

Understanding Teaching Conditions

■ **Facilitator's Guide**

SEPTEMBER 2014



PROFESSIONAL LEARNING MODULE

Understanding Teaching Conditions: Facilitator's Guide

September 2014

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

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This *Understanding Teaching Conditions Facilitator's Guide* is intended for use with the following additional resources:

- *Understanding Teaching Conditions Handouts*
- Sample agenda
- Slide presentation

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/>.

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials: ***This booklet was modified in whole or in part with permission from the Center on Great Teachers and Leaders and the New Teacher Center.***

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Module Overview

The Professional Learning Module on *Understanding Teaching Conditions* was developed collaboratively with the Center on Great Teachers and Leaders (GTL Center) and the New Teacher Center (NTC). This module contains the materials designed to implement a work session that builds the knowledge and capacity for leaders and staff members from regional comprehensive centers (RCCs) and state education agencies (SEAs) on how to use teaching conditions data to facilitate the improvement of school climate. The goal of the module is for participants to become acquainted with the various types of teaching conditions data and the processes in which these data can be used to improve school climate. Through this module, education leaders will build capacity to collect and use teaching conditions data as part of the continuous improvement cycle, resulting in positive impacts on teacher retention and effectiveness, and, ultimately, student learning.

The duration, scope, and sequence of the work session may be customized to accommodate local needs and conditions. The entire work session is designed to take place during a four- to five-hour period but can easily be broken into smaller portions and accomplished during multiple sessions to accommodate participant time and availability.

Teaching Conditions Materials

The following materials are part of this module:

- *Understanding Teaching Conditions Facilitator's Guide*
- *Understanding Teaching Conditions Handouts*
- *Understanding Teaching Conditions* sample agenda
- Slide presentation

All materials are available on the GTL Center's *Professional Learning Module* webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following: *These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders.*

Goals

The goals of the *Understanding Teaching Conditions* modules for participants include the following:

- Understand what teaching conditions are and why the quality of teaching conditions matter.
- Discover how teaching conditions data can be used at the state, district, and school levels to create a more positive teaching and learning environment.
- Understand how to use various types of teaching conditions data (snapshot and detailed data) to promote educator effectiveness and professional growth.

- Explore resources that support effective school improvement planning based on teaching conditions data.

Intended Audiences

Participants: Stakeholders that would benefit from participating in this module may include leaders and staff members from RCCs, SEAs, and local education agencies. Given the role that all stakeholders play in the creation of a positive culture and working conditions, district and school teams (e.g., superintendents, central office staff, district school board members, principals, teacher leaders, teacher association representatives, and other decision makers) will likely benefit and develop strategic action plans as a result of participation in this module.

Facilitators: Facilitators for this module, *Understanding Teaching Conditions*, may include GTL Center staff, NTC staff, RCC staff, SEA staff, regional service agency staff, or other technical assistance providers.

Using This Facilitator’s Guide

This facilitator’s guide provides suggestions for structuring the work session, notes on how to implement suggested activities, talking points to be used with the slide presentation, and customization points to help you think about how to organize the work session for your participants.

Helpful Hint

Review the online “Resource Library” that is referenced on slide 17 in preparation for this work session.

Materials

- Computer with *Understanding Teaching Conditions* slide presentation
- Internet access for participants for the activities “What Are Teaching Conditions” and Section 5f, Collaborative Discussion About One Condition—Individual Item Prompts
- Projector and screen
- Name table tents (optional)
- Poster paper (preferably the kind with adhesive backing; if these are not available, bring masking tape to post the papers on the wall)
- Colored markers
- Sticky notes
- Adequate reserved space, time, and materials
- Table arranged to support small-group discussions
- Necessary materials printed:
 - *Understanding Teaching Conditions Handout Packet*

Preparation for Professional Learning Module Activities

Prior to the start of the workshop, prepare the following materials:

- The pictures for Handout 2, What Are Working Conditions?; increase their size to be a full page and make copies of the eight pictures for each table
- A poster labeled “Teaching Conditions”
- A poster labeled “Parking Lot,” which will be used for participants to put up any burning questions that they have but cannot be addressed at a given time

Become familiar with the facilitator’s guide and the handouts. In the facilitator’s guide, the explanations that follow “facilitation note” and are in italics are meant to help you guide discussion; those that follow “explain” are meant to be what the facilitator says in the work session.

Work Session Agenda

Depending on how much time you have available and the expertise of the participants, you may shorten or lengthen the duration of this training. In its outlined state, the session runs approximately 330 minutes (5.5 hours). Customization points are suggested throughout the facilitator's guide.

If you choose to alter the agenda, please make appropriate changes to the slide presentation.

Section 1—Welcome, Introduction, and Agenda (20 minutes)

Section 2—What Are Working Conditions? (15 minutes)

Section 3—What Are Teaching and Learning Conditions? (45 minutes)

Section 4—Why Do Teaching Conditions Matter? (15 minutes)

Section 4a. Teaching Conditions Promote Positive Improvement (20 minutes)

Section 5—Data Collection Methods (160 minutes)

5a. Overview of Data Collection Methods (10 minutes)

5b. Collecting Snapshot Data—1. Anonymous Survey of Educators (45 minutes)

5c. Collecting Snapshot Data—2. Placement on a Practice Rubric (40 minutes)

Section 5d. Check In—When Using Teaching Conditions Data, Remember... (15 minutes)

Section 5e. Micro-Level Data—Collaborative Discussion About One Condition—Guided Discussion With Graphic Organizers (25 minutes)

Section 5f. Collaborative Discussion About One Condition—Individual Item Prompts (25 minutes)

Section 6—How Are Teaching Conditions Data Used Across the Country? (25 minutes)

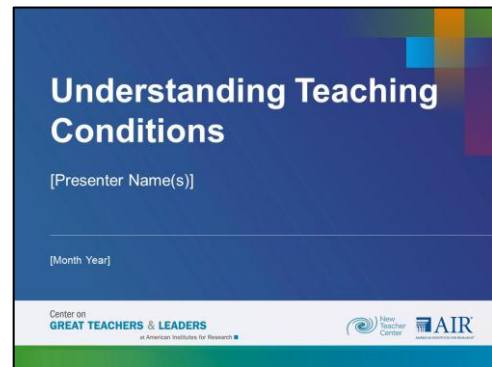
Section 7—Next Steps and Closing (15 minutes)

Understanding Teaching Conditions Work Session

Section 1—Overview (20 minutes)

Purpose: This section provides an overview of the training, including the introduction of the presenters, introduction to the GTL Center, review of the agenda, and review of the program outcomes.

Facilitation note: Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.



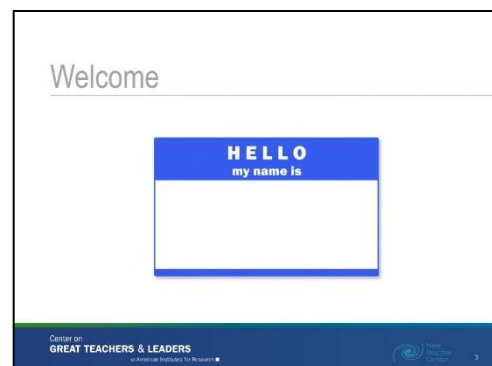
Slide 1

Facilitation note: Let participants know that they will begin with introductions and a review of the agenda.



Slide 2

Facilitation note: Ask participants to introduce themselves by sharing their name, role, and one thing that they like about their working environment. Have the room do a quick whip-around.



Slide 3

Explain:

“The materials for this work session were developed by the Center on Great Teachers and Leaders (GTL Center), in collaboration with the New Teacher Center (NTC). The GTL Center is a federally funded technical assistance center created to support state-led initiatives to grow, respect, and retain great teachers and leaders for all learners.”

Center on Great Teachers and Leaders' Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

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Slide 4

Explain:

“The GTL Center is one of seven content centers that support the work of 15 regional centers. The blue column at the right shows all the content centers, such as the College and Career Readiness and Success Center and the Center on Standards and Assessment Implementation. The map shows the different regional centers that the content centers support. All of these centers work collectively to support state and educator efforts.

“One of the focal areas of the GTL Center is providing technical assistance on safe and supportive learning environments, and social and emotional learning. Specifically, the GTL Center focuses on the relationship school conditions have on educator effectiveness and how school climate can be integrated into reform initiatives and school improvement efforts.”

Comprehensive Centers Program 2012–17 Award Cycle



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Slide 5

Explain:

“NTC is a nonprofit organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders.

“Since 2007, NTC has heard from more than 1 million educators through its teaching conditions survey initiative and provided valuable reporting to thousands of schools on their teaching conditions.”



- The New Teacher Center (NTC) is dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. NTC partners with schools, districts, and states to deliver high-quality induction support, build school leadership capacity, enhance working conditions, and transform schools into vibrant learning communities.
- Since 2007, NTC has compiled more than 1 million surveys, providing more than 25,000 school reports to support educators and policymakers in identifying and improving teaching conditions.

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Slide 6

Explain:

“As we previously mentioned, one of the focal areas for the GTL Center is on safe and supportive learning environments. This includes positive environments for teachers; if teachers are more satisfied with their environment, the more productive they will be.

“This professional learning module focuses on understanding teaching conditions and why they matter, specifically thinking about the role teaching conditions has on teacher retention and teacher effectiveness.

“Specifically, during today’s sessions, participants will be able to do the following:”

Facilitation note: *Read the objectives.*

Objectives

- To understand what teaching conditions are and why the quality of teaching conditions matter
- To discover how teaching conditions data can be used at the state, district, and school levels to create a more positive teaching and learning environment
- To understand how to use various types of teaching conditions data (snapshot and detailed data) to promote educator effectiveness and professional growth
- To explore resources that support effective school improvement planning based on teaching conditions data

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Slide 7

Explain:

“In order to meet the objectives, we will go through a series of learning sessions and activities.

“First, we will explore what teaching conditions are and why they matter.

“The main crux of our work will focus on experiencing four different types of data collection methods and understanding how these data points are important for different aspects of the continuous improvement cycle. Because there are multiple types of teaching conditions, we will focus on providing processes on how to use these data and devising strategies to improve teaching conditions globally rather than focus on how to improve one specific teaching condition.

“We will then provide some strategies, including real-life state and district examples, on how to use teaching conditions data.

“Finally, we will conclude with next steps and close the session out.”

Agenda

- Welcome, Introduction, and Agenda
- What Are Working and Teaching Conditions?
- Why Do Teaching Conditions Matter?
- Break
- Overview of Data Collection Methods
- Anonymous Survey of Educators (Data Method 1)
- Placement on a Practice Rubric (Data Method 2)
- Break
- When Using Teaching Conditions Data, Remember...
- Guided Discussions With Graphic Organizers (Data Method 3)
- Individual Item Prompts (Data Method 4)
- How Are Teaching Conditions Data Used Across the Country?
- Next Steps and Closing

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Slide 8

Explain:

“The creation of quality working conditions does not rest with one individual in a district or school. Quality working conditions are a result of many stakeholders working together toward the same mission—each critical to establishing and sustaining a quality culture. Therefore, when working on state, district, or school plans, a team approach is often warranted, which is exemplified in this module.

“We are going to model this team approach throughout this module. We will thus use both group work and partnership in this work session. Let’s take some time to establish some partnerships that will be used later in the session to save some time later.

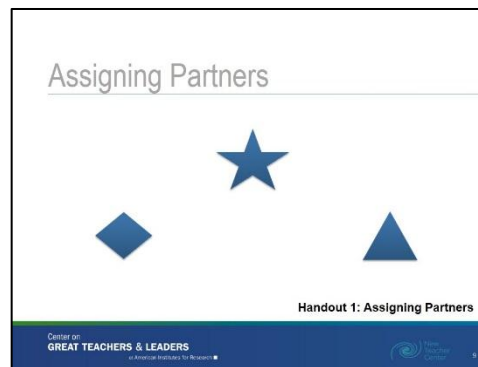
Facilitation note: *Each participant will identify and establish three different colleagues in the room as activity partners and assign them to a corresponding symbol in the participants’ packet. Throughout the session, each symbol will be used, so they will be using these partners later in the session.*

Handout 1

*Instruct participants to find a person not sitting at their table and to write that person’s name on the partnership graphic organizer. Check to make sure both partners have **filled in the same box** (i.e., I wrote down Sue as my “diamond” partner and Sue writes down my name in her “diamond” partner box). Repeat the process two more times until all boxes are filled.*

- 1. Assure participants that they will have opportunities to work with all three partners during the day.*
- 2. Let participants know that they will have only **three to five minutes** to complete the process. After two minutes, check for partnerships and facilitate incomplete partnerships in the “singles bar” (inviting those who do not have partners to come to the front of the room so that they may be matched with a partner.)*
- 3. Ask participants to **take a seat** as soon as they have found their three partners.*

When forming partnerships, if there are an odd number of people, one partnership can be assigned three people.



Slide 9

Section 2—Activity 1: What Are Working Conditions? (15 minutes)

Purpose: This activity is designed to help participants begin to think about what comprises working conditions in a variety of work settings. We will use this initial exercise as a way to connect with teaching conditions.

Facilitation note: Explain that participants will complete this activity individually using Handout 2.

Make sure each table has one blown-up copy of each of the eight pictures from Handout 2, What Are Working Conditions? This copy is in addition to the copy the participants have in their packets and will be used to document the consensus ranking compiled by members of the table group.

Explain that they are to work individually and rank order the pictures in their participants' packet from most to least favorable (one being most favorable or positive working condition and eight being the least favorable working condition).

What Are Working Conditions?

- Based on your own personal experience and perceptions, rank the pictures in the order of your perception of the working conditions represented from most favorable to least favorable.
- Rank order the pictures from one to eight.
 - One is the picture with the MOST positive conditions.
 - Eight is the picture with the LEAST positive conditions.

Handout 2: What Are Working Conditions?

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Slide 10

Explain:

“Now that you have worked on this individually, let’s take some time to reach some level of consensus about working conditions. Using the blown-up pictures of various professions and their working conditions that are placed on each table, work together to organize the pictures in most to least favorable order. The challenge—the group has to come to a consensus on the order. This may take some good problem-solving or negotiation skills.”

What Are Working Conditions?

- Collaborate with your colleagues in table groups, and collectively organize the pictures of workers from most to least favorable working conditions in your packet.
- Come to a consensus on the order of the pictures.

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Slide 11

Facilitation note: Go to this slide while they are working collaboratively.

Some groups may have difficulty with coming to a consensus, as individuals perceive and value various aspects of these work settings differently. This is a similar challenge educators have with discussing teaching conditions. It is okay to let them navigate the challenge. Be sure they are aware of how much time they have to finish.

What Are Their Working Conditions?



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Slide 12

Facilitation note: Have one person from each table quickly share the order their group developed.

Discuss with the room the three questions on the slide. Make note of what they say on poster paper.

You are looking for them to share the following:

- People saw things differently because they valued aspects of the work settings differently.
- Because people value work differently, they may need various supports or structures to feel valued in their respective roles.
- Their process for pursuing consensus will be disorganized and difficult for some.
- There are certain aspects of some of these work settings that would cause some participants to want to leave the profession immediately.
- Also, help point out that some teaching conditions are schoolwide and some might be more individualized.

Group Share Out

- In what ways was the criteria you used to arrange the pictures similar or different to other participants in your group?
- What were the group processes you used to come to agreement about the picture order?
- In what ways might these working conditions play a part in determining the quality of your work or your desire to remain working in that particular role?

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Slide 13

Section 3—Activity 2: What Are Teaching Conditions? (45 minutes)

Purpose: This transition activity moves participants from their initial experience considering general working conditions to reflecting on conditions specific to the teaching profession.

Facilitation note: You will need the poster labeled “Teaching Conditions.”

Explain:

“In this first exercise, we explored a wide variety of job conditions and learned a bit about how perceptions of conditions can vary. We also came to a consensus on conditions that may have been difficult for some. Now we want to begin to move more directly into the working conditions teachers operate in, which we call teaching conditions.

“Work individually to write words/phrases/conditions that come to you when you hear the term *teaching conditions*. Write one idea per sticky note, and try to come up with five ideas. Once you have ideas, place them on the wall.”

Facilitation note: Provide five minutes for participants to put their sticky notes on the poster labeled “Teaching Conditions.”

Explain:

“Now that we have everyone’s ideas, let’s try to look for patterns.”

Facilitation note: Help participants look for patterns and common ideas together.

- This strategy will work well where there are 12 or fewer group members. If there are more than 12 participants in the session, you may want to divide the group into more manageable units to sort and group the sticky notes.

When bringing the group back together, consider writing down what the group is learning about teaching conditions on an additional poster paper.

Transitioning to the School Setting

- What are the words, phrases, or conditions that come to you when we use the term teaching conditions?
 - Each person take five sticky notes.
 - Write one idea per sticky note.
- Place the sticky notes on the teaching conditions poster, look for patterns, and start to shape the wall into a natural order of information.

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Slide 14

Facilitation note: Invite someone in the room to read this quote from the U.S. Department of Education.

Explain:

“This quote demonstrates the extent to which the broader academic community is collectively embracing the importance of teaching conditions in improving schools.”

Conditions for Successful Teaching and Learning

“High-functioning systems can amplify the accomplishments of their educators, but a dysfunctional school or district can undermine the impact of even the best teachers. We need schools and districts whose climates and cultures, use of time, approaches to staffing, use of technology, deployment of services, and engagement of families and communities are optimized to continuously improve outcomes for the students they serve” (U.S. Department of Education, 2012, p. 3).

—One of seven elements identified as necessary to transform the teaching profession signed by the U.S. Department of Education, the National Education Association, the American Federation of Teachers, the Council of Chief State School Officers, the National School Boards Association, the American Association of School Administrators, the Council of the Great City Schools, and the Federal Mediation and Conciliation Service (U.S. Department of Education, 2012, May 23). *Transforming the teaching profession*. Washington, DC: Author. Retrieved from <http://www2.ed.gov/documents/labor-management-collaboration/vision-statement.pdf>

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Slide 15

Explain:

“We’ve captured your initial thinking about what should be included in the discussion of teaching conditions.

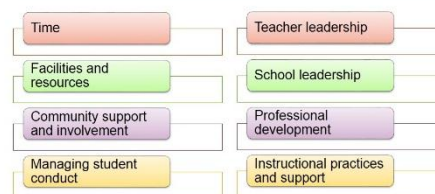
“Handout 3a presents the definitions of teaching conditions as defined by NTC. At your table, review those definitions, and find the connection points between what we discussed earlier and how NTC has defined it.”

After Participants Have Reviewed the Handout,

Explain:

“Although all of these teaching conditions are important, in several research studies (e.g., Boyd et al., 2011; Ladd, 2009), three working conditions—managing student behavior, school administration and leadership, and teacher influence and empowerment—consistently have strong relationships with teacher retention, teacher job satisfaction, and student achievement. In another study, first and second year teachers who considered leaving the profession stated that salary was the most likely reason to leave the profession (82 percent), followed by student behavior (58 percent), and administrative support (43 percent; Wynn, Carboni, & Patall, 2007).¹ Taken together, research demonstrates that no single condition, but rather a combination of teacher working conditions, influence a teacher’s decision to stay in the profession.”

What Are Teaching and Learning Conditions?



Source: <http://teachingconditions.org/conditions>

Handout 3a: Teaching and Learning Conditions

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Slide 16

¹ Wynn, S. R., Carboni, L. W., & Patall, E. A. (2007). Beginning teachers’ perceptions of mentoring, climate, and leadership: Promoting retention through a learning communities perspective. *Leadership and Policy in Schools*, 6(3), 209–229.

Facilitation note: Need Handout 3b and Handout 4.

Explain:

“Now that we have reviewed the definitions of each of the primary teaching conditions constructs, we want to dig a bit deeper into each of them. We are going to break off into groups of eight (one for each construct), in which each group will use the www.teachingconditions.org resource to complete Handout 3b. Please note that on the webpage, there also is a section called “individual level prompts.” We will be using this section of the website later in the module. For this activity, you also can use Handout 4 to think about some other data points that might be useful for the specific teaching condition you were assigned.”

Facilitation note: Break them into eight groups. Each group will be assigned one of the eight constructs (if there are not 16 people in the group, create a smaller number of groups and give them more than one condition). Make sure they have Internet access.

Customization point: You may want to break them into groups of eight by district team so that each district gets a teaching condition, which will create some consensus around definitions. Or, you may want to have participants count off by eight if it would be useful to have multiple district perspectives.

Explain:

“For Handout 3b, you need to focus only on the teaching condition that was assigned to you, and we will share out after about 25 minutes of digging into your assigned condition.

“For your teaching condition, you will do four things. First, go to the teachingconditions.org website. Then, review your assigned teaching condition. Next, think of some data points that could be used to assess each teaching condition. Finally, think about the state-, district-, and school-level policies that could impact each teaching condition.”

Facilitation note: Give participants about 25 minutes, and spend about seven to eight minutes on each step.

Facilitation note: After about 25 minutes, bring the group together, and have each group share out for one or two minutes so that others can take notes in Handout 3b for the other teaching conditions that they did not review. Have them provide an example from a school that represents that teaching condition.

The slide is titled "What Are Teaching and Learning Conditions?". It lists four steps for using Handout 3b: 1. Go to www.teachingconditions.org. 2. Review materials for the teaching condition construct assigned to your group. 3. Determine data sources to assess that teaching condition construct (use Handout 4 for additional guidance). 4. Determine the state-, district-, and school-level policies that affect the teaching condition construct. It concludes with "Share out." The slide footer includes the logo for the Center on Great Teachers & Leaders and the text "an American Institutes for Research Center".

What Are Teaching and Learning Conditions?

- Use Handout 3b.
- Step 1. Go to www.teachingconditions.org.
- Step 2. Review materials for the teaching condition construct assigned to your group.
- Step 3. Determine data sources to assess that teaching condition construct (use Handout 4 for additional guidance).
- Step 4. Determine the state-, district-, and school-level policies that affect the teaching condition construct.
- Share out.

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Slide 17

Facilitation note: Facilitate a debrief discussion about the teaching conditions. Use the discussion questions on the slide to help you. Record responses on poster paper.

You are looking for them to share the following:

- *Teaching conditions data could potentially include teacher surveys, retention data, attrition data, student disciplinary data, teacher and school leadership structures, student disciplinary policy, teacher evaluations, principal evaluations, parent/community surveys, student surveys, and so on.*
- *Factors that impact teaching conditions: teacher and school leadership structures, academic-year calendar, school-day calendar, professional development requirements, student disciplinary policy, building, budget, school climate initiatives, bullying prevention, school safety initiatives, and so on.*

What Are Teaching and Learning Conditions?

- Was there anything that surprised you as being defined as a teaching and learning condition?
- How do these teaching and learning conditions look in your school?
- After hearing everyone speak, what are some of the data sources that could be used to assess teaching conditions?
- After hearing everyone speak, what are the factors that affect the teaching and learning conditions in your school?

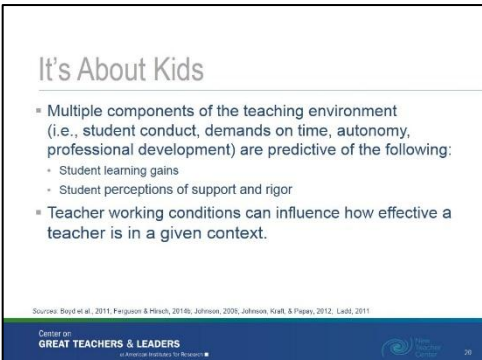
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Slide 18

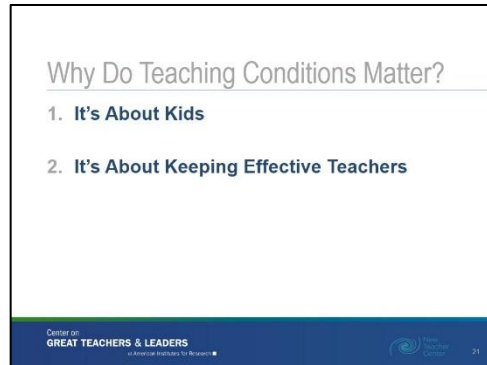
Section 4—Why Do Teaching Conditions Matter? (15 minutes)

Purpose: This section is designed to demonstrate that research suggests teaching conditions have an important place in enhancing student achievement, teacher retention, and school improvement planning.

<p>Explain:</p> <p>“It matters for kids.”</p>	 <p>Slide 19</p>
<p>Explain:</p> <p>“The presence of effective student conduct management, adequate time, teacher empowerment, and effective professional development (which are all teaching conditions) are significant predictors of student achievement and student gains. In addition, current research has demonstrated the relationship between teacher perceptions of their working conditions and student perceptions of their learning environment. Specifically, current research has demonstrated a relationship between teaching conditions and student perceptions of teacher support and classroom rigor.</p> <p>“In addition, teaching conditions affect how effective teachers are in the classroom. In other words, teaching conditions can enhance a teacher’s effectiveness if the teacher perceives positive teaching conditions or hinder a teacher’s effectiveness if the teacher perceives poor teaching conditions. As I mentioned earlier, teaching conditions may influence the types of teachers that students have and their level of effectiveness.”</p>	 <p>Slide 20</p>

Explain:

“It matters for teachers.”



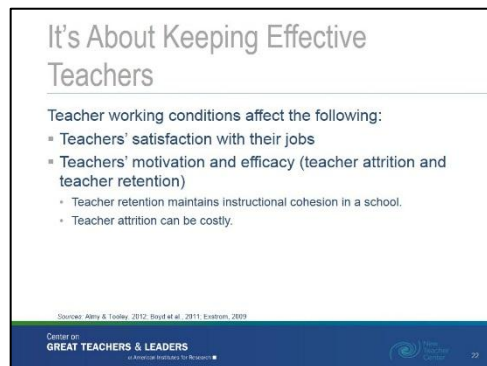
Slide 21

Explain:

“One of the reasons why positive teaching conditions predict student achievement gains and student perceptions of their learning environment is because of the relationship between teaching conditions and teacher affect.

“Research has demonstrated that when teachers perceive more positive teaching conditions, they are more satisfied with their jobs, they are more motivated to do their work, and they feel more efficacious at their jobs. In other words, teachers are happier and feel as though they are more effective and capable educators. Thus, it makes sense that educators in more positive working environments have students who also perceive their environment to be more positive.

“Along with general affect, teachers who perceive more positive teaching conditions are more likely to remain in their schools and remain in the profession. Not only does this have large financial benefits for schools, as teacher attrition can be costly, but teacher retention within buildings helps maintain a positive school culture and a more consistent instructional culture within a school.”



Slide 22

Explain:

“In a recent research study in North Carolina, participants were asked about their teaching conditions as well as to describe their immediate professional plans. They had the option to continue teaching in their current school (called stayers); continue teaching, but in another school (called movers); leave the classroom but stay in education; or leave education entirely.

“When the researchers looked at educators indicating their intent to stay teaching in the immediate future with those indicating their intent to move, we saw dramatic differences in how each of these groups viewed its teaching conditions. Stayers are much more positive about every condition in their schools than movers.

“This slide illustrates the question from each construct with the greatest difference between the two groups.

“Percentages represent the proportion of educators who either *agree* or *strongly agree* that the condition is in place.

“We did not include discussion about leavers here for ease of delivery and because it is hard to explain why folks might be leaving (retirement, health, family, frustration, etc.). Please look at the research on NTC’s website to find more information about leavers.”

It's About Keeping Effective Teachers

North Carolina Survey Item	Future Employment Plans of Educators		Stayers Minus Movers
	Stayers n = 74,554 82.3%	Movers n = 6,906 7.6%	
School Leadership	76.0%	34.8%	41.2%
Teacher Leadership	70.3%	37.0%	33.3%
Managing Student Conduct	82.8%	50.4%	32.4%
Instructional Practices and Support	69.6%	40.7%	29.0%
Time	72.0%	47.1%	24.9%
Community Support	76.3%	51.6%	24.7%
Professional Development	65.9%	41.3%	24.6%
Resources	84.1%	65.2%	18.9%

Slide 23

Explain:

“Not everyone perceives teaching conditions the same way.”

Why Do Teaching Conditions Matter?

1. It's About Kids
2. It's About Keeping Effective Teachers
3. Where You Sit Shapes How You See Things

Slide 24

Explain:

“In another study in Kentucky, principals and teachers were asked about the various teaching conditions. This slide illustrates the differences between principals’ and teachers’ perceptions of teaching conditions. The percentages are the proportion of educators who either *agree* or *strongly agree* that the condition is present.

“This is not to say that either group is right or wrong so much as it illustrates how different the two groups view teaching conditions.”

Facilitation note: *This discussion may be an opportunity to reference the challenges groups had in Activity 1 when coming to consensus on ordering the pictures.*

Explain: Think-Pair-Share

“Talk with an elbow partner. Why might this be important to know in terms of school improvement planning?”

Facilitation note: *You are looking for them to share. Write responses down on chart paper.*

- *Decisions should include as many voices as possible. A narrow representation of school educators may not capture all the different perceptions of school conditions and could lead to decisions that do not meet the needs of some educators.*
- *All stakeholders need to work together to create positive teaching conditions—they cannot improve in isolation.*
- *School leaders are the drivers of the teaching conditions in the schools. If they do not have an accurate understanding of how their teachers perceive their environment, it will be difficult to strategically improve the school culture.*
- *People in leadership positions in the schools may not be addressing things that educators view as challenging because they do not view them as a problem.*

Where You Sit Shapes How You See Things

2013 TELL Kentucky Questions With the Greatest Difference Between Principals and Teachers	Percent Agreement		
	Principals	Teachers	Difference
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	93.0	54.1	38.9
Teachers feel comfortable raising issues and concerns that are important to them.	98.8	70.2	28.6
School administrators consistently enforce rules for student conduct.	99.0	71.3	27.7
Teachers are allowed to focus on educating students with minimal interruptions.	95.5	69.0	26.5
Teachers are assigned classes that maximize their likelihood of success with students.	98.1	72.1	26.0
The noninstructional time provided for teachers in my school is sufficient.	90.8	65.2	25.6
There is an atmosphere of trust and mutual respect in this school.	97.6	73.0	24.6
Students at this school follow rules of conduct.	97.0	72.9	24.1

Slide 25

Section 5—Data Collection Methods (160 minutes)

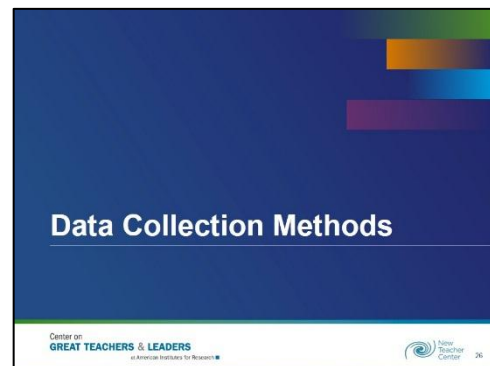
Section 5a. Overview of Data Collection Methods (10 minutes)

Purpose: This section provides an overview of the different types of data that can be collected.

Customization point: After this initial overview, participants may want to focus on one type of data collection (e.g., anonymous surveys, practice rubrics, guided discussions, individual-level prompts). If they would like to focus on one type of data collection, you can either focus on just that type of data collection or add on to that type of data collection by providing participants with opportunities to look at more than one type of teaching condition.

Explain:

“For the majority of today’s working session, we will be going through four different types of working conditions data. The majority of these data will focus on teacher perceptions of their teaching conditions; however, other data sources that we discussed earlier in Handout 3b can be used in the process as well.”



Slide 26

Explain:

“We can think of collecting data on teaching conditions at two levels.

“First is a macro-level approach. Though collecting macro-level data, you can capture a snapshot of multiple teaching condition constructs, which provides a holistic perspective of the quality of conditions at one or multiple schools. Macro-level analysis can be done two ways—first, through an anonymous survey and, second, through a rubric, which provides a continuum of practice.

“A second way to analyze teaching conditions data is through a micro-level approach. Through collecting micro-level data, you can dig deep and in great detail about one specific condition at an individual school level. Micro-level analysis can be done in two ways—first, through a guided discussion and, second, through individual item prompts.

“It is recommended that you begin exploring survey results, in addition to other data sources, at the macro level to get a basic and broad understanding of what is happening at your site first and then drill deeper once you have identified specific teaching conditions you want to focus on.



Slide 27

“We will be exploring methods in both of these areas in our work today. We will begin with the two macro-level approaches and then we will review the two micro-level approaches.”

Explain:

“Each type of data collection has specific purposes, which will affect the types of data you will want to collect. Let’s review how the macro and micro levels of data can be used for your state, district, or school’s specific needs.

“The purpose of macro-level data collection and analysis is to obtain a broad understanding of multiple teaching conditions within a school, district, or state. Macro-level data collection (1) is good for quick scans of multiple conditions for teaching; (2) can identify areas of strength and areas in need of improvement; (3) can compare results with other schools or norm the data across multiple schools; and (4) can be performed electronically. One caution against macro-level data is that they do not provide context into the data collection process.

“The purpose of micro-level data collection and analysis is to obtain a more nuanced understanding of one teaching condition, which is typically done at the school level. Although the macro-level analysis provides an opportunity to begin the change process, it is the micro-level data collection and analysis that facilitates the change process. Micro-level data collection (1) allows for a deep investigation of one specific school condition; (2) provides context into why a condition is positive or needs improvement, unlike macro-level; and (3) provides opportunities for groups to collectively discuss and brainstorm potential improvements to teaching conditions. Micro-level data and data analysis, however, can take a lot of time and also can require sensitive information to be discussed. Thus, a level of trust among participants facilitates better conversations.

“In the next few learning opportunities and activities, we will explore the four different types of data collection. We will start at the macro-level and experience two different ways to capture data about multiple school teaching conditions.”

Customization point: *If participants are unsure about multiple data points, refer back to their discussion from Handout 3b, and refer back to the different types of data in Handout 4. Make sure they know they are learning about four specific types of data in the upcoming activities.*

Purposes of Data Collection Methods

Anonymous Survey and Practice Rubric	Guided Discussions and Individual Item Prompts
<ul style="list-style-type: none"> • Scan multiple conditions quickly. • Identify which conditions are in most need of improvement. • Compare school teaching conditions. • Function electronically and without formal group meeting. 	<ul style="list-style-type: none"> • Involve deep investigation of one specific school condition. • Have potentially great contextual detail. • Require a group setting. • Involve topics that are potentially sensitive for participants and that require extra attention.

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A Middle-Grade Pathway to Success

Slide 28

Explain:

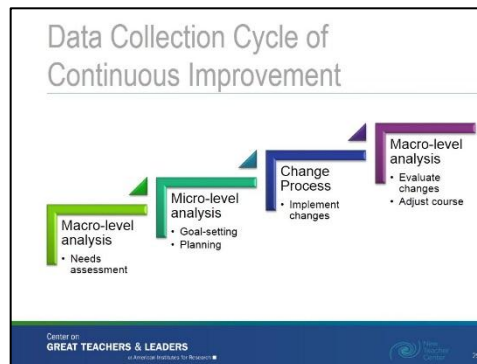
“Although each type of data collection, macro versus micro, has specific processes in terms of data collection and analysis, as you will learn about in the next activities, the data collection methods are each a distinct part of the continuous improvement cycle.

“As displayed in the following graphic, the macro-level analysis is similar to a needs assessment. By assessing educators on multiple teaching conditions, you can determine which teaching condition is in most need of improvement in your state, district, or school. Or, if all are working pretty well, which one could help facilitate the school improvement process.

“After one teaching condition construct is identified, you can move on to the micro-level data analysis, where you go in depth into the identified teaching condition. The processes we discuss in this work session will help you develop goals and subsequent plans to meet those goals.

“In the next phase, you take what you have learned from the micro-level analysis and implement the plans you developed in the school improvement process.

“Finally, the macro-level analysis will be used once again to evaluate the global changes that have been made and to determine the next phase of the continuous improvement work.”



Slide 29

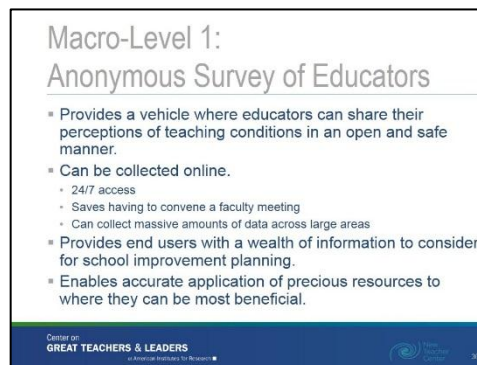
Section 5b. Collecting Snapshot Data—1. Anonymous Survey of Educators (45 minutes)

Purpose: This section provides an overview and experience of teaching conditions survey data, specifically focused on one way to collect a holistic understanding of teaching and working conditions.

Explain:

“Anonymous surveys of educators are one macro-level approach in which educators complete either a paper-and-pencil or online survey. Surveys provide a level of anonymity in which educators could be more open and honest about their perceptions of the teaching conditions. Furthermore, surveys can provide multiple levels of analysis and results, which can be used for school improvement planning. For example, because multiple teaching conditions are assessed through surveys, the teaching conditions that are in the most need of improvement could be identified.

“There are a number of valid and reliable surveys that are available, or a survey could be developed to fit the local



Slide 30

context. Example surveys include NTC’s Teaching, Empowering, Leading, and Learning Survey; Johnson’s School Working Conditions; Cleveland Municipal School District and AIR’s Conditions for Teaching Survey; and University of Chicago’s 5Essentials, to name a few. To find more surveys, visit the GTL Center’s Guide to Evaluation Products at <http://resource.tqsource.org/gep/> or visit the National Center on Safe and Supportive Learning Environments School Climate Compendium at <http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>.”

Activity: Experiencing Data From an Anonymous Survey

Explain:

“To experience the power and ease of using survey data, we are going to explore some real data collected from a district as a case study. After we review the data, we are going to have you think about what you would do in your specific context to improve the teaching conditions. In other words, we are going to have you brainstorm other data that you currently collect and other policies and initiatives in your context that might influence the specific teaching condition being reviewed. We will be using Handout 5 and Handouts 5a–d for this exercise.”

Facilitation note:

- Break participants into table groups or consider moving them to a different arrangement.

Assign roles:

- Recorder to capture the thinking of the group on the graphic organizer
- Facilitator to keep the groups on task and moving through the exercise; focus on equity of voice and avoiding stagnation
- Reporter to share out highlights of his or her group’s thinking to the room

Facilitation note: Read the directions at the beginning of Handout 5.

Table work:

- The facilitator will need to orient the teams to their tasks; highlight the resources available to team members; talk about the heat-mapping table (think of this process as a traffic light—the more green a teaching conditions is, the higher the percentage of

Activity: Experiencing Data From an Anonymous Survey

- Read the directions in Handout 5.
- Schools A, C, and E are going to be your case study schools.
 - Read the basic contextual information provided about each school.
- Have a conversation about the first steps you might consider taking toward the initiative.
 - Consider multiple elements to discern supports needed to help your school.
 - Discuss state or district policy levers that might affect specific teaching conditions.
- Record your thoughts on Handout 5a, Recording Organizer.
- Complete Handout 5d, Next Steps.
- Report out.

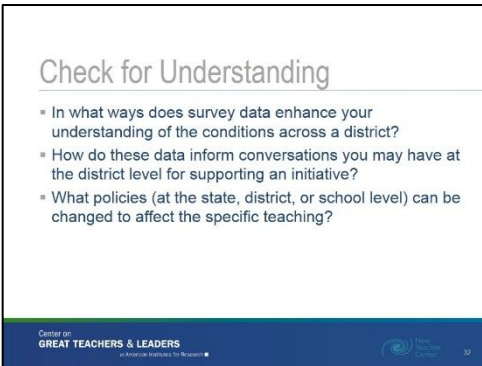
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A Middle-Grade Handbook for Teachers



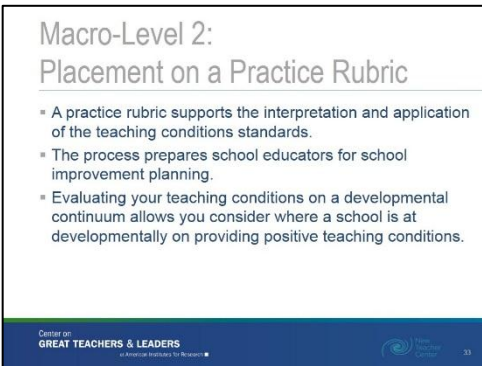
31

Slide 31

<p><i>educators who agree the condition is present; the more red a teaching condition is, the lower the percentage of educators who agree the condition is present); and review expectations for their collaborative time.</i></p> <ul style="list-style-type: none"> ▪ <i>After groups have analyzed the data, they will need to think about how they will improve these teaching conditions within their context. Thus, they will need to think of other data that they collect (or could collect), as well as policy levers that could affect the improvement of this teaching condition.</i> ▪ <i>Let participants know they will have 35 minutes to work in their groups.</i> <p>Facilitation note: <i>Facilitate a discussion of their findings using the reporter from each group. Record group report-out on poster paper.</i></p>	
<p>Facilitation note: <i>Discuss the questions posed on the slide. If you moved participants outside of their table, please invite them to return to their home tables at this point. Continue to note their comments on poster paper.</i></p>	 <p style="text-align: right;">Slide 32</p>

Section 5c. Collecting Snapshot Data—2. Placement on a Practice Rubric (40 minutes)

Purpose: This section explores a portion of a developmental continuum of practice on teaching conditions and explains how it may be used for collecting teaching conditions data.

<p>Explain:</p> <p>“The second macro-level or holistic approach is the placement on a practice rubric. The basis of this approach comes from the teaching conditions standards work adopted by North Carolina and Kentucky. The practice rubric approach supports the interpretation and application of standards. The difference between this method and the previous one is that the rubric provides further description about what the teaching condition looks like in a school at each rubric level. There is, thus, more common understanding about what each score means when completing the rubric compared with a survey.</p> <p>“The more people who participate in the process, the more</p>	 <p style="text-align: right;">Slide 33</p>
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complete your understanding of the teaching conditions will be as experienced by educators across your site. Inclusion of all educators to participate is very important in using the results to drive school improvement planning and obtaining buy-in on next steps.

“Also, in the survey method, differences are identified quantitatively. Although the rubric also provides quantitative information, differences in rubric scores are defined by the presence of specific conditions, which helps to more easily identify next steps and where challenges may lie.”

Explain:

“In this activity, we will look only at the Time portion of the rubric, which is a tool that you will have access to and could use in your school or district. The process presented, however, can apply to any of the teaching conditions areas. But for the sake of time, we are reducing this part of the work to just the area of Time.

“What we want you to do first is reflect on your school’s conditions related to the area of Time. If you are not currently in a school, choose one of schools that you last worked with. Use Handout 6a to complete this work. This handout asks you whether your school is at, above, or below a proficient level. Each row represents an element, or important aspect, of Time.”

Activity: Experiencing the Rubric

- Reflect on your school’s conditions related to the area of Time.
- Use Handout 6a to examine the four elements from the Time Teaching Condition.
- Place your school either at, above, or below the proficiency level of each element by marking an “X.”

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Slide 34

Example of Teaching Conditions Indicators

Handout 6a: Teaching Conditions Proficiency—Time

Schools protect teachers’ time to plan, collaborate, and provide effective instruction.

Proficient	Element	Indicator(s) of Proficiency
X	1a. Teachers’ class plans facilitate high quality instruction.	Teachers have time to plan to meet the diverse learning needs of students due to having appropriate class sizes, course loads, and assignments that match learning.
X	1b. Teachers have sufficient time to provide all students with effective instruction.	Teachers have minimum sufficient uninterrupted instructional time. School leadership determines daily/weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time. School leadership works teachers’ input on ways to limit the full range of interruptions to instruction experienced by teachers and students. Minimum sufficient time is provided during the school day for short- and long-term planning.
X	1c. Teachers have time during the school day to plan and collaborate.	Minimum sufficient time is available for teachers to work collaboratively to develop common plans and share effective lessons. There are limited interruptions to the non-instructional time provided to teachers. Teachers have the extra assistance time to plan and collaborate (short-term lunch and a planning period).
X	1d. Schools make efforts to eliminate processes to increase instructional time and decrease required paperwork.	School leadership makes some effort to minimize completion of school business during instructional time, to target essential assessments, and reduce the amount of associated paperwork.

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Explain:

“Examine the results of your work and think about which one of the elements you would like to consider in greater detail, taking your response to all elements in the area of Time into consideration. Specifically, the elements that are below proficient (red) should be given priority for school improvement planning. In schools where conditions are not at the proficient level in multiple areas, other factors may need to be considered to determine where the focus should be made. If no single area is below proficient, select the area most relevant to your school’s current improvement planning.”

Facilitation note: Give participants two minutes to consider.

Activity: Experiencing the Rubric

- Choose one element from your work.
 - Which element is below proficient (red)?
 - If more than one element is red, where should the focus be made?
 - If no element is below proficient, which area is the most relevant to your school’s current improvement planning?

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Explain:

“Now that you have chosen the element you want to focus on, let’s turn to the full developmental continuum for Time, which can be found in Handout 6b. Along with this continuum, refer back to Handout 4, Supporting Resources and Ancillary Data Sources, which includes supporting resources and sources of data that may help you consider which options might be available to you back at your schools that you could include in this discussion. Once you think about the data sources you have, place an X on the corresponding developmental level of the continuum. Finally, think about how that information might be useful for school improvement planning.”

Activity: Experiencing the Rubric

- Read through the full rubric (Handout 6b).
- Consider what other sources of data at your school may inform your placement on the rubric (Handout 4).
- Once you place your school on the rubric, consider how the information provided may be useful for school improvement planning.

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Slide 37

Explain:

“Locate and move to your ‘diamond’ partner, share the element you selected, the developmental level of your school, and how you came to the decision. You have four minutes per person to discuss how you came to that decision.”

Activity: Experiencing the Rubric

Element	Developing	Proficient	Accomplished	Distinguished
1d Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.	School leadership makes little or no effort to minimize associated paperwork.	School leadership makes some effort to minimize completion of school business during instructional time to target essential assessments and to reduce the amount of associated paperwork.	School leadership's efforts to streamline school business and effectively implement targeted assessments result in increased instructional time and reduced associated paperwork.	Schoolwide efforts allow for teachers to provide effective instruction that is free from constraints resulting from school business, required assessments, and other associated paperwork.
			X	

Handout 6b: Teaching Conditions Rubric—Time

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Slide 38

Facilitation note: Discuss the questions posed on the slide.
Have them thank their “diamond” partner and return to their original seating.

Check for Understanding

- How do the definitions in the rubric levels where you placed your school help you consider next steps?
- Compared with the previous exercise when you used survey results to drive discussions, in what ways does the addition of the narrative contained in the rubric change the conversation?

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Slide 39

Section 5d. Check-in—When Using Teaching Conditions Data, Remember... (10 minutes)

Purpose: This section provides the participants with some general advice on the use of teaching conditions data.

Explain:

“Now that we have finished the two macro-level types of data, we want to do a quick check in about how to use data and the role that data can play in school-level decision making.

“Specifically, there are some important things to keep in mind when using perceptual data, and these three slides are an effort to highlight them.

“Teaching conditions are not about any one individual. In schools with challenging conditions, sometimes school leaders can mistake data as a representation of them personally. Although school leaders certainly play a unique and important role in the function of a school, they are only one of a group of educators contributing to the school’s teaching conditions.

“Perceptual data are real data. Educator’s perceptions are their reality, but at the same time, be careful not to base high-stakes cumulative decisions about your personnel on these data alone. These data should be one of multiple measures included in formative discussion about school improvement planning.”

Check-In:

When Using Teaching Conditions Data, Remember...

- **Teaching conditions are not about any one individual.** They are a product of a community of educators working together over time and will require a community effort to improve them.
- **Perceptual data are real data.** Educators’ perceptions are their reality, and they will make decisions based on how they perceive conditions.

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Slide 40

Explain:

“Conversations need to be structured and safe. The topic of teaching conditions can be difficult if the conditions are not addressed systematically and collaboratively, where all faculty members can participate in a meaningful and safe way. Using data can help to frame the conversation without pointing fingers or assigning blame.

“Create a common understanding of your school’s conditions. Any data collected about teaching conditions should be considered a starting point and not an ending point for understanding what is important to teachers for them to do their best work.”

Check-In:
When Using Teaching Conditions Data, Remember...

- **Conversations need to be structured and safe.** Data help frame conversations without pointing fingers or assigning blame, allowing participants to feel safe.
- **A common understanding of your school’s conditions needs to be created.** Teaching conditions data collection is a starting point, not an ending point. Data collected create a common language to improve the conditions important to teachers.

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Explain:

“Focus on what you can solve. Particularly in the beginning of new strategies and processes, it is better to address low-hanging fruit than the most difficult and complex of challenges. This approach helps to achieve necessary short-term wins to gain momentum and support of the work for more challenging actions later on.

“Solutions can be complex and long-term. Avoid marathon or one-time extensive trainings if they are the only thing you have time to do. It would be better to sprinkle five to 10 minutes into other activities already in place pervasively throughout the school year than a ‘one and done.’”

Check-In:
When Using Teaching Conditions Data, Remember...

- **Focus on what you can solve.** Some issues are outside of teacher and school administrator control. Focus instead on where your school community can have success.
- **Solutions can be complex and long-term.** Many conditions took years and different faculties to create them. Similarly, it will take time and effort to reform them. They will likely not get resolved in a one-and-done training.

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Explain:

“There are multiple ways in which we can be creative and opportunistic in using data and in improving teaching conditions in schools. Some examples include the following:

- Set aside five minutes at the beginning of each faculty meeting to ask one probing question about a condition you work on.
- Invite thoughts in a weekly e-mail from a school leader to staff to brainstorm on a condition, and give feedback to him or her by the end of the week.
- Put a teaching conditions mailbox in the mail room, and anyone who has an idea they want to share can place it in there to continue thinking about the work.
- Include five minutes of grade-level, team-level meetings.
- Create a SurveyMonkey survey with one or two

Quick Ways to Use Teaching
Conditions Data

- Include one probing question at the beginning of faculty meetings.
- Have school leaders invite thoughts on a specific teaching condition through a weekly e-mail.
- Put a teaching conditions mailbox in the mail room.
- Include five minutes of grade-level and team-level meetings.
- Create a SurveyMonkey survey with one or two targeted questions on a condition that the school is focused on.
- Others?

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<p>survey questions you are addressing periodically throughout the school year to see if you are making any progress, and share the survey results with staff.</p> <p>“Can you all think of some quick ways to use teaching conditions data?”</p>	
<p>Explain:</p> <p>“To better help us understand how to use teaching conditions data, let’s review how one state has used teaching conditions data.”</p> <p><i>Facilitation note: Summarize what is on the slide.</i></p>	<div data-bbox="932 411 1414 772"> <p>State Example: Kentucky</p> <ul style="list-style-type: none"> Policy actions by the Kentucky Department of Education include the following: <ul style="list-style-type: none"> Fund the teaching conditions data collection. Use data in the instruments being developed for administrator evaluations. Use teaching conditions data for the school improvement plans. Develop state teaching conditions standards. Determine improvements at the school and district levels. Use teaching conditions data to convene various stakeholders. Address key topics identified by the survey of educators (time and instructional practices). Provide differentiated levels of support to districts depending on the results of the survey within the Elementary and Secondary Act waiver. Recognize schools with exceptional teaching conditions data. <p>Center on GREAT TEACHERS & LEADERS <small>A Marshall University Center</small></p> </div> <p>Slide 44</p>

Section 5e. Micro-Level Data—Collaborative Discussion About One Condition—Guided Discussion With Graphic Organizers (25 minutes)

Purpose: Now we are going to move on to the micro-level data analysis to engage in collaborative activities with educators about specific teaching conditions.

Participants explore graphic organizers designed to facilitate collaborative discussions on teaching conditions through a case study.

<p>Explain:</p> <p>“So far we have looked at two ways to gather evidence of teaching conditions on a large scale. Although these methods are valuable collection techniques, there are many instances where a specific school’s educators want to focus on a very specific teaching condition and think very deeply about what factors are contributing to its current state. In this case, two other methods may prove useful to support their needs. Remember the continuous improvement steps, wherein the micro-level analysis focuses on goal-setting and the planning process to improve the teaching conditions that we identified in the macro-level analysis.</p> <p>“In both cases, the work centers around the expertise educators in the school have about the condition being discussed, and the tools provided serve more to effectively facilitate conversations about the state of specific conditions.</p> <p>“These two processes can be used individually or together.</p>	<div data-bbox="932 1186 1414 1549"> <p>Process for Analyzing a Specific Teaching Condition (Micro-Level Analysis)</p> <p>Center on GREAT TEACHERS & LEADERS <small>A Marshall University Center</small></p> </div> <p>Slide 45</p>
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These methods are better to use when faculty members have already narrowed their thinking down to a specific area.

“Regardless of the condition being discussed, a basic framework demonstrated on this slide can be leveraged to bring some structure to the conversation.

“What is working: Often, most of us tend to gravitate to identifying and discussing those things that are not working about a condition, but we feel strongly that all formative conversations should begin where things are working. Because teaching conditions are complex, interconnected, and often viewed differently across a faculty, there are usually a number of things that can be identified as effective. This can be a very important starting point in discussing difficult conditions.

“What is not working: In this area, the focus should be on trying to identify the root cause of problems and not the symptoms.

Customization point: *If participants would like additional information on root cause analysis, have them view the following webinar:*

<https://www.relmidatlantic.org/content/root-cause-analysis-webinar>.

“What would be ideal: For many of us, it is easier to identify a challenge than it is to consider what would be ideal. This process can be very positive and productive in developing next steps.

“What are challenges to achieving the ideal? Although the exercise of hypothesizing the ideal may not be realistic, it does help educators consider obstacles that may be preventing the specific condition from operating effectively. This process can contribute to important next-step planning.”

Explain:

“One method to navigate conversations around a specific teaching condition is to guide them with graphic organizers. Graphic organizers help systematize the thought process and facilitate connections between the various components of the process. In addition, they can be used in tandem with the other micro-level approach, item-level prompts.

“In our next activity, we will examine notes taken from a middle school group of teachers and administrators who engaged in a conversation around the degree to which their teachers had time available to collaborate with their colleagues and used some graphic organizers to guide their work.”

Micro-Level 1: Guided Discussion With Graphic Organizers

- Graphic organizers can do the following:
 - Sequence the thought process.
 - Work independently or in conjunction with item prompts.
 - Function in individual or group settings to capture evidence of teaching conditions.

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Slide 46

Explain:

“In the next two slides, we will be reviewing a collaborative conversation with teachers and administrators about teachers’ time available to collaborate with their colleagues. These slides also are in your handout packet, Handouts 7a and 7b. We are going to quickly review them, as we will dig a bit deeper into these handouts in the next activity.”

“The first column includes the topic being discussed.

“The first half of the page includes those factors that are positively viewed by faculty members, how those things are affecting their work, and ways they think they can expand the positive things that are going on.

“The second half of the page includes those things that pose a challenge to the condition, the effect it has on educator effectiveness, and some ideas faculty members thought might mitigate the challenge.”

Handout 7a

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Slide 47

Explain:

“Handout 7b contains those ideas educators thought would be ideal for their school in the first column, those things that might be preventing them from realizing their ideal in the second column, and some suggestions for overcoming those challenges in the last column.”

Handout 7b

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Facilitation note: Participants join their “triangle” partner.

Explain:

“Engage in a partner discussion of the data collected on these two sheets. Specifically, examine the output from a faculty meeting where educators have shared their thoughts about a specific condition. Use the guiding questions. After 10 minutes, we will share out with the room.”

Customization point: Handouts 7c and 7d are blank pages of 7a and 7b, if participants would rather think about their own schools or districts when completing this activity.

Facilitation note: After 10 minutes, facilitate a conversation among the entire group on their answers to guided discussion.

Activity: Guided Discussion With Graphic Organizers

- Discuss with your triangle partner the following questions:
 - What might be some next steps the leadership could take to begin to operationalize some of its faculty's thinking?
 - What obstacles do you see as potential challenges to this implementation?
 - In what ways can you empower others within the school to take on leadership roles in some of this work?
 - How will you evaluate the effect of your efforts along the way to monitor progress, give feedback, and make adjustments?

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Section 5f. Collaborative Discussion About One Condition—Individual Item Prompts (25 minutes)

Purpose: Participants will explore a series of individual item prompts developed to guide collaborative discussions about teaching conditions.

Explain:

“Finally, we will discuss the last micro-level form of data collection, Individual Item Prompts.

“Engaging in conversations about teaching conditions can be challenging. Some conditions are deeply set and have been present for long periods of time. Even when time and opportunities are provided to engage in discussions about teaching conditions, educators may find it difficult to know where to begin.

“To promote productive conversations about teaching conditions, NTC developed a series of individual item prompts for many teaching conditions. These are not the only questions to ask in a conversation about teaching conditions, but they do provide an important starting point for beginning those important conversations.”

Micro-Level 2: Individual Item Prompts

- Prompts are used to guide reflective, collaborative conversations about specific school conditions.
- There is a series of reflective prompts for nearly every question in the survey; prompts are available online at <http://teachingconditions.org/individual-item-prompts>.
- Prompts are not the only questions to ask, but they do provide a starting point for dialogue.

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Explain:

“We are going to take a couple of minutes and allow you to explore some of the individual item prompts on a particular teaching condition that interests you. They can be found under the Individual Item Prompt tab at the top of the webpage and are arranged by construct. Jot down any notes that you have on Handout 3b, Teaching and Learning Conditions.”

Facilitation note: This website functions as an online library of Web-related, practitioner-friendly articles, case studies, best practices, and materials related to teaching conditions. There is no magic pill for improving teaching conditions, but this warehouse of information may provide educators with new ideas, strategies, and processes they may have not tried yet in their school improvement planning.

Help participants navigate to the website and to the individual item prompts. Support pairs' discussions of those prompts and what resources or prompts resonate with them and their context.

Customization point: If the Internet is unavailable, make sure to print out sample individual-level prompts prior to the workshop.

Individual Item Prompt Exploration

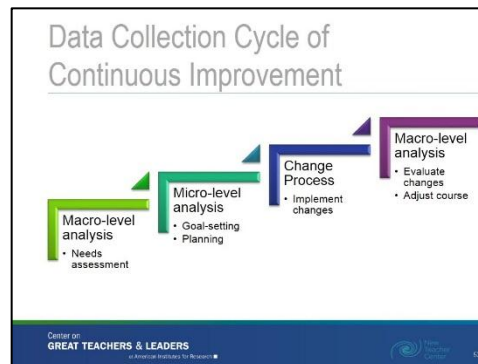
- Go to <http://teachingconditions.org/individual-item-prompts>.
- Choose and explore one condition.
- Share your thoughts with an elbow partner regarding what components of the prompts you read that resonate with you and your context.

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Explain:

“I want to bring us back to the continuous improvement cycle, and how the different types of data are used within the continuous improvement cycle. Remember that macro-level analysis is more about the needs assessment—or, what is the teaching condition that needs to be the focus of the work? The micro-level analysis, conversely, helps with developing goals and plans to facilitate improvement in a specific teaching condition. After the change process occurs and implementation strategies are enacted, the macro-level analysis can be conducted again to assess change and impact and, as necessary, adjust course.”



Slide 52

Facilitation note:

Facilitate a short discussion about the different ways of collecting data we covered in the training today. Focus on the questions on the slide.

Invite participants to work with their “star” partner. Use Handout 8 to support their work.

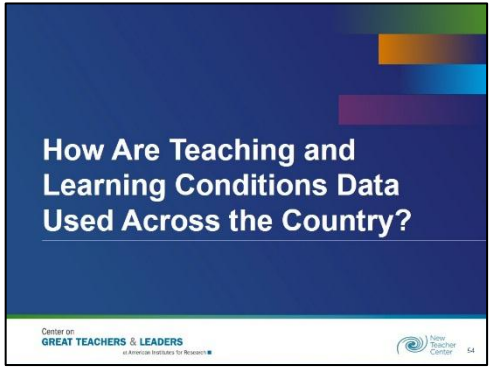
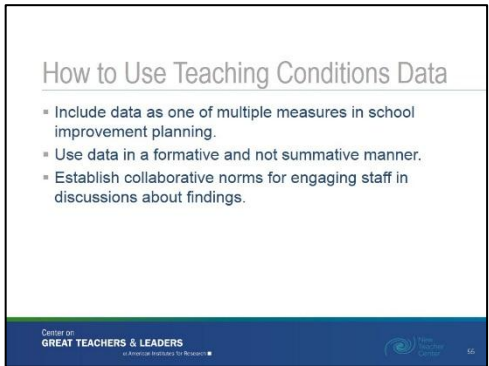
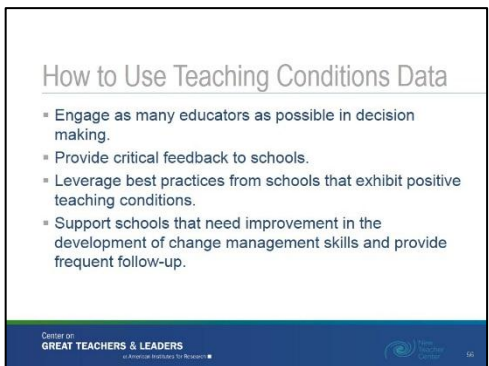
End this conversation with opportunities to hear from the entire room, then have participants return to their original seating.

The slide is titled 'Love It or List It'. It contains a bulleted list: 'Having seen the four different ways you can collect teaching conditions data:' followed by two sub-points: 'Where might you be able to apply one or more of these methods in your work?' and 'How might output from one of these methods enhance your work?'. The footer includes the text 'Handout 8: Love It or List It Action Planning' and the 'Center on GREAT TEACHERS & LEADERS' logo.

Slide 53

Section 6—How Are Teaching Conditions Data Used Across the Country? (25 minutes)

Purpose: This section provides participants with a better understanding of where and how educators are using teaching conditions data at different levels of the education system.

<p>Explain:</p> <p>“We have discussed two ways of collecting teaching conditions data at the macro level, capturing information about multiple teaching conditions. We also discussed two methods to collect detailed information about a single, specific teaching condition. To finish off our session today, the last section is going to be on how to use this valuable data effectively in school improvement planning. In addition, we will look at how others have used teaching conditions data around the country to make improvements.”</p>	 <p>Slide 54</p>
<p>Explain:</p> <p>“Teaching conditions data can be included as one of multiple measures in the school improvement planning process. We recognize that each state has different obligations for school improvement planning processes. This information should be included in your states’ processes and not viewed as an additional outcome.”</p> <p>Facilitation note: <i>Pause to reflect on the school improvement processes that they have in place.</i></p> <p>“Try to use teaching conditions data as something to inform next steps instead of a summative evaluation.</p> <p>“Norms are a necessary protocol for engaging in conversations about teaching conditions. They can be helpful in setting boundaries for topics that may be otherwise difficult to discuss.”</p>	 <p>Slide 55</p>
<p>Explain:</p> <p>“Including all educators in the collaborative process is critical for schools to be able to effectively promote changes to teaching conditions. This approach includes not only hearing their questions and concerns but also providing them with feedback on next steps and sharing information throughout the process. Remember that all of the methods used in the training can be employed to promote collaborative discussion.”</p>	 <p>Slide 56</p>

Explain:

“Ron Ferguson and Eric Hirsch recently examined how working conditions for teachers influence professional learning, teacher expectations, teaching quality, and student outcomes. In their research, these four specific components surfaced as enablers for teachers to do their best work and ultimately positively influence student outcomes.”

How to Use Teaching Conditions Data

Recent research suggests some conditions act as teacher enablers:

- Having effective school-level conduct management in place
- Providing applicable and effective professional development
- Giving teachers ample professional autonomy
- Protecting manageable demands on teacher time

Source: Ferguson & Hirsch, 2014a

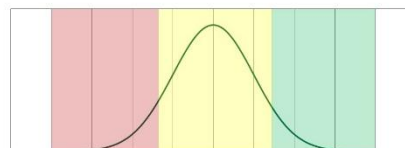
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Slide 57

Explain:

“As we observed in our initial view of school survey data, schools can have a wide variety of variation in their teaching conditions. Because of this, the needs and supports will need to vary as well. Efforts must be made to learn from schools that exhibit very positive teaching conditions, and additional supports and interventions may be needed to successfully change the most challenging schools.”

Supports for Improvement Must Vary



Negative outlier:
Provide intensive facilitation, support, and assistance, as conditions do not exist for improvement.

Typical school:
Provide tools, clear standards, and structures.

Positive outlier:
Will extrapolate and innovate tools, standards, and structures.

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Slide 58

Explain:

“Because teaching conditions data can be a powerful tool in the school improvement process, many state winners of the U.S. Department of Education’s Race to the Top grants use teaching conditions survey results as one of multiple measures to demonstrate the state’s commitment to provide supportive teaching conditions to maximize teacher effectiveness.”

“Some states, when writing their Elementary and Secondary Education Act waivers to the U.S. Department of Education, used language that described how they are using the teaching conditions survey results to ensure they have an equitable distribution of teachers in hard-to-staff schools. For example, many hard-to-staff schools have low achievement, as well as poor teaching conditions. Districts, then, have used the results to determine points of focus for assisting school leaders. Then there is a specific attempt by district leaders to make sure these same schools are not staffed with new, inexperienced, or less effective teachers.”

At the National Level

Teaching conditions data are used as follows:

- Part of the U.S. Department of Education’s Race to the Top initiative
 - Tennessee, Delaware, Maryland, North Carolina, Massachusetts, Ohio, and Kentucky
- Part of state’s Elementary and Secondary Education Act waivers to determine equitable distribution of teachers

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Slide 59

Explain:

“Some states, such as North Carolina and Kentucky, have developed state teaching conditions standards. These standards were developed to address teacher turnover in the states, to help with school improvement process, and to be a part of educator evaluations. These standards are the basis of the teacher survey and of the practice rubric used earlier in today’s session.

“Other states use teaching condition survey results as follows:

- As part of educator evaluations. Educators are evaluated on whether they use the data to develop strategies for improvement and not on the actual perception data. In other words, educators are evaluated on whether they use the results to improve the teaching conditions rather than the results of perception data.”

Facilitation note: Read the three remaining bullet points.

How States Are Using Teaching Conditions Data

- Developing teaching and learning conditions standards
- Using survey results as follows:
 - As one of multiple measures in teacher, principal, or superintendent evaluations
 - As evidence to support changes in policies related to the supports of beginning teachers
 - As one of multiple measures to identify and monitor persistently low-achieving schools
 - As a way to identify best practices across the state to share successes with other schools

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Slide 60

Explain:

“At the district level, the schools that comprise the district often have widely varying differences in their teaching conditions. Because of these differences, they need differentiated supports and resources to improve their conditions. Survey results can help district leaders identify needs unique to specific schools as well as those needs common across schools to guide their resource allocations for maximum impact.

“Examining survey results by experience level can highlight differences in teacher need and guide differentiation of resources and supports. This approach is particularly helpful in working with beginning teachers, who often need different supports than their veteran colleagues.

“District leaders also can leverage survey results as entry points to discuss school leadership activity, planning, and strategy. They can use these data points to determine support needs at the schools, especially for school leaders.

“Some schools may exhibit exemplary teacher conditions. Sharing practices and strategies used in those schools can be a very effective learning tool for other school educators across the district to consider their own school improvement planning.”

How Districts Are Using Teaching Conditions Data

- Targeting professional development and resource allocation
- Determining individual school needs from systemwide needs to maximize resource allocation
- Adjusting beginning teacher supports
- Incorporating them into one of multiple measures for superintendent, principal, or teacher evaluation
- Sharing best practices across the district

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Slide 61

Explain:

“Schools can use teaching conditions data as one of multiple measures in their school improvement planning process, as well as a starting point for discussing challenging conditions.

“Today we reviewed a variety of practical tools and resources to explore teaching conditions and use those results for school improvement planning.”

Facilitation note: For example schools using data, see the case studies for Tennessee and North Carolina on the www.teachingconditions.org website.

How Schools Are Using Teaching Conditions Data

- Using as one of multiple measures in school improvement planning and goal-setting
 - Engaging in collaborative conversations about what is working and how to address challenges
- Using results as a starting point for discussing challenging conditions

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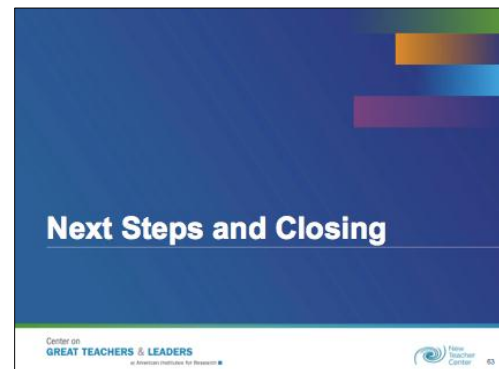
Slide 62

Section 7—Next Steps and Closing (15 minutes)

Purpose: This section discusses next steps and brings the session to an end.

Explain:

“We will close off the session today thinking about some next steps.”



Slide 63

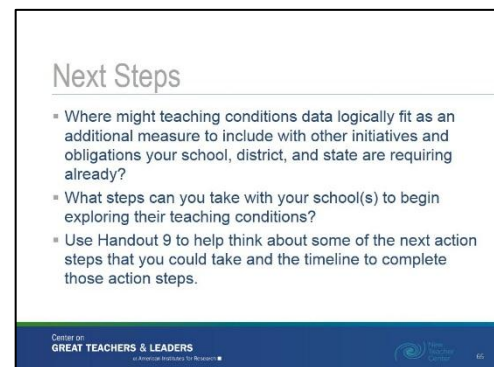
Explain:

“First, we want to remind you of the teaching conditions resource webpage, www.teachingconditions.org. This site provides additional professional learning modules and resources on how to improve each teaching condition construct to inform your decision making.”



Slide 64

Facilitation note: Use the directions on the slide and Handout 9 to facilitate some next steps and action planning for the participants.



Slide 65

Facilitation note: Remind participants to use the Parking Lot poster and to place sticky notes to share their feedback on the session and their needs.

Feedback and Thank You

- On the Parking Lot poster, please use sticky notes to share the following:
 - Your feedback on the session
 - Your additional needs
- Thank you for participating in this work session!

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Slide 66

Facilitation note: These slides provide the references cited in the slide presentation.

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Slide 67

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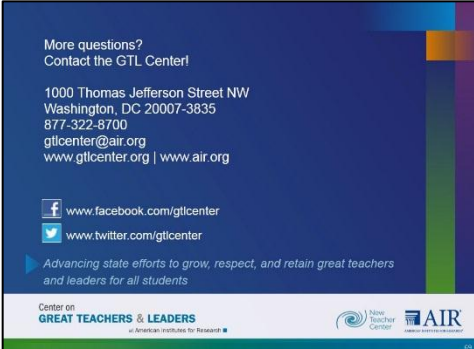
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Slide 68

“Thank you, and please contact the GTL Center with any questions. Our mission is to advance state efforts to grow, respect, and retain great teachers and leaders for all students. We look forward to working with you in this partnership!”

A blue rectangular slide with white text. At the top, it says "More questions? Contact the GTL Center!". Below that is the address "1000 Thomas Jefferson Street NW", "Washington, DC 20007-3835", phone "877-322-8700", email "gtlcenter@air.org", and website "www.gtlcenter.org | www.air.org". There are social media icons for Facebook and Twitter with links "www.facebook.com/gtlcenter" and "www.twitter.com/gtlcenter". A blue arrow points to the text "Advancing state efforts to grow, respect, and retain great teachers and leaders for all students". At the bottom, it says "Center on GREAT TEACHERS & LEADERS" with a small logo, "New Teacher Center" with a logo, and "AIR" with a logo. A small number "28" is in the bottom right corner.



More questions?
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▶ Advancing state efforts to grow, respect, and retain great teachers and leaders for all students

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