



North Carolina's

Teacher Working Conditions Initiative

Teacher Working Conditions are Student Learning Conditions

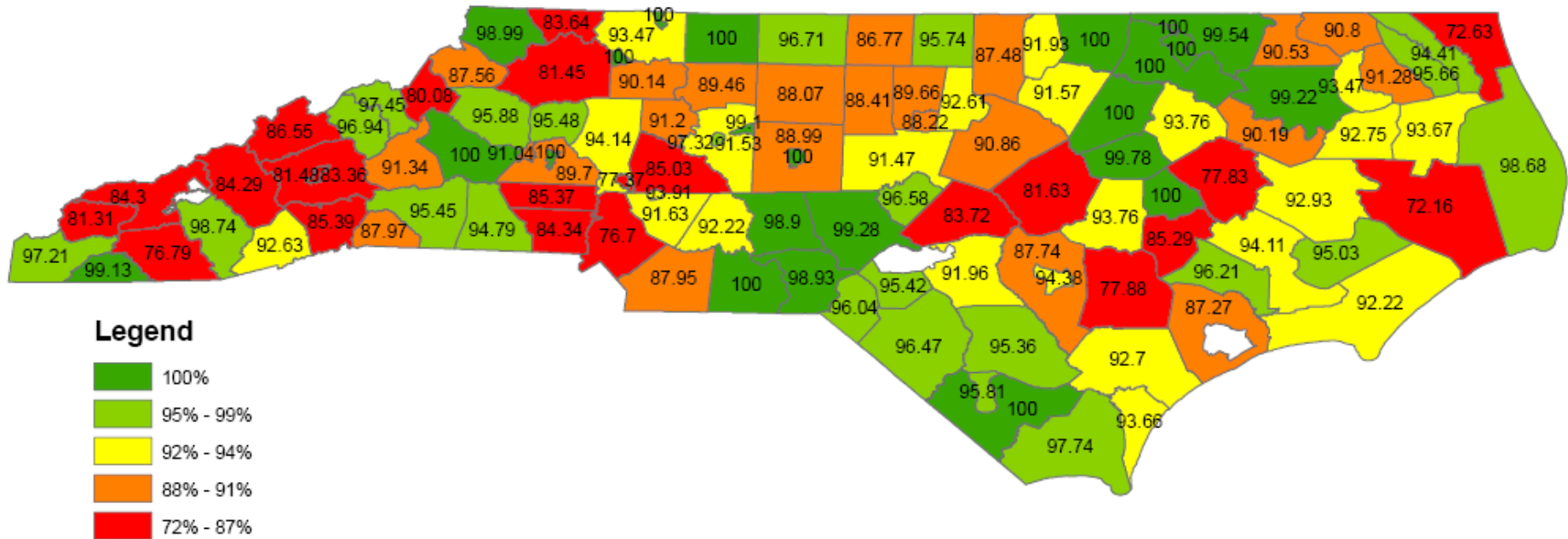
Eric Hirsch, New Teacher Center

North Carolina State Board of Education

November 4, 2010



2010 NC TWC Survey Response Rates by District



- 105,688 educators responded (88.81%)
- 1,325 schools had full participation (at least 95%)
- 2,534 schools had over 40% response, including all traditional public schools
- All districts had at least 72% participation
 - 13 had 100%
 - 77 were over 90%



Analyses and Tools Online

The North Carolina Teacher Working Conditions Survey
A Parent Guide to School Improvement



What Is the Survey



Understanding and Improving Teacher Working Conditions

An Activity Guide for North Carolina School District Leaders



North Carolina Teacher Working Conditions Survey: Guide for School Improvement



by Andrew Sloberg and Eric Hirsch



Using Teacher Working Conditions Survey Data in the North Carolina Educator Evaluation Process



by Eric Hirsch and Andrew Sloberg



- Parent Guide to School Improvement
- Activity Guide for School District Leaders
- Revisions to School Improvement Guide
- Evaluation Guide
- Case Studies
- Research Briefs
 - Current Trends, DSSF, Principal WCs, Redesigned High Schools, Evaluation Pilot Districts,



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Previous Analyses by NTC



Research Brief

June 2009

Issue #09-06

North Carolina Teacher Working Conditions Survey Brief: Teacher Working Conditions Are Student Learning Conditions

Eric Hirsch, *New Teacher Center* with Keri Church, *LEARN NC*

Since 2001, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. The data was made available in May 2008 at www.ncteachingconditions.org.

With four iterations of the survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are essential elements of student achievement. Analyses from 2004 and 2006 demonstrate that (Hirsch and Emerick, 2007; Hirsch, 2005):

- Providing teachers with sufficient instructional materials that they can select and use in devising their own teaching techniques is significantly related to school level student achievement.
- Leadership is essential. School leaders that can empower faculty, create safe school environments, and develop supportive, trusting climates are more likely to be successful in promoting student learning.

With the 2008 survey data, the New Teacher Center analyzed the relationship between survey responses aggregated to the school-level and student performance as measured by the performance composite (the percentage of students at or above achievement level III/proficient) and whether or not schools met student learning growth targets set by the state. Supporting statistical documentation on the data utilized, survey questions included in the working conditions areas examined (leadership, decision making, professional development, time and facilities and resources) and statistical models developed are available in the research section of www.ncteachingconditions.org.

www.newteachercenter.org

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Launching the Next Generation

- Across all years, all working conditions were found to be statistically significant in explaining achievement
- In 2008, Leadership (Teacher Leadership and School Leadership) and Facilities and Resources were significantly connected to student performance at all levels



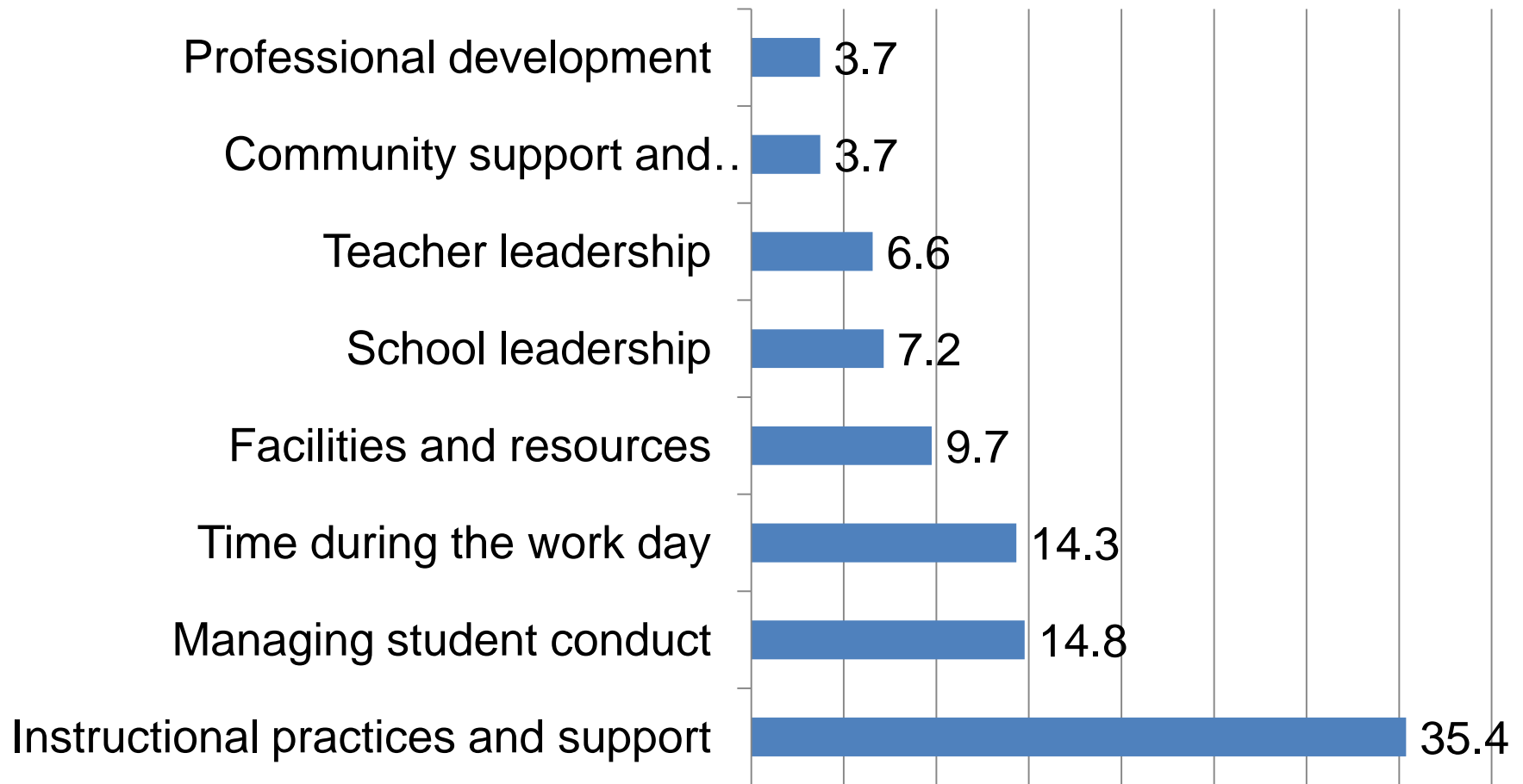
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Teaching Conditions and Student Learning

- “There is good evidence to show that teachers’ working conditions matter because they have a direct effect on teachers’ thoughts and feelings—their sense of individual professional efficacy, of collective professional efficacy, of job satisfaction; their organizational commitment, levels of stress and burnout, morale, engagement in the school or profession and their pedagogical content knowledge. These internal states are an important factor in what teachers do and have a direct effect in what happens in the classroom, how well students achieve, and their experience of school.” (Leithwood, 2006)
- “...together, the working conditions variables account for 10 to 15 percent of the explained variation in math and reading scores across schools, after controlling for individual and school level characteristics of schools.” (Ladd, 2009)



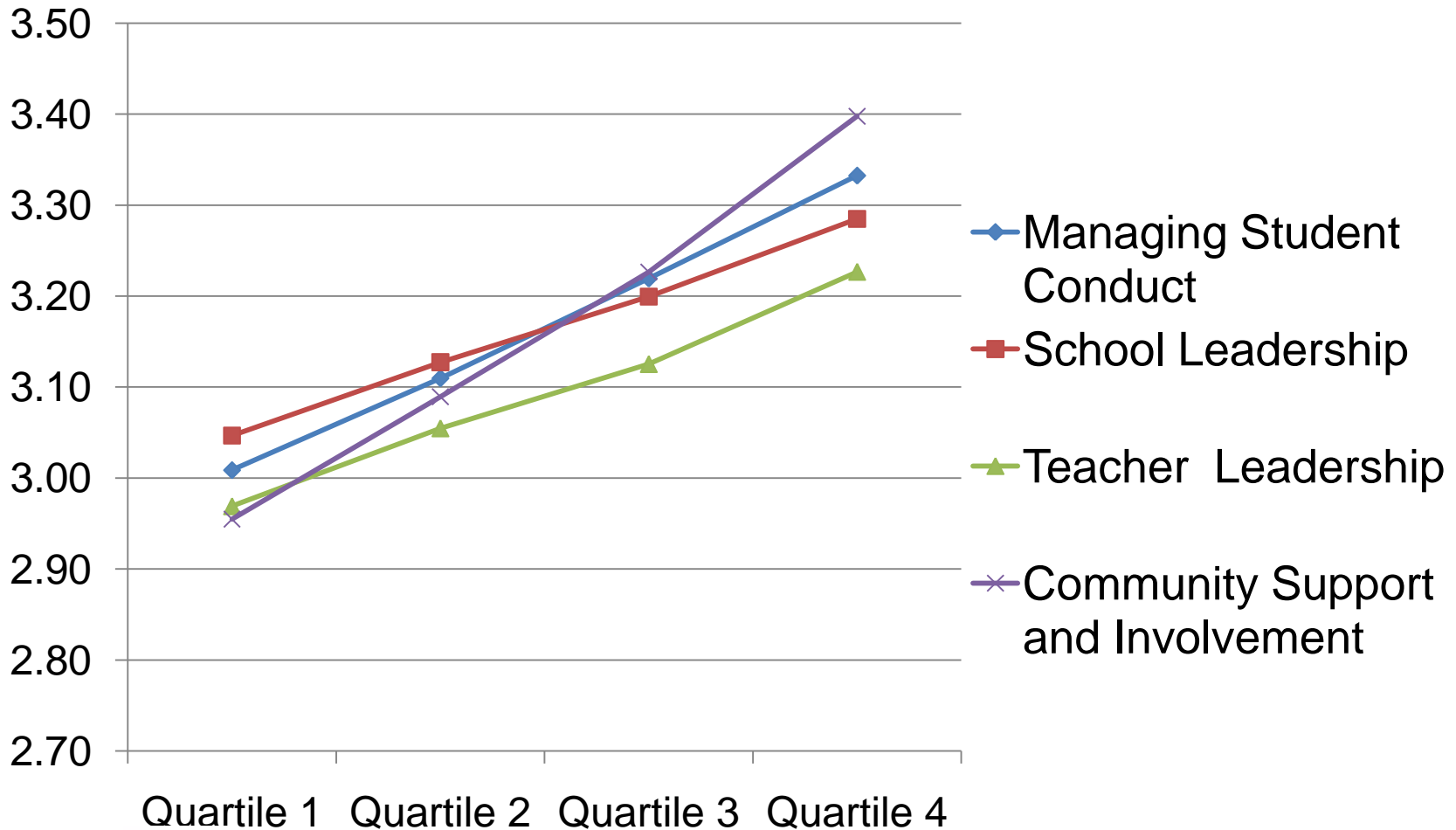
Teachers on Working Conditions Most Important in Promoting Student Learning



Correlations of Working Conditions with School Level Performance by Level

NC 2010 TWC Construct	Elementary (n=1371)	Middle School (n=461)	High School (n=480)	All Schools (n=2509)
Time	.055*	.064	.368**	.076**
Managing Student Conduct	.306**	.295**	.494**	.239**
School Leadership	.213**	.151**	.354**	.168**
Professional Development	.045	-.044	.306**	.032
Teacher Leadership	.242**	.192**	.384**	.186**
Facilities and Resources	.149**	.217**	.359**	.159**
Community Support and Involvement	.426**	.563**	.583**	.393**
Instructional Practices and Support	.088**	.025	.272**	.115**

Differences in Working Conditions Between Highest and Lowest Performing Elementary Schools



Working Conditions Across Performance Quartiles

NC 2010 TWC Items	Percent Agreement in Elementary Schools				Difference Q1 to Q4
	Q1 Lowest	Q2	Q3	Q4 Highest	
Parents/guardians are influential decision makers in this school.	56.79%	71.33%	81.84%	90.42%	33.64%
Parents/guardians support teachers, contributing to their success with students.	60.19%	73.59%	83.98%	92.46%	32.27%
Students at this school follow rules of conduct.	64.24%	77.06%	85.76%	92.52%	28.29%
The community we serve is supportive of this school.	75.46%	86.08%	92.94%	97.10%	21.64%
Community members support teachers, contributing to their success with students.	78.22%	84.75%	90.20%	94.92%	16.70%
There is an atmosphere of trust and mutual respect in this school.	66.30%	72.42%	76.92%	82.45%	16.15%
Teachers feel comfortable raising issues and concerns that are important to them.	64.38%	70.15%	73.96%	79.53%	15.15%
School administrators consistently enforce rules for student conduct.	71.01%	75.13%	80.41%	86.10%	15.10%

Working Conditions Across Performance Quartiles

TWC Item with Greatest Variance Across Elementary Quartiles in Each Survey Construct	Percent Agreement				Diff, Q1 to Q4
	Q1 Lowest	Q2	Q3	Q4 Highest	
Teachers are allowed to focus on educating student with minimal interruptions.	68.15%	70.80%	74.15%	78.98%	10.83%
Teachers have sufficient access to office equipment and supplies...	76.99%	81.06%	83.80%	86.49%	9.51%
Parents/guardians are influential decision makers in this school.	56.79%	71.33%	81.84%	90.42%	33.64%
Students at this school follow rules of conduct.	64.24%	77.06%	85.76%	92.52%	28.29%
The faculty has an effective process for making group decisions to solve problems.	74.10%	78.72%	81.45%	84.98%	10.88%
There is an atmosphere of trust and mutual respect in this school.	66.30%	72.42%	76.92%	82.45%	16.15%
In this school, follow up is provided from professional development.	76.97%	78.98%	80.62%	81.85%	4.87%
Teachers have autonomy to make decisions about instructional delivery...	68.41%	73.13%	75.84%	81.09%	12.69%

Working Conditions and Student Learning

- ***Managing Student Conduct was statistically significant in explaining school level student performance at all levels while controlling for student, teacher and school characteristics.*** Instructional Practices and Supports was significant for middle schools and Community Engagement and Support for high schools
 - An 11.5 percent increase in the percentage of elementary students at or above grade level could be estimated for every one point increase in the mean Managing Student Conduct average
 - Approximately 15 percent of the variance in student performance across high schools could be explained by the combined presence of all significant working conditions constructs
 - While working conditions are critical, student poverty was the strongest predictor of performance, between 1.5 and 4 times as great as working conditions and other influences

Working Conditions and Student Learning

- Students are achieving at higher levels in schools where the students and faculty know conduct expectations, policies are consistently implemented, and the building is safe. Safe and supportive learning conditions are essential components of student success
- These findings build on previous results and provides more nuanced information. It is not that Teacher Leadership, Facilities and Resources, and School Leadership are no longer important. It appears, with new data and more items to analyze, that it is particular aspects of leadership and facilities that may be the most closely connected to student results
- Instructional Practices and Supports were identified by teachers as most critical and was a significant predictor of student performance across high schools. Stronger connections may not have surfaced as the NCTWC Survey focused on specific school level supports as opposed to what individual teachers do in their own classroom



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