

Understanding Teaching Conditions

■ Handout 4

JANUARY 2020



MODULE 1: Teaching Conditions Overview

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

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Sections of this work were originally produced by the Center on Great Teachers and Leaders (GTL Center). The GTL Center was administered by the American Institutes for Research and its partners, the Council of Chief State School Officers and Public Impact, from 2012 through 2019. The original module was developed in partnership with the New Teacher Center in 2014.

This module includes original content as well as new content and is being offered by the American Institutes for Research as part of the GTL Center.

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Understanding Teaching Conditions—Module 1: Teaching Conditions Overview Handouts 1–4 are intended for use with the following additional resources:

- *Understanding Teaching Conditions—Module 1: Teaching Conditions Overview* Facilitator’s Guide
- *Understanding Teaching Conditions—Module 1: Teaching Conditions Overview* Slide Presentation

These online resources are available for download on the Center on Great Teachers and Leaders website <https://gtlcenter.org/>.

Handout 4. Teaching Conditions Indicators—Abbreviated Rubric

Teaching Conditions Standard 1—Time

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

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			1a – Teachers' class sizes facilitate high-quality instruction.	<ul style="list-style-type: none"> Teachers have time to plan in order to meet the diverse learning needs of students because of their having appropriate class sizes, course loads, and assignments that match training.
			1b – Teachers have sufficient time to provide all students with effective instruction.	<ul style="list-style-type: none"> Teachers have minimum, sufficient uninterrupted instructional time. School leadership determines daily/weekly instructional schedules for teachers and supports teachers in protecting instructional time. School leadership seeks teachers' input on ways to limit the full range of interruptions in instruction experienced by teachers and students.
			1c – Teachers have time during the school day to plan and collaborate.	<ul style="list-style-type: none"> Minimum sufficient time is provided during the school day for short- and long-term planning. Minimum sufficient time is available for teachers to work collaboratively to develop common plans and share effective lessons. There are limited interruptions to the noninstructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty-free lunch and a planning period).
			1d – Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.	<ul style="list-style-type: none"> 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.

Teaching Conditions Standard 2—Facilities and Resources

Facilities and resources are provided for teachers to deliver quality instruction.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			2a – Materials and resources are available to facilitate quality instruction.	<ul style="list-style-type: none"> • Instructional materials are sufficient to meet the needs of teachers and students. • Resources are available to meet the administrative and instructional needs of teachers.
			2b – Technology facilitates 21st century learning opportunities.	<ul style="list-style-type: none"> • Technology is reliable and available to meet the 21st century instructional needs of teachers. • Support is in place to help teachers address challenges to access and use of technology.
			2c – Physical environments support teaching and learning.	<ul style="list-style-type: none"> • Physical environments support teaching and learning by being appropriate to content taught and the age level of students. • Physical environments are clean and well maintained. • Work space is adequate. • Most teachers have access to their own work space as well as shared space.

Teaching Conditions Standard 3—Community Support and Involvement

Parents, guardians, and community members are engaged in substantive ways to support and influence the school.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			3a – Parents, guardians, and community members support the teachers and school.	<ul style="list-style-type: none"> Parents, guardians, and community members support many classroom and school activities. Some areas are clearly identified in which parents, guardians, and community members can participate in meaningful ways in classrooms and at the school.
			3b – Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.	<ul style="list-style-type: none"> School educators disseminate accurate information about the school and about individual classrooms at regular and reliable intervals. A variety of communication systems are in place to promote accuracy of information within the school and to better reach most parents, guardians, and community members.
			3c – Parents, guardians, and community members are provided opportunities to influence the success of the school.	<ul style="list-style-type: none"> Parents, guardians, and community members are aware of the school improvement processes and have some opportunities to participate. School educators have established some partnerships with community members and communicate to parents, guardians, and community members in ways that encourage participation. The School Improvement Team follows state guidelines and statutory requirements, giving educators, parents, and guardians multiple opportunities to provide input and influence school practice. An established parent organization at the school meets regularly and makes efforts to have participation representative of school populations.

Teaching Conditions Standard 4—Managing Student Conduct

Schools implement policies and practices to address student conduct issues and ensure a safe school environment.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			4a – School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.	<ul style="list-style-type: none"> • School leadership provides all teachers with local, state, and federal policies on student conduct and school safety. All teachers demonstrate awareness of local, state, and federal policies. • The school collects some data regarding student conduct and safety to inform development and implementation of policies and procedures for student conduct and safety. • Educators develop, review, and revise policies and procedures for student conduct and safety. All teachers have opportunities to respond to and influence final decisions. Parents, guardians, and community members receive some communication regarding policies and procedures. • School leadership provides all teachers with complete written descriptions of policies and procedures pertaining to student conduct and safety. Administrators and teachers inform students of policies, procedures, expectations, and consequences for conduct and safety.
			4b – Administrators and teachers enforce policies and procedures regarding student conduct and school safety consistently.	<ul style="list-style-type: none"> • A clearly defined system of policies and procedures for student conduct and safety is in place and is followed closely by all school leadership and teachers. Students are fully informed of policies, procedures, and consequences. • All teachers and most students are aware of schoolwide procedures, policies, and consequences. There is regular communication between administrators and teachers on enforcement of policies, procedures for conduct and safety, and consequences for student actions. • Parents or guardians are informed about the implementation and enforcement of policies and procedures for student conduct and safety by administrators and teachers.

Teaching Conditions Standard 5—Teacher Leadership

Teachers are involved in decisions that impact classroom and school practices.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			5a – Teachers demonstrate leadership in the classroom.	<ul style="list-style-type: none"> Teachers implement sound educational practices. Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of students. Teachers use data and best practices from collaboration to inform instruction.
			5b – Teachers demonstrate leadership in the school.	<ul style="list-style-type: none"> Multiple opportunities are available for teachers to participate in school leadership, and individuals representative of the diversity of the faculty pursue them (i.e., School Improvement Team, committees, professional learning community lead). Formal and informal opportunities for leadership are available and vary in responsibility and impact on the school.
			5c – Schools have efficient and effective decision-making processes that engage teachers.	<ul style="list-style-type: none"> Processes for teacher involvement in decision making are defined but are limited. Processes in place are generally efficient and can be adapted to improve efficiency.

Teaching Conditions Standard 6—School Leadership

School leadership maintains trusting, supportive environments that advance teaching and learning.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			6a – An atmosphere of trust and mutual respect is pervasive in the school.	<ul style="list-style-type: none"> Some systems are in place for teachers and school leadership to provide opportunities for transparent, two-way communication. Most teachers are aware of these systems, but not all teachers use them in the same ways. Information, resources, and supports help educators improve their practice but are not accessible or used equitably across the faculty. School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.
			6b – Teachers’ performance is assessed objectively, and effective feedback is provided that improves performance and enhances student learning.	<ul style="list-style-type: none"> Teacher performance is assessed consistently and objectively using the Chicago Public Schools Evaluation Process. Teachers and administrators understand the Illinois Professional Teaching Standards and the Teacher Evaluation Process. Some feedback that helps teachers improve their performance or enhance student learning and limited follow-up are offered.
			6c – School leadership articulates a vision and implements effective strategies for school improvement.	<ul style="list-style-type: none"> The vision for school improvement is clear to teachers but may not be reflective of all stakeholders. Some implementation strategies are in place, and more consistency and equity are present in these processes. Some components of school improvement plans have effective design and are used.
			6d – School leadership makes sustained efforts to improve teaching and learning conditions.	<ul style="list-style-type: none"> School leadership engages in some communication with teachers to identify needs and share efforts to improve conditions for teaching and learning. Many efforts to improve conditions for teaching and learning are localized, occur based on an informal process, and engage only some teachers in the process.

Teaching Conditions Standard 7—Professional Development

Quality learning opportunities are available for teachers to enhance teaching and learning.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			7a – Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities.	<ul style="list-style-type: none"> Teachers have at least the minimal amount of time and resources to learn and implement new instructional strategies.
			7b – Professional development meets best practice standards for delivery and support.	<ul style="list-style-type: none"> Schoolwide professional development is aligned with professional learning standards and includes some elements of being data driven, collaborative, evaluated, reflective, and ongoing. Some professional development is based on best practices. Some professional development is selected in response to teacher input and identified needs. Professional development includes elements of differentiation selected to meet some needs of teachers and engage them in their own learning.
			7c – Professional development enhances the ability of teachers to implement instructional strategies and improve student learning.	<ul style="list-style-type: none"> Professional development has some impact on some teachers' abilities to improve student learning as reported informally. Some follow-up support is provided for some teachers to implement strategies learned through professional development.

Teaching Conditions Standard 8—Instructional Practices and Support

Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

Growing	Proficient	Glowing	Element	Indicator(s) of Proficiency
			8a – Teachers use formative and summative assessment data to drive instructional practice.	<ul style="list-style-type: none"> Teachers use some formative and summative assessment data to guide some decisions about classroom instruction.
			8b – Teachers are supported to work collaboratively to develop, align, and improve instructional practices.	<ul style="list-style-type: none"> Teachers have adequate knowledge of and support for effective, formal and informal collaborative practices to support purposeful collaboration. Teachers incorporate strategies developed in professional learning communities or through work with support personnel to align and improve instructional practices. Teachers are assigned classes for which they are highly qualified and have sufficient expertise.
			8c – Teachers are assigned classes that maximize their likelihood of success with students.	<ul style="list-style-type: none"> Teachers are assigned classes with some intentional planning to match teacher expertise with students' needs. School leadership seeks some input from teachers on class sizes and assignment of classes.

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