

2010 NCTWC Handouts



North Carolina's

Teacher Working Conditions Initiative

NCTWC Training Objectives

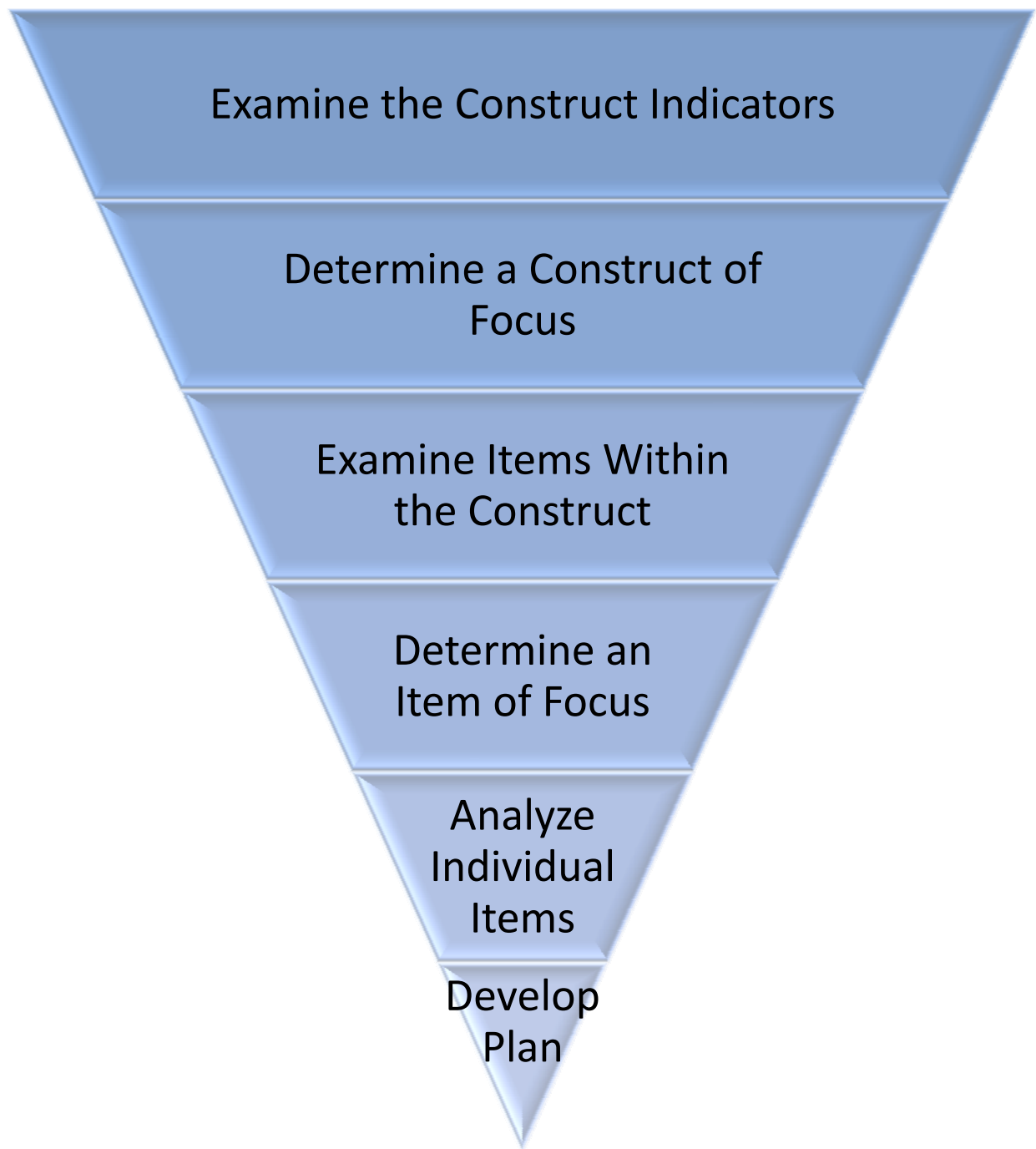
- **Become familiar with your school data from the 2010 survey results.**
- **Participate in a drill down process to move through the data in an orderly and efficient manner.**
- **Understand a process for presenting this information at your school.**
- **Gain a level of comfort in interpreting and disseminating TWC data.**
- **Anticipate challenges to unpacking this information at your school.**

Next Action Steps Following This Training

- **Develop a process for reflecting upon this data with your school community.**
- **Disseminate TWC learning with all members of your school community.**
- **Allocate time to initiate a process for identifying issues based on the TWC data.**
- **Engage in meaningful conversations over time about how this data reflects the context of your school.**
- **Use the survey findings to inform and design school improvement plans.**
- **Share best practices in utilizing the data in meaningful and productive ways with colleagues across the district.**

NCTWC

Data Drill Down



Reflecting and Selecting

Which Constructs do I Examine Further?

Read through the following prompts and reflect on the school data you just received.

1. In which constructs did your school have the most positive working conditions?
 - What are some possible reasons for this?
2. In which constructs did your school have the least positive working conditions?
 - What are some possible reasons for this?
3. Are there any constructs or focus areas in which your school's results are significantly different than the district or level?
 - Look for both positives and negatives. Positives should be acknowledged, and can be illuminating when thinking through areas of concern.
 - NOTE: Questions above 50% agreement are indicating that a majority of teachers at your school perceive the condition is in place, but this does not imply there is nothing to work on in this area. Conversely, lower agreement does not mean everything in the school surrounding this topic is in terrible condition. It is important to think of survey results as a vehicle to begin conversation and reflection about the conditions of your school.
 - Are any of the areas surprisingly negative?
 - Are those areas of dissatisfaction unique to your school or is this an area of concern for all schools within the district?
 - Are there multiple areas of dissatisfaction that may be related to each other? If so, can you identify the root causes that may be driving dissatisfaction across multiple areas?
4. Do you have a personal interest in examining a particular area more carefully?
5. Is there an area your school has already targeted for reflection and reform?

How do I Interpret the Item Data?

The examples

Once you have decided upon a construct, we need to examine each item within that section. Data provided in the summary report is displayed in the same manner as in the construct section.

Below is an example of data in the format you will be seeing.

TIME example				
Item	Please rate how strongly you agree or disagree with the following statements:	% Agree		
		School	School Level	District
Q2.1	a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	19.6	53.6	50.1
	b. Teachers have time available to collaborate with their colleagues.	57.8	62.8	65.4
	c. The non-instructional time provided for teachers in my school is sufficient.	47.8	45.3	48.6
	d. Teachers are protected from duties that interfere with their essential role of educating students.	58.7	59.8	57.3
	e. Efforts are made to reduce the amount of routine administrative paperwork that teachers are required to do.	45.7	46.7	46.5

TIME Item WS example

a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.

d. Teachers are protected from duties that interfere with their essential role of educating students.

School	School Level	State	Area of Focus
<u>19.6</u>	<u>53.6</u>	<u>50.1</u>	
S - SL: <u>-34.0</u> *		S - D: <u>-30.5</u>	<input checked="" type="checkbox"/>
<u>58.7</u>	<u>59.8</u>	<u>57.3</u>	
S - SL: <u>-1.1</u>		S - D: <u>+1.4</u>	<input type="checkbox"/>

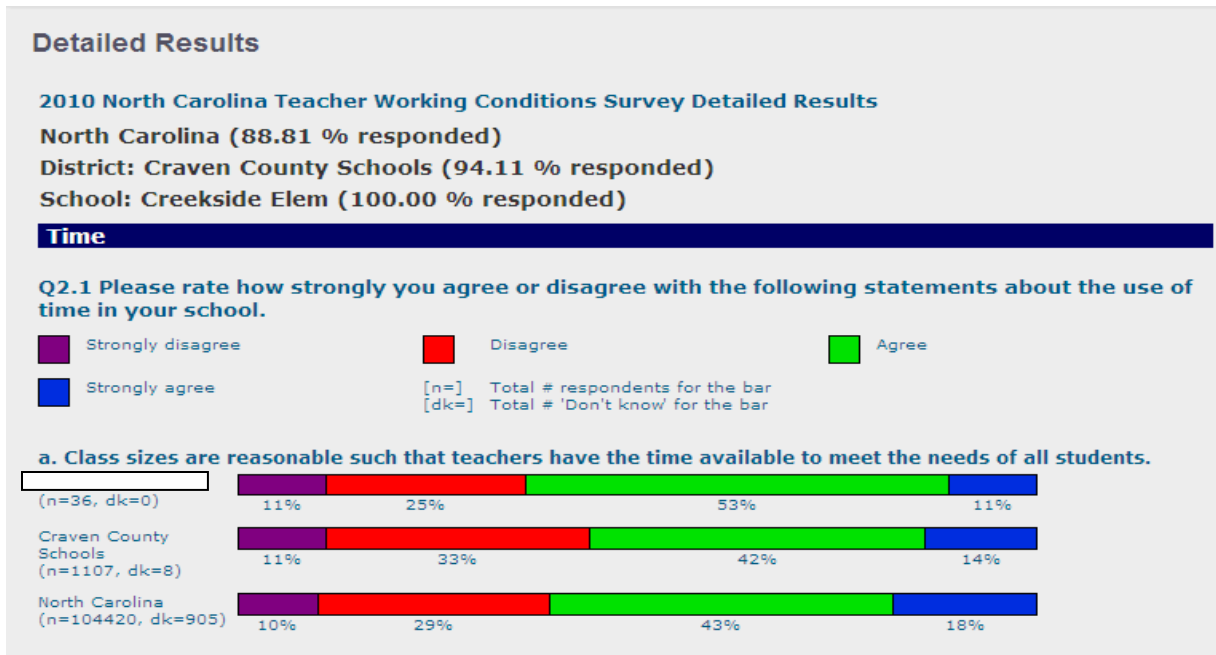
How do I Interpret the Item Data?

The Explanation

1. Once you have chosen a specific Construct, you need to examine each response item within that construct. To do this, fill out the Construct Item Worksheet (the +/- worksheet) to capture more general trends of the data. Reflect on how your school compared to District and School Level agreement.
2. Compare your school first to your School Level. In the example above, “a. Teachers have reasonable class sizes...”, we see that the school has an agreement rate of 19.6%, while the school level has an agreement rate of 53.6 %. When you subtract the school % from the School Level % you get a difference of -34%. It is negative because this school’s agreement rate is lower than other schools at the same level. Record this number on the blank below (indicated with a *).
3. Next, compare your school to the State. Using the same example, we see that the State had an agreement rate of 50.1%, which leads us to a difference of negative -30.5%.
4. Be sure to indicate whether your school had greater or lesser agreement than the School Level or State by using the + and – signs.
5. The box titled “Area of Focus” allows you to rate the items in any way that you choose for reference or further exploration.
6. Consider the overall item distribution, as it can reveal interesting trends in teacher perception.
 - In this example we see this particular school scored disproportionately lower than the State and Level in item, “a. Teachers have reasonable class sizes...”
 - The school had slightly higher agreement than the State and Level in “d. Teachers are protected from duties...”.
 - The school had slightly lower agreement than the State and Level in items c and e.
 - The school had moderately lower agreement than the State and Level in item b.
7. In particular, this school had the least positive relative conditions in “a. Teachers have reasonable class size, affording them time to meet the educational needs of all students.” The school reported 30.5 percentage points lower agreement than the district, and 34 percentage points lower agreement than their school level. This can be interpreted in a number of ways.

- If 19.6 % of teachers agree that they have “reasonable class sizes”, then 80.4 % of teachers DO NOT AGREE. This is a very strong statement. The majority of the school disagrees with this statement, which may indicate a need to examine this area further.
 - The district’s results show that almost exactly half of the teachers statewide feel their class sizes are appropriate.
 - Slightly more than half of the teachers in this school’s particular level also agree their class sizes are appropriate.
 - You may want to think about which 20% of teachers may have agreed that their class sizes ARE reasonable. Are class sizes equitable across the school? Are there variations in teacher/student ratios across grade levels or subject areas? This may give you insight about WHY they answered that way.
8. As you examine your own data, reflect on what aspects of your school could be contributing to these results.
 9. Once you have completed the Construct Item worksheet and looked more closely at each item within your chosen construct, you need to narrow your focus to one or two questions that you all feel need additional discussion and require a plan of action.
 - This does NOT have to be your lowest item scores.
 - You and your faculty know the context of your school. Use that knowledge to choose an item of greatest impact.
 10. After deciding upon one or two items of focus, move to the Specific Item Data to gather more information.

How do I Interpret the Detailed Report?

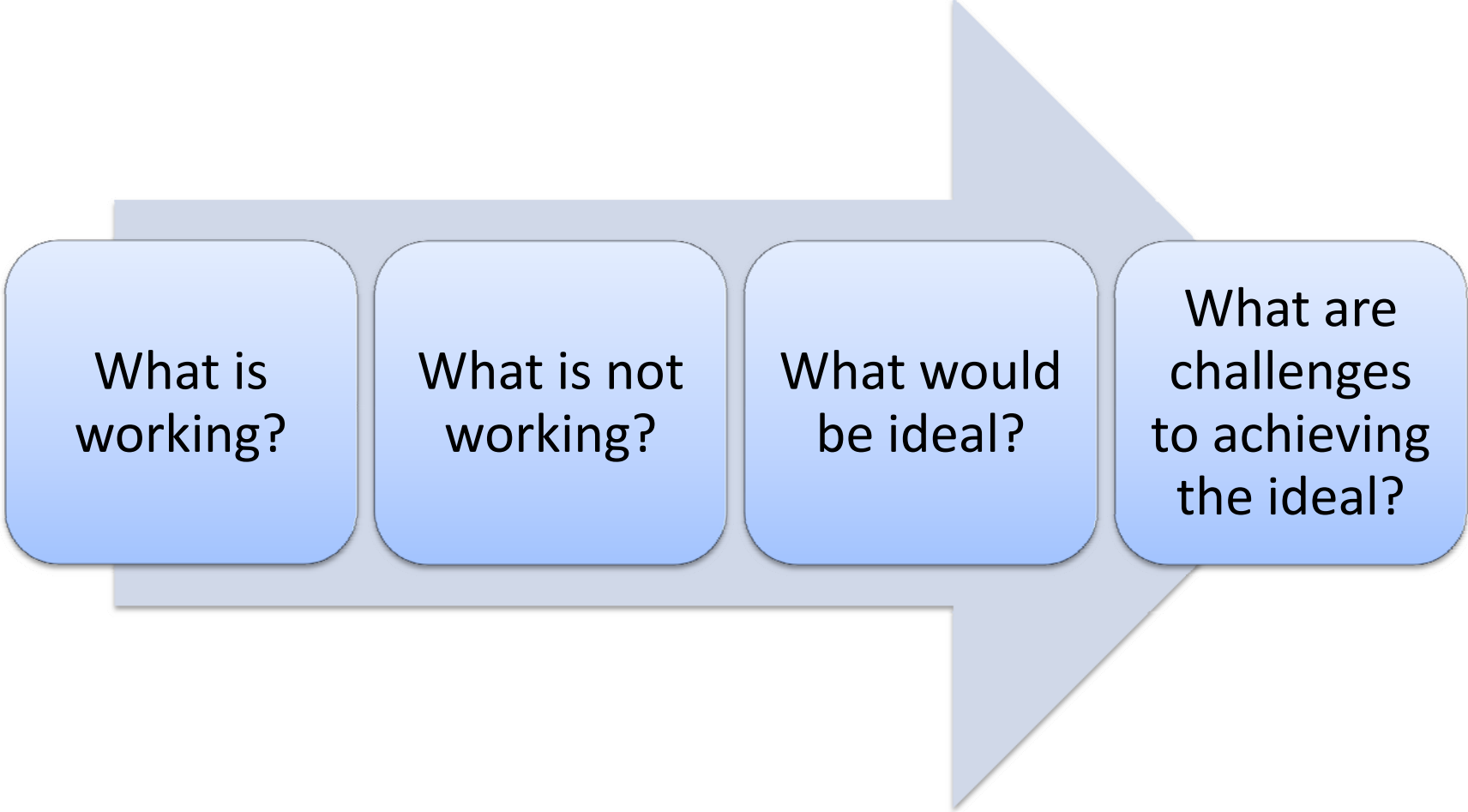


1. Specific Item Data is made up of 4 segments, moving from left to right: Strongly Disagree- purple, Disagree- red, Agree- green and Strongly Agree- blue.
2. Here, we see the same data as before, but with more detail. We get to see the percentage of Strongly and Agree/Disagree as opposed to the more general category of “% Agree”. This can potentially give you a clearer picture of your school.
 - Item A, “Class sizes are reasonable such that...”, reflects a 64 % Agreement rate. This is a combination of 53% Agree and 11% Strongly Agree.
 - 36% of respondents did not agree this condition was in place. This number is split into 25% Disagree and 11% Strongly Disagree.
3. You can break the percentages into numbers of people in each category by multiplying N, the number of respondents (here N=36), times the percentage in the specific category. This can be helpful in making the numbers seem real, and equating the data to actual people. (Remember, when multiplying a percentage, move the decimal 2 places to the left.)
 - Here the equation would be: $36 (N) \times .11$ (strongly disagree) = 3.96. So 4 of 36 people strongly disagreed that they have reasonable class sizes.
 - Identifying pockets of agreement or disagreement can be helpful when moving forward and thinking about your action plan. While it is useful to think about these findings as actual people instead of percentages, it is also potentially hazardous if this process leads you to making assumptions as to who specifically may have responded. Remember that this is an anonymous survey. We have gone to great lengths to ensure anonymity. You can NOT be sure who your respondents are, and asking people to identify themselves can break the trust and your ability to gather accurate data.

4. We also need to look at N. N is the total number of respondents, or people who took the survey.
 - Does N match the number of teachers at your school? This is an important consideration!
 - If N =36, but there are 80 teachers at your school, then more than half of the school has not answered the question. This could be quite different than looking at data where 36 of 40 teachers responded.
 - What does that mean as you interpret the data? Are you looking at a majority of faculty, or only a fraction? Are the results indicative of the whole school?
5. Sometimes we may see a heavy response in both the positive and the negative areas. This bimodal distribution would suggest that teachers are split on their perception. This is significantly different from the traditional bell curve. In other words, some of the school might think this area is in good condition and the other half does not.
 - Occasionally we see a serious difference in answers, with a large portion of the staff answering “Strongly Disagree” and the other half answering “Strongly Agree”. This shows a huge difference in staff perceptions. This may indicate a need to explore an item further.
 - Think about what the distribution looks like for your school for each item.
6. If strong dissatisfaction exists, exploring some immediate short term strategies as well as long term solutions may be necessary.

Process for Analyzing an Identified Item

Consider:



What is working?

What is not working?

What would be ideal?

What are challenges to achieving the ideal?

What is working/not working? EXAMPLE

ITEM EXAMINED

POSITIVE FACTORS

EFFECT ON SCHOOL/MY TEACHING

STEPS TO EXPLOIT

2.1 B Teachers have time available to collaborate with their colleagues.

District gives protected work days and ½ days for PLCs

Dedicated, protected group planning time

Expand my interaction to include folks from other schools to get more input and ideas
Be prepared to maximize this planning time

Front office is good about turning away parents who come unannounced

Keeps my time protected. Allows me more time to plan with colleagues

Sincerely thank the front office staff for their help.

Administration does a good job of only calling meetings when it is absolutely necessary, and gives us notice.

The meetings are more engaging and welcomed. My time is protected.

Thank the administration. Reinforce the steps they are taking. Be committed to engaging in the meetings when they are called.

CHALLENGING FACTORS

EFFECT ON SCHOOL/MY TEACHING

STEPS TO MITIGATE

Kids are coming to me during my planning time to get additional help

It is helping the kids, but hurting my planning and preparation with colleagues

Designate specific days of the week as off-limits to students

Subs are not available so we often have to cover other classes during our planning

Often unexpected and really hurts my planning time and scheduling of important activities with colleagues

Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?

Not using my time as efficiently as I could be.

Causing me to need more protected time than necessary to accomplish goals

Chart what I am doing with my time to determine where I am inefficient. Work with veteran teachers and administrators to consider different approaches

What is Ideal? What are the Challenges?

Item:

2.1 B Teachers have time available to collaborate with their colleagues.

WHAT WOULD THE IDEAL LOOK LIKE?

Teachers never have to cover other teachers' classes.

Teachers are never asked to a last minute meeting for EC.

School team/grade level/subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.

WHAT ARE THE CHALLENGES?

Not practical.
There will be times teachers must cover for one another

Knowing when manifestations are due
Scheduling all parties ahead of time and keeping everyone up to speed

Skill of facilitator, relationships
Needs of staff are different

HOW DO WE OVERCOME THE CHALLENGES?

Put a rotation in place for teacher coverage so the amount of times each teacher is called on is equitable. Reward teachers who do cover other classes.

Reflect on the meeting process and improve the efficiency of the process. Mandate teachers are notified ahead of time. Teachers are chosen that work with the child. The process is equitable for teachers.

Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.

2.1B: Teachers have time available to collaborate with their colleagues.

Collaborative environments contribute greatly to the management of time in a school. That being said, developing collaborative PLCs can be very challenging. Faculty need time to develop trust and confidence among one another. This is especially important for faculty new to the school. Groups need assigned leadership to encourage equity of voice and topic. Teacher groups need regular guidance and support from their administration to provide a clear vision of desired goals and objectives.

The administration may be providing ample amounts of time towards PLCs, but the staff may not know how to properly utilize that time to engage in high quality, meaningful PLCs. Additionally, if relationships are broken between colleagues, PLCs are largely ineffective. Getting together as a group does not equate to productive PLC planning. The staff must be taught how to engage in effective PLC activity. The administration must help to facilitate and encourage the development of these groups.

Table Group Activity

- Where possible, include an administrator in each group to have both perspectives represented.
- Assign a recorder.
- The following pages provide question prompts on the survey item discussed above. Read and discuss the prompts as a group.
 - Try and capture both administrator and teacher perspective on the prompts
- Use the Item Analysis tools to record important points brought up in your discussion.

2.1B: Reflections

Am I collaborating?

- Do I make time to meet with colleagues, or do I avoid it?
- If I avoid it, why and how can it be changed to make me more participatory?

Do I really understand how to collaborate?

- Is there a prescribed method to collaborative meetings?
- Are my team/colleague meetings efficient?
- What are typical meeting topics and are they the best use of that collaborative time?
- Who am I meeting with and why?
- Who do I want to meet with and what am I doing to make that occur?
- If collaboration is not working well, what can I do to improve it?
- Is the work load balanced, or am I doing too much? too little?
- Is there equity of voice in the group? Is there equity in the topics being discussed?

Has your school/district standardized what is expected in a PLC in terms of process, goals, and expectations?

- If so, are you sure everyone in your staff is following that protocol? How do you know?
- If not, can you work with your staff to develop methods to establish PLC goals and objectives? What would the training look like?

Is my immediate administrator included in the collaboration?

- How can my administrator be included in the collaborative process consistently?
- Is there a way to keep my administrator informed if he/she cannot be present for a meeting?

2.1B: Reflections

Are supporting faculty involved in the collaborative process?

- Are my mentor, subject coach, lead teacher, resource teacher, EC teacher, Elective teachers included in collaborative meetings?
- Are all parties attending?
- Do all parties have equal voice in the process?

How often are teachers meeting in a collaborative setting?

- What sorts of groups are being created?
- What is discussed? How? Why?
- Is there an established agenda and sequence of events?
- Has someone been empowered to lead the PLC?
- Is the work load balanced among the participants? Is there equity among the group?
- Is there equity in topic discussion?
- How long does it take? Can any of it be done electronically?

Are teammates and colleagues working well together or is there dissension in the group?

- What could be working against the PLC?
- What can encourage PLC growth and participation?
- Does the administration acknowledge effective practice?

Is the administration involved in the collaborative process?

- How often?
- What does it include?
- How could they be more involved?

Notes