



North Carolina's

Teacher Working Conditions Initiative

Understanding and Utilizing Teacher Working Conditions Data

New Teacher Center and the North Carolina Professional
Teaching Standards Commission

Teacher Retention: An Essential Issue

- Statewide system level teacher turnover in NC is 13.85% for 2007-2008 school year
 - 22.2% leave to teach elsewhere
 - 16.3% retire
 - 12.2% resign due to family relocation
 - 11.9% resign for unknown reasons
 - 6.0% stayed in LEA for a non-teaching position
- School level turnover rate is much higher – over 20% annually
- Prepare roughly 3,200 in NC for roughly 11,000 positions in the state annually
- 1 of 10 states that get more than 40% of teachers from out of state and exponential growth in lateral entry teachers...both groups leave at higher rates



TWC Survey History

- Developed and piloted in 2001 to assess whether or not the state's working conditions standards created by NCPTSC in place
- Moved to an online survey in 2004, questions added and full report issued with analyses
- In 2006, substantial increase in response rate, detailed analyses on DSSF and high priority high schools



The 2008 TWC Survey

- More than 104,000 school-based licensed educators completed the survey (87%) and all districts had a participation rate of 60% or better
- Every traditional public school had a 40% response rate or higher
- Principals were surveyed on whether or not they have district support to help create positive teaching conditions. Almost 2,000 principals responded
- Data available since June 1, 2008
- Tool development underway and assistance through professional development associated with the new teacher and school executive evaluation processes



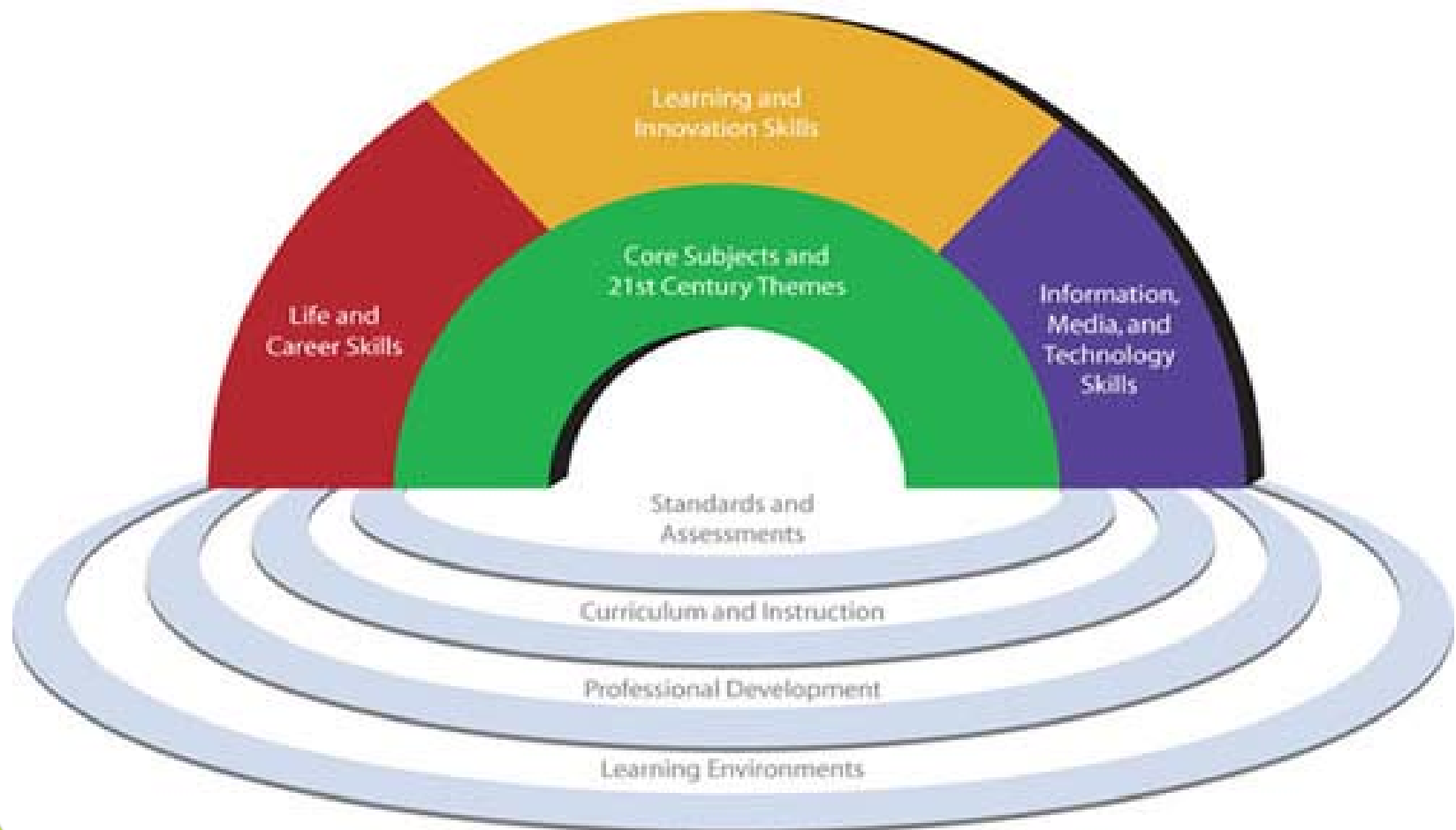


The New Teacher Center

Improving student learning by supporting the development of an inspired, dedicated and highly qualified teaching force

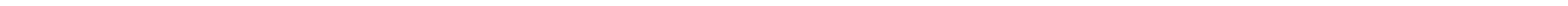
State or District Surveying in 2008	Response Rate	Schools with Sufficient Data	Website
Maine	27%	150	www.tellmaine.org
Kansas	42%	700	www.kantell.org
Alabama	47%	1,000	www.take20alabama.org
Massachusetts	51%	1,200	www.masstells.org
West Virginia	43%	400	www.westvirginiavital.org
North Carolina	87%	2,300	www.ncteachingconditions.org
Illinois	32%	100	www.tellillinois.org
Fairfax County	58%	200	www.fcpswcs.org
TOTAL	58%	6,050	www.newteachercenter.org

Teacher Working Conditions for the 21st Century



Is NC Ready to Use TWC for School Improvement?

- TWC needs to be an essential part of school improvement planning to ensure schools have 21st century teaching and learning environments, but....
 - 62% of educators agree that the School Improvement Team provides effective leadership at their school
 - 28% of educators indicate that teachers play a small role or no role at all in school improvement planning
 - 46% of educators reported that members of their SIT are elected (27% don't know)
 - 43% agree that they use TWC data as a tool for school improvement (40% neither agree nor disagree)



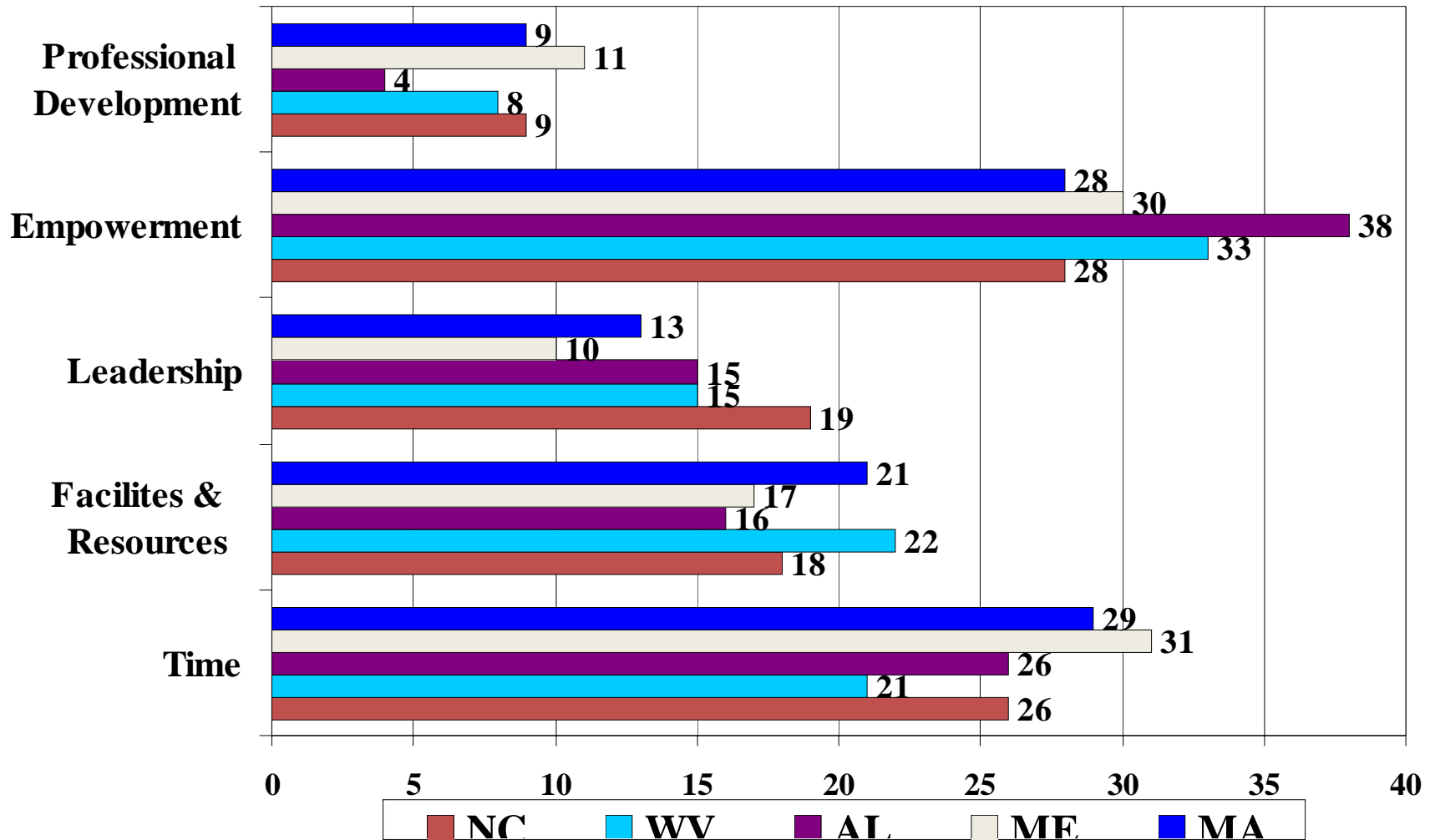


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Teacher Working Conditions are
Student Learning Conditions

Teachers on Which Teaching Condition is Most Necessary to Improve Student Learning



Working Conditions by Elementary Performance Quartile

TWC Question	Lowest	II	III	Highest
Overall, my school is a good place to teach and learn	66.4%	78.7%	81.4%	85.7%
There is an atmosphere of trust and mutual respect within the school	58.6%	69.4%	70.3%	77.8%
The school leadership consistently enforces rules for student conduct	58.2%	65.6%	69.2%	76.2%
The school leadership support teachers' efforts to maintain discipline in the classroom	64.5%	72.2	75.8	81.8
The school improvement team provides effective leadership at this school	58.0%	67.1%	67.9%	74.9%
The faculty and staff have a shared vision	66.8%	74.8%	76.7%	83.3%
The school leadership shields teachers from disruptions	61.2%	68.5%	71.1%	77.4%
The school leadership consistently supports teachers	65.3%	73.4%	75.1%	81.3%
In this school we take steps to solve problems	62.5%	70.3%	71.9%	78.0%
Overall, the school leadership in my school is effective	55.8%	64.5%	65.5%	71.0%

Note: As measured by overall school performance composite. Similar results were found for other levels



Teacher Working Conditions are Student Learning Conditions

- Statistical models demonstrate that the **leadership** and **facilities and resources** factors are significant in explaining student achievement at all school levels. The models explained as much as 80 percent of the variance in school level achievement as measured by the overall performance composite
- **Time**—hours available to plan and collaborate and the ability of teachers to focus on students without interruption and additional duties—was significant in explaining student achievement at the elementary and high school levels
- **PD** was statistically significant at the elementary and middle school levels, but in the wrong direction, likely due to state investments in PD opportunities at low performing schools



Teacher Working Conditions are Student Learning Conditions

- While working conditions are significant, they are less predictive of school level achievement than student factors such as poverty and the proportion of minority students. Poverty has about 6X the influence on achievement as leadership on the overall school performance composite
- **Leadership** was the most influential working condition at the elementary level, **facilities and resources** at the middle school level, and **time** at the high school level



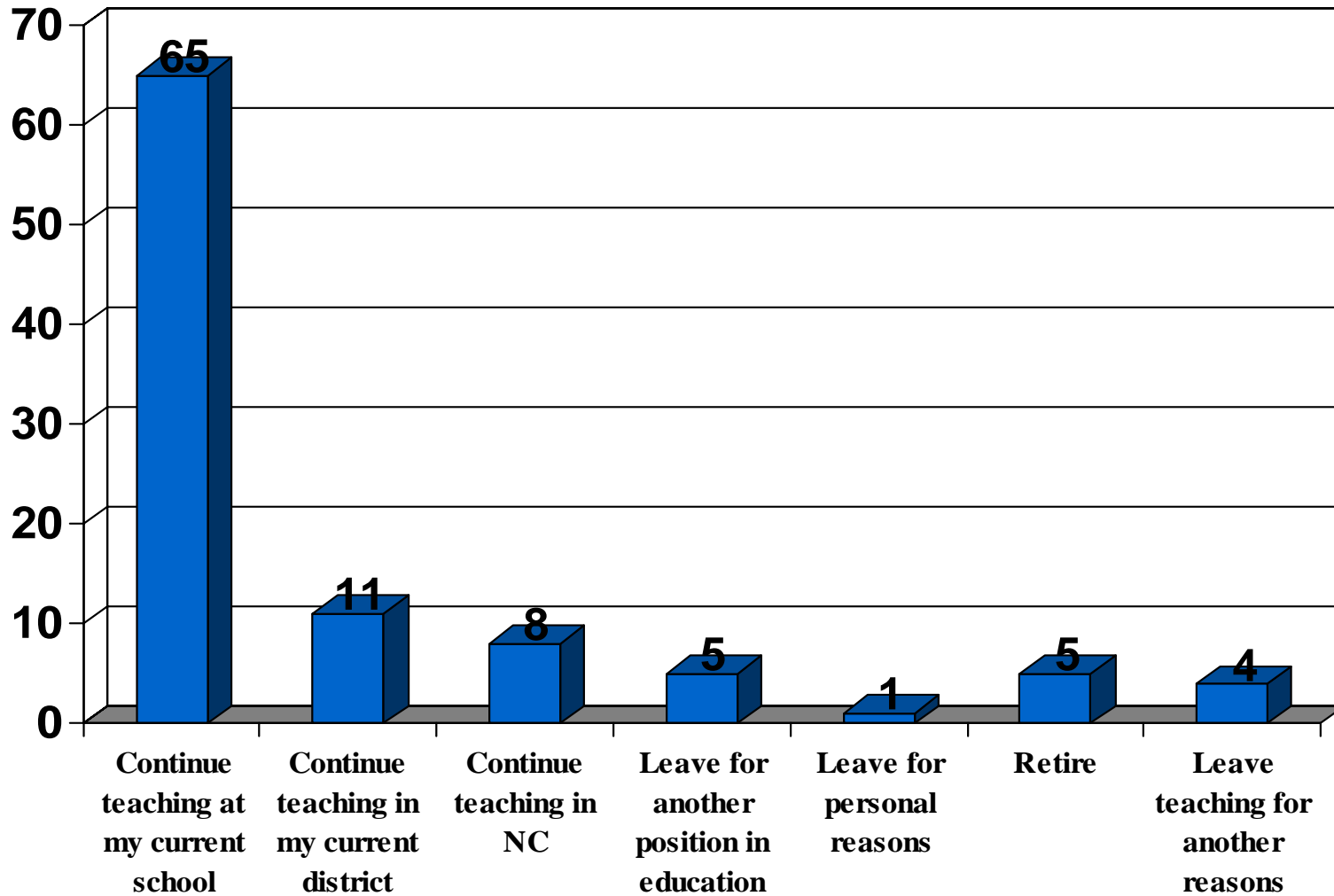


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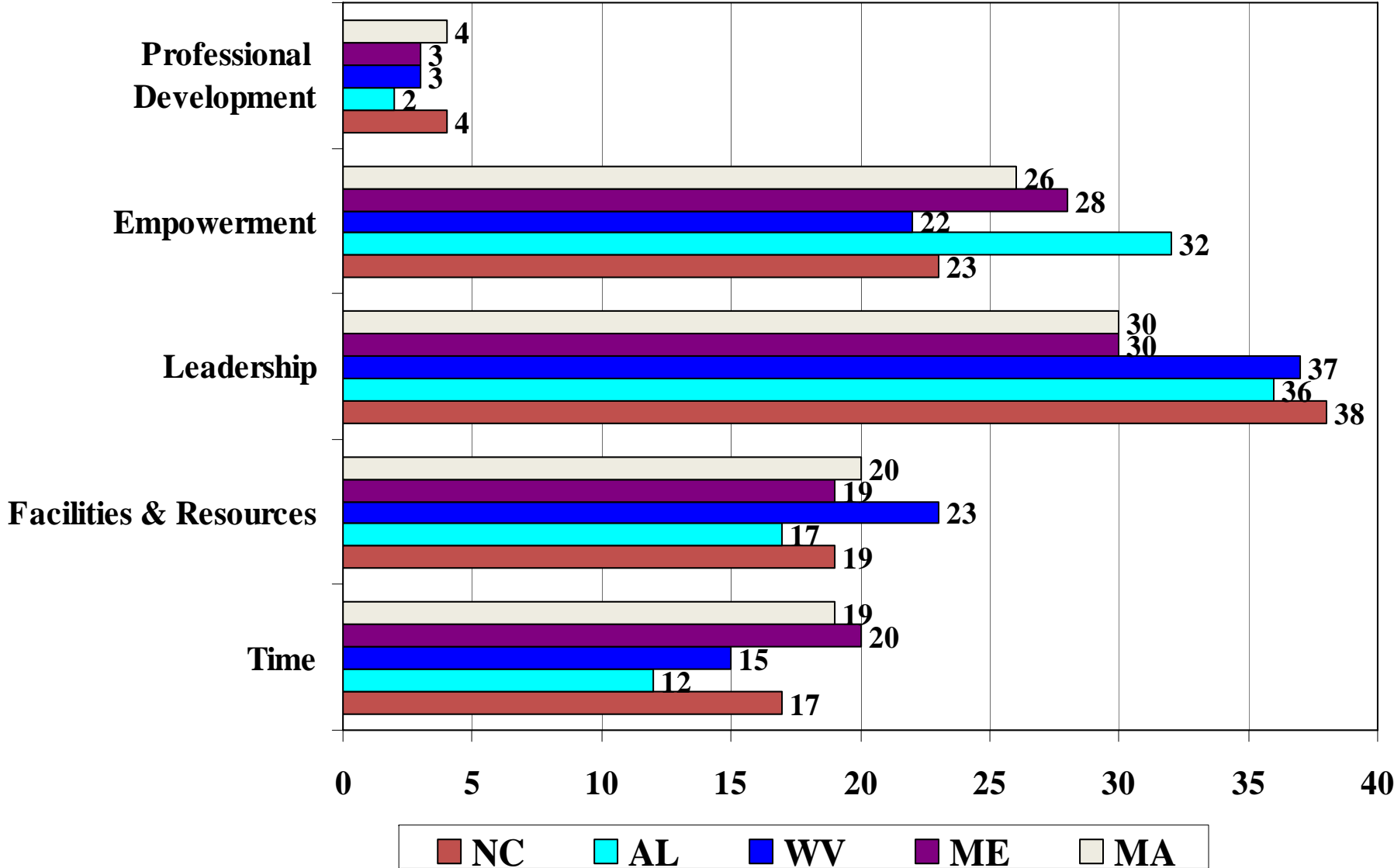
Teacher Working Conditions Initiative

Teacher Working Conditions Affect
Teacher Retention

Future Employment Plans of NC Teachers on TWC



Teachers on Which Working Condition is Most Important to Future Employment Plans



Working Conditions Influence Future Employment Plans

NC Teacher Working Conditions Survey Questions	Percent of Educators Agreeing		
	Stayers	Movers	Leavers
Members of the school improvement team are elected	75.7%	42.9%	55.0%
The school leadership consistently supports teachers	78.1%	47.0%	58.8%
In this school we take steps to solve problems	74.6%	46.4%	56.5%
The school leadership communicates clear expectations to students and parents	71.0%	43.6%	53.7%
The faculty and staff have a shared vision	78.0%	50.8%	59.5%
The faculty has an effective process for making group decisions and solving problems	68.3%	41.4%	51.2%
The school improvement team provides effective leadership	68.5%	41.6%	51.3%
The school leadership consistently enforces rules for student conduct	76.2%	49.7%	59.6%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	66.6%	40.8%	49.4%
Teachers are centrally involved in decision making about educational issues	66.3%	41.1%	50.2%

Working Conditions Influence Future Employment Plans

School Leadership Makes a Sustained Effort to Address Teacher Concerns About:	Percent of Educators Agreeing		
	Stayers	Movers	Leavers
Leadership issues	70.2%	41.0%	50.3%
Empowering teachers	72.5%	43.3%	52.8%
The use of time in my school	72.7%	44.9%	54.7%
New teacher support	71.9%	47.5%	55.5%
Facilities and resources	77.6%	54.4%	63.0%
Professional development	77.1%	54.8%	62.5%



Statistical Models on Future Employment Plans

- In analyses examining the influences on those who indicate that they want to remain teaching in their school, 47-55 percent of the variance could be explained (at least 24 percent can be explained by working conditions)
- **Leadership** and **time** were significant at all levels and **decision making** was significant for elementary and high schools
- **Leadership** was the most powerful predictor of future employment intentions at all levels - at least 5X greater than student poverty at the secondary level and more powerful the percentage of minority students at all levels (3X more in middle schools)



TWC in Middle Schools by Actual Turnover Quartile

TWC Questions	Lowest	II	III	Highest
Overall, my school is a good place to teach and learn	77.5%	75.0%	73.2%	67.0%
The school improvement team provides effective leadership at this school	61.8%	56.4%	58.4%	52.5%
The faculty has an effective process for making group decisions and solving problems	63.7%	57.6%	59.1%	54.6%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	64.5%	60.0%	60.6%	55.7%
The non-instructional time provided for teachers in my school is sufficient	62.4%	56.5%	55.6%	53.9%
In this school we take steps to solve problems	68.4%	64.9%	64.8%	60.0%
We utilize the results from the TWC survey as a tool for school improvement	45.1%	38.8%	39.7%	36.8%
Teachers have sufficient access to appropriate instructional materials and resources	78.6%	76.6%	75.4%	70.4%
There is an atmosphere of trust and mutual respect within the school	69.0%	62.9%	62.9%	60.8%



Statistical Models on Actual Attrition

- **Elementary:** *school leadership* was statistically significant in explaining school level turnover. Higher percentage of fully licensed teachers and the proportion of educators with advanced degrees were also significant. Percent minority students was the strongest predictor over 2.5X as powerful as ADM and leadership
- **Middle:** The *role of teachers in making decision*—from teaching and classroom to school wide practices—were significant in explaining teacher turnover. Smaller middle schools, those with higher proportion of licensed teachers and those serving less diverse students were more likely to have lower turnover. Minority status of students has 2X the impact as ADM and decision making
- **High:** Schools with higher factor averages in the area of *facilities and resources* were significantly more likely to have lower teacher attrition. The proportion of fully licensed teachers, school size and class size were significant influences





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Teachers and Principals View Working Conditions Differently

Principals and Teachers View TWC Differently

Teacher Working Conditions Survey Questions	Percent Agreeing	
	Teachers	Principals
School leadership tries to minimize the amount of routine administrative paperwork required of teachers	53.8%	95.1%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	58.8%	97.7%
Teachers are protected from duties that interfere with their essential role of educating students	52.0%	90.5%
Teachers are centrally involved in decision making about educational issues	58.8%	96.6%
The school leadership communicates clear expectations to students and parents	62.9%	97.6%
The non-instructional time provided for teachers in my school is sufficient	48.9%	82.3%
The faculty has an effective process for making group decisions and solving problems	60.3%	93.6%
The school improvement team provides effective leadership at this school	60.4%	92.8%

Teachers and Principals View Efforts to Address Working Conditions Differently

School leadership makes a sustained effort to address teacher concerns about (2008):	Teachers Agreeing	Principals Agreeing
The use of time in my school	65%	98%
Empowering teachers	64%	98%
Leadership issues	61%	98%
Professional development	70%	98%
Facilities and resources	71%	98%
New Teacher Support	65%	97%



TWC Other Trends

- It appears that educators are more positive about the presence of teacher working conditions in their school, but more analyses need to be done to ensure we are comparing apples to apples
- Principals indicate that they have district support to create positive teaching conditions, but struggle with the same time issues noted by teachers





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Principals Indicate that Districts
Generally are Providing What They
Need to Create Positive Working
Conditions

Principals are Positive about the Support they Receive

- 92% agree they have sufficient data to make informed decisions
- 83% agree that they have a sufficient number of licensed staff to meet the educational needs of students
- 8 out of 10 agree they are actively engaged in district decision making and are involved in decisions that impact their school
- 75% agree there is an atmosphere of trust and mutual respect within the district
- 8 out of 10 principals agree that professional development is made available and that it improves their knowledge and skills



But Need Mentoring and Time

- Less than one-third of new principals (31%) were assigned a mentor. Those who received mentoring agreed it made them more effective and influenced their decision to remain a school leader
- Only half of principals agree that they have sufficient time to focus on instructional issues (53%) and that central office has streamlined procedures to minimize principal's time on non-instructional tasks (55%)
- 57% spend 3 hours or less in an average week on instructional planning with teachers. 59% spend 10+ hours per week on administrative duties



Supported Principals Enhance Teaching Conditions

- Principals reporting that central office provides them support when they need it are significantly more likely to have teachers report that sufficient resources are available for teachers to take advantage of professional development.
- Where the district involves principals in decisions that impact the operation of their school, teachers are more likely to report that they are trusted to make sound professional decisions about instruction and that sufficient resources are available for teachers to take advantage of professional development
- Principals trusted to make sound professional decisions about instruction in the district are significantly more likely to provide trusting environments for teachers, to provide training to teachers to fully utilize instructional technology and to provide effective professional development to teachers



TWC: Additional Research and Supports

- Real DEAL Conference held December 4th
- Briefs highlighting connections between TWC and achievement, retention, etc. will be posted on the ncteachingconditions website as available
- Specific analyses on schools that have improved TWC the most and case studies conducted and reported
- Professional development to utilize TWC data in the School Executive Evaluation process





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**TWC and the School
Executive Evaluation:
Principal**

TWC as Part of the New Evaluation

- The new standards for both School Executives and Teachers are informed by the findings of the TWC survey
- In the School Executive Evaluation, TWC is the only data artifact that is included for all 7 standards
- The evaluation is not about the results, it's about whether principals convene conversations with faculty and utilize the School Improvement Plan to address teacher concerns raised on the survey





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Additional Data and Findings

TWC in Elementary by Poverty Quartile

TWC Question	Highest	II	III	Lowest
Overall, my school is a good place to teach and learn	84.1%	80.9%	78.2%	69.7%
Teachers and staff work in a school environment that is safe	92.8%	90.5%	87.5%	80.3%
There is an atmosphere of trust and mutual respect within the school	74.7%	70.8%	69.4%	62.5%
Overall, the school leadership in my school is effective	68.9%	65.9%	64.5%	58.0%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	79.2%	77.6%	75.1%	68.8%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	74.5%	71.1%	69.7%	64.0%
Opportunities are available for members of the community to actively contribute to this school's success.	89.0%	84.7%	82.7%	78.9%
The school improvement team provides effective leadership at this school	71.2%	68.9%	67.8%	61.4%

TWC by School Level

TWC Question by School Level	Percent Agreeing		
	Elem	Middle	High
The school leadership support teachers' efforts to maintain discipline in the classroom	83.8%	70.2%	68.8%
PD has provided you with strategies that that they have incorporated into your instructional delivery methods	72.9%	65.1%	59.2%
Professional development provides teachers with the knowledge and skills most needed to teach effectively	72.6%	65.8%	59.1%
The non-instructional time provided for teachers in my school is sufficient	44.7%	56.9%	58.3%
The school leadership shields teachers from disruptions	67.4%	54.7%	54.4%
Professional development provides teachers with the knowledge and skills most needed to teach effectively.	74.6%	68.2%	62.9%
The SIT provides effective leadership at this school	67.4%	57.4%	55.9%
PD has proven useful to you in your efforts to improve student achievement	69.6%	63.7%	58.3%
Teachers are protected from duties that interfere with their essential role of educating students	58.1%	50.6%	47.0%
Teachers are centrally involved in decision making about educational issues	65.2%	57.9%	54.1%

TWC are More Positive in Redesigned High Schools

TWC Question	Percent Agreeing	
	Other HS	Redesigned HS
The non-instructional time provided for teachers is sufficient	51.0%	68.9%
Teachers have reasonable class sizes	64.9%	82.4%
Sufficient funds and resources are available to allow teachers to take advantage of professional development activities	57.6%	74.8%
School leadership tries to minimize the amount of routine administrative paperwork required of teachers	57.1%	72.1%
The school leadership makes a sustained effort to address teacher concerns about empowerment	66.8%	76.8%
Teachers are centrally involved in decision making about educational issues	62.5%	72.3%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	74.9%	84.4%
Teachers are provided with opportunities to learn from one another	71.4%	80.9%



TWC in DSSF vs. Non-DSSF Districts

TWC Survey Question	Not DSSF	DSSF
Opportunities for advancement within the teaching profession (other than administration) are available to me	80.0%	72.0%
Teachers are centrally involved in decision making about educational issues	77.3%	70.2%
Teachers are trusted to make sound professional decisions about instruction.	68.8%	61.9%
In this school we take steps to solve problems	79.6%	72.8%
The faculty has an effective process for making group decisions and solving problems	87.9%	82.1%
Teachers have sufficient access to appropriate instructional materials and resources	84.8%	79.1%
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access	69.5%	63.8%
Teachers have sufficient access to communications technology, including phones, faxes, email and network drives	75.6%	70.0%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	72.2%	66.6%
Teachers and staff work in a school environment that is clean and well-maintained	63.7%	58.5%



Professional Development Needed and Received by NC Teachers

Professional Development Areas	Percent of Teachers Indicating a Need	Percent Receiving (10+ Hours in 2 Yrs)
Closing the achievement gap	39.6%	19.5%
Special Education	36.5%	15.2%
English Language Learners	29.9%	12.3%
Reading strategies	29.7%	52.9%
Classroom management techniques	25.4%	22.3%
Gifted and talented	24.9%	7.6%
Your content area(s)	23.8%	48.4%
Methods of teaching	20.3%	40.8%
Student assessment	19.4%	22.9%



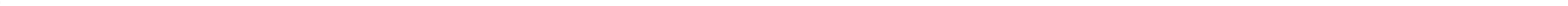
TWC by Years of Experience in Teaching

TWC Questions	Percent Agreeing					
	First Year	2 - 3 Years	4 - 6 Years	7 - 10 Years	11 - 20 Years	20+ Years
School leadership communicates clear expectations to students and parents	59.4%	57.6%	60.7%	63.5%	67.8%	72.0%
In an average week of teaching, how many hours do you have for non-instructional time during the regular school day	68.4%	70.8%	73.4%	75.9%	78.4%	80.9%
The school improvement team provides effective leadership at this school	59.0%	56.8%	58.3%	60.0%	63.4%	67.9%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	62.9%	55.9%	56.4%	59.0%	62.8%	66.7%
The faculty and staff have a shared vision	69.5%	66.4%	67.2%	68.1%	71.0%	76.8%
School leadership tries to minimize the amount of routine administrative paperwork required of teachers	54.1%	50.7%	53.0%	54.6%	56.8%	60.8%



Mentoring Needs to be More Systematic

- Although 9 out of 10 new teachers (those with three years experience or less) report being assigned a mentor, one-third of new teachers report never planning during the school day or planning instruction with their mentor
- New teachers who plan to stay in their school, however, report receiving more frequent mentoring support than those who want to move to a new school or leave the profession
- Three-quarters of new teachers mentored report that it made at least some contribution to their success as a beginning teacher and about half agree that their mentoring experience was important in their decision to continue teaching at their school



Mentoring Needs to be More Systematic

Mentoring Activity	Mentees			Mentors		
	Never	Less than once per month to Several times per month	At least once per week	Never	Less than once per month to Several times per month	At least once per week
Planning during the school day	32%	38%	30%	15%	40%	45%
Mentor observing mentee	20%	72%	8%	7%	79%	14%
Planning instruction with Mentor	33%	43%	24%	8%	54%	38%
Having discussions about teaching	4%	45%	51%	1%	37%	66%



TWC Employment Plans by Mentoring Frequency

Mentoring Activity	Never			Sometimes			At Least Once Per Week		
	Stayer	Mover	Leaver	Stayer	Mover	Leaver	Stayer	Mover	Leaver
Planning During the School Day	28.5%	37.2%	37.8%	38.8%	37.7%	39.3%	32.7%	25.1%	22.9%
Being Observed by My Mentor	18.1%	22.7%	23.1%	72.8%	69.1%	69.2%	9.1%	8.2%	7.7%
Planning Instruction with My Mentor	29.6%	38.6%	41.1%	44.1%	40.9%	41.1%	26.3%	20.5%	17.8%
Having Discussions About Teaching	3.1%	5.1%	6.5%	43.4%	49.8%	49.9%	54.5%	45.1%	43.6%





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To access data and learn more about the importance of working conditions:

www.ncteachingconditions.org