What Are Working Conditions?

Directions: Rank order the pictures from most to least favorable working conditions, where 1 is the most favorable or positive working condition.

_____

_____

_____

_____

_____

_____

_____

_____

Teaching and Learning Conditions[1]

Time	• Available time to plan, collaborate, provide instruction, and eliminate barriers to maximize instructional time during the school day
Facilities and Resources	• Availability of instructional, technology, office, communication, and school resources to teachers
Community Support and Involvement	• Community and parent or guardian communication and influence in the school
Managing Student Conduct	• Policies and practices to address student conduct issues and ensure a safe school environment
Teacher Leadership	• Teacher involvement in decisions that affect classroom and school practices
School Leadership	• The ability of school leadership to create trusting, supportive environments and address teacher concerns
Professional Development	• Availability and quality of learning opportunities for educators to enhance their teaching
Instructional Practices and Support	• Data and support available to teachers to improve instruction and student learning

---

[1] Definitions adapted from the New Teacher Center (http://teachingconditions.org/constructs).

Teaching Conditions Standards

Standard 1: Time
Schools protect teachers' time to plan, collaborate, and provide effective instruction.
1a: Teachers' class sizes facilitate high-quality instruction.
1b: Teachers have sufficient time to provide all students with effective instruction.
1c: Teachers have time during the school day to plan and collaborate.
1d: Schools make efforts to streamline processes to increase instructional time and decrease required paperwork

Standard 2: Facilities and Resources
Facilities and resources are provided for teachers to deliver quality instruction.
2a: Materials and resources are available to facilitate quality instruction.
2b: Technology facilitates 21st century learning opportunities.
2c: Physical environments support teaching and learning.
2d: Teachers have access to a broad range of professional support personnel.

Standard 3: Community Support and Involvement
Parents, guardians, and community members are engaged in substantive ways to support and influence the school.
3a: Parents, guardians, and community members support the teachers and school.
3b: Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.
3c: Parents, guardians, and community members are provided opportunities to influence the success of the school.

Standard 4: Managing Student Behavior
Schools implement policies and practices to address student conduct issues and ensure a safe school environment.
4a: School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.
4b: Administrators and teachers enforce policies and procedures regarding student conduct and school safety consistently.

Standard 5:
Teachers are involved in decisions that affect classroom and school practices.
5a: Teachers demonstrate leadership in the classroom.
5b: Teachers demonstrate leadership in the school.
5c: Schools have efficient and effective decision-making processes that engage teachers.

Standard 6:
School leadership maintains trusting, supportive environments that advance teaching and learning.

6a: An atmosphere of trust and mutual respect is pervasive in the school.

6b: Teachers' performance is assessed objectively, and effective feedback is provided that improves performance and enhances student learning.

6c: School leadership articulates a vision and implements effective strategies for school improvement.

6d: School leadership makes sustained efforts to improve teaching and learning conditions.

Standard 7: Professional Development
Quality learning opportunities are available for teachers to enhance teaching and learning.

7a: Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities.

7b: Professional development meets best practice standards for delivery and support.

7c: Professional development enhances the ability of teachers to implement instructional strategies and improve student learning.

Standard 8: Instructional Practices
Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

8a: Teachers use formative and summative assessment data to drive instructional practice.

8b: Teachers are supported to work collaboratively to develop, align, and improve instructional practices.

8c: Teachers are assigned classes that maximize their likelihood of success with students.

What Is Ideal? What Are the Challenges?

Item: | Teachers have time available to collaborate with their colleagues.

WHAT WOULD THE IDEAL LOOK LIKE?		WHAT ARE THE CHALLENGES?		OVERCOMING CHALLENGES?
Teachers never have to cover other teachers' classes.	→	Not practical. There will be times teachers must cover for one another	→	Put a rotation in place for teacher coverage so the number of times each teacher is called on is equitable. Reward teachers who do cover other classes.
Teachers are never asked to a last-minute meeting for a child study or a local screening meeting.	→	It is difficult to know when manifestations are due. It is difficult to schedule all parties ahead of time and keep everyone up to speed.	→	Reflect on the meeting process and improve the efficiency of the process. Mandate teachers are notified ahead of time. Teachers are chosen that work with the child. The process is equitable for teachers.
School team, grade-level, and subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.	→	The success of the meetings depends on the skill of the facilitator and the group members' relationships. The needs of staff are different.	→	Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.