



North Carolina's

Teacher Working Conditions Initiative

Interpreting Your TWC Survey Results Presentation

May 2010



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Teacher Working Conditions Initiative

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.

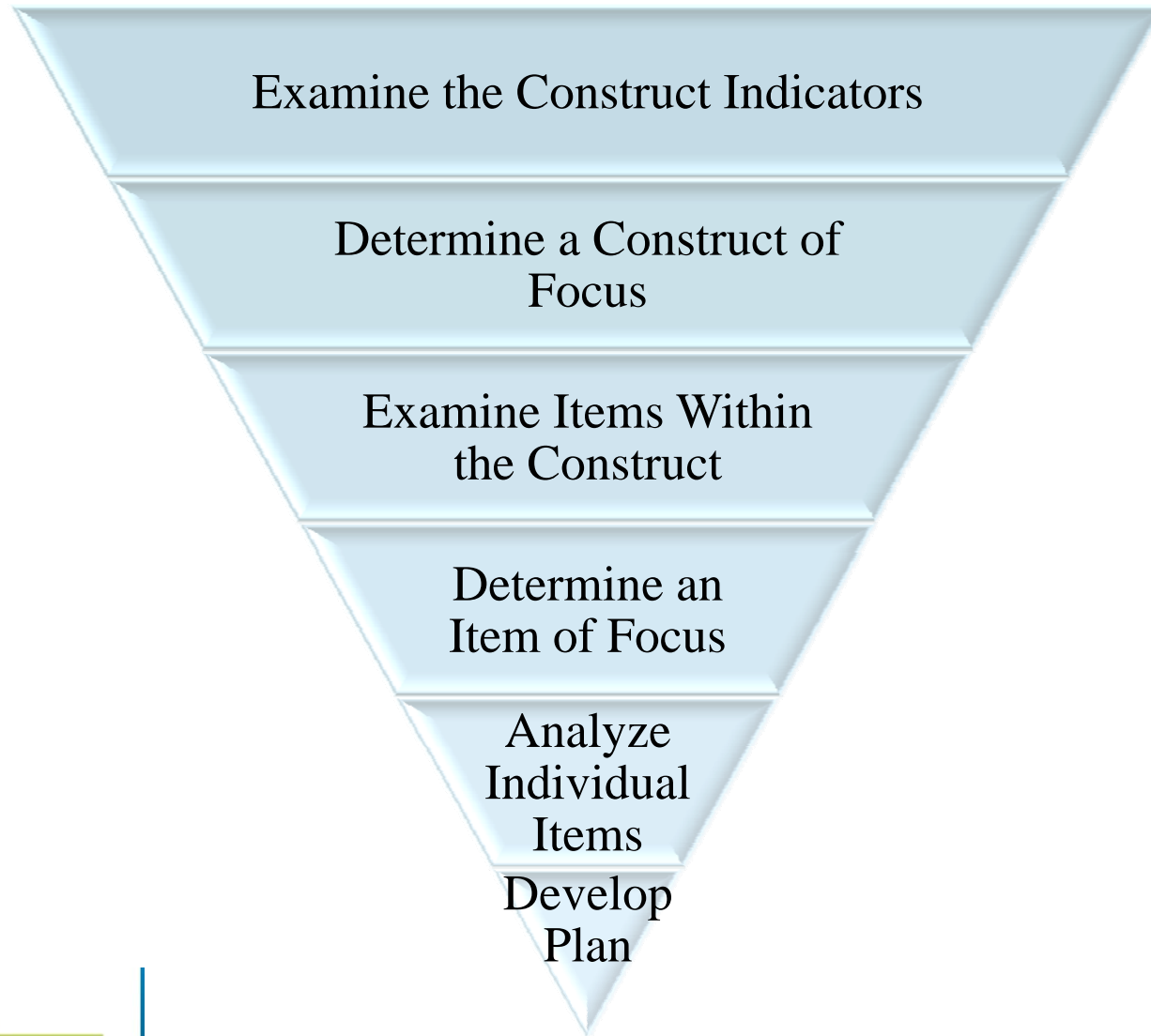


Norms for the Discussion

- Equity of Voice
 - All voices are heard
- Active Listening
 - Really listen to what people are saying
 - Avoid side conversations
 - Stop internal monologues
- Safety to Share Different Perspectives
 - Welcome all ideas, suggestions, or thoughts on the topic
 - Respectfully discuss differing opinions
- Confidentiality
 - Avoid specific names or titles
- Other? _____




NCTWC Data Drill Down



Before We Get Started...

- Think about the results and answer the questions on the 'Do You Agree' sheet

		Do You Agree?		In Your School	Across NC
				Y/N	Y/N
Time	Educators have more time available for instruction, planning and collaboration than they did in 2008.	<input type="checkbox"/>	<input type="checkbox"/>		
Facilities and Resources	The faculty works in a school environment that has more instructional, technological and other resources than they did in 2008.	<input type="checkbox"/>	<input type="checkbox"/>		
 Teacher Leadership	Teacher leadership conditions are in place that contribute to more trusting, supportive school environments, problem solving and decision making than in 2008.	<input type="checkbox"/>	<input type="checkbox"/>		
School Leadership	School leadership makes a more sustained effort to address teacher concerns about a variety of teaching and learning conditions issues than they did in 2008.	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Development	More high quality professional development opportunities are available to licensed educators now than in 2008.	<input type="checkbox"/>	<input type="checkbox"/>		



What We Know About Teaching Conditions

- It matters for kids.
 - All five working conditions factors were statistically significant in explaining achievement across subjects and school levels.
- It matters for teacher retention.
 - Teachers with positive perceptions of their working conditions are much more likely to want to stay at their current school than teachers who are more negative, particularly in the areas of leadership and empowerment.
- Principals and teachers see things differently.
 - Understanding perspectives can improve dialog.

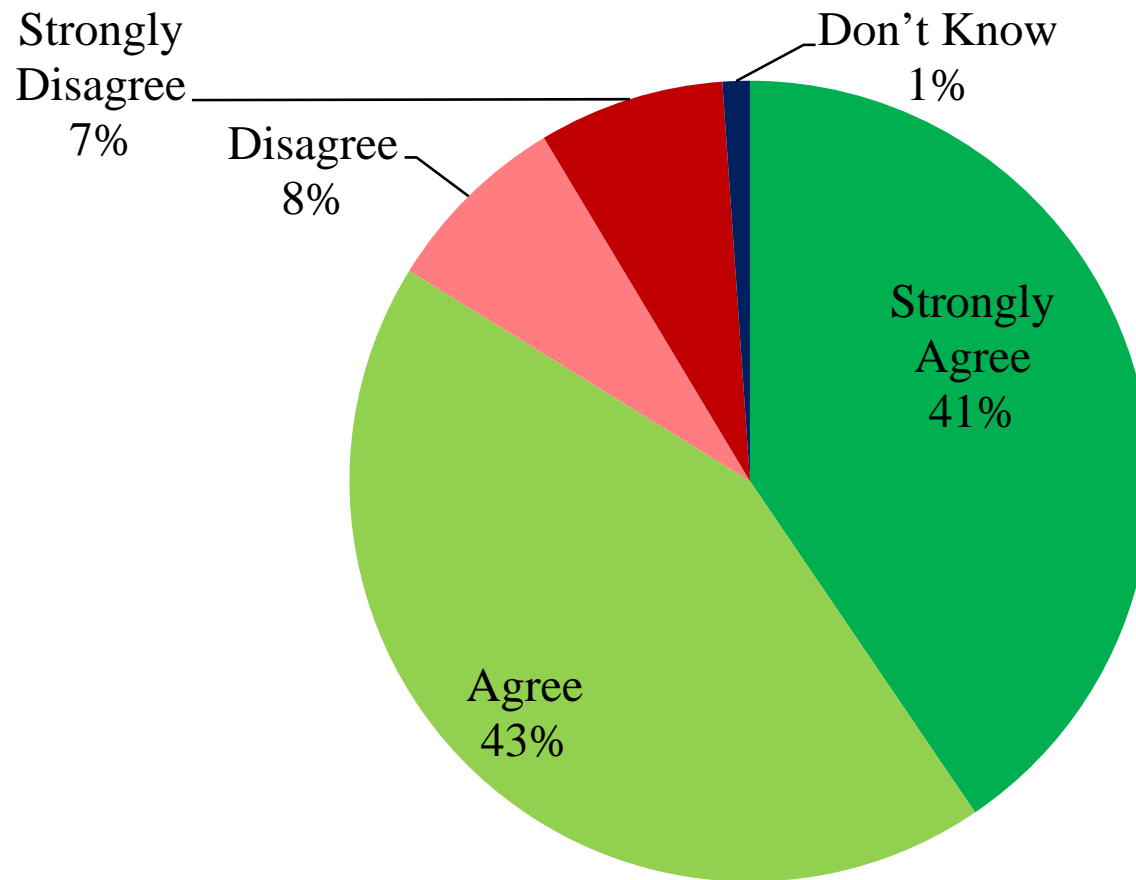


About the 2010 NC TWC Survey

- Responses from 105,688 NC educators (89%) including 91,490 teachers, 2,100 principals, 2,332 assistant principals, and 9,766 other educational professionals.
- Up from 87% with 104,153 educators responding in 2008.
- Every school in NC achieved at least a 40% response rate, the threshold for receiving school level data



Overall, my school is a good place to work and learn.



2008-2010 State-level Difference in Percent Agreement Across Same or Similarly Worded Time Items

Similar Time Construct Survey Items Across 2008 and 2010	NC 2008	NC 2010	Diff.
Teachers are protected from duties that interfere with their essential role of educating students.	53.97	69.95	15.98
The non-instructional time provided for teachers in my school is sufficient.	51.23	63.48	12.25
Teachers have time available to collaborate with colleagues.	62.28	73.25	10.97
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	62.9	61.72	-1.19
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	55.96	54.4	-1.57

2008-2010 State-level Difference in Percent Agreement Across Same or Similarly Worded Facilities and Resources Items

Similar Facilities and Resources Construct Survey Items Across 2008 and 2010	NC 2008	NC 2010	Diff.
Teachers have adequate space to work productively.	72.34	86.79	14.45
Teachers have access to reliable communication technology, including phones, faxes and email.	78.68	89.21	10.53
The faculty work in a school environment that is safe.	83.59	93.11	9.52
The school environment is clean and well maintained.	77.37	85.87	8.49
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	74.16	80.21	6.05
Teachers have sufficient access to appropriate instructional materials.	76.33	82.21	5.88
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	76.04	79.57	3.53
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	79.12	81.33	2.21



2008-2010 State-level Difference in Percent Agreement Across Same or Similarly Worded Teacher Leadership Items

Similar Teacher Leadership Construct Survey Items Across 2008 and 2010	Percent Agreement		
	NC 2008	NC 2010	Diff.
Teachers are relied upon to make decisions about educational issues.	61.0	82.1	21.1
In this school we take steps to solve problems.	68.1	82.3	14.3
The faculty has an effective process for making group decisions to solve problems.	62.2	76.3	14.1
Teachers are trusted to make sound professional decisions about instruction.	74.3	83.8	9.5



2008-2010 State-level Difference in Percent Agreement Across Same or Similarly Worded School Leadership Items

Similar School Leadership Construct Survey Items Across 2008 and 2010	Percent Agreement		
	NC 2008	NC 2010	Diff.
The school improvement team provides effective leadership at this school.	62.2	82.7	20.6
The school leadership makes a sustained effort to address teacher concerns about teacher leadership.	65.7	85.0	19.4
The school leadership makes a sustained effort to address teacher concerns about new teacher support.	66.4	83.1	16.8
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	63.4	79.9	16.5
The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	72.4	86.6	14.2
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	66.6	79.0	12.4



2008-2010 State-level Difference in Percent Agreement Across Same or Similarly Worded School Leadership Items

Similar School Leadership Construct Survey Items Across 2008 and 2010	Percent Agreement		
	NC 2008	NC 2010	Diff.
The school leadership makes a sustained effort to address teacher concerns about professional development.	72.0	83.6	11.6
The procedures for teacher evaluation are consistent.	75.2	85.8	10.6
Teachers receive feedback that can help them improve teaching.	75.8	86.1	10.2
Teacher performance is assessed objectively.	78.4	87.6	9.1
The school leadership consistently supports teachers.	70.7	78.6	8.0
Teachers are held to high professional standards for delivering instruction.	86.0	93.7	7.7



2008-2010 State-level Difference in Percent Agreement Across Same or Similarly Worded Professional Development Items

Similar Professional Development Construct Survey Items Across 2008 and 2010	NC 2008	NC 2010	Diff.
Professional development enhances teachers' abilities to improve student learning.	67.6	89.2	21.6
Sufficient resources are available for professional development in my school.	57.6	77.6	20.0
An appropriate amount of time is provided for professional development.	64.2	77.8	13.6

‘Do you Agree’ Worksheet Answers

- When comparing the results from 2008 with 2010, where the questions were the same in both years, all but two questions showed growth.
 - 1% decline in student class size
 - 1.5 % decline in efforts to minimize paperwork
- On the district level of the ‘Do you Agree’ Worksheet, every question was a ‘yes’.



Things to be proud of...

- The incredible participation in the survey.
- Educators across the state are making progress to improving teaching and learning conditions.
- Even more impressive is that these gains occurred during a significant economic recession where virtually all areas of public education were affected though cuts in staff, funding, and resources.
- Versions of this survey have been replicated across the country.



The New On-line Layout

- www.ncteachingconditions.org
- Detailed reports
- Summary reports
- Comparisons from 2008 to 2010
- Dumping to Excel spreadsheets
- Where the tools live

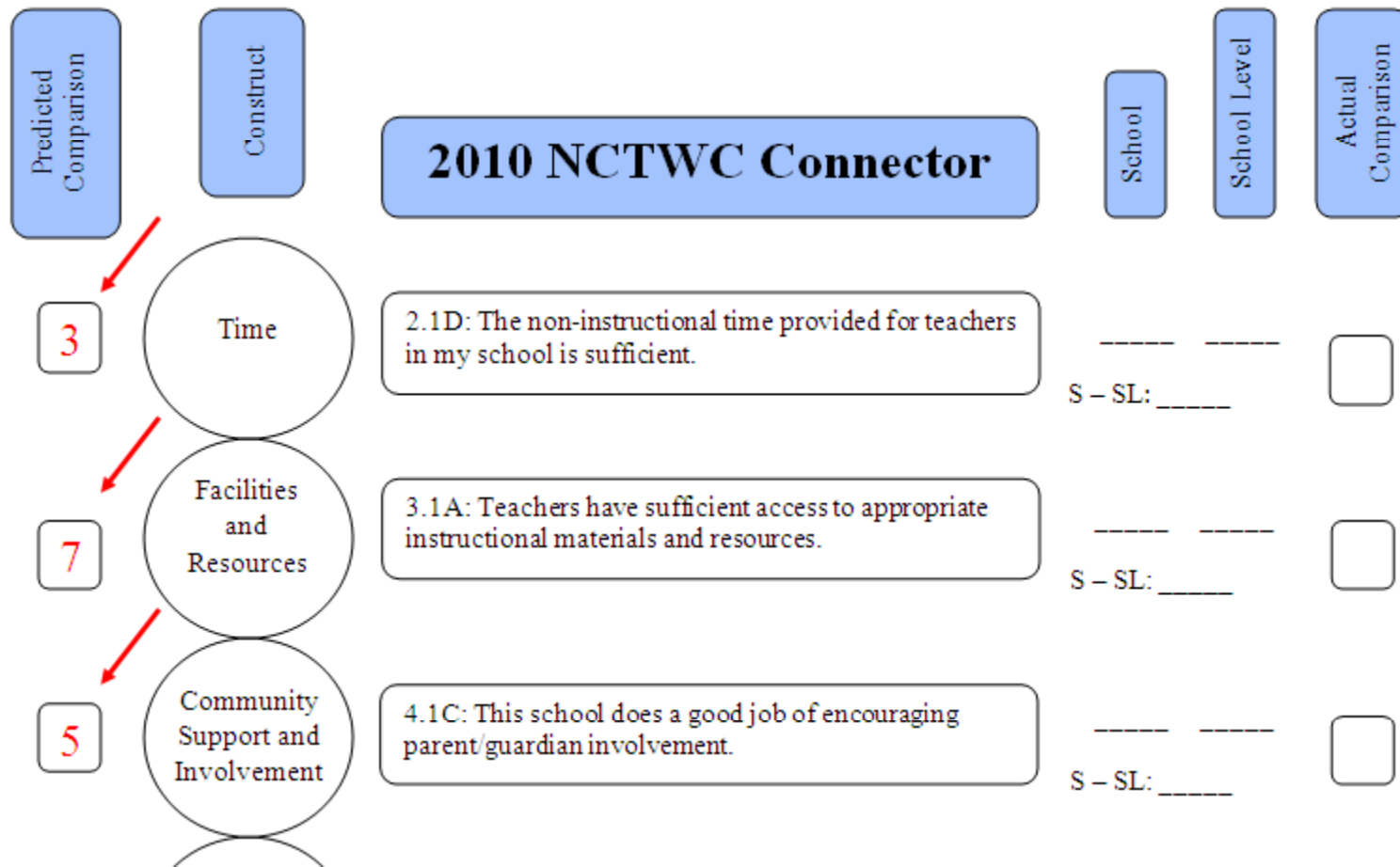


Find the Connector

Predicted Comparison	Construct	2010 NCTWC Connector	School	School Level	Actual Comparison
<input type="checkbox"/>	Time	2.1D: The non-instructional time provided for teachers in my school is sufficient.	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	Facilities and Resources	3.1A: Teachers have sufficient access to appropriate instructional materials and resources.	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	Community Support and Involvement	4.1C: This school does a good job of encouraging parent/guardian involvement.	_____	_____	<input type="checkbox"/>



Predicted Comparison



Plug in the Numbers

Predicted Comparison	Construct	2010 NCTWC Connector	School	School Level	Actual Comparison
3	Time	2.1D: The non-instructional time provided for teachers in my school is sufficient.	50.6	66.1	<input type="checkbox"/>
7	Facilities and Resources	3.1A: Teachers have sufficient access to appropriate instructional materials and resources.	85.6	80.9	<input type="checkbox"/>
5	Community Support and Involvement	4.1C: This school does a good job of encouraging parent/guardian involvement.	85.1	87.1	<input type="checkbox"/>



School Minus School Level

Predicted Comparison	Construct	2010 NCTWC Connector	School	School Level	Actual Comparison
3	Time	2.1D: The non-instructional time provided for teachers in my school is sufficient.	50.6	66.1	<input type="checkbox"/>
			S - SL: -15.5		
7	Facilities and Resources	3.1A: Teachers have sufficient access to appropriate instructional materials and resources.	85.6	80.9	<input type="checkbox"/>
			S - SL: +4.7		
5	Community Support and Involvement	4.1C: This school does a good job of encouraging parent/guardian involvement.	85.1	87.1	<input type="checkbox"/>
			S - SL: -2		



Revised Comparison

Predicted Comparison	Construct	2010 NCTWC Connector	School	School Level	Actual Comparison
3	Time	2.1D: The non-instructional time provided for teachers in my school is sufficient.	50.6	66.1	1
			S - SL: <u>-15.5</u>		
7	Facilities and Resources	3.1A: Teachers have sufficient access to appropriate instructional materials and resources.	85.6	80.9	6
			S - SL: <u>+4.7</u>		
5	Community Support and Involvement	4.1C: This school does a good job of encouraging parent/guardian involvement.	85.1	87.1	4
			S - SL: <u>-2</u>		



Which Construct Do I Want to Explore Further?

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



Find the ‘Construct Item Worksheet’ and the ‘How Do I Interpret the Item’ Handout

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.

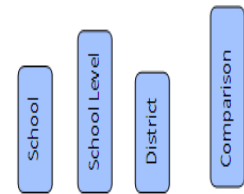
TIME example				
Item	Please rate how strongly you agree or disagree with the following statements:	% Agree		
		School	School Level	District
		Q2.1	a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	19.6
	b. Teachers have time available to collaborate 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

Construct Item worksheet

a.

b.

c.



S-SL: _____ S-D: _____

S-SL: _____ S-D: _____

S-SL: _____ S-D: _____



Worksheets for Each Construct Are Online

EMPOWERMENT	School	School Level	District	Ranking
a. Teachers are involved centrally in decision making about educational issues.	S – SL: _____	S – D: _____	_____	<input type="checkbox"/>
b. Teachers are trusted to make sound professional decisions about instruction.	S – SL: _____	S – D: _____	_____	<input type="checkbox"/>
c. Teachers are respected as educational experts.	S – SL: _____	S – D: _____	_____	<input type="checkbox"/>
d. Teachers in this school are confident they will be able to motivate their students.	S – SL: _____	S – D: _____	_____	<input type="checkbox"/>
e. The faculty has an effective process for making group decisions and solving problems.	S – SL: _____	S – D: _____	_____	<input type="checkbox"/>

How Do I Interpret the Item?

TIME example		% Agree		
Item	Please rate how strongly you agree or disagree with the following statements:	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
	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	School	School Level	District	Area of Focus
a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	<u>19.6</u>	<u>53.6</u>	<u>50.1</u>	<input checked="" type="checkbox"/>
	S - SL: <u>-34.0</u> *		S - D: <u>-30.5</u>	
d. Teachers are protected from duties that interfere with their essential role of educating students.	<u>58.7</u>	<u>59.8</u>	<u>57.3</u>	<input type="checkbox"/>
	S - SL: <u>-1.1</u>		S - D: <u>+1.4</u>	

Take 5

- During the break, place one sticky on the consensogram above the item number you have decided you would like to look at further.



Two Methods for Examining Individual Items

- A written process for Analyzing an Item
- Individual Item Prompts for guiding reflective conversations



Process for Analyzing an Identified Item

What is working?

What is not working?

What would be ideal?

What are challenges to achieving the ideal?



‘What is working/not working’ Example and blank worksheets

What is working/not working? EXAMPLE

ITEM EXAMINED	POSITIVE FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO EXPLOIT
2.1.8 Teachers have time available to collaborate with their colleagues.	District gives protected work days and 1/2 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?

What is working/not working?

ITEM EXAMINED	POSITIVE FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO EXPLOIT
	CHALLENGING FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO MITIGATE

‘What is Ideal? What are the Challenges’

Example and blank worksheets

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?	WHAT ARE THE CHALLENGES?	HOW DO WE OVERCOME THE CHALLENGES?
Teachers never have to cover other teachers' classes.	Not practical. → There will be times teachers must cover for one another	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.
Teachers are never asked to a last minute meeting for EC.	Knowing when manifestations are due → Scheduling all parties ahead of time and keeping everyone up to speed	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.
School team/grade level/subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.	Skill of facilitator, relationships → Needs of staff are different	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.

What is Ideal? What are the Challenges?

Item:

WHAT WOULD THE IDEAL LOOK LIKE?	WHAT ARE THE CHALLENGES?	HOW DO WE OVERCOME THE CHALLENGES?



Individual Item Prompts

- Are used to guide reflective, collaborative conversations about specific school conditions.
- Are available on-line.
- Are not the only questions to ask, but provide a starting point for dialog.



Individual Item Prompt Activity

- In each group, assign a:
 - Facilitator
 - Recorder
 - Reporter
- In your groups:
 - Discuss the prompts provided
 - Document important findings from the discussion
 - Be prepared to share out some of your thoughts



Set Some Goals

- The drilldown process is a method to establish goals and make a plan.
 - Very basic planning template in your handouts
 - Consider using the comprehensive school improvement planning template on the NCDPI website at

<http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf>



Anticipating Challenges

- Facilitating this work
- Addressing limited collaborative time.
- Addressing equity issues.
- Having a fierce conversation.



Materials from this presentation
can be found at:

www.ncteachingconditions.org



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