



North Carolina Teacher Working Conditions Survey: Preliminary Findings



North Carolina's

Teacher Working Conditions Initiative

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History and Evolution of the NC TWC Survey

March 10 – April 4, 2014, take the anonymous survey and
Let your voice be heard!

 North Carolina's
Teacher Working Conditions Initiative



TEACHERS & ADMINISTRATORS:
Does your school have the positive teaching conditions research has shown to be important to student achievement and teacher retention?

March 10-April 4, 2014

Visit www.ncteachingconditions.org to learn more!

Since 2002 educators across North Carolina have helped to shape school, district and state policy by completing the **NC Teacher Working Conditions Survey** making our state a national leader. Research continues to show the importance of positive teaching conditions to student achievement and educator retention. ([Visit www.ncteachingconditions.org](http://www.ncteachingconditions.org) for details.)

what? The **NC Teacher Working Conditions Survey** is an online, anonymous school survey that asks questions about teaching and learning conditions within a school.

who? The **NC Teacher Working Conditions Survey** is for all school-based, licensed educators and instructional staff, including administrators.

where? Access the **NC Teacher Working Conditions Survey** using any internet connection.

why? **Your voice matters!** The results of this survey are one component of the on-going process for collaborative school and district improvement plans. Results are also used as artifacts in the educator and administrator evaluation instruments in our state.



"I want all teachers and administrators to have the tools they need to do their jobs well and help our young people learn what they need to be successful adults. This anonymous survey gives you the chance to tell policymakers what you need. I encourage every school-based educator to complete the NC Teaching Conditions Survey so your voice can help shape the future for our children!" - State Superintendent, June Atkinson

TOPICS INCLUDE:

- Time
- Instructional Practices & Support
- Managing Student Conduct
- Facilities & Resources
- Community Support & Engagement
- School Leadership
- Teacher Leadership
- New Teacher Support
- Professional Development

Toll free help desk:
1-800-310-2964

Advised by  **New Teacher Center**

 **Public Schools of North Carolina**
State Board of Education
Department of Public Instruction

 **NCAE**
North Carolina
Department of Education

- Survey first issued in 2002 to assess presence of state working conditions standards to stem attrition
- Conducted 7 iterations of the survey with greater response and usage across schools and districts each year with changes in policies and practices
- Research since 2006 has connected the presence of positive working conditions with student achievement results and teachers future employment plans



About the NC TWC Survey

The NC TWC Survey IS:

A statistically valid and reliable instrument to assess **WHETHER** educators have working conditions in their **SCHOOL** that support effective teaching.

The NC TWC Survey is NOT:

An assessment of the morale or happiness of North Carolina teachers with specific policies. The survey does not provide information as to **WHY** teachers perceive conditions as they do.



Teaching Conditions Critical to Effectiveness

Research has shown that the quality of working conditions can encourage or constrain good teaching and have a powerful influence on student learning. The NC TWC Survey is an externally validated survey instrument utilized in several states and districts

- Teaching conditions predictive (especially time, autonomy, professional development and managing student conduct) of value added gains as well as student perceptions of academic press and support
- Teachers improved 38 percent more over a decade in schools with more positive teaching conditions
- Teaching conditions (particularly school leadership) critical to teachers' future employment plans

About the 2014 North Carolina Respondents

- 93,178 NC Educators (88.6 percent)
 - 89 percent Teachers
 - 2 percent Principals
 - 2 percent Assistant Principals
 - 7 percent other education professionals (school counselors, school psychologists, social workers, etc.)
- 2519 of 2548 (97 percent) schools met or exceeded the 40 percent participation threshold

North Carolina Educators' Responses Suggest Overall Stability – Positive for Already Highly Rated Areas

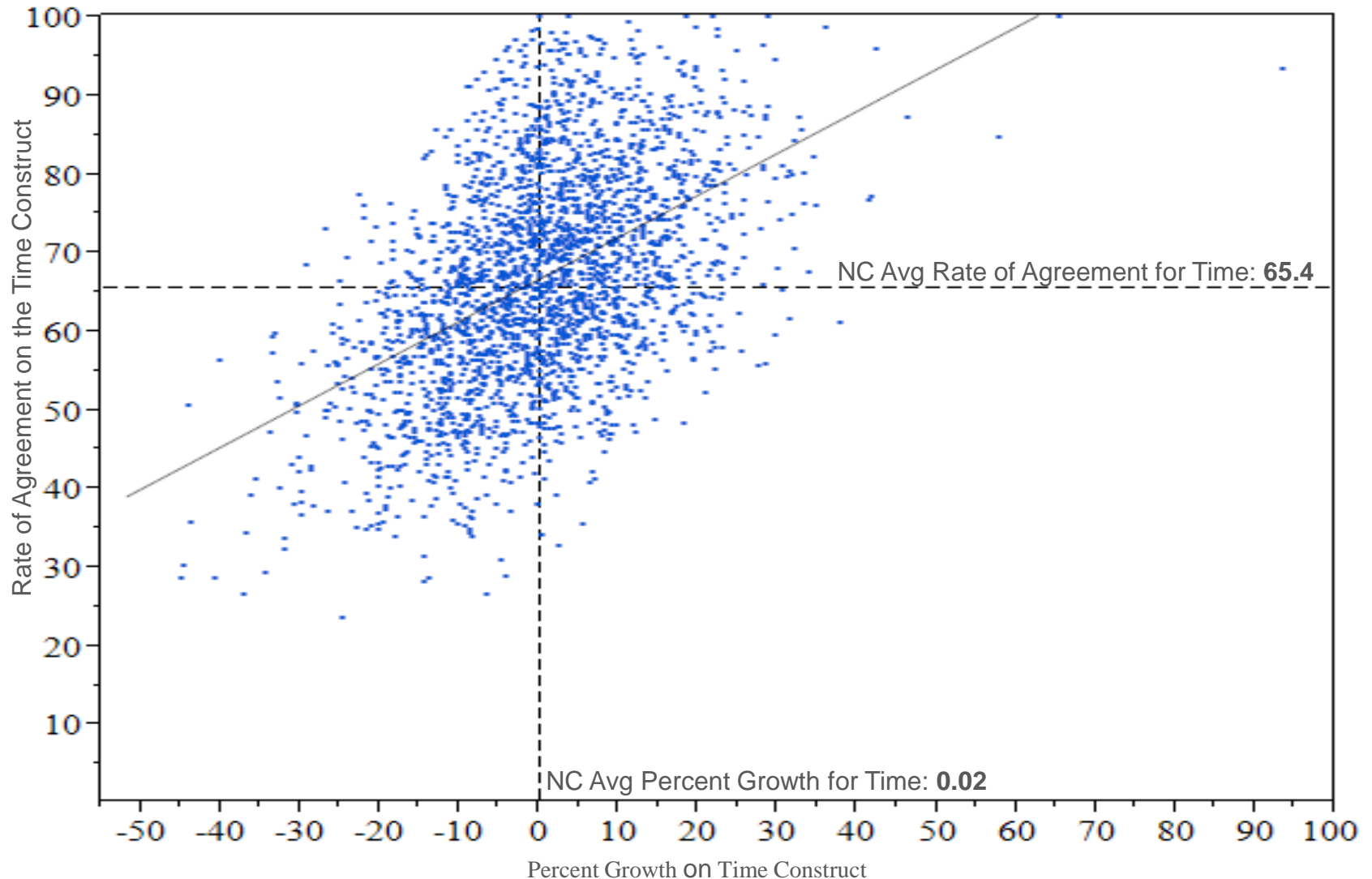
Select Stable Items with High Rates of Agreement	2014	2012	2014 - 2012
The faculty work in an environment that is safe.	93.22	93.04	0.18
Teachers are held to high professional standards for delivering instruction.	93.83	94.01	-0.18
The school leadership facilitates using data to improve student learning.	94.02	94.45	-0.43
Teachers provide parents/guardians with useful information about student learning.	95.97	96.28	-0.31
The school does a very good job of encouraging parent/guardian involvement.	90.03	90.07	-0.04
Teachers are encouraged to participate in school leadership roles.	92.34	91.95	0.39

Stability Also Indicates That Challenges Remain in the Area of Time

Select Items Related to Time	2014	2012	2014 - 2012
The non-instructional time provided for teachers in my school is sufficient.	62.79	59.31	3.48
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	57.23	54.64	2.59
Teachers are protected from duties that interfere with their essential role of educating students.	71.22	69.73	1.49
Class sizes are reasonable such that teacher have the time available to meet the needs of all students.	60.20	61.55	-1.35
Teachers are allowed to focus on educating students with minimal interruptions.	57.19	59.58	-2.39
Teachers have sufficient instructional time to meet the needs of all students.	65.99	69.85	-3.86

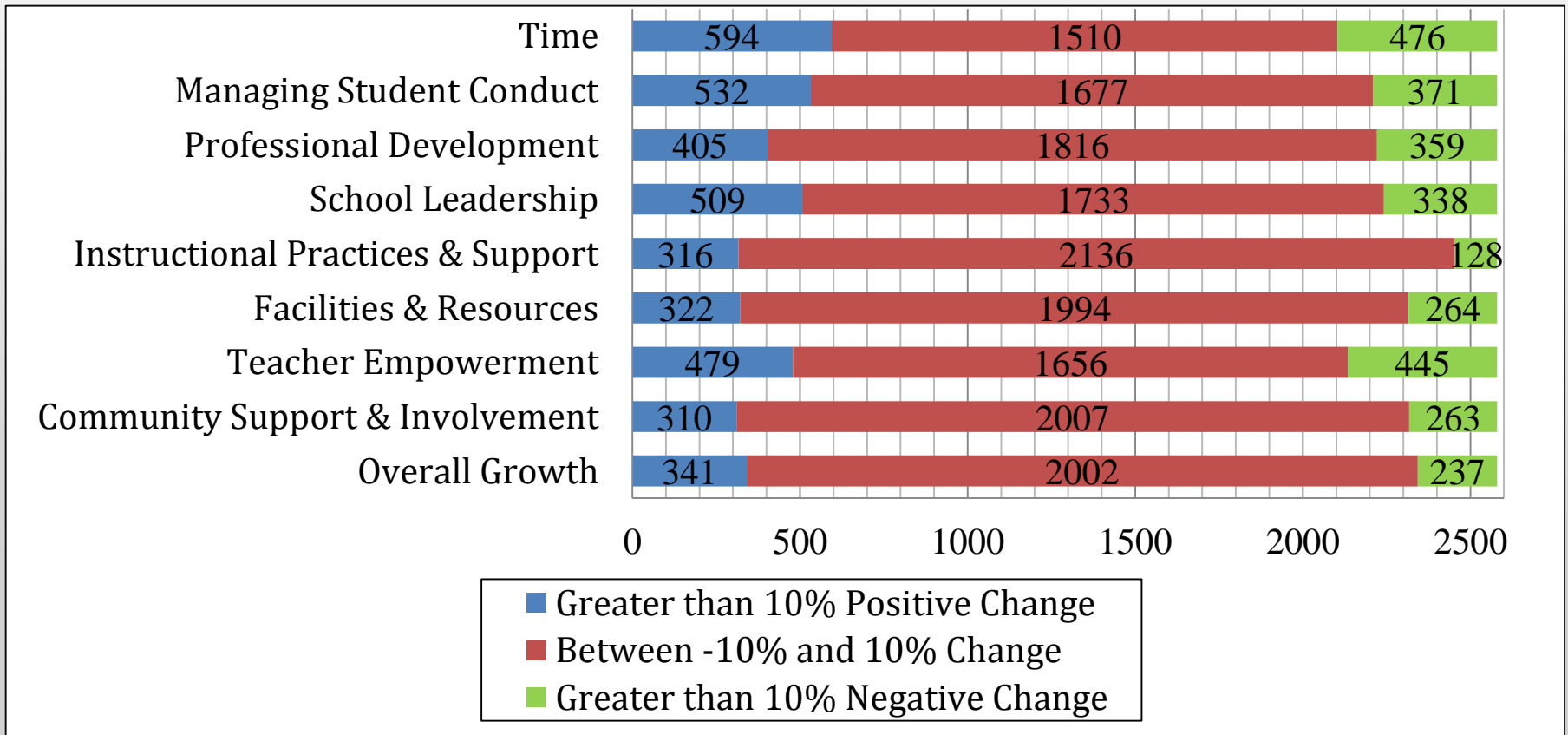
Although Stable Overall, Variation Exists Among North Carolina Schools

Rate of Agreement by Rate of Agreement Growth for Time Construct



Variation Exists Among Schools Across Constructs

Number of Schools by Relative Growth for Each Construct and Overall Rate of Agreement



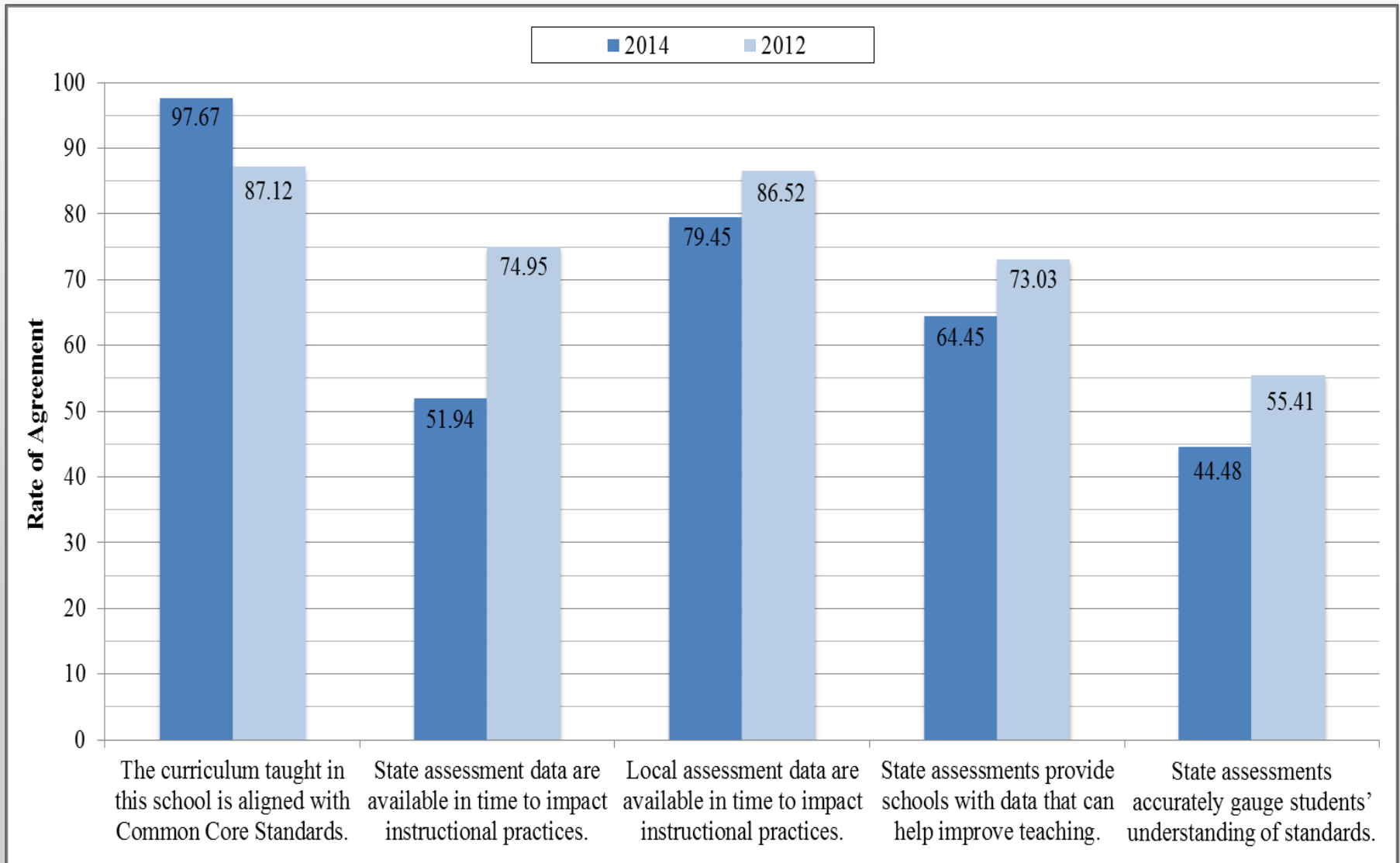
Educators Perceive Challenges in Resource Related Areas

Select Items Related to Resources	2014	2012	2014 - 2012
Teachers have sufficient access to appropriate instructional materials.	73.64	78.62	-4.98
In the Past 2 years have YOU had 10 clock hours or more of professional development in the following areas?	2014	2012	2014 - 2012
Differentiating instruction	39.81	44.16	-4.35
Your content area	63.94	67.25	-3.31
Common core and essential standards	72.12	75.2	-3.08
Student assessment	45.34	47.91	-2.57
English Language Learners	14.91	17.48	-2.57
Closing the Achievement Gap	23.27	25.41	-2.14

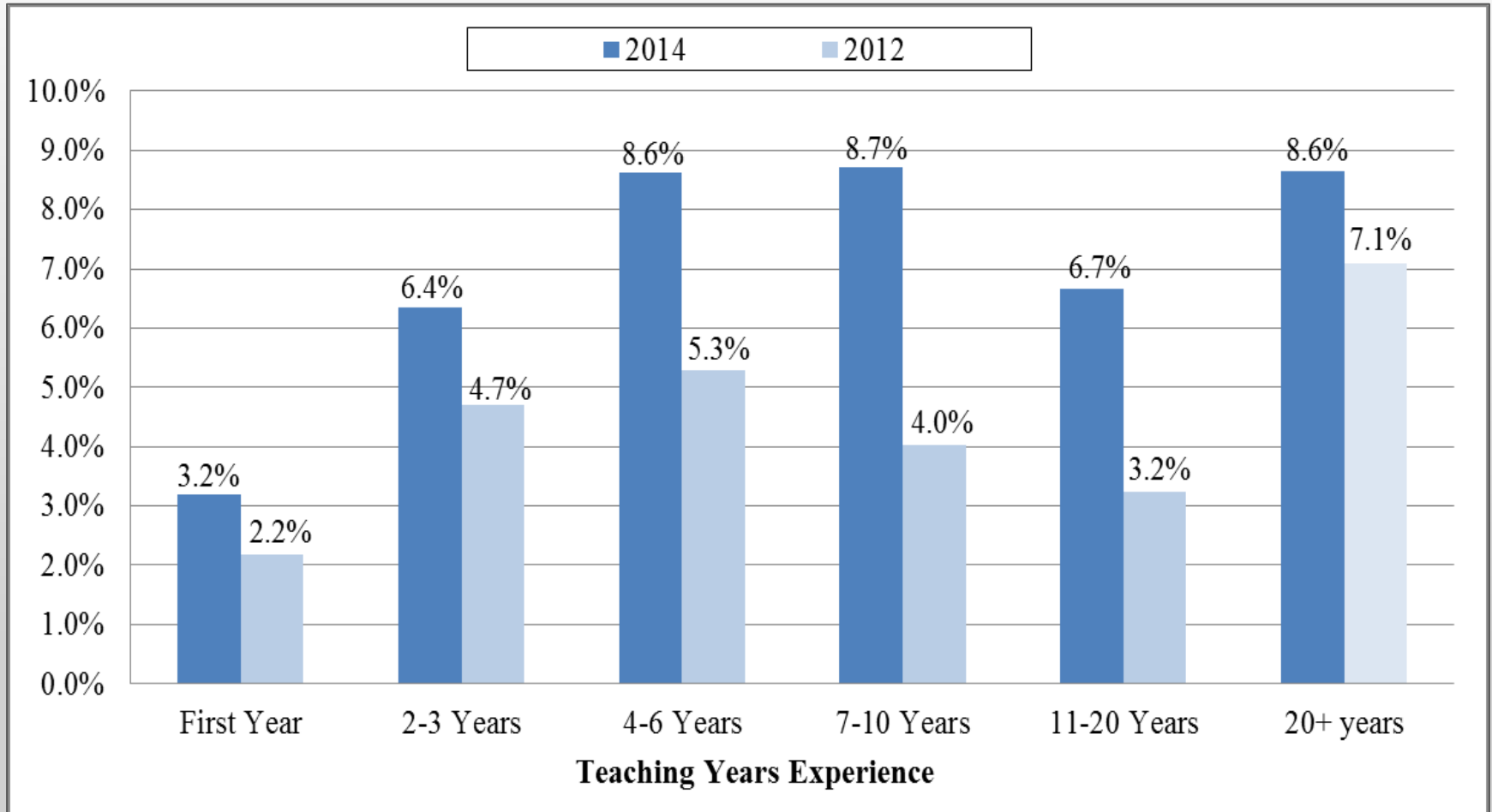
Principals Report Positive Conditions

- Principals are positive about supports provided by school districts, particularly in the area of leadership and autonomy in making decisions that impact school conditions
- Principals were less positive about working conditions on most questions
- In particular, principals were less likely to report having time to focus on instructional leadership issues and having sufficient licensed and non licensed staff to meet student needs in 2014 than in 2012

Educators Report Lower Agreement on Items Related to Student Assessments



More Early-to-Mid Career Educators Indicate Plans to Leave Education



Thank you

FOR MORE INFORMATION AND RESULTS
WWW.NCTEACHINGCONDITIONS.ORG

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