General Session III—A Systems Approach to Informed Data Use: Where Have We Been and Where Are We Going?

Pat Foerster
Education Policy Advisor
Governor Martin O'Malley -Maryland

- Overview of Governor O'Malley's focus on educator effectiveness and student achievement, the use of data, the development of Maryland's common core standards, and the integration of TELL Maryland

Governor O'Malley's TELL Maryland initiative began in 2009

- Research showed the connection between positive teaching conditions student achievement and teacher retention, both of which were integral to the Governor's education agenda
- TELL Maryland has now been administered statewide two times, once in 2009 and again in 2011, with very positive response rates and data

NTC's Teaching Conditions Constructs

1. Time
2. Facilities and Resources
3. Community Engagement and Support
4. Managing Student Conduct
5. Teacher Leadership
6. School Leadership
7. Professional Development
8. Instructional Practices and Support
9. New Teacher Support

- Set of Core Questions are research-based and validated
- The unit of analysis is the school- not any individual
- Survey can be customized to address working conditions

New Teacher Center

Teaching Empowering Leading & Learning

MARYLAND

Educators' Survey

Martin O'Malley, Governor Anthony Brown, Lt. Governor

Navigation

- Home
- Accessing Results FAQ

Links

- Using Your 2011 TELL Data
- 2011 Survey Resources
- 2009 Links, Tools and Research

Results

- View 2011 Survey Results
- View 2009 Survey Results

Research

- Final Report
- Executive Summary
- Achievement and Retention
- New Teachers Brief
- Principals Brief
- ESPs Brief
- View 2011 Research

View Survey Results

*** For an individual school report, the school must have at least a 49.5% respons and a minimum of 5 faculty members responding.**

Jump to District: A B C D E F G H I J K L M N O P Q R S T U V W

Jump to school:

Show All Schools, Hide All Schools

3-24 15:45:05 Eastern

	educators	# cmplt	% cmplt
Maryland	88484	45902	51.88
Allegany County Public Schools	1009	831	82.36
Anne Arundel County Public Schools	7752	3074	39.65
Baltimore City Public Schools	9247	4794	51.84
Baltimore County Public Schools	9986	5049	50.56
Calvert County Public Schools	1621	790	48.74
Caroline County Public Schools	615	394	64.07
Carroll County Public Schools	2823	2142	75.88
Cecil County Public Schools	1731	1190	68.75
Charles County Public Schools	2780	2518	90.58
Dorchester County Public Schools	520	403	77.50
Frederick County Public Schools	4168	2298	55.13
Garrett County Board of Education	491	419	85.34
Harford County Public Schools	4225	3396	80.38

Meg Dolan

MACC Assistance: Using Data to Drive Improvement

NCLB – Highly Qualified Teachers

RTTT, SIG, ESEA Flexibility – Educator Effectiveness

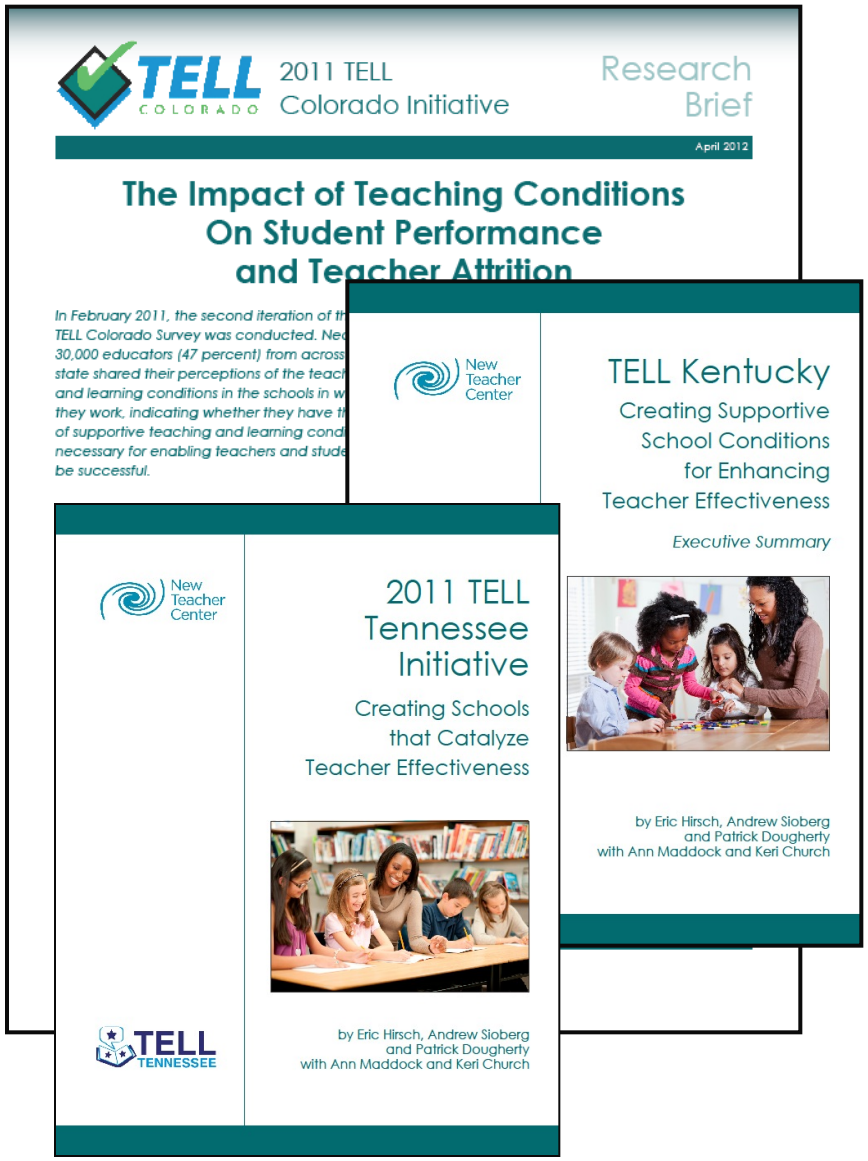
- Teacher & Principal Focus Groups
- Internal MSDE Leadership Team
- Governor's Council
- Evaluation Pilot 2011-2012
- Field Test 2012-2013

Ann Maddock
Senior Advisor
The New Teacher Center

- Examples of some of the types of data NTC's TELL survey provides to state, district and school leaders
- Connection between MSDE, NTC, Office of the Governor as part of MD's Race to the Top award

New Teacher Center

Why Teaching Conditions Are Important



- Research shows that teaching conditions matter for students (achievement)
- Research shows that teaching conditions matter for teachers (retention)
- Research shows that not everyone sees teaching conditions the same way (important to understand when working with school and district leaders to change status quo)

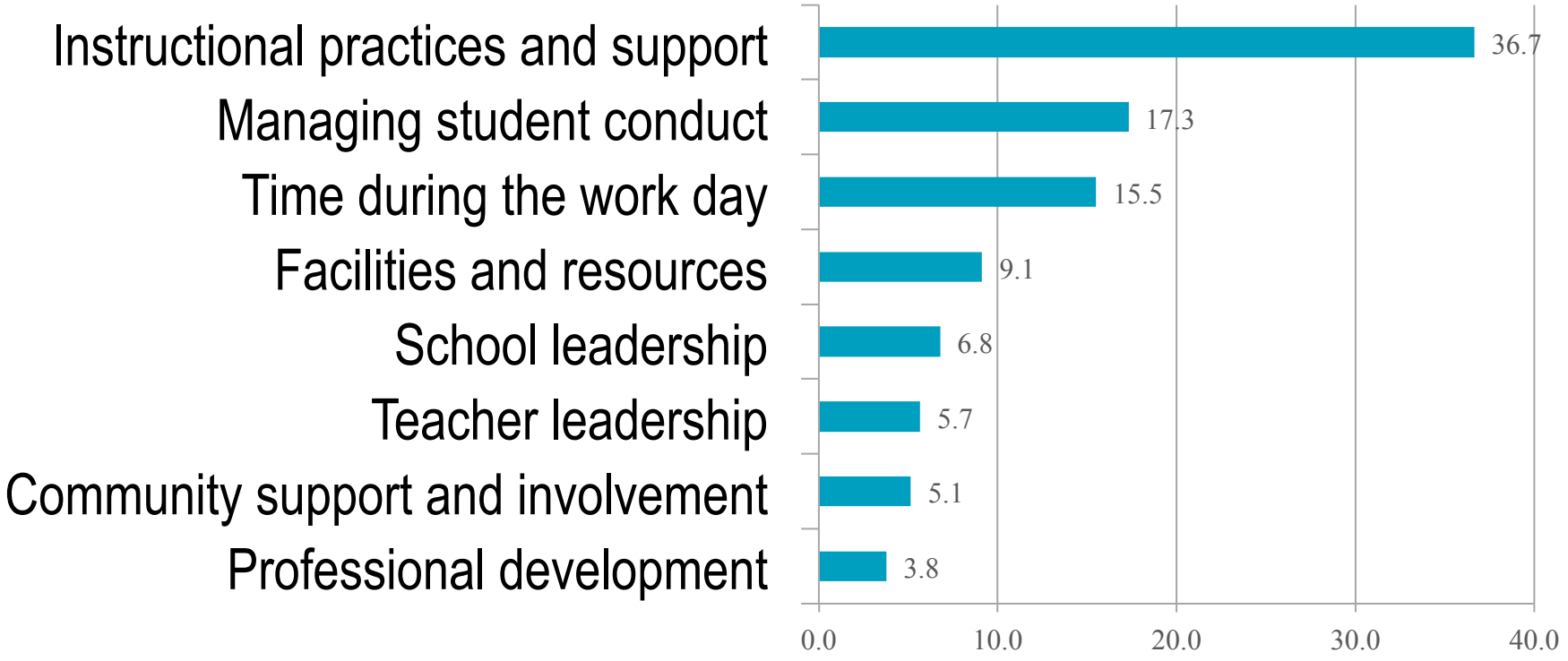
Teaching, **E**mpowering, **L**eading and **L**earning (TELL) Survey

- Since 2008, the New Teacher Center has collected more than 760,000 surveys in 15 states, providing critical information to the faculty in more than 19,000 schools

New Teacher Center

TELL Maryland 2011

Aspect of Teaching Conditions Most Influencing Student Learning



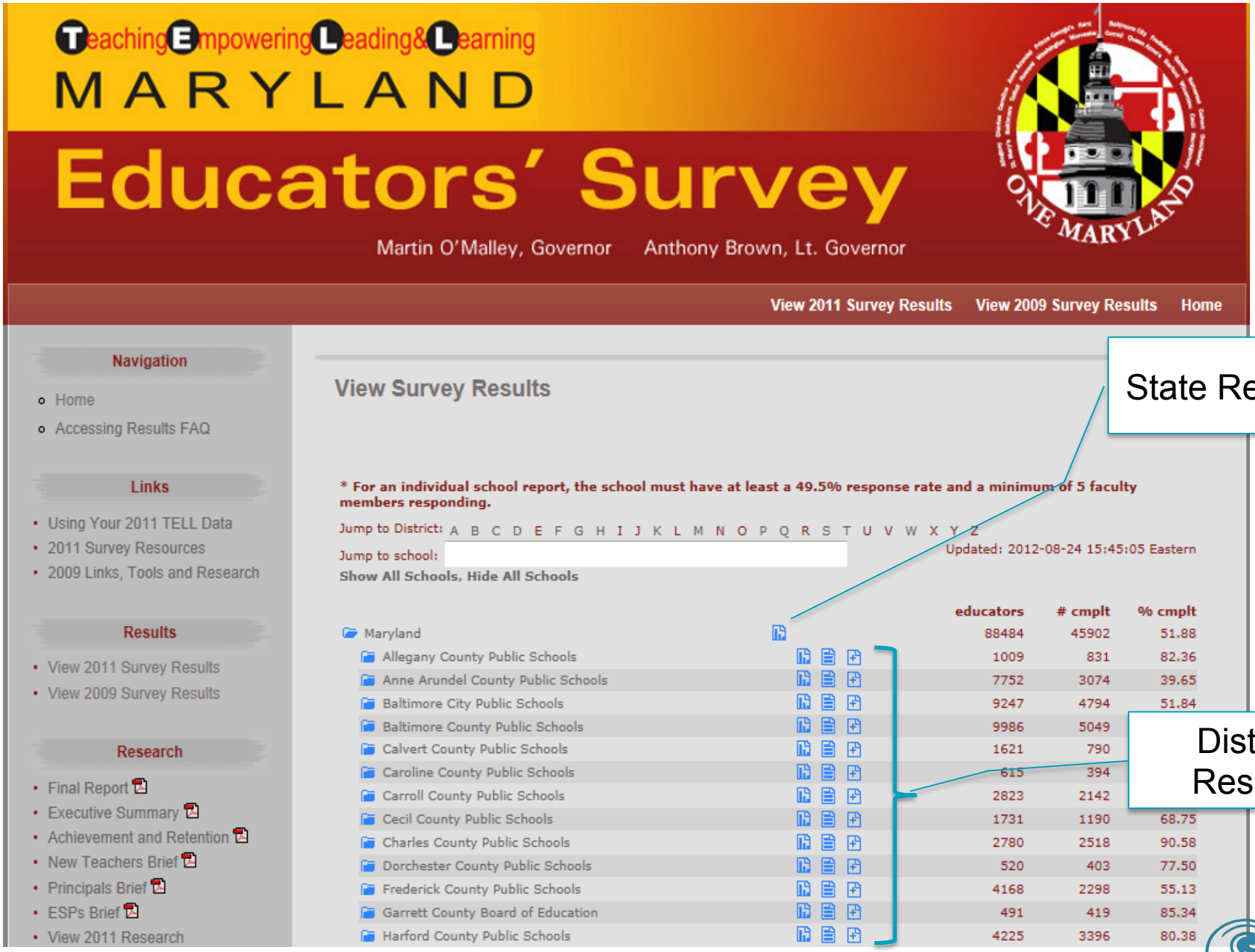
New Teacher Center

Teaching Conditions Questions with the Greatest Difference in Rate of Agreement between High and Low Performing Schools

2011 TELL Maryland Survey Items	Lowest Q1	Q2	Q3	Highest Q4	Highest minus Lowest
Students at this school follow rules of conduct.	47%	65%	80%	87%	40%
Our students come to school ready to learn.	46%	56%	68%	82%	35%
Parents/guardians support teachers, contributing to their success with students.	57%	66%	77%	87%	30%
The community we serve is supportive of this school.	65%	78%	87%	94%	28%
Parents/guardians are influential decision makers in this school.	57%	65%	75%	83%	27%
School administrators consistently enforce rules for student conduct.	57%	63%	71%	76%	19%

TELL Maryland Questions Related to the Construct of Time	2011 Percent Agreement	2009 Percent Agreement	Difference
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	54%	38%	+16%
The non-instructional time provided for teachers in my school is sufficient.	59%	45%	+14%
Teachers have sufficient instructional time to meet the needs of all students.	63%	50%	+13%
Teachers have time available to collaborate with colleagues.	65%	54%	+11%
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	60%	56%	+4%
Teachers are protected from duties that interfere with their essential role of educating students.	70%	N/A	N/A

TELL Maryland Questions Related to the Construct of Facilities and Resources	2011 Percent Agreement	2009 Percent Agreement	Difference
Teachers and staff work in a school that is environmentally healthy.	78%	61%	+17%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	80%	69%	+11%
Teachers have access to reliable communication technology, including phones, faxes and email.	86%	77%	+9%
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	79%	71%	+8%
Teachers have sufficient access to a broad range of professional support personnel.	82%	76%	+6%



State Results

District Results

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School Results

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Jump to school:

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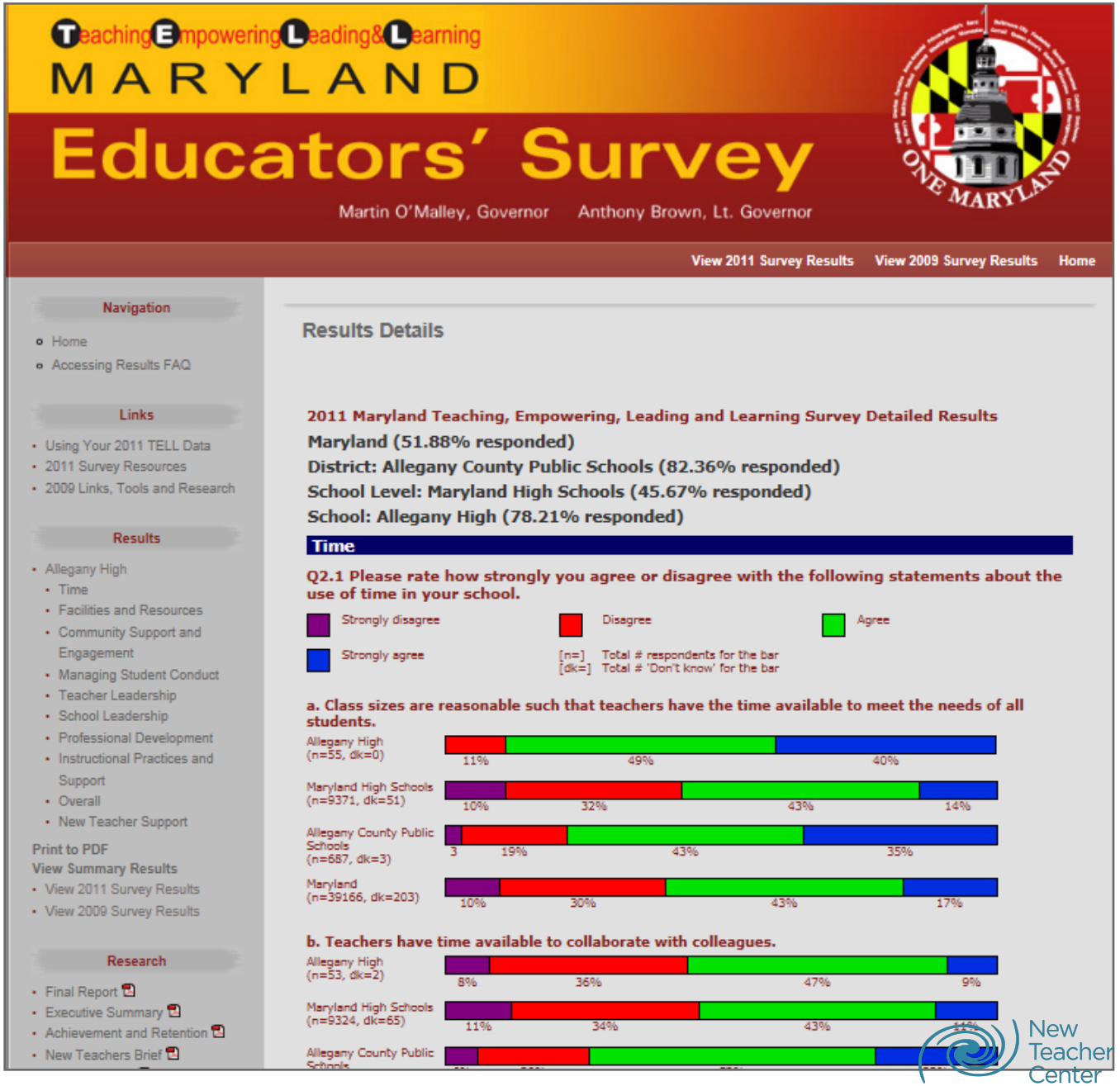
Show All Schools, Hide All Schools

	educators	# cmplt	% cmplt
Maryland	88484	45902	51.88
Allegany County Public Schools	1009	831	82.36
Allegany High	78	61	78.21
Beall Elementary School	44	44	100.00
Bel Air Elementary	14	18	100.00
Braddock Middle	62	46	74.19
Cash Valley Elementary	66	42	63.64
Center for Career-Technical Ed	48	32	66.67
Community Based Transistion	8	7	87.50
Cresaptown Elementary	35	35	100.00
Eckhart School	25	22	88.00
Flintstone Elementary	23	20	86.96
Fort Hill High	69	43	62.32
Friends Aware	2	1	50.00

New Teacher Center

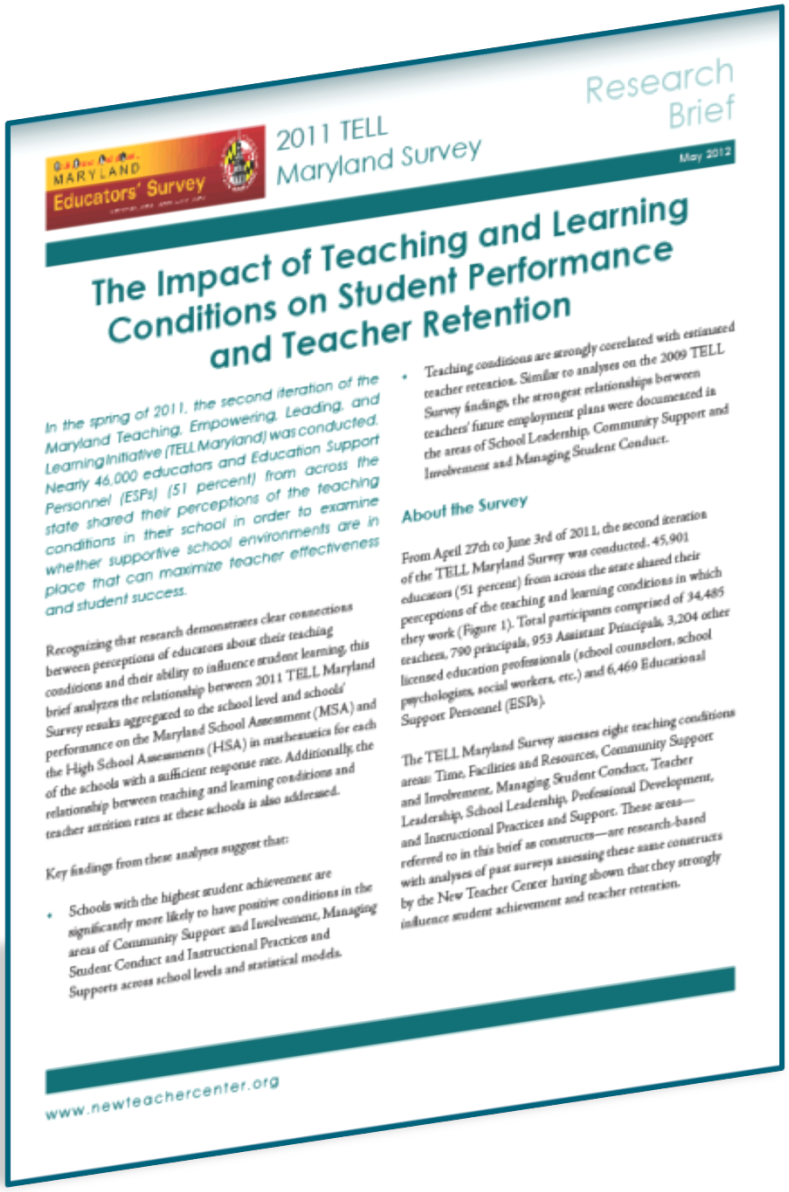
Example of easy-access to school detailed results



New Teacher Center

TELL Maryland 2011-Percentage of Beginning Teachers Who Received Various Supports

Activity	2011	2009	2011-2009
Access to professional learning communities where I could discuss concerns with other teacher(s)	64%	35%	+29%
Regular communication with principals, other administrator or department chair	75%	55%	+20%
Formal time to meet with mentor during school hours	43%	26%	+17%
Common planning time with other teachers	68%	53%	+15%
Release time to observe other teachers	48%	36%	+12%
Reduced workload	15%	6%	+9%
Orientation for new teachers	87%	82%	+5%
Formally assigned mentor	70%	65%	+5%



MARYLAND Educators' Survey

2011 TELL Maryland Survey

Research Brief

May 2012

The Impact of Teaching and Learning Conditions on Student Performance and Teacher Retention

In the spring of 2011, the second iteration of the Maryland Teaching, Empowering, Leading, and Learning Initiative (TELL Maryland) was conducted. Nearly 46,000 educators and Education Support Personnel (ESPs) (51 percent) from across the state shared their perceptions of the teaching conditions in their school in order to examine whether supportive school environments are in place that can maximize teacher effectiveness and student success.

Recognizing that research demonstrates clear connections between perceptions of educators about their teaching conditions and their ability to influence student learning, this brief analyzes the relationship between 2011 TELL Maryland Survey results aggregated to the school level and schools' performance on the Maryland School Assessment (MSA) and the High School Assessments (HSA) in mathematics for each of the schools with a sufficient response rate. Additionally, the relationship between teaching and learning conditions and teacher attrition rates at these schools is also addressed.

Key findings from these analyses suggest that:

- Schools with the highest student achievement are significantly more likely to have positive conditions in the areas of Community Support and Involvement, Managing Student Conduct and Instructional Practices and Supports across school levels and statistical models.
- Teaching conditions are strongly correlated with estimated teacher retention. Similar to analyses on the 2009 TELL Survey findings, the strongest relationships between teachers' future employment plans were documented in the areas of School Leadership, Community Support and Involvement and Managing Student Conduct.

About the Survey

From April 27th to June 3rd of 2011, the second iteration of the TELL Maryland Survey was conducted. 45,901 educators (51 percent) from across the state shared their perceptions of the teaching and learning conditions in which they work (Figure 1). Total participants comprised of 34,485 teachers, 790 principals, 953 Assistant Principals, 3,204 other licensed education professionals (school counselors, school psychologists, social workers, etc.) and 6,469 Educational Support Personnel (ESPs).

The TELL Maryland Survey assesses eight teaching conditions areas: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support. These areas—referred to in this brief as constructs—are research-based with analyses of past surveys assessing these same constructs by the New Teacher Center having shown that they strongly influence student achievement and teacher retention.

www.newteachercenter.org

In summary

- ✓ Longitudinal data provided at the state, district, and school levels
- ✓ Easily accessible on the www.tellmaryland.org website
- ✓ Connections to student achievement and teacher retention identified
- ✓ Guides and resources to inform use of the data for school improvement planning

New Teacher Center

Heather Lageman,
Maryland State Department of Education
Teacher Effectiveness Specialist

- Overview of How TELL Maryland survey is integrated in to the MSDE's Race to the Top work with new teacher support

RTTT Background

On August 24, 2010 Maryland was awarded one the federal government's Race to the

Top (RTTT) Education grants.

"With the help of these important funds, Maryland intends to bolster our data systems, improve instruction and attract and maintain a stronger educational workforce."

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RTTT Background

In Maryland's RTTT Application

- Data-Driven Professional Development
- Coaching
- Induction funding

is allocated for induction and mentoring through the creation of **statewide** Teacher Induction Academies.

*****All 24 LEAs participate in the Academies*****

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Project 25: Teacher Induction

- This project ensures that teachers new to Maryland are fully supported in their efforts to deliver effective instruction with access to
  - curriculum
  - assessment
  - instructional tools

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Preparing World-Class Students

Code of Maryland Regulations (COMAR)

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

Chapter 01 Comprehensive Teacher Induction Program

Authority: Education Article, §§2-205(c), 5-206-1, and 6-202(b), Annotated Code of Maryland

- In April 2010 The Maryland State Board of Education approved regulations that establish a comprehensive teacher induction program that includes…

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Teacher Induction Coordinators' Quarterly Meetings

Maryland State Department of Education
Preparing World-Class Students

Agenda

Teacher Induction Program Leaders' Meeting

February 22, 2012 – 9:00am – 3:00pm

Stevenson University

Owings Mills Campus, Rockland Center, Conference Room A

Outcomes:

Participants will…

- Review county TELL data, reflect and discuss implications for action plan with coaching partners;
- Hear from colleagues about their program;
- Discuss updates to state website;
- Plan for Year 2 academy;
- Connect with colleagues from across the state.

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One District's TELL Data Analysis

As a beginning teacher, I have received the following kinds of supports.	District	State
Formally assigned mentor	94.7	69.8
Seminars specifically designed for new teachers	90.2	77.0
Reduced workload	14.3	15.3
Common planning time with other teachers	69.2	68.0
Release time to observe other teachers	63.0	48.0
Formal time to meet with mentor during school hours	60.5	42.7
Orientation for new teachers	89.4	87.2
Access to professional learning communities where I could discuss concerns with other teacher(s)	67.3	64.4
Regular communication with principals, other administrator or department chair	76.2	74.6
I received no additional support as a new teacher.	4.3	14.7

On average, how often did you engage in each of the following activities with your mentor?	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
Developing lesson plans	30.9	30.5	14.5	11.2	10.0	2.8
Being observed teaching by my mentor	20.2	44.0	21.8	11.7	2.4	.0
Observing my mentor's teaching	68.0	27.1	2.4	2.0	.4	.0
Analyzing student work	41.1	31.0	14.1	6.9	2.0	4.8
Reviewing results of students' assessments	45.0	29.3	11.2	8.0	4.0	2.4
Addressing student or classroom behavioral issues	19.3	34.5	19.7	13.3	7.6	5.6
Reflecting on the effectiveness of my teaching together	21.1	30.4	21.5	12.6	10.1	4.5
Aligning my lesson planning with the state curriculum and local curriculum	39.2	28.8	9.2	11.6	7.2	4.0

How much did the support you received from your mentor influence your practice in the following areas?	Not at all	Hardly at all	Some	Quite a bit	A great deal
Instructional strategies	14.2	12.6	42.9	22.3	8.1
Subject matter I teach	35.2	21.1	29.6	12.1	2.0
Classroom management strategies	16.6	13.0	34.8	26.3	9.3
Using data to identify student needs	25.2	22.8	30.9	18.3	2.8
Differentiating instruction based upon individual student needs and characteristics	19.0	16.2	41.3	18.2	5.3
Creating a supportive, equitable classroom where differences are valued	26.4	15.4	33.7	21.5	2.8
Enlisting the help of family members, parents and/or guardians	40.5	24.7	25.1	9.3	.4
Working collaboratively with other teachers at my school	20.3	19.9	38.2	17.1	4.5
Connecting with key resource professionals (e.g., coaches,	28.7	23.9	32.4	12.1	2.8
Complying with policies and procedures	24.5	18.4	35.9	15.9	5.3
Completing administrative paperwork	34.4	21.5	26.7	13.8	3.6
Providing emotional support	16.7	10.6	28.0	26.4	18.3

Overall Questions	Strongly disagree	Disagree	Agree	Strongly agree
Overall, the additional support I received as a new teacher improved my instructional practice	6.6	12.5	50.8	27.7
Overall, the additional support I received as a new teacher has helped me to impact my students' learning	5.5	11.3	53.5	27.3
Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school	6.7	18.0	45.5	26.3

Some examples of the way this data drives conversation at our meetings…

- Dorchester County
- Harford County
- Frederick County

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Scattergrams

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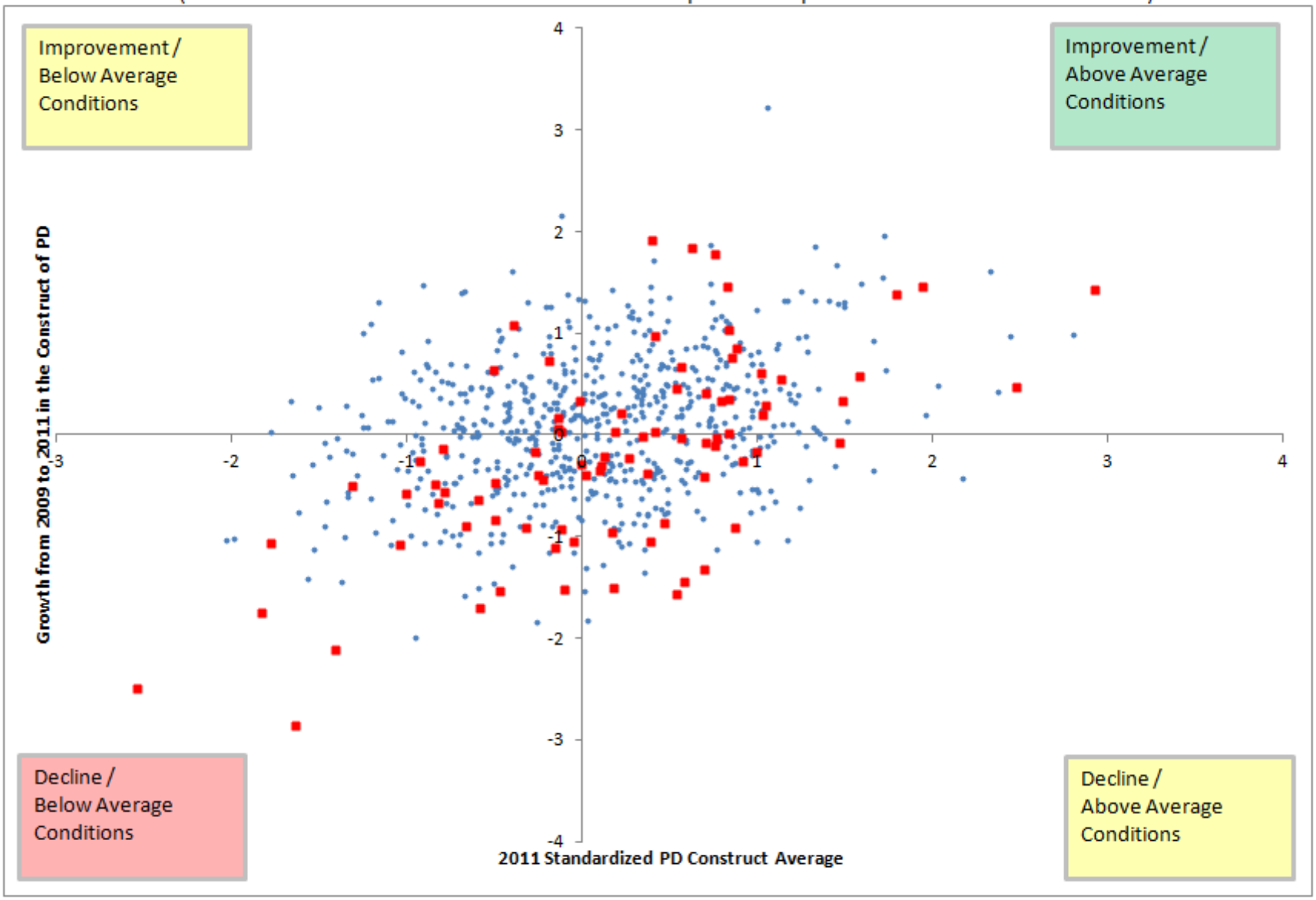
Standardized Growth Chart from 2009 to 2011 of Maryland Schools on the Professional Development Construct

(Those 716 MD Schools that met or exceeded a 50 percent response rate for both 2009 and 2011)



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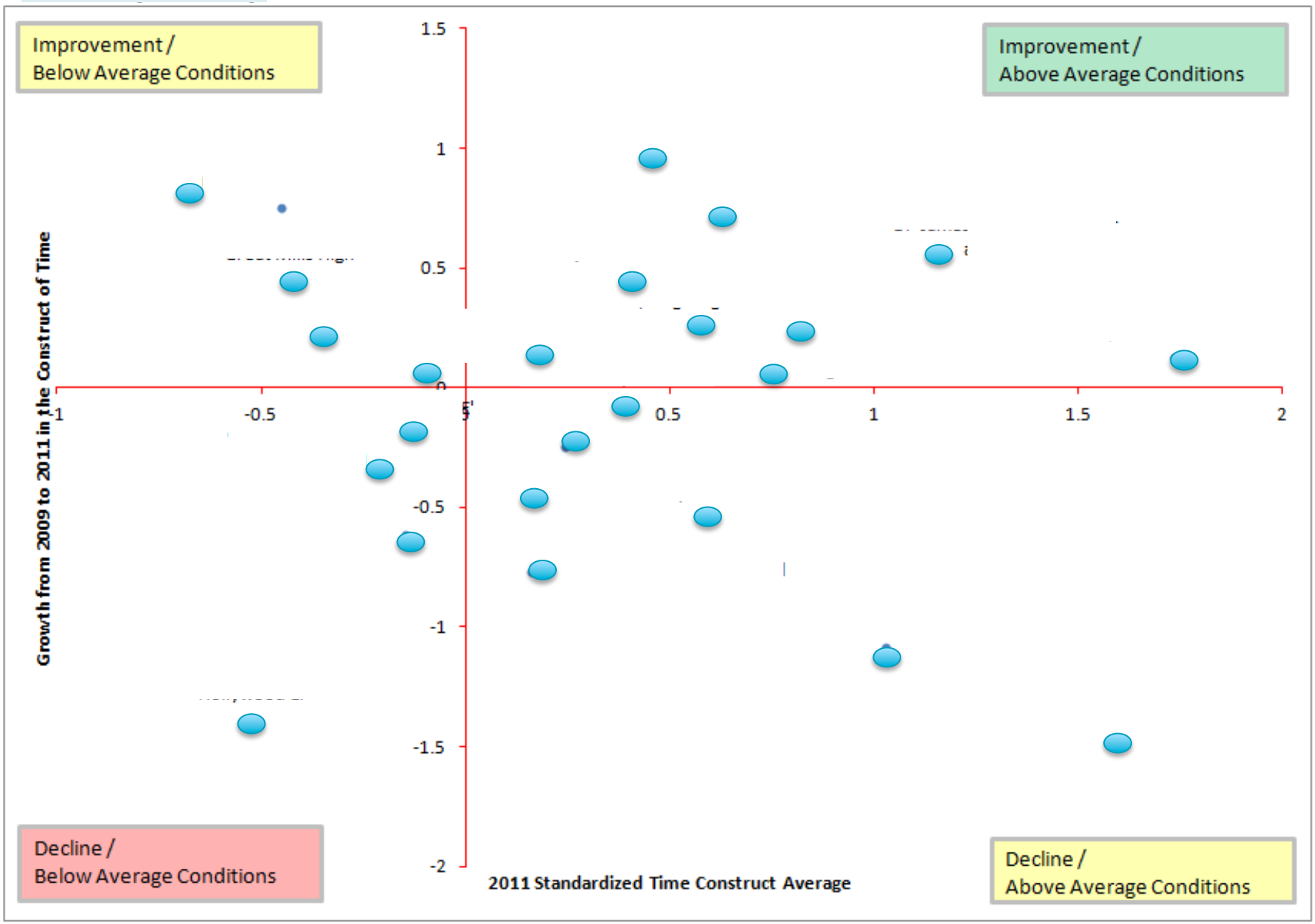
Public Schools: Standardized Growth Chart from 2009 to 2011 on the Time Construct



Site Visits

Examples of the way school districts embed this data into their work…

- Baltimore City
- Montgomery County

Baltimore City's Multiple Measures of Progress and Effectiveness

- TELL Data
  - Informs support decisions and choice of target schools
  - Comparison to other districts
  - Consistent measure of progress and impact of the Induction Program
- Induction Report
  - Completed yearly
  - Includes all components of induction
  - Provides recommendations for improvement
- Data of Implementation and Impact
  - Mentor Logs
  - Teacher surveys
  - Retention Data

Montgomery County's TELL Survey Impact

- ✓ Allows the district to do action research among principals, teachers and supporting services staff
- ✓ Gives the foundation for a longitudinal study on best practices and school leadership capacity
- ✓ Continues the professional growth conversation using data from TELL and not just from formative evaluations
- ✓ Gives feedback to teachers so that they can reflect on their own craft, especially new educators

Policy Impact

Maryland State Department of Education
Preparing World-Class Students

Master Plan

Master Plan Teacher Induction Section (Revised):

COMAR regarding teacher induction/mentoring and new reporting requirements as part of the Master Plan process were approved by the State Board of Education in 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

I. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include are your LEA Action Plans and TELL Survey Data.

II. Data regarding the scope of your mentoring program, including the number of probationary teachers and the number of mentors who have been assigned; and

III. The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

USDE RTTT Evaluation Visit

Project 39/25 – Teacher Induction Academies

In July 2011 the Maryland State Department of Education (MSDE) and the New Teacher Center (NTC) reviewed deliverables of the request for proposals (RFP) to develop outcomes for the Teacher Induction Academies' mentor training and ongoing support.

Outcomes are as follows:

(1) Increase or stabilize new teacher retention,
(2) Identify correlation between mentoring support and new teacher evaluation ratings of effective,
(3) Ensure all Local Educational Agencies (LEAs) participate in the 3-day Summer Academy, program leader meetings, online professional development sessions offered twice each year; and,
(4) Increase capacity of program leaders to sustain LEA programs; advocate for program needs; collect and provide data of implementation and effectiveness.

Teacher Induction Quarterly Meetings:

-NTC and MSDE have continued to lead quarterly LEA Teacher Induction Coordinator meetings.
-The third quarterly meeting was held on February 22, 2012 and outcomes included reviewing county TELL data, reflecting and discussing implications for their Action Plans with coaching partners, hearing from colleagues about their programs, discussing updates to the state website, planning the Year 2 Academy, and connecting with colleagues from across the state. Feedback from these meetings has been very positive because it is a forum for continuous learning and revisiting collaborative assessment logs (CAL), Program Continuums, and Action Plans. In addition, this was the opportunity to address obstacles and challenges and develop solutions.

Teacher Induction Program

Building a Teaching Force for the 21st Century

2011 Summer Academy

IN THIS SECTION:

Overview

About the Teacher Induction Program

2011 Summer Academy

2012 Summer Academy

Calendar of Events

Networking Resources

New Teacher Program Standards

Coordinators List

Coordinator's Forms to Share

Mentoring Resources

Description..... **Read More »**

What Participants are Saying:

"This is very affirming that we are on the right track." *Mentor trainer*

"I appreciated the focus on analysis of student work." *Mentors, program coordinators*

"The collaborative assessment logs and conversation guides help deepen knowledge of students." *Instructor of new teacher classes*

"Conferencing, observation, differentiation and protocols were terrific." *District office staff*

"Receiving the TELL survey was an excellent idea." *Induction program manager*

"Great sessions! Very valuable information presented by professional specialists obviously trained in adult learning theory." *New teacher mentor*

"Using mentor language for conferencing with new teachers was exceptional." *Induction program coordinators and mentors*

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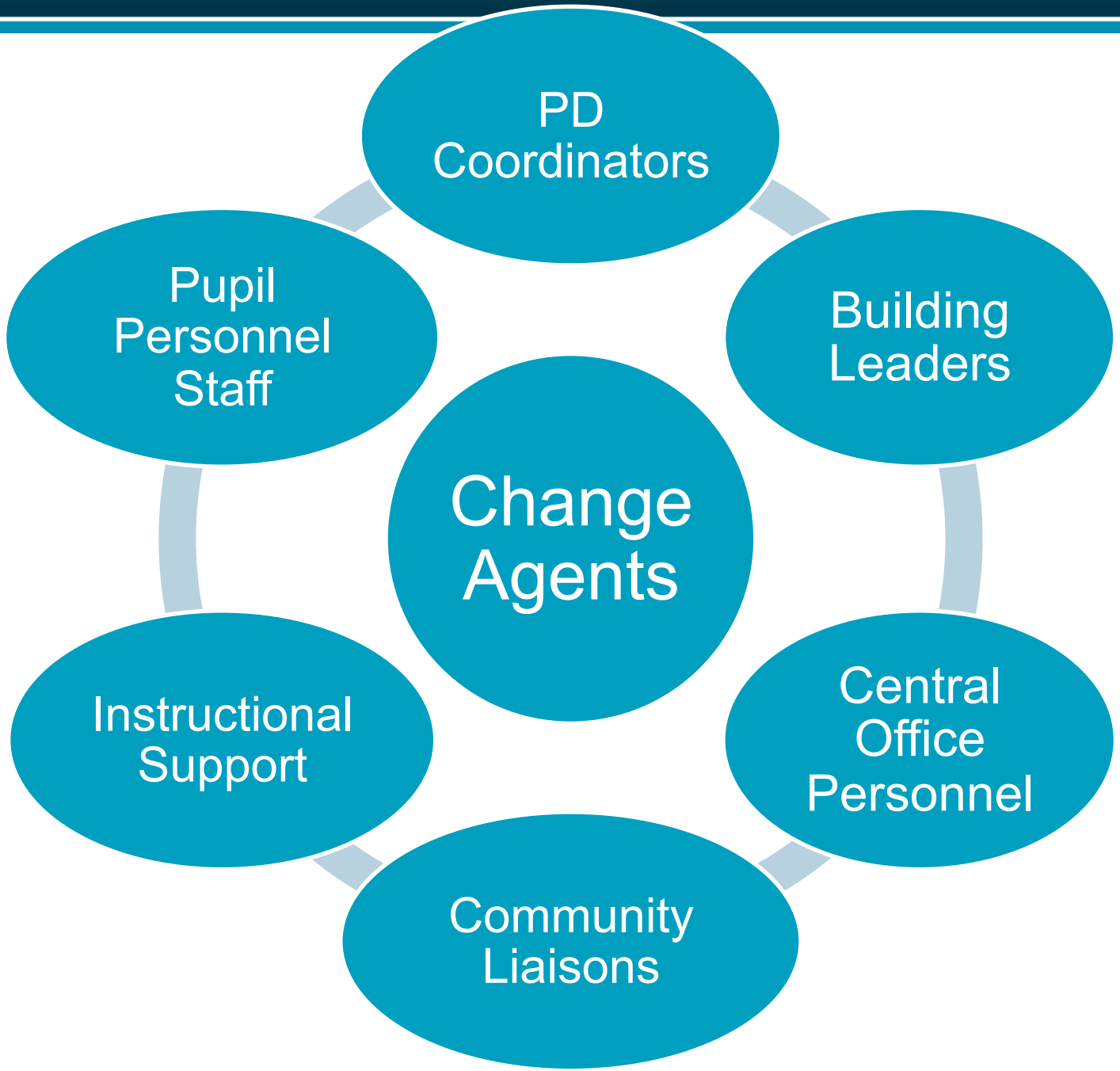
Presentations to Education Leaders

- Opportunity to highlight TELL as a free longitudinal data source that can be used in multiple areas
- Encourage them to get the right people involved…


PD Coordinators
Building Leaders
Central Office Personnel
Community Liaisons
Instructional Support
Pupil Personnel Staff
Change Agents

- ✓ Inform the Teacher, Supporting Services and Administrative Professional Growth Systems
- ✓ Give baseline information to start collegial conversations and professional learning communities
- ✓ Inform principals and leadership of what they can do to support all teachers

Create data-driven professional development based on the needs at each school

Align schools' improvement plans with professional learning communities' goals

Differentiate professional development to meet the various needs of the educational community

Analyze the data with all unions: teachers, supporting services, and administrators

TELL Data has an impact on every teacher…every student…everyone.

Maryland State Department of Education
Preparing World-Class Students

Charles County Schools

Patty L. Dorsey, Assistant in School Administration and Operations
Steven J. Perakis, Coordinator of Evaluation Research and Assessment
Evelyn Arnold, Principal, La Plata High School

- Examples of how Charles County uses the TELL Maryland data

2009 and 2011 TELL Maryland Survey Results

	2009 Surveys Completed (Percent)	2011 Surveys Completed
Charles County Public Schools	93.21%	90.6%

- In 2011, Charles County Public Schools was the largest county with a response rate over 90 %
- Introduced the survey to Board of Education members, Superintendent , and Administrative Staff
- Following the survey, interpreted the system results to: the Charles County Board of Education, assistant superintendents, school principals, central office administrators, and mentor teachers

Deputy Superintendent
School Administration and Operations
System and School Efforts

- TELL Survey announced and information shared at monthly principals' meetings
- Maintained regular communication through emails & weekly bulletin updates (Governor's office messages, TELL website information, etc.)
- Central administration follow-up included:
  - Integration of school results in School Improvement Plans
  - Mid-year and year-end principals' evaluation conferences
  - Weekly updates and information reports to Superintendent and Board of Education

Charles County Schools TELL Maryland Survey Response Rates

90.58% Response Rate for District

Cecil County Public Schools	1731	1190	6[illegible]5
Charles County Public Schools	2780	2518	90.58
Arthur Middleton Elementary School	42	35	83.33
Benjamin Stoddert Middle School	76	65	85.53
Berry Elementary School	68	69	100.00
C Paul Barnhart Elementary School	64	53	82.81
Daniel of St Thomas Jenifer Elementary School	62	44	70.97
Dr Gustavus Brown Elementary	52	48	92.31
Dr James Craik Elementary School	51	53	100.00
Dr Samuel A Mudd Elementary School	56	56	100.00
Dr Thomas L Higdon Elementary	45	34	75.56
Eva Turner Elementary School	46	42	91.30
FBGwynn Center	76	57	75.00
Gale-Bailey Elementary School	55	54	98.18
General Smallwood Middle School	64	60	93.75
Henry E Lackey High School	139	120	86.33
Indian Head Elementary School	48	34	70.83
J C Parks Elementary School	58	58	100.00
J P Ryon Elementary School	56	57	100.00
John Hanson Middle School	81	53	65.43
La Plata High School	117	108	92.31
Malcolm Elementary School	46	44	95.65
Mary B Neal Elementary	75	78	100.00
Mary Matula Elementary School	49	49	100.00
Mattawoman Middle School	101	91	90.10
Matthew Henson Middle School	66	64	96.97
Maurice J McDonough High School	106	104	98.11
Milton M Somers Middle School	90	83	92.22

Schools
Sharing/Reviewing/Action Steps

- Reviewed by principal to compare 2009/11 data
- Met with administrative team to review and develop a plan for improvement in administration categories (i.e., consistency in discipline)
- Met with Principal Advisory Committee/SIP Team/Department Leaders to review data and obtain input
- Shared with all staff at faculty meeting
- Linked on Homepage/Reviewed with PTO to seek suggestions

Questions and Discussion

Contact Information

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