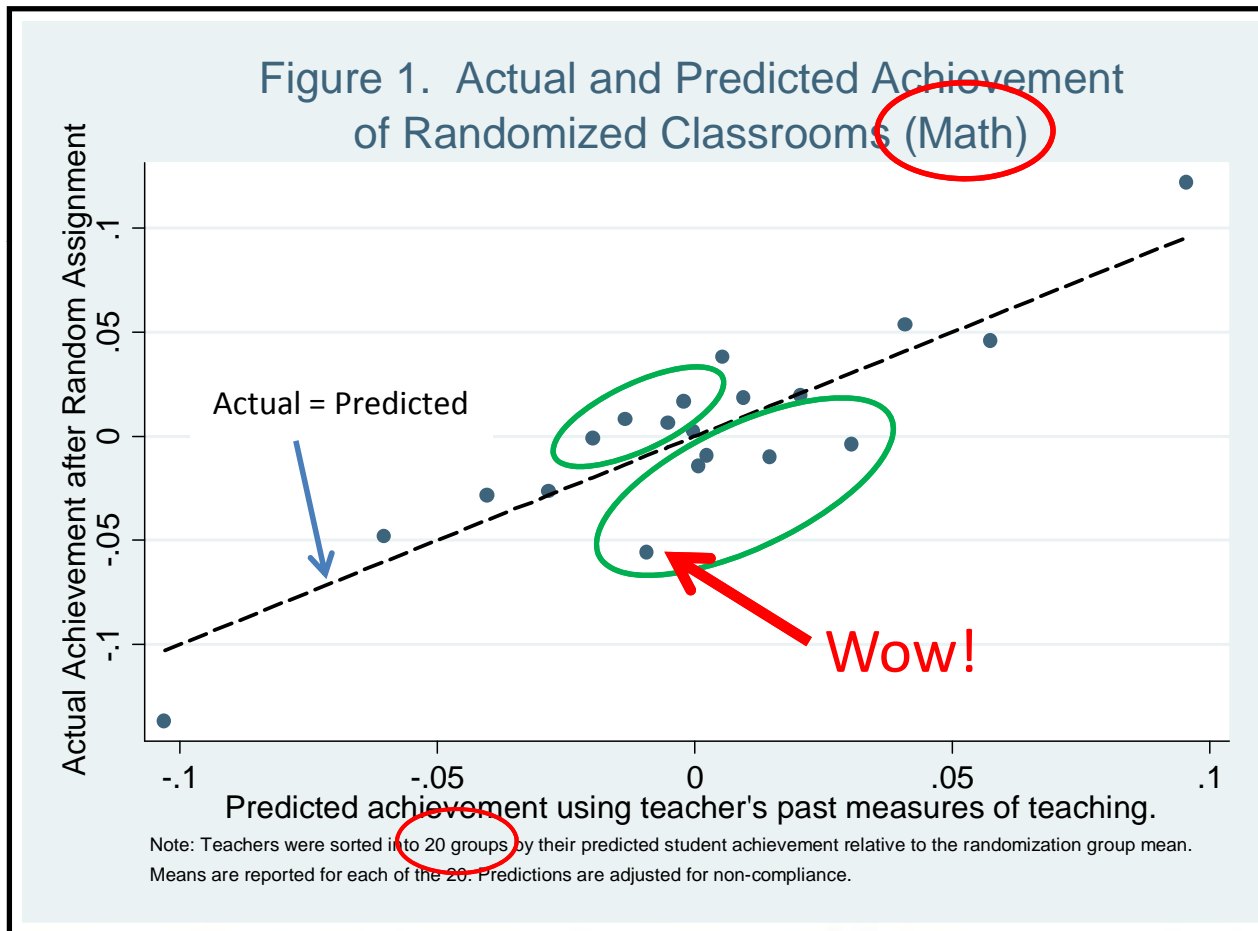


Dramatic improvements in student achievement cannot occur without a sustained and strategic focus on maximizing teacher effectiveness.



“but can we get to Finland through feedback?”

Be Very Careful



Take the time to review data independently

For Each and Every Child

“No other developed nation has inequities nearly as deep or systemic; no other developed nation has, despite some efforts to the contrary, so thoroughly stacked the odds against so many of its children. Sadly, what feels so very un-American turns out to be distinctly American.”

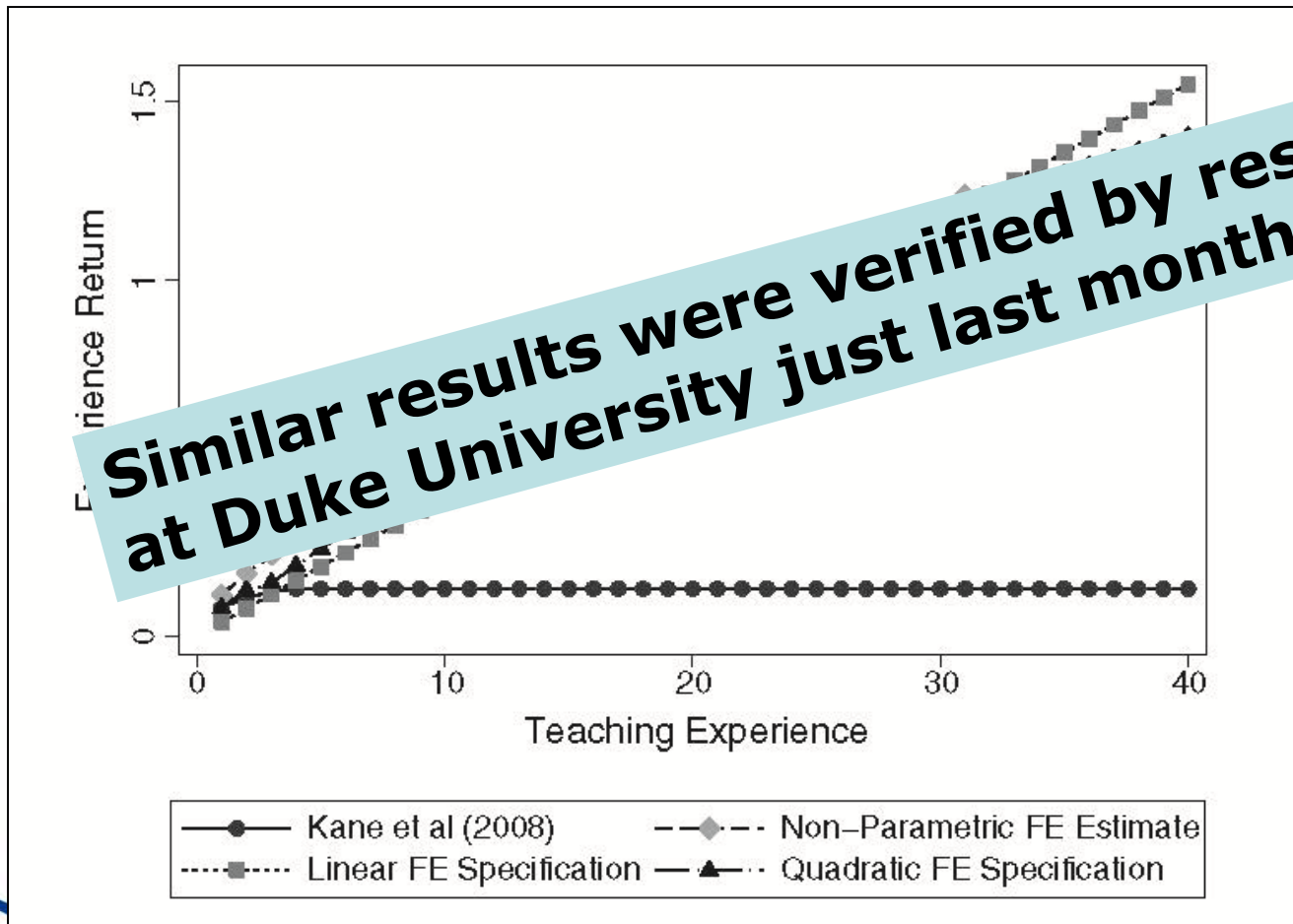
The report recommends:

1. **More Equitable School Finance**
2. **High Quality Teachers, Principals and Curricula**
3. **Expand Early Childhood Education**
4. **Mitigate Poverty's Effects**
5. **Accountability and Governance Reforms**

Feb, 2013



Latest on Teacher Experience?



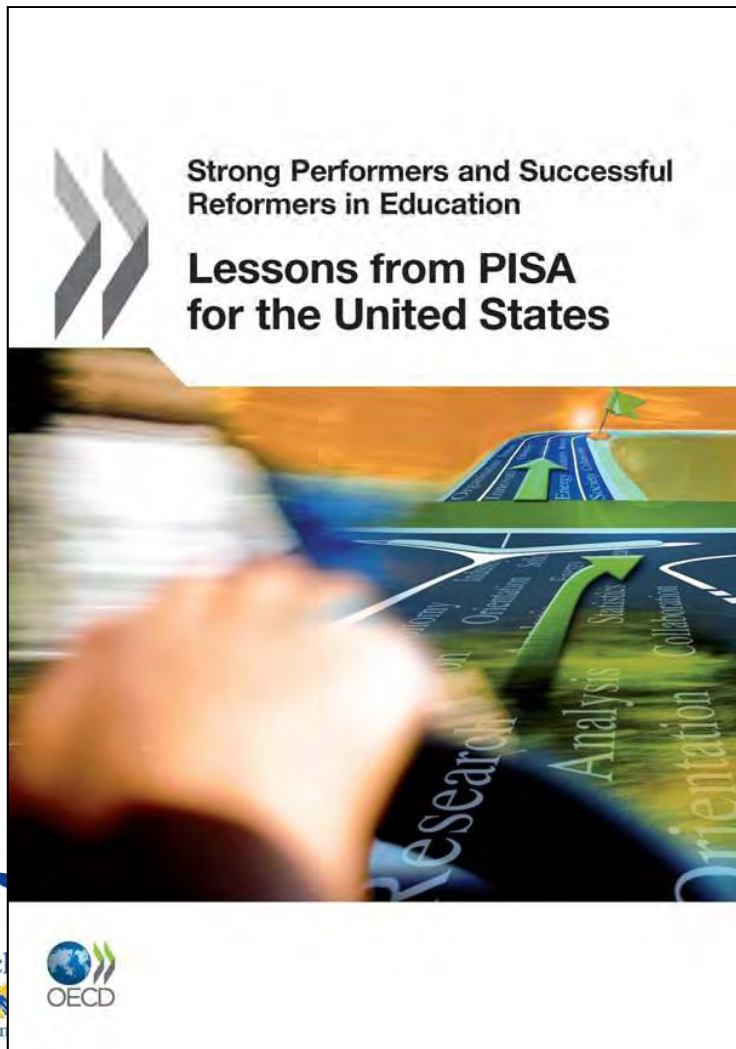
“However, using a model I found that in mathematics achievement there are high returns to later career teaching experience, about twice as much dispersion in initial teacher quality as previously estimated.”

Interesting Quote

“Critics of American education are sometimes disapproving of the teachers’ unions and of how they perceive these unions as interfering with promising school reform programs by giving higher priority to the unions’ “bread and butter” issues than to what the evidence suggests students need to succeed. But the fact is that many of the countries with the strongest student performance also have the strongest teachers’ unions, beginning with Japan and Finland....Indeed, the higher a country is on the world’s education league tables, the more likely that country is working constructively with its unions and treating its teachers as trusted professional partners.”

I wonder where this is from? A union publication?

Mystery Solved

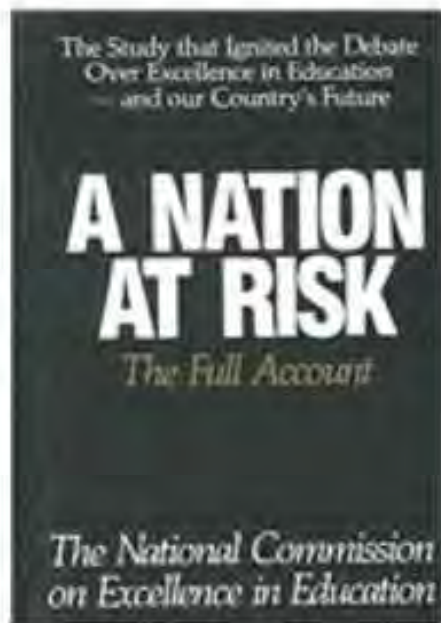


It's on page 240 of this publication. The first printed copy was handed to Arne Duncan in December 2010.

"Hidden" in chapter 11 titled, "*Lessons for the United States*"

Very Short Memory

- A generation ago, we led the world in education.
 - U.S. Education Secretary Arne Duncan
 - 11/21/13



April, 1983

Misinformation like this is not helpful; it simply delays what we need to do to improve our schools.

Bonus Slide!

Just wanted you to know...

Some people say the United States should get back to leading the world in education

Or what I like to call the “The older we get, the better we were” philosophy

The United States ranks 11th out of 12 countries on an international study of mathematics achievement.

1964
49 years
ago

“...students from the United States have fared quite poorly on these assessments.”

Assessment of the National Center for Education Statistics
on all the international comparisons from 1966 - 1988

Contact Information



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