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# North Carolina Teacher Working Conditions Standards and Continuum Facilitation Guide

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



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School level data results from the North Carolina Teacher Working Conditions Survey are a powerful reflection of educators' perceptions of the presence of positive teacher working conditions in their schools. Survey data can be examined quickly and are easily compared to other schools, districts, and state aggregates on the website as one way to interpret findings and inform school improvement planning. While the Survey does identify those conditions that need to be in place for educators to produce their best work, it does not provide educators with a path to improve them. To address this limitation, the North Carolina Professional Teaching Standards Commission, with the approval of the North Carolina State Board of Education in March 2011, developed the North Carolina Working Conditions Standards and a Continuum of Practice.

The North Carolina Teacher Working Conditions Standards and Continuum provide a common language for educators to develop and discuss school improvement plans and goals in areas related to working conditions standards. They are designed as a support document to the data results from the Teacher Working Conditions Survey by translating data into what people see, hear, and feel every day in their schools. Through this lens, the tools, found in the Appendix of this guide, allow educators at the school level to group-reflect on where their school falls developmentally on the presence of positive working conditions, examine conditions that are expected to be in place for all schools across the state, and gain insight on what additional actions might be considered to enhance them.

#### About the Survey

Since 2002, North Carolina has biennially conducted the Teacher Working Conditions Survey as a measure to assess the presence of working conditions standards in schools. Now in its sixth iteration, the most recent collection captured the voices of more than 100,000 educators across the state. Data results from the Survey have been identified as a 'recommended artifact' in the current Teacher, Principal, and Superintendent evaluation processes. They are also an invaluable resource for school improvement planning.

#### *Suggestions for Use*

Because schools vary both in size, level, and structure in terms of how they make decisions, no one collaborative strategy will meet every school's needs. This training on standards and continuum use provides one general method for navigating the tools and is intended for School Improvement Teams in preparation for their school improvement planning process. Portions of the training can also be implemented with small groups of educators or even an entire school. Following the entire training in its existing format will take approximately three hours and fifteen minutes and prepare participants to begin their formal school improvement planning process.

These North Carolina Teacher Working Conditions resources can be invaluable tools for school educators to identify areas to celebrate as well as pinpoint conditions to focus on for school improvement plans. The examination of school conditions using these tools can follow or precede a drilldown ([http://ncteachingconditions.org/Using\\_Your\\_Data](http://ncteachingconditions.org/Using_Your_Data)) of Survey results and serves as an additional means for reflecting on the presence of positive teacher working conditions in a school. These tools along with other resources designed to support educators in interpreting their Survey results and incorporating them into school improvement planning can be located on the web at [www.ncteachingconditions.org](http://www.ncteachingconditions.org).

## The North Carolina Teacher Working Conditions Standards and Continuum Facilitation Guide

- **Section One:** Reflect on your School's Working Conditions / 45 minutes
  - ✓ Can be done in advance of a formal meeting
- **Section Two:** Establish a Focus / 30 minutes
- **Section Three:** Examine the Data / 60 minutes
  - ✓ 30 minutes for Survey results
  - ✓ 30 minutes for other data sources
  - ✓ With careful planning, this could also be done in advance of a meeting
- **Section Four:** Navigate the Continuum / 30 minutes
- **Section Five:** Brainstorm / 30 minutes
- **Section Six:** Incorporate Your Ideas Into a School Improvement Plan

Schools may modify the process to best meet their own needs and time obligations.

While this training is designed to guide educators through a careful study of their working conditions, conducting this training as a one-time, isolated event is not advised. In most cases, a school's current working conditions are complex and took years to develop into their current state. Efforts to address them need to be revisited periodically throughout the course of a school year to monitor change, assess the effectiveness of school improvement plans, acknowledge growth, and make changes when needed.

### Materials

All materials can be retrieved at [www.ncteachingconditions.org](http://www.ncteachingconditions.org). NOTE: if electronic access is not available, copies for each table group should be prepared ahead of time.

- Copies or electronic access to the North Carolina Teacher Working Conditions Standards document (which also contains the Continuum) [http://www.ncteachingconditions.com/sites/default/files/attachments/2011\\_NCTWCstds\\_continuum.pdf](http://www.ncteachingconditions.com/sites/default/files/attachments/2011_NCTWCstds_continuum.pdf)
- Copies or electronic access to the Continuum Group-Reflection Tool [http://www.ncteachingconditions.com/sites/default/files/attachments/2012\\_Standards\\_Continuum\\_Use.pdf](http://www.ncteachingconditions.com/sites/default/files/attachments/2012_Standards_Continuum_Use.pdf)
- Copies or electronic access to your school's Summary Results and Detailed Results of the Survey <http://www.ncteachingconditions.org>
- Small sticky notes

## Section One: Reflect on Your School's Working Conditions (45 minutes)

To facilitate easier use of the Working Conditions Continuum, New Teacher Center (NTC) created the Working Conditions Reflection Guide. This tool contains the elements of each construct along with what the state adopted as 'Proficient' on the continuum. It is the expectation that all North Carolina schools maintain at least proficiency in each of the eight working conditions constructs. The presence of positive working conditions in schools has been linked through research to have important implications for schools.

- Working conditions matter for student achievement. Schools exhibiting more positive teacher working conditions are strongly related to higher student achievement.
- Working conditions matter for teacher retention. Educators tend to want to stay in work places where positive working conditions are in place.
- Educators see their working conditions differently which can inhibit the effectiveness of plans to change them. Setting standard expectations for the presence of teacher working conditions helps educators develop a better alignment in purpose and goal setting.

### Steps

1. Provide background on the creation of the Working Conditions Continuum and Reflection Guide and why positive working conditions matter
2. Review the "Four Agreements for Courageous Conversations" found in Appendix A. This step will be of particular use if participants are working in teams.
3. Distribute or have participants turn to Appendix B
4. Have participants complete "gut check" assessment found in Appendix B. This can be done in multiple ways
  - a. Individual
  - b. With "elbow" partner
  - c. As a table group
5. If participants complete Appendix B in table groups, groups should work towards consensus

Each element of a construct identifies a portion of the working conditions standard being addressed. The 'Proficient' column of the Continuum then describes what specific conditions must be in place at a school to meet the minimum criteria of that element. In this exercise, examine the working conditions elements and proficiency expectations of each element and reflect on whether you believe that the conditions at your school meet the proficiency expectations of each element, exceed those expectations, or have not yet developed to a proficient level. Indicate your response by placing a mark in the corresponding box provided. In elements where there is more than one proficiency descriptor, consider the influence of all descriptors in determining your selection. The Working Conditions Reflection Guide is located in Appendix B.

**Example:**

**Working Conditions Standard 1—Time**

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

-	Proficient	+	Element	Indicator(s) of Proficiency
	X		1a Teachers' class sizes facilitate high quality instruction.	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.
		X	1b Teachers have sufficient instructional time to provide all students with effective instruction.	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.

## Section Two: Establish a Focus (30 minutes)

Having completed a brief analysis of each of the elements in the continuum, examine the results of the exercise and consider which one of the eight constructs you would like to consider in greater detail taking your response to all elements in each construct into consideration.

- Keep in mind that any element(s) identified as below proficient (red) should be considered a priority for school improvement planning. In schools where conditions are not at the proficiency level in multiple areas, other factors may need to be considered to determine where the focus should be made. Using a consensogram (instructions in Appendix C) may help in narrowing the focus.
  - ✓ Existing state, district, and school initiatives may make certain constructs easier to target as new processes and policies may already be in place to promote change.
- If your school has no elements identified as below proficiency, consider conducting a consensogram (instructions in Appendix C) to narrow your options to one construct.

### Steps

1. Share with participants the goal of this section is to identify one construct to focus on for school improvement planning. Emphasize that “less is more” and “focus on what you can solve.”
2. Utilize the consensogram protocol (Appendix C) to facilitate the identification of a construct to focus on.
3. Remind participants of the “Agreements for Courageous Conversation,” (Appendix A) as the group works together to reach consensus on a focus construct.

When considering a construct focus for school improvement, remember:

**Less is more.** The more areas you choose to try and address, the less likely they will be implemented with fidelity. There may be many areas that need improvement, but concentrating on one or two areas intensely with careful planning and follow through may achieve better results than trying to address many issues at once.

**Focus on what you can solve.** Some issues that shape teacher working conditions within a school or district are outside of their control (such as policy or funding). A plan with solutions that cannot be reached is not likely to be successful. Try and select an area that the faculty has the potential to address and has the necessary support mechanisms and resources in place to facilitate the change.

### Section Three: Examine the Data (60 minutes)

With each element in the continuum, there are corresponding questions on the Teacher Working Conditions Survey that provide specific evidence of educators’ perceptions on conditions related to that element. Those Survey questions most related to each element are listed below the Element in the continuum. This data can be a valuable resource as you develop your plans for school improvement.

**Steps**

1. Define the goal of the section
  - a. Examine the Teacher Working Conditions data associated with the focus construct
  - b. Review additional data sources that may inform the assessment of where your school is on the Teacher Working Conditions Continuum for the focus construct
2. In teams, complete the appropriate “Construct Data Organizer” (Appendix D) for the focus construct.
3. In teams, explore the “Supporting Data to Consider” tool that immediately follows the Construct Data Organizer for the focus construct.
4. Within the team, collaboratively determine and record those catalysts that may be in place to support effective teaching in your construct of focus as well as those constraints that may be inhibiting effective teaching.

Now that you have narrowed your work to one construct, examine Teacher Working Conditions Survey results related to each of the elements within that construct. Construct Data Organizers for each construct are available to guide your work. Each of the Construct Data Organizers are located in Appendix D. Survey questions are already populated on the organizers. Place Survey data to the identified questions in the spaces provided. Remember that survey results can be accessed at [www.ncteachingconditions.org](http://www.ncteachingconditions.org).

Time - Related Working Conditions Survey Results				
<b>Element 1a:</b> Teachers’ class sizes facilitate high quality instruction.				
Survey Question	% Agree			
	Your School	Level	District	State
2.1a Class sizes are reasonable such that teachers have the time available to meet the needs of all students.				
 <b>Element 1b:</b> Teachers have sufficient instructional time to provide all students with effective instruction.				
Survey Question	% Agree			
	Your School	Level	District	State
2.1e Efforts are made to minimize the amount of routine paperwork teachers are required to do.				

In addition to the Teacher Working Conditions Survey results, many other data sources may be available and should be incorporated into the reflection process to further enhance and inform your understanding of the teacher working conditions at your school. A list of some of these data sources for each construct area is provided after each graphic organizer located in Appendix D.

<b>NC Teacher Working Conditions Standards</b> <b>Standard 1 Time</b> <b>Supporting Data to Consider</b>			
<b>Schools protect teacher’s time to plan, collaborate, and provide effective instruction.</b> 1a: Teacher’s 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.			
Class Size	Instructional Time	Plan and Collaborate	Streamline processes for paperwork
NC Wise	# of substitutes in a year	Teacher attendance rate	# Faculty Meetings
Students per teacher Demographics (disaggregation) IEP (disability) FRL ELL	Master schedule	# substitutes in a year	Duty Free Lunch

Examining all of these different data sources can help you develop a more holistic perspective of the construct you have chosen to focus on. As you reflect on all of these different data sources, keep in mind that each individual’s perceptions of their teaching and learning conditions are subjective and shaped by where they function in the school and through their own experiences and dispositions. For example: In your initial assessment of the proficient expectations of the standards for teacher working conditions, you may have indicated your school is proficient on an element that perhaps supporting data suggest otherwise. Conversely, you may indicate a particular element as deficient, yet other sources view it more positively. If you are working in a collaborative setting for this training, you may have already encountered differences of opinion across your group along the way.

While there are no ‘right’ or ‘wrong’ perceptions, understanding differences in how you and your colleagues perceive the working conditions in your school is critical to developing a successful approach to address them. It is important not only to identify where differences exist across staff, but why these differences in perception may be occurring. Take some time now and consider those catalysts that may be in place to support effective teaching in your construct of focus as well as those constraints that may be inhibiting effective teaching. Use the space provided in the back of each Construct Data Organizer located in Appendix D.

## Section Four: Navigate the Continuum (30 minutes)

Having reviewed the Teacher Working Conditions Survey results and supporting data sources in the construct you are focusing on, return now to the Working Conditions Continuum. While the various data sources provide concrete evidence of the presence and impact of teacher working conditions, the continuum is designed to help educators consider where their school is at developmentally and what they can do to improve them.

### Steps

1. Examine each element of the construct you have selected to focus on and examine them in table groups.
2. With your tablemates, read across each row of descriptors contained in the element from left (Developing) to right (Distinguished). As you move from left to right, consider the descriptors that best define your current school conditions. Any condition described on the left of the continuum is carried across to those on the right even if it is not explicitly stated.
3. Identify a reporter for each table group and the reporter will share the table's placement of the school's working conditions on the continuum.
4. If disagreement exists, between the groups, ask the reporters to summarize the thinking of their table group.
5. As a whole group, discuss and come to consensus on where your school falls on the continuum for this element.
6. Repeat the process for the other elements contained in your construct of focus.

## Section Five: Brainstorm (30 minutes)

Up to this point, you have narrowed your focus for school improvement to one construct based on multiple data sources and placed your school on the continuum related to that construct. Placement of your school on the continuum enables you and your colleagues to consider next steps for school improvement, set goals, and begin to develop a plan of action to achieve those goals.

### Steps

1. Take some time now and work collaboratively to consider some basic framework around developing a formal school improvement plan to address the area(s) you have targeted in this process.
2. Assign a recorder to capture the ideas of your group(s) as you work your way through the Goal Development Graphic Organizer. This resource, as well as an example, can be found in Appendix E. Questions that the group(s) should explore include:
  - a. What systems/processes/personnel are in place at your school that may function as a catalyst for improving the condition you are focused on?
  - b. Can you identify what specifically may be inhibiting improvement in your area of focus?
  - c. What are some possible next steps you and your colleagues could take to try and address your area of focus?
  - d. Who will be responsible for each of the next steps your group has identified?
  - e. Can you set some tentative timelines for when your group should expect to complete these steps?
3. If this activity is completed in table group teams, you may want to have a recorder from each group provide a 1-2 minute synopsis of the ideas of the team and then have each team post their completed Goal Development Graphic Organizer and facilitate a “gallery walk” for the various teams to review the work of their colleagues.
4. Collect sheets after the gallery walk to support the development of the School Improvement Plan.

Framing out these initial questions is a helpful transition into more formal school improvement planning. Share with participants that their thinking will support the development of a School Improvement Plan that will be developed by a stakeholder group and shared with the faculty.

## Section Six: Incorporate Your Ideas into a School Improvement Plan (this step should be done independent of the first five steps)

The NCDPI-recommended school improvement planning process is a four-phase Plan-Do-Check-Act (PDCA) model that allows school personnel to develop plans based on data analysis (Plan), to implement solutions (Do), to understand the results or impact (Check), and to make adjustments based upon the outcomes of the strategy implementation (Act). (For NCDPI resources on school improvement, go to <http://www.ncpublicschools.org/councils/lea/previous/templates/>)

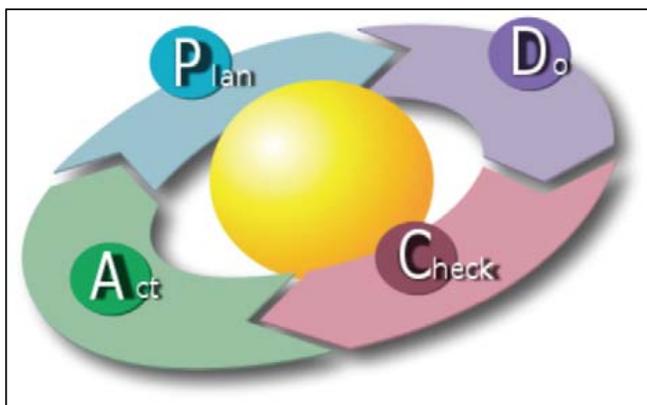


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NCDPI recommends that North Carolina Teacher Working Conditions Survey data can be incorporated in two portions of the recommended process (Item 9 and 10 of the recommended data sources for analysis by school improvement teams)<sup>1</sup>.

1. In the “Plan” phase, data results can be used as one of multiple measures to
  - a. understand the school
  - b. establish a baseline for current school conditions,
  - c. identify high priority areas to address
  - d. identify root causes
  - e. set goals and identify strategies
  
2. In the “Check” phase, data results can be used as one of multiple measures to examine how the processes and systems that have been implemented are impacting the school. The Teacher Working Conditions Survey is conducted every two years intentionally to provide school improvement teams with ample time to assess their school, develop a plan, and implement that plan before another round of data is collected across the state.

With thoughtful participation in using the standards and rubric, a school improvement team can be better prepared to set goals and develop a plan for school improvement.

1. This information come from the North Carolina School Improvement Planning Implementation Guide and can be viewed at <http://www.ncpublicschools.org/councils/lea/previous/templates/>

## Appendix A. Four Agreements for Courageous Conversations<sup>2</sup>

The examination of teacher working conditions and assessment of conditions on a continuum invites deep and potentially courageous conversations. Glenn Singleton is an active writer and activist and the founder of the Pacific Education Group. His agreements for courageous conversations emerged in his work to guide systemic discussion on issues of educational inequity. Singleton's norms may also support the thinking of educators as they explore the working conditions of the schools they work in. Working conditions are perceptual data and consequently each individual is likely to view conditions differently. Setting norms for collaborative work is a healthy way to establish boundaries and define expectations.

There may be additional "in-house" norms that need to be brought into the facilitation to honor prior agreements or address specific needs of the group.

### **Stay Engaged**

This is a personal commitment each person makes, regardless of the engagement of others. Staying engaged means remaining morally, emotionally, intellectually and socially involved in the dialogue. To stay engaged is to not let heart and mind 'check out' of the conversation while leaving your body in place. (Singleton and Linton, p. 59).

### **Speak Your Truth**

Speaking your truth means being absolutely honest about your thoughts, feelings, and opinions and not just saying what you perceive others want to hear. (Singleton and Linton, p. 60).

### **Experience Discomfort**

Agree to experience discomfort so that (participants) can deal with the reality of race (opposing assessment of working conditions) in an honest and forthright way. (Singleton and Linton, p. 63).

### **Expect and Accept Non-Closure**

Participants must commit to an ongoing dialogue as an essential component of their action plan. This is how to manifest the agreement to expect and accept non-closure (Singleton and Linton, p. 64).

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2. Singleton, Glenn and Linton, Curtis. (2006). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, Calif. Corwin Press.

## Appendix B. Working Conditions Reflection Guide

### Working Conditions Standard 1—Time

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			1a Teachers' class sizes facilitate high quality instruction.	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.
			1b Teachers have sufficient time to provide all students with effective instruction.	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.
			1c Teachers have time during the school day to plan and collaborate.	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).
			1d Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.	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.

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 2—Facilities and Resources

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			2a Materials and resources are available to facilitate quality instruction.	<p>Instructional materials are sufficient to meet the needs of teachers and students.</p> <p>Resources are available to meet the administrative and instructional needs of teachers.</p>
			2b. Technology facilitates 21st Century learning opportunities.	<p>Technology is reliable and available to meet the 21st Century instructional needs of teachers.</p> <p>Support is in place to help teachers address challenges to access and use of technology.</p>
			2c Physical environments support teaching and learning.	<p>Physical environments support teaching and learning by being appropriate to content taught and age level of students. Physical environments are clean and well maintained.</p> <p>There is adequate work space.</p> <p>Most teachers have access to their own work space as well as shared space.</p>
			2d Teachers have access to a broad range of Professional Support Personnel.	<p>Professional support personnel are available to assist teachers with meeting the needs of students on a limited basis</p>

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 3—Community Support and Involvement

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			3a Parents, guardians, and community members support the teachers and school.	<p>Parents, guardians, and community members support many classroom and school activities.</p> <p>Some areas are clearly identified where parents, guardians, and community members can participate in meaningful ways in classrooms and at the school.</p>
			3b Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.	<p>School educators disseminate accurate information about the school and about individual classrooms at regular and reliable intervals.</p> <p>A variety of communication systems are in place to promote accuracy of information to better reach most parents, guardians, within the school and community members.</p>
			3c Parents, guardians, and community members are provided opportunities to influence the success of the school.	<p>Parents, guardians, and community members are aware of the school improvement processes and have some opportunities to participate.</p> <p>School educators have established some partnerships with community members and communicate to parents, guardians, and community members in ways that encourage participation.</p> <p>The School Improvement Team follows state guidelines and statutory requirements, providing educators and parents and guardians with multiple opportunities to provide input and influence school practice.</p> <p>There is an established parent organization at the school that meets regularly and makes efforts to have participation representative of school populations.</p>

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 4—Managing Student Conduct

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			4a School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.	<p>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.</p> <p>The school collects some data regarding student conduct and safety to inform development and implementation of policies and procedures for student conduct and safety.</p> <p>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.</p> <p>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.</p>
			4b Administrators and teachers enforce policies and procedures regarding student conduct and school safety consistently.	<p>A clearly defined system of policies and procedures for student conduct and safety is in place and followed closely by all school leadership and teachers. Students are fully informed of policies, procedures, and consequences.</p> <p>All teachers and most students are aware of school-wide procedures, policies and consequences. There is regular communication between administration and teachers on enforcement of policies, procedures for conduct and safety, and consequences for student actions.</p> <p>Parents or guardians are informed about the implementation and enforcement of policies and procedures for student conduct and safety by administrators and teachers.</p>

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 5—Teacher Leadership

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			5a Teachers demonstrate leadership in the classroom.	<p>Teachers implement sound educational practices.</p> <p>Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of students.</p> <p>Teachers use data and best practices from collaboration to inform instruction.</p>
			5b Teachers demonstrate leadership in the school.	<p>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, PLC lead, etc.).</p> <p>Formal and informal opportunities for leadership are available and vary in responsibility and impact on the school.</p>
			5c Schools have efficient and effective decision-making processes that engage teachers.	<p>Processes for teacher involvement in decision making are defined, but are limited.</p> <p>Processes in place are generally efficient and can be adapted to improve efficiency.</p>

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 6—School Leadership

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			6a An atmosphere of trust and mutual respect is pervasive in the school.	<p>Some systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication. Most teachers are aware of them, but not all teachers utilize them in the same ways.</p> <p>Information, resources and supports help educators improve their practice, but are not accessible or utilized equitably across the faculty.</p> <p>School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.</p>
			6b Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.	<p>Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process.</p> <p>Teachers and administrators understand the North Carolina Professional Teaching Standards, and Teacher Evaluation Process.</p> <p>Some feedback that helps teachers improve their performance or enhance student learning and limited follow-up is offered.</p>
			6c School leadership articulates a vision and implements effective strategies for school improvement.	<p>The vision for school improvement is clear to teachers, but may not be reflective of all stakeholders.</p> <p>Some implementation strategies are in place and more consistency and equity are present in these processes.</p> <p>Some components of school improvement plans have effective design and are utilized.</p>
			6d School leadership makes sustained efforts to improve teaching and learning conditions.	<p>School leadership engages in some communication with teachers to identify needs and share efforts to improve conditions for teaching and learning.</p> <p>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.</p>

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 7—Professional Development

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			7a Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities.	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.	<p>School-wide professional development is aligned with the North Carolina Professional Development Standards and includes some elements of being data driven, collaborative, evaluated, reflective, and on-going.</p> <p>Some professional development is based on best practices.</p> <p>Some professional development is selected in response to teacher input and identified needs.</p> <p>Professional development includes elements of differentiation selected to meet some needs of teachers and engage them in their own learning.</p>
			7c Professional development enhances the ability of teachers to implement instructional strategies and improve student learning.	<p>Professional development has some impact on some teachers' ability to improve student learning as reported informally.</p> <p>Some follow-up support is provided for some teachers to implement strategies learned through professional development.</p>

## Appendix B. Working Conditions Reflection Guide (continued)

### Working Conditions Standard 8—Instructional Practices and Support

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

-	Proficient	+	Element	Indicator(s) of Proficiency
			8a Teachers use formative and summative assessment data to drive instructional practice.	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.	<p>Teachers have adequate knowledge of and support for effective formal and informal collaborative practices to support purposeful collaboration.</p> <p>Teachers incorporate strategies developed in Professional Learning Communities or through work with support personnel to align and improve instructional practices.</p> <p>Teachers are assigned classes for which they are highly qualified and have sufficient expertise.</p>
			8c Teachers are assigned classes that maximize their likelihood of success with students.	<p>Teachers are assigned classes with some intentional planning to match teacher expertise with students' needs.</p> <p>School leadership seeks some input from teachers in class sizes and assignment of classes.</p>

## Appendix C. How to Implement a Consensogram

### *What is a consensogram?*

A consensogram is a presentation tool that facilitates a group to poll their opinions on a specific question or task. It allows each participant equal say in a decision making process which promotes equity of voice in the group. In the case of teacher working conditions, it can quickly and easily identify areas a school faculty would most prefer to examine in greater detail. The instructional tool allows the participants to experience the decision making process in a transparent and democratic way. Additionally, it is a tool that does not require much time, or advanced facilitation skills.

### **Materials Needed:**

- Poster paper to make charts, or an open bulletin board
- Colored Markers
- Packets of small sticky notes for participants.

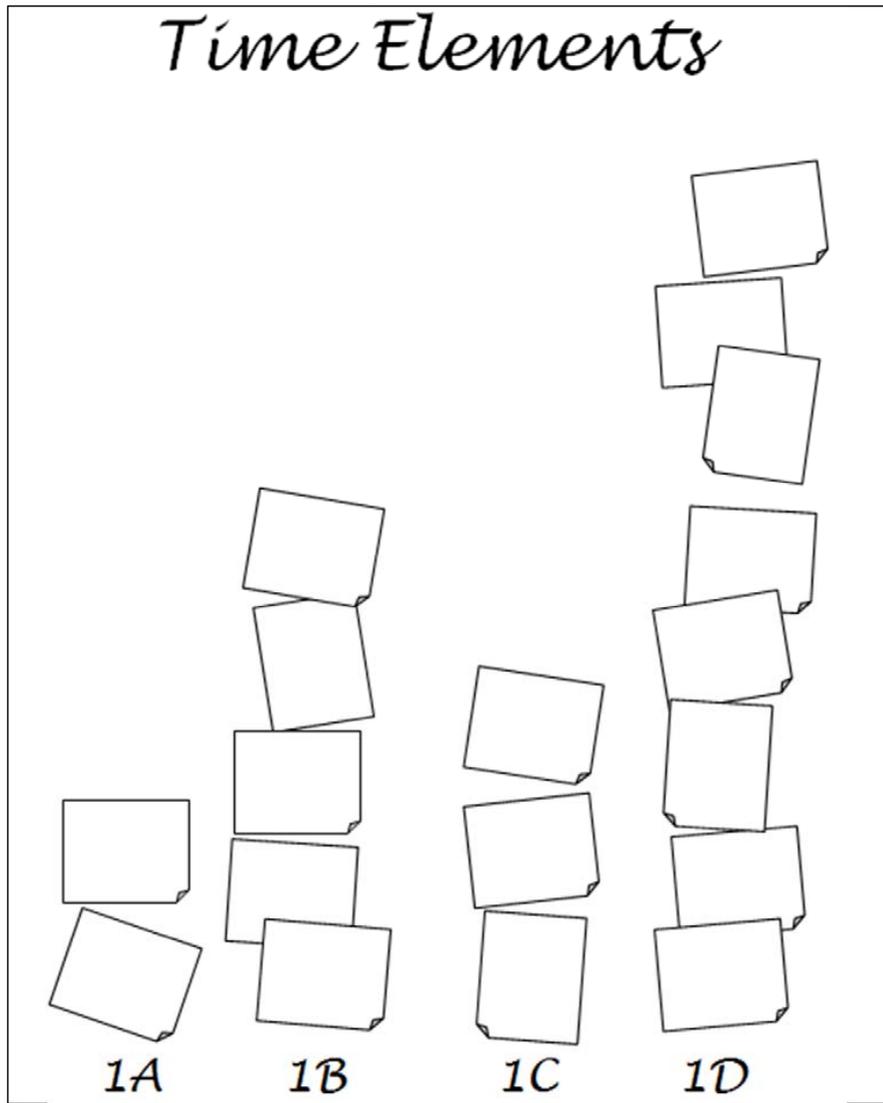
### **Procedure:**

- The facilitator will make a graph on the poster paper or board of the topic being reflected on by the participants.
- The facilitator invites participants to consider those Working Conditions elements to consider for consensus.
- After a few minutes to reflect on their options, the facilitator will invite participants up to the chart to place a stickie(s) above the item they would prefer to examine in greater detail.
- Once all participants have placed their stickies on the chart, the facilitator can use the results to determine which areas to target for the next level of the reflection process.
- The completed chart can stay up in the room for the remainder of the meeting to use as a reference and continued reflection.

### **Example:**

- The example on the following page shows a consensogram examining elements in the standard of time. Participants have placed a stickie above the specific time element they would prefer to examine in greater detail.

*Example of a Consensogram*



## Appendix D. Construct Data Organizers

### Time Construct Data Organizer

**Element 1a:** Teachers' class sizes facilitate high quality instruction.

Survey Question	% Agree			
	Your School	Level	District	State
2.1a Class sizes are reasonable such that teachers have the time available to meet the needs of all students.				

**Element 1b:** Teachers have sufficient instructional time to provide all students with effective instruction.

Survey Question	% Agree			
	Your School	Level	District	State
2.1e Efforts are made to minimize the amount of routine paperwork teachers are required to do.				
2.1f Teachers have sufficient instructional time to meet the needs of all students.				
2.1g Teachers are protected from duties that interfere with their essential role of educating students.				

**In an average week, how much time do you devote to the following activities during the school day**

*(NOTE: 2.2 Survey results are located on the School Detailed Results report off of the Web)*

Activity	None	< 1 hr	> 1 but < 3 hrs	> 3 but < 5 hrs	> 5 but < 10 hrs	> 10 hrs
Supervisory duties						
Required committee and/or staff meetings						
Completing required administrative paperwork						
Communicating with parents/guardians and/or the community						
Addressing student discipline issues						

## Appendix D. Construct Data Organizers

### *Time Construct Data Organizer (continued)*

**Element 1c:** Teachers have time during the school day to plan and collaborate.

Survey Question	% Agree			
	Your School	Level	District	State
2.1b Teachers have time available to collaborate with colleagues.				
2.1d The non-instructional time provided for teachers in my school is sufficient.				

**In an average week, how much time do you devote to the following activities during the school day**

*(NOTE: 2.2 Survey results are located on the School Detailed Results report off of the Web)*

Activity	None	< 1 hr	> 1 but < 3 hrs	> 3 but < 5 hrs	> 5 but < 10 hrs	> 10 hrs
Individual planning time						
Collaborative planning time						

**Element 1d:** Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.

Survey Question	% Agree			
	Your School	Level	District	State
2.1a Class sizes are reasonable such that teachers have the time available to meet the needs of all students.				

**In an average week, how much time do you devote to the following activities during the school day**

*(NOTE: 2.2 Survey results are located on the School Detailed Results report off of the Web)*

Activity	None	< 1 hr	> 1 but < 3 hrs	> 3 but < 5 hrs	> 5 but < 10 hrs	> 10 hrs
Professional development						

## Appendix D. Construct Data Organizers

### *Time Construct Data Organizer (continued)*

#### NC Teacher Working Conditions Standards

#### Standard 1 Time

#### Supporting Data to Consider

#### Schools protect teacher's time to plan, collaborate, and provide effective instruction.

1a: Teacher's 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.

Class Size	Instructional Time	Plan and Collaborate	Streamline processes for paperwork
NC Wise	# of substitutes in a year	Teacher attendance rate	# Faculty Meetings
Students per teacher Demographics (disaggregation) IEP (disability) FRL ELL EC	Master schedule	# substitutes in a year	Duty Free Lunch
Number of preps/courses per teacher	# of days/hrs in contract	Master schedule	Technology Use of common forms
Teacher/pupil ratio	Teacher contract or length of day	Volunteers	Web portal Communication vehicles
ADM	# of interruptions	PLC/early release day or late start from district	
Teachers-FTE#	Supplemental Services	Teacher/pupil ration	
# Teaching assistants (# allotted-formula)	#support staff (licensed and non-licensed)	# of designated PD days	
Student attendance rate	Volunteers	Required work days	
	University partnership	Planning period?	

## Appendix D. Construct Data Organizers

### *Time Construct Data Organizer (continued)*

**Catalysts in Place to Support Effective Teaching**

**Constraints that Inhibit Effective Teaching**

## Appendix D. Construct Data Organizers

### *Facilities and Resources Construct Data Organizer*

**Element 2a:** Materials and resources are available to facilitate quality instruction.

Survey Question	% Agree			
	Your School	Level	District	State
3.1a Teachers have sufficient access to appropriate instructional materials.				
3.1c Teachers have access to reliable communication technology, including phones, faxes and email.				
3.1d Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.				

**Element 2b:** Technology facilitates 21<sup>st</sup> Century learning opportunities.  
**and 2c** Physical environments support teaching and learning.

Survey Question	% Agree			
	Your School	Level	District	State
3.1f The school environment is clean and well maintained.				
3.1g Teachers have adequate space to work productively.				
3.1h The physical environment of classrooms in this school supports teaching and learning.				

**Element 2d:** Teachers have access to a board range of Professional Support Personnel.

Survey Question	% Agree			
	Your School	Level	District	State
3.1e Teachers have sufficient access to a broad range of professional support personnel.				

**Appendix D. Construct Data Organizers**

*Facilities and Resources Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 2 Facilities and Resources  
Supporting Data to Consider**

**Facilities and Resources are provided for teachers to deliver quality instruction.**

2a: Materials and resources are available to facilitate quality instruction.

2b: Technology facilitates 21<sup>st</sup> Century learning opportunities.

2c: Physical environments support teaching and learning.

2d: Teachers have access to a board range of Professional Support Personnel.

<b>Instructional Material</b>	<b>Technology</b>	<b>Physical Environment</b>	<b>Professional Support Personnel</b>
Connectivity level	Connectivity level	School square footage	# skilled personnel in technology
# of computers per child	# of computers per child	# Portables per student	Allocation for different support
Instructional supply allocation (state and district) annual or biennial	Short and long term technology plan (fed)	Capital Improvement Plan	# per teacher or student
Library resources (SACS accreditation data)	Calculator and other tech per child	Bonds passed	Partnership with community health (ex: Duke nursing in schools to run clinic)
VOC ED \$/Career tech ed	Type of operating system (windows version)	ADA compliance with facilities	
Copier policy @ school (copies)	# available ports/wireless	OSHA fines/violations	
PTA and PSA support and (\$)	8 <sup>th</sup> grade technology literacy (fed)	Fire marshal	
SIP on instructional resource budget allocations	# personnel skilled in technology (fed)	Age of building	
	Smart Boards	Energy efficiency	
		Repair request status	
<b>Catalysts in Place to Support Effective Teaching</b>			
<b>Constraints that Inhibit Effective Teaching</b>			

## Appendix D. Construct Data Organizers

### *Community Support and Involvement Construct Data Organizer*

**Element 3a:** Parents, guardians, and the community members support the teachers and school.

Survey Question	% Agree			
	Your School	Level	District	State
4.1f Parents/guardians support teachers, contributing to their success with students.				
4.1g Community members support teachers, contributing to their success with students.				
4.1h The community we serve is supportive of this school.				

**Element 3b:** Parents, guardians, and community members are knowledgeable about classroom and school policies and practices

Survey Question	% Agree			
	Your School	Level	District	State
4.1b This school maintains clear, two-way communication with the community.				
4.1d This school does a good job of encouraging parent/guardian involvement.				
4.1e Teachers provide parents/guardians with useful information about student learning.				

**Element 3c:** Parents, guardians, and community members are provided opportunities to influence the success of the school.

Survey Question	% Agree			
	Your School	Level	District	State
4.1a Parents/guardians are influential decision makers in this school.				
4.1c This school maintains clear, two-way communication with the community.				

## Appendix D. Construct Data Organizers

### *Community Support and Involvement Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 3 Community Support and Involvement  
Supporting Data to Consider**

**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.

<b>PC&amp;G Support Teachers and School</b>	<b>PC&amp;G know. Class school practice and procedures</b>	<b>PC&amp;G opps to influence school success</b>
PTA/PSA/PSO membership (natl/PTA) # members #active parents Diversity Ratio staff/parent/community	Parent handbook	Volunteer
Attendance @ community events (sports contests, gate receipts)	Website (data on hits, resources, downloads and access to calendars)	Advisory committees SIT PTA/PSA/PSO accessibility
SIT Membership	On-line platforms (moodle)	
Volunteer policy	Newsletter (school and classroom)	
#attendance @ conferences	Community access to technology (census)	
Translator availability	Volunteers	
\$ Fundraiser	Parent survey	
Business scholarship/partnerships		
Business grants/donations		

## Appendix D. Construct Data Organizers

### *Community Support and Involvement Construct Data Organizer (continued)*

<b>Catalysts in Place to Support Effective Teaching</b>
<b>Constraints that Inhibit Effective Teaching</b>

## Appendix D. Construct Data Organizers

### *Managing Student Conduct Construct Data Organizer*

**Element 4a:** School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.

Survey Question	% Agree			
	Your School	Level	District	State
5.1a Students at this school understand expectations for their conduct.				
5.1c Policies and procedures about student conduct are clearly understood by the faculty.				

**Element 4b:** Administrators and teachers enforce policies and procedures regarding student conduct and school safety.

Survey Question	% Agree			
	Your School	Level	District	State
5.1b Students at this school follow rules of conduct.				
5.1d Policies and procedures about student conduct are clearly understood by the faculty.				
5.1e School administrators consistently enforce rules for student conduct.				
5.1f School administrators support teachers' efforts to maintain discipline in the classroom.				

## Appendix D. Construct Data Organizers

### *Managing Student Conduct Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 4 Managing Student Conduct  
Supporting Data to Consider**

**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.

<b>Develop and Communicate policies on student conduct and safety</b>	<b>Follow and enforce policies on conduct and safety</b>
Discipline incidents (10-15 permitted values)	Discipline incidents (10-15 permitted values)
# of incidents/student	# of incidents/student
ISS/OSS suspension rates (1-10 and 10+)	ISS/OSS suspension rates (1-10 and 10+)
Alternative school enrollment	Alternative school enrollment
Firearm incidents	Firearm incidents
4 yr graduation rate	4 yr graduation rate
Student/faculty handbook	Student/faculty handbook
Parent info/handbook	Parent info/handbook
Board policies	Board policies
SRO in school (# and armed or not)	SRO in school (# and armed or not)
Police records (community crime index)	Police records (community crime index)
Gang Activity	Gang Activity
Dare (GREAT, DARE Prevention programs)	Dare (GREAT, DARE Prevention programs)

<p><b>Catalysts in Place to Support Effective Teaching</b></p>
<p><b>Constraints that Inhibit Effective Teaching</b></p>

## Appendix D. Construct Data Organizers

### *Teacher Leadership Construct Data Organizer*

**Element 5a:** Teachers demonstrate leadership in the classroom.

Survey Question	% Agree			
	Your School	Level	District	State
6.1a Teachers are recognized as educational experts.				
6.1b Teachers are trusted to make sound professional decisions about instruction.				
6.1c Teachers are relied upon to make decisions about educational issues.				

**Element 5b:** Teachers demonstrate leadership in the school.

Survey Question	% Agree			
	Your School	Level	District	State
6.1d Teachers are encouraged to participate in school leadership roles.				
6.1e The faculty has an effective process for making group decisions to solve problems.				
6.1f In this school we take steps to solve problems.				
6.1g Teachers are effective leaders in this school.				

## Appendix D. Construct Data Organizers

### Teacher Leadership Construct Data Organizer (continued)

**Element 5c:** Schools have efficient and effective decision making processes that engage teachers.

Survey Question	% Agree			
	Your School	Level	District	State
6.1e The faculty has an effective process for making group decisions to solve problems.				
6.1f In this school we take steps to solve problems.				
6.1g Teachers are effective leaders in this school.				
6.5 Teachers have an appropriate level of influence on decision making in this school.				

Indicate the role teachers have at your school in each of the following areas

(NOTE: 6.2 A-H Survey results are located on the School Detailed Results report off of the Web)

Activity	None	< 1 hr	> 1 but < 3 hrs	> 3 but < 5 hrs	> 5 but < 10 hrs	> 10 hrs
Selecting instructional materials						
Devising teaching techniques						
Setting grading and student assessment practices						
Determining the content of in-service professional development programs						
Establishing student discipline procedures						
Providing input on how the school budget will be spent						
The selection of teachers new to this school						
School improvement planning						

## Appendix D. Construct Data Organizers

### *Teacher Leadership Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 5 Teacher Leadership  
Supporting Data to Consider**

**Teachers are involved in decisions that impact 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.

<b>Leadership in classroom</b>	<b>Leadership in the school</b>	<b>Efficient/Effective decision process</b>
National Board or advanced certificate	Service on committees	Faculty meeting agenda & minutes
Discipline referrals	SIT	SIT membership process
Evaluation	PLC Participation	Sharing of decisions
Action Research	Mentor/coach	
	Grade level/dept chair	
	Present at faculty meeting	
	Budget, hiring, scheduling etc.	
	Afterschool participation	

**Catalysts in Place to Support Effective Teaching**

**Constraints that Inhibit Effective Teaching**

**Appendix D. Construct Data Organizers**

*School Leadership Construct Data Organizer*

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

Survey Question	% Agree			
	Your School	Level	District	State
7.1b There is an atmosphere of trust and mutual respect in this school.				
7.1c Teachers feel comfortable raising issues and concerns that are important to them.				
7.1d The school leadership consistently supports teachers.				

**Element 6b:** Teachers’ performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.

Survey Question	% Agree			
	Your School	Level	District	State
7.1e Teachers are held to high professional standards for delivering instruction.				
7.1f The school leadership facilitates using data to improve student learning.				
7.1g Teacher performance is assessed objectively.				
7.1h Teachers receive feedback that can help them improve teaching.				
7.1i The procedures for teacher evaluation are consistent.				

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

Survey Question	% Agree			
	Your School	Level	District	State
7.1a The faculty and staff have a shared vision.				
7.1j The school improvement team provides effective leadership at this school.				

Question 6.6 (located on the School Detailed Results report off of the Web	Yes	No	Don’t Know
Members of the School Improvement Team are elected			

## Appendix D. Construct Data Organizers

### *School Leadership Construct Data Organizer (continued)*

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

7.3 A-I The school leadership makes a sustained effort to address teacher concerns about:	% Agree			
	Your School	Level	District	State
7.3a Leadership issues				
7.3b Facilities and resources				
7.3c The use of time in my school				
7.3d Professional development				
7.3e Teacher leadership				
7.3f Community support and involvement				
7.3g Managing student conduct				
7.3h Instructional practices and support				
7.3i New teacher support				

Survey Question	% Agree			
	Your School	Level	District	State
7.1d The faculty and staff have a shared vision.				

## Appendix D. Construct Data Organizers

### *School Leadership Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 6 School Leadership  
Supporting Data to Consider**

**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.

<b>Trust and Mutual Respect</b>	<b>Performance assessed objectively</b>	<b>Vision for improvement</b>	<b>Sustained efforts</b>
Communication channels	Post-secondary enrollment figures	Meeting AYP Goals	Discipline data
Weekly bulletin	Observation logs	School in collective action	Access to technology
Faculty meeting agenda	McRelin (NC)	School “restructuring”	# per teacher or student
Use of grade level and dept. leaders		School handbook	#of portable classrooms
Turnover rate		Mission Statement	# floating teachers
			Internet reliability
			Printer reliability
			Use of intercom

**Catalysts in Place to Support Effective Teaching**

**Constraints that Inhibit Effective Teaching**

## Appendix D. Construct Data Organizers

### *Professional Development Construct Data Organizer*

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

Survey Question	% Agree			
	Your School	Level	District	State
8.1a Sufficient resources are available for professional development in my school.				
8.1b An appropriate amount of time is provided for professional development.				

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

Survey Question	% Agree			
	Your School	Level	District	State
8.1c Professional development offerings are data driven.				
8.1d Professional learning opportunities are aligned with the school's improvement plan.				
8.1e Professional development is differentiated to meet the individual needs of teachers.				
8.1i In this school, follow up is provided from professional development.				
8.1j Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.				
8.1k Professional development is evaluated and results are communicated to teachers.				

## Appendix D. Construct Data Organizers

### *Professional Development Construct Data Organizer (continued)*

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

Survey Question	% Agree			
	Your School	Level	District	State
8.1l Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.				
8.1m Professional development enhances teachers' abilities to improve student learning.				

*(NOTE: 8.2 and 8.3 A-L Survey results are located on the School Detailed Results report off of the Web)*

**Populate these fields with the percentage of people who said 'Yes' to the prompts.**

8.2 Professional Development Needed	Areas	8.3 Professional Development Received
	A: Your Content Area	
	B: Common Core and Standards	
	C: Student Assessment	
	D: Differentiating Instruction	
	E: Special Education (Students with Disabilities)	
	F: Special education (Gifted and Talented)	
	G: English Language Learners	
	H: Closing the Achievement Gap	
	I: Methods of Teaching	
	J: Reading Strategies	
	K: Integrating Technology into Instruction	
	L: Classroom Management Techniques	

## Appendix D. Construct Data Organizers

### *Professional Development Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 7 Professional Development  
Supporting Data to Consider**

**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.

<b>Continuous Learning Opportunities</b>	<b>Best Practices for delivery and support</b>	<b>PD enhances ability to implement strategies that improve student learning</b>
Title II	CEU and License renewal records	PD records tracking system
Section 8 Reports		My learning plan
District and school PD Calendars		HRMS in NC
District and school PD budget		Professional Growth plans of teachers

**Catalysts in Place to Support Effective Teaching**

**Constraints that Inhibit Effective Teaching**

## Appendix D. Construct Data Organizers

### *Instructional Practices and Support Construct Data Organizer*

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

Survey Question	% Agree			
	Your School	Level	District	State
9.1a State assessment data are available in time to impact instructional practices.				
9.1b Local assessment data are available in time to impact instructional practices.				
9.1c Teachers use assessment data to inform their instruction.				

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

Survey Question	% Agree			
	Your School	Level	District	State
9.1d The curriculum taught in this school is aligned with Common Core Standards				
9.1e Teachers work in professional learning communities to develop and align instructional practices.				
9.1f Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				
9.1g Teachers are encouraged to try new things to improve instruction.				
9.1h Teachers are assigned classes that maximize their likelihood of success with students.				

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

Survey Question	% Agree			
	Your School	Level	District	State
9.1g Teachers are encouraged to try new things to improve instruction.				

## Appendix D. Construct Data Organizers

### *Instructional Practices and Support Construct Data Organizer (continued)*

**NC Teacher Working Conditions Standards  
Standard 8 Instructional Practices and Support  
Supporting Data to Consider**

**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.

<b>Formative and Summative assessments used to drive instructional practice</b>	<b>Work collaboratively to develop, align and improve</b>	<b>Assigned classes that maximize their likelihood of success</b>
PLC meetings	PLC structure	Licensure area of staff
Benchmark testing	Master Schedule	HQ status of staff
	Common planning time	
	Induction Program	

**Catalysts in Place to Support Effective Teaching**

**Constraints that Inhibit Effective Teaching**

**Appendix E. Goal Development Graphic Organizer**

Construct of Focus: \_\_\_\_\_

Element of Focus	Catalyst(s) In Place to Support Growth In This Element/Indicator	Constraints Inhibiting Growth in this Area	What Steps Are We Going to Take?	Who is Responsible?	By When?
Indicator(s) of Focus					

Element of Focus	Catalyst(s) In Place to Support Growth In This Element/Indicator	Constraints Inhibiting Growth in this Area	What Steps Are We Going to Take?	Who is Responsible?	By When?
Indicator(s) of Focus					

Appendix E (continued). Goal Development Graphic Organizer—Example

Construct of Focus: School Leadership

Element of Focus	Catalyst(s) In Place to Support Growth In This Element/Indicator	Constraints Inhibiting Growth in this Area	What Steps Are We Going to Take?	Who is Responsible?	By When?
6a An atmosphere of trust and mutual respect is pervasive in the school.	<ul style="list-style-type: none"> <li>-Our school has ample leadership staff (3 APs and a P) to serve the size of the school and they meet daily</li> <li>-Structured opportunities to communicate with staff (grade level meetings, PLCs, all faculty meetings)</li> <li>- guidance counselors for each grade level (3)</li> <li>- school resource officer</li> <li>- district has common database to track different disciplinary actions and referrals and create reports</li> </ul>	<ul style="list-style-type: none"> <li>- each grade level team has its own discipline plan</li> <li>- after teachers' referral, feedback from administration comes only in written form</li> <li>- discipline matrix does not exist to norm actions across administrative team</li> </ul>	<ul style="list-style-type: none"> <li>- establish baseline core management system across the entire school that allows flexibility at the team level.</li> <li>-establish a short face-to-face follow-up procedure for leadership that gives the involved teacher knowledge of what has transpired since the administrator entered the process.</li> <li>- develop a norm matrix of disciplinary expectations for teachers and allocate time in homeroom to teach and practice them</li> <li>- develop a norm matrix of administrative responses to referrals</li> </ul>	<ul style="list-style-type: none"> <li>- school improvement team</li> <li>- administrative team and grade level team leaders</li> <li>- administrative team</li> <li>- administrative team</li> </ul>	<ul style="list-style-type: none"> <li>10/31/12</li> <li>12/1/12</li> <li>Following holiday break</li> <li>Following holiday break</li> </ul>
<p>Indicator(s) of Focus</p> <p>School leadership is consistent, specifically in the area of managing student conduct</p>					

## About New Teacher Center

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New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers. NTC partners with states, school districts, and policymakers to design and implement systems that create sustainable, high-quality mentoring and professional development; build leadership capacity; work to enhance teaching conditions; improve retention; and transform schools in vibrant learning communities where all students succeed.



725 Front Street, Suite 400, Santa Cruz, CA 95060  
831-600-2200 | Fax: 831-427-9017 | [info@newteachercenter.org](mailto:info@newteachercenter.org)  
[www.newteachercenter.org](http://www.newteachercenter.org)