Understanding Teacher Working Conditions

Melissa Irby
Center on Great Teachers and Leaders

Project Elevate
January 2018
Welcome, Introductions, and Agenda
Welcome and Introductions
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.
Comprehensive Centers Program
2012–17 Award Cycle
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.
Session Objectives

- To understand what teacher working conditions are and why the quality of conditions matters
- To discover how working conditions data can be used at the district and school levels to create a more positive teaching and learning environment
- To understand how to use various types of working conditions data to promote educator effectiveness and professional growth
- To initiate planning for district-level teacher working conditions data collection, analysis, and action
Agenda

Morning Session: 9:30–11:30 a.m.
▪ What Are Working Conditions?
▪ Why Teacher Working Conditions Matter
▪ Macro Data Collection

Lunch 11:30 a.m.–12:15 p.m.

Afternoon Session: 12:15–2:15 p.m.
▪ Micro Data Collection Methods
▪ Using District and School Data
▪ Next Steps for Team Planning Time
What Are Their Working Conditions?
What Are Working Conditions?

- Based on your own personal experience and perceptions, rank the pictures, from most favorable to least favorable, based on your perception of the working conditions represented.
  - Rank the pictures from 1 to 8. (1 = the picture with the MOST positive conditions; 8 = the picture with the LEAST positive conditions).

Handout 2: What Are Working Conditions?
What Are Working Conditions?

- Collaborate with your colleagues in table groups, and collectively organize, from most to least favorable working conditions, the pictures of workers in your packet.
- Come to a consensus about the order of the pictures most favorable working conditions: 1, 2, 3
- Share out per criteria
Group Share-Out

- In what ways were the criteria you used to arrange the pictures similar or different to the criteria used by 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?
- What are the words, phrases, or conditions that come to mind when we use the term *teaching conditions*?
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).

What Are Teaching and Learning Conditions?

- Time
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

Source: http://teachingconditions.org/constructs

Handout 3a: Teaching and Learning Conditions
What Are Teaching and Learning Conditions?

- **Use Handout 3b.**
  - 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.**
What Are Teaching and Learning Conditions?

At your table, share:

- 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?
Why Do Teaching Conditions Matter?

1. It’s About Kids
Multiple components of the teaching environment (i.e., student conduct, demands on time, autonomy, professional development) are predictive of the following:

- Student learning gains
- Student perceptions of support and rigor

Teacher working conditions can influence how effective a teacher is in a given context.

Sources: Boyd et al., 2011; Ferguson & Hirsch, 2014b; Johnson, 2006; Johnson, Kraft, & Papay, 2012; Ladd, 2011
Why Do Teaching Conditions Matter?

1. It’s About Kids

2. It’s About Keeping Effective Teachers
Teacher working conditions affect the following:

- Teachers’ satisfaction with their jobs
- Teachers’ motivation and efficacy (teacher attrition and teacher retention)
  - Teacher retention maintains instructional cohesion in a school.
  - Teacher attrition can be costly.

Sources: Almy & Tooley, 2012; Boyd et al., 2011; Exstrom, 2009
## North Carolina Survey Item

<table>
<thead>
<tr>
<th>North Carolina Survey Item</th>
<th>Future Employment Plans of Educators</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stayers</td>
<td>Movers</td>
<td>Stayers Minus Movers</td>
</tr>
<tr>
<td></td>
<td>$n = 74,954$</td>
<td>$n = 6,906$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>82.3%</td>
<td>7.6%</td>
<td></td>
</tr>
<tr>
<td>School Leadership</td>
<td>76.0%</td>
<td>34.8%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Teacher Leadership</td>
<td>70.3%</td>
<td>37.0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Managing Student Conduct</td>
<td>82.8%</td>
<td>50.4%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Instructional Practices and Support</td>
<td>69.6%</td>
<td>40.7%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Time</td>
<td>72.0%</td>
<td>47.1%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Community Support</td>
<td>76.3%</td>
<td>51.6%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>65.9%</td>
<td>41.3%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Resources</td>
<td>84.1%</td>
<td>65.2%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>
It’s About Keeping Effective Arizona Teachers

<table>
<thead>
<tr>
<th>Teacher Working Conditions Survey Question</th>
<th>Percent of Teachers Who Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an atmosphere of trust and mutual respect within the school</td>
<td>63%</td>
</tr>
<tr>
<td>Overall, the school leadership in my school is effective</td>
<td>63%</td>
</tr>
<tr>
<td>Teachers feel comfortable raising issues and concerns that are important to them</td>
<td>59%</td>
</tr>
<tr>
<td>In this school we take steps to solve problems</td>
<td>68%</td>
</tr>
<tr>
<td>School leadership communicates clear expectations to students and parents</td>
<td>66%</td>
</tr>
<tr>
<td>School leaders effectively communicate policies</td>
<td>63%</td>
</tr>
</tbody>
</table>
It’s About Keeping Effective Arizona Teachers

Stemming the Tide of Teacher Attrition

How Working Conditions Influence Teacher Career Intentions and Other Key Outcomes in Arizona

Barnett Berry and Ed Fuller with Alice Williams
November 30, 2007
Arizona educators are generally positive about their working conditions.

Teachers and administrators have different perceptions.

Arizona teachers are somewhat involved in classroom-level decisions but not in broader, school-level decisions (empowerment).

Teachers clearly express a need for more time to collaborate.
Arizona Educators Are Generally Positive About Their Working Conditions

**Figure 1:** "Overall, my school is a good place to work and learn."

- Strongly Agree: 29 percent
- Agree: 43 percent
- Neither Agree nor Disagree: 13 percent
- Disagree: 8 percent
- Strongly Disagree: 6 percent
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
## 2013 TELL Kentucky Questions With the Greatest Difference Between Principals and Teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Principals</th>
<th>Teachers</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts are made to minimize the amount of routine paperwork teachers are required to do.</td>
<td>93.0%</td>
<td>54.1%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Teachers feel comfortable raising issues and concerns that are important to them.</td>
<td>98.8%</td>
<td>70.2%</td>
<td>28.6%</td>
</tr>
<tr>
<td>School administrators consistently enforce rules for student conduct.</td>
<td>99.0%</td>
<td>71.3%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Teachers are allowed to focus on educating students with minimal interruptions.</td>
<td>95.5%</td>
<td>69.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Teachers are assigned classes that maximize their likelihood of success with students.</td>
<td>98.1%</td>
<td>72.1%</td>
<td>26.0%</td>
</tr>
<tr>
<td>The noninstructional time provided for teachers in my school is sufficient.</td>
<td>90.8%</td>
<td>65.2%</td>
<td>25.6%</td>
</tr>
<tr>
<td>There is an atmosphere of trust and mutual respect in this school.</td>
<td>97.6%</td>
<td>73.0%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Students at this school follow rules of conduct.</td>
<td>97.0%</td>
<td>72.9%</td>
<td>24.1%</td>
</tr>
</tbody>
</table>
Where You Sit Shapes How You See Things: Arizona Teachers and Principals

<table>
<thead>
<tr>
<th>School leadership makes a sustained effort to address teacher concerns about:</th>
<th>Teachers Agreeing</th>
<th>Principals Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership issues</td>
<td>40%</td>
<td>91%</td>
</tr>
<tr>
<td>Empowering teachers</td>
<td>45%</td>
<td>93%</td>
</tr>
<tr>
<td>The use of time in my school</td>
<td>44%</td>
<td>90%</td>
</tr>
<tr>
<td>Facilities and resources</td>
<td>51%</td>
<td>94%</td>
</tr>
<tr>
<td>New teacher support</td>
<td>52%</td>
<td>92%</td>
</tr>
<tr>
<td>Professional development</td>
<td>54%</td>
<td>93%</td>
</tr>
</tbody>
</table>
School leadership makes a sustained effort to address concerns about:

<table>
<thead>
<tr>
<th></th>
<th>Percent of Teachers Who Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stayers</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Empowering teachers</td>
<td>51%</td>
</tr>
<tr>
<td>New teacher support</td>
<td>57%</td>
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<tr>
<td>The use of time in my school</td>
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</tr>
<tr>
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<td>57%</td>
</tr>
<tr>
<td>Professional development</td>
<td>59%</td>
</tr>
<tr>
<td>Leadership</td>
<td>45%</td>
</tr>
</tbody>
</table>
Arizona survey finding

Leadership:

- There is a major disconnect between teachers and principals with conditions of teacher empowerment and school leadership.

- Using Handout 3a, *individually* reflect on each condition and self assess the percentage of teacher satisfaction at your school.
Data Collection Methods
Data Collection Methods

Macro Level
1. Anonymous Survey
2. Practice Rubric

Micro Level
1. Guided Discussion
2. Individual Item Prompts
Anonymous Survey and Practice Rubric

- Scan multiple conditions quickly
- Identify which conditions are most in need of improvement
- Compare school teaching conditions
- Function electronically and without formal group meeting

Guided Discussions and Individual Item Prompts

- 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
Data Collection Cycle of Continuous Improvement

Macro-level analysis
- Conduct needs assessment

Micro-level analysis
- Set goals
- Plan

Change process
- Implement changes

Macro-level analysis
- Evaluate changes
- Adjust course

Center on GREAT TEACHERS & LEADERS at American Institutes for Research
Macro Level 1: Anonymous Survey of Educators

- Provides a vehicle in which educators can share their perceptions of teaching conditions in an open and safe manner.

- Can be collected online:
  - Offers 24/7 access
  - Saves having to convene a faculty meeting
  - Can collect massive amounts of data across large areas

- Provides end users with a wealth of information to consider for school improvement planning.

- Enables accurate application of precious resources to where they can be most beneficial.
Activity: Experiencing Data From an Anonymous Survey

- Read and follow the directions on Handout 5.
- Schools A, C, and E are 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.
- Record your thoughts on Handout 5a, Recording Organizer.
- **Select 1 school** – A, C, or E, and identify Next Steps.
- Create a poster with your plans and rationale
- Report out.
Check for Understanding

- In what ways do survey data enhance your understanding of the conditions across a district?
- How do these data inform conversations you may have at the district level for supporting an initiative?
- What policies (at the state, district, or school level) can be changed to affect the specific teaching?
Macro Level 2: Placement on a Practice Rubric

- A practice rubric supports the interpretation and application of the teaching conditions standards.
- The process prepares school educators for school improvement planning.
- Evaluating your teaching conditions on a developmental continuum allows you to consider where a school is at developmentally in providing positive teaching conditions.
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 *at, above, or below* the proficiency level of each element by marking an X.
Handout 6a: Teaching Conditions Proficiency—Time

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

<table>
<thead>
<tr>
<th>-</th>
<th>Proficient</th>
<th>+</th>
<th>Element</th>
<th>Indicator(s) of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>1a. Teachers’ class sizes facilitate high quality instruction.</td>
<td>Teachers have time to plan in order to meet the diverse learning needs of students due to having appropriate class sizes, course loads, and assignments that match training.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>1b. Teachers have sufficient time to provide all students with effective instruction.</td>
<td>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 seeks teachers’ input on ways to limit the full range of interruptions in instruction experienced by teachers and students.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>1c. Teachers have time during the school day to plan and collaborate.</td>
<td>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 non-instructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty free lunch and a planning period).</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>1d. Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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?*
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.
### Activity: Experiencing the Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.</td>
<td>School leadership makes little or no effort to minimize associated paperwork.</td>
<td>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.</td>
<td>School leadership’s efforts to streamline school business and effectively implement targeted assessments result in increased instructional time and reduced associated paperwork.</td>
<td>Schoolwide efforts allow for teachers to provide effective instruction that is free from constraints resulting from school business, required assessments, and other associated paperwork.</td>
</tr>
</tbody>
</table>

**Handout 6b: Teaching Conditions Rubric—Time**
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, in which you used survey results to drive discussions, in what ways does the addition of the narrative contained in the rubric change the conversation?
Enjoy Lunch!
11:30 a.m.–12:15 p.m.
Check-In:
When Using Teaching Conditions Data, Remember…

- **Teaching conditions are not about any one individual.** Teaching conditions 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 educators will make decisions based on how they perceive conditions.
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.
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 conditions. They will likely not get resolved in a one-and-done training.
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 5 minutes of discussion at grade-level and team-level meetings.
- Create a SurveyMonkey survey with one or two targeted questions about a condition that the school is focused on.
- Other ways?
Process for Analyzing a Specific Teaching Condition
Process for Analyzing a Specific Teaching Condition (Micro-Level Analysis)

What is working?  What is not working?  What would be ideal?  What are the challenges to achieving the ideal?
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
What Is and Is Not Working?

**ITEM TO EXAMINE**

**Teachers have time available to collaborate with their colleagues.**

**POSITIVE FACTORS**

The district gives protected work days and half days for professional learning communities.

The front office is good about turning away parents who come unannounced.

The administration does a good job of calling meetings only when it is absolutely necessary and gives us notice.

**CHALLENGING FACTORS**

Kids are coming to me during my planning time to get additional help.

Subs are not available, so we often have to cover other classes during our planning.

I am not using my time as efficiently as I could be.

**EFFECT ON SCHOOL/MY TEACHING**

Dedicated, protected group planning time

My time is protected; I have more time to plan with colleagues.

The meetings are more engaging and welcomed. My time is protected.

It is helping the kids but hurting my planning and preparation with colleagues.

Covering other classes is often unexpected and really hurts my planning time and scheduling of important activities with colleagues.

Not using my time effectively is causing me to need more protected time than necessary to accomplish goals.

**MOVING FORWARD**

Expand my interaction to include folks from other schools to get more input and ideas. Be prepared to maximize this planning time.

Sincerely thank the front office staff for their help.

Thank the administration. Reinforce the steps it is taking. Be committed to engaging in the meetings when they are called.

Designate specific days of the week as off-limits to students.

Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?

Chart what I am doing with my time to determine where I am inefficient. Work with veteran teachers and administrators to consider different approaches.
What Is Ideal? What Are the Challenges?

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

**WHAT WOULD THE IDEAL LOOK LIKE?**

- Teachers never have to cover other teachers’ classes.
- Teachers are never asked to a last-minute meeting for a child study or a local screening meeting.
- School team, grade-level, and subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.

**WHAT ARE THE CHALLENGES?**

- Not practical. There will be times teachers must cover for one another.
- 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.
- The success of the meetings depends on the skill of the facilitator and the group members’ relationships. The needs of staff are different.

**OVERCOMING CHALLENGES?**

- Put a rotation in place for teacher coverage so the amount of times each teacher is called on is equitable. Reward teachers who do cover other classes.
- Reflect on the meeting process and improve the efficiency of the process. Mandate that teachers are notified ahead of time. Teachers are chosen who work with the child. The process is equitable for teachers.
- 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.
Activity: Guided Discussion With Graphic Organizers

Discuss with your 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 other individuals 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?
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.
Sample Prompt: School Leadership

- What systems are in place at your school to encourage and support the discussion of teacher issues and concerns?
  - How are teacher leaders incorporated in these systems?
  - Is time set aside to allow for these conversations?
  - Are all the leadership staff providing consistent support of these systems?
  - How do you know?
  - How are new teachers supported in this area?

http://teachingconditions.org/individual-item-prompts.
Data Collection Cycle of Continuous Improvement

- **Macro-level analysis**
  - Conduct needs assessment

- **Micro-level analysis**
  - Set goals
  - Plan

- **Change process**
  - Implement changes

- **Macro-level analysis**
  - Evaluate changes
  - Adjust course
How to Use Teaching Conditions Data

- Include data as one of multiple measures in school improvement planning.
- Use data in a formative and not summative manner.
- Establish collaborative norms for engaging staff in discussions about findings.
How to Use Teaching Conditions Data

- Engage as many educators as possible in decision making.
- Provide critical feedback to schools.
- Leverage best practices from schools that exhibit positive teaching conditions.
- Support schools that need improvement in the development of change management skills and provide frequent follow-up.
Love It or List It

- Having seen the four different ways you can collect teaching conditions data:
  - Where might you be able to apply one or more of these methods in your work?
  - How might output from one of these methods enhance your work?
How Are Teaching and Learning Conditions Data Used Across the Country?
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 data into one of multiple measures for superintendent, principal, or teacher evaluation
- Sharing best practices across the district
How Schools Are Using Teaching Conditions Data

- Using data 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
Action Steps

- Where might teaching conditions data logically fit as an additional measure to include with other initiatives and obligations your school, district, and state are requiring already?
- What steps can you take with your school(s) to begin exploring their teaching conditions?
- Use Handout 9 to help you think about some of the next action steps that you could take and the timeline to complete those action steps.
Next Steps and Closing
Team Time

Suggested Outcomes

Using Handout 9 or a preferred template, teams will:

1. Plan concrete next steps to identify existing survey or create a district and/or school-specific teacher working conditions survey

2. Create action timeline for administration, collection of results, analysis, communication, prioritizing conditions, action, micro-data collection, analysis, and action

3. Identify roles and responsibilities

4. Administer district and/or school-specific teacher working conditions survey
5. Analyze data, communicate results to teachers, staff, and other stakeholders as appropriate

6. Identify teacher working conditions priorities and communicate next steps for immediate actions and next step in process: micro-data collection and change implementation

7. Continue action planning and data collection and analysis, using iterative cycle, to prioritize challenges and implement changes
Your Feedback and Thank You!

- Please complete the evaluation, and leave it on your table.
- Thank you for participating in today’s session!

- For more information and/or assistance:
  Melissa Irby: mirby@air.org/804-229-9943
References


References


More questions? Contact the GTL Center!

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Advancing state efforts to grow, respect, and retain great teachers and leaders for all students