



NC Listens!
#TakeTheSurvey2018

North Carolina Teacher Working Conditions Survey



**NEW TEACHER
CENTER**

North Carolina Teacher Working Conditions Survey

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NCDPI

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New Teacher Center



NC TWC Survey Background

NC TWC Survey

What 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.

What the NC TWC Survey Is NOT:

An assessment of the morale of teachers or their happiness with specific policies. The survey does not provide information as to why teachers perceive conditions as they do, which is best ascertained through data-driven dialogue as part of the school improvement planning process.

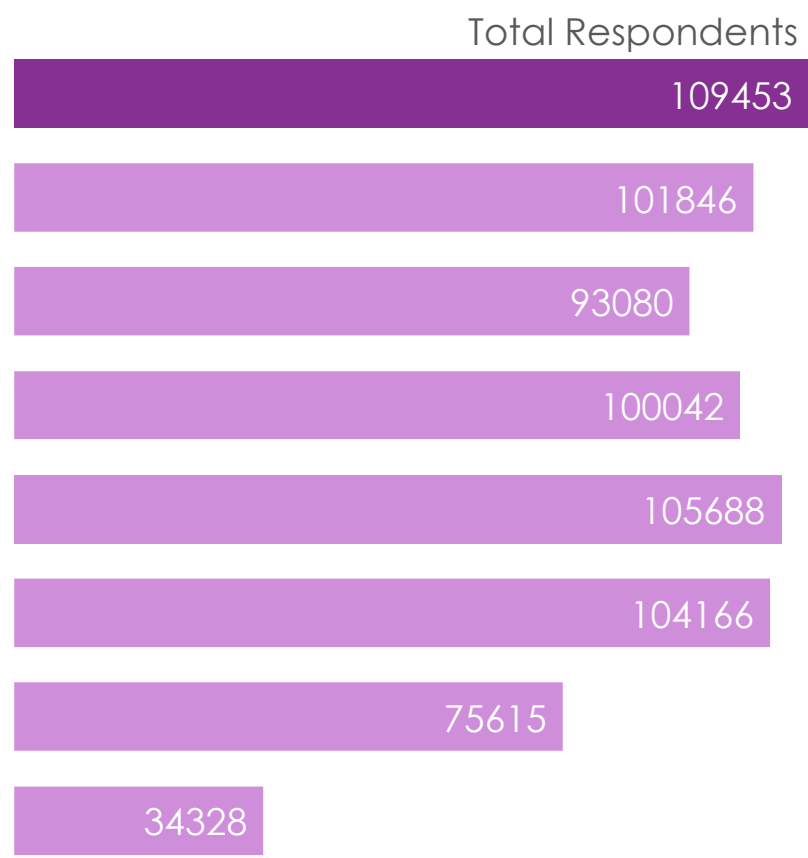
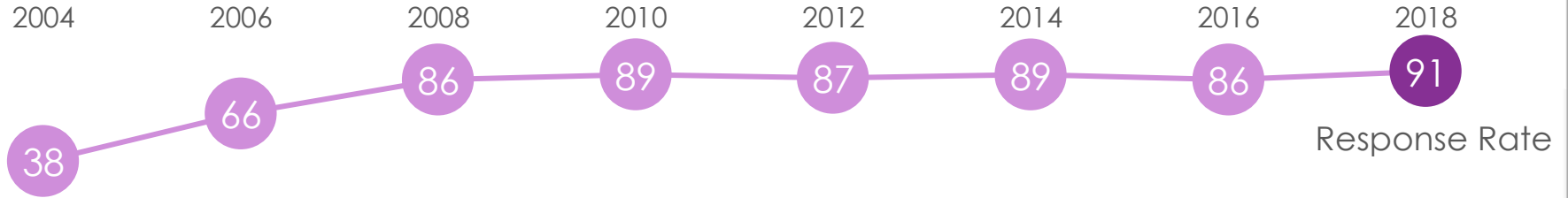
NC TWC measures 8 constructs linked to teacher retention and student achievement:

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



2018 Survey Respondents

Responses Over Time



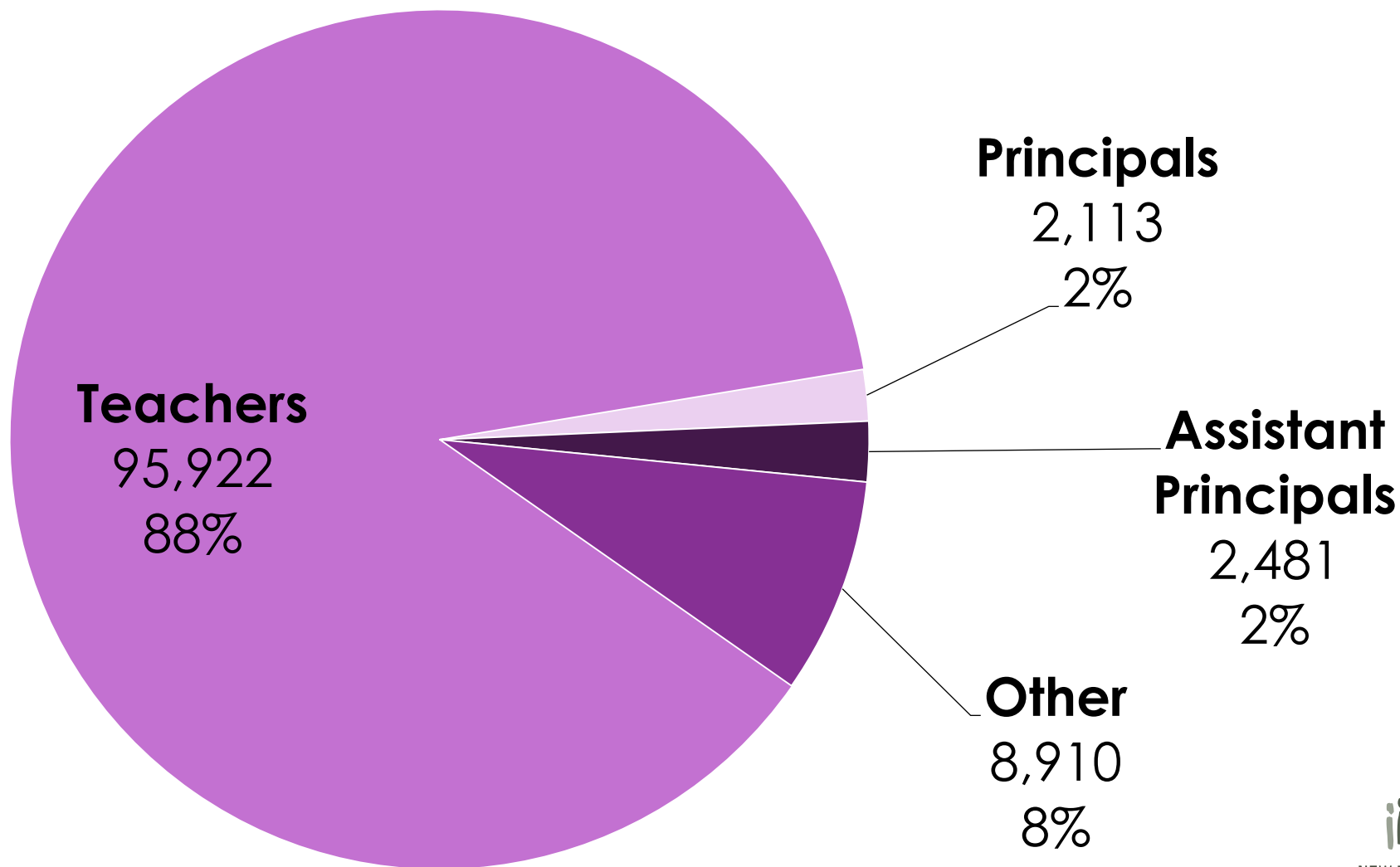
98% of schools met the response rate minimum for reporting

The **highest response rate** and **most responses** in the history of the NC TWC were achieved in 2018

2018 Responses by Role

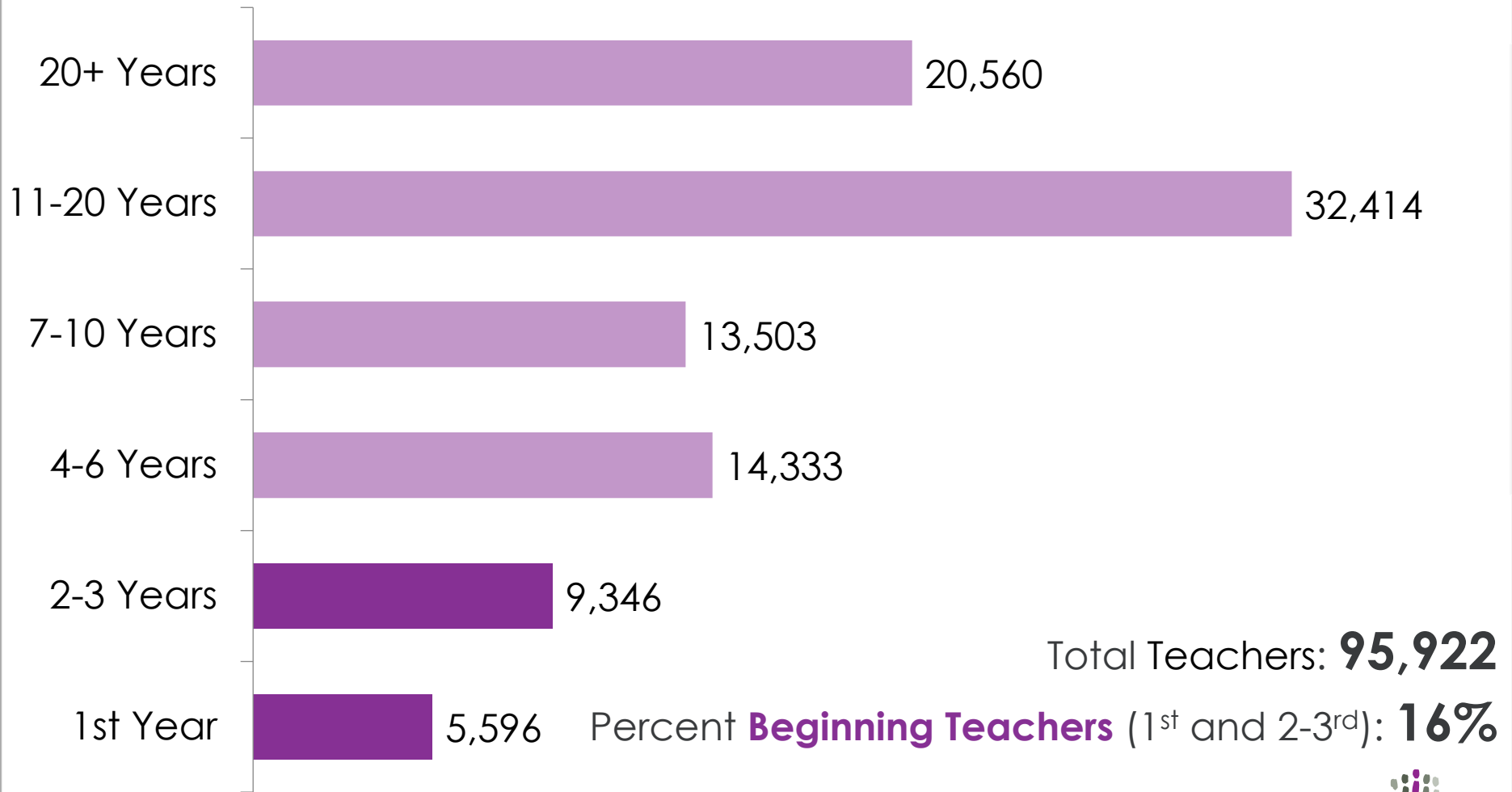
Total Respondents: **109,453**

Overall Response Rate: **91%**



Note: 2016 Response Rate – 86%

2018 Responses by Teacher Experience



Note: 170 (<1%) Teachers did not respond to this question



Survey Results

Rate of Agreement

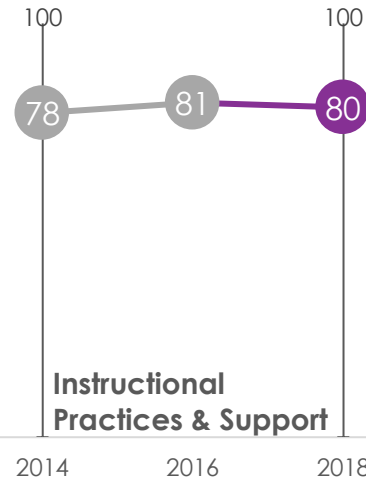
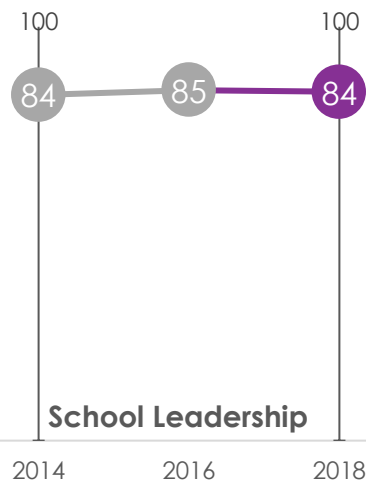
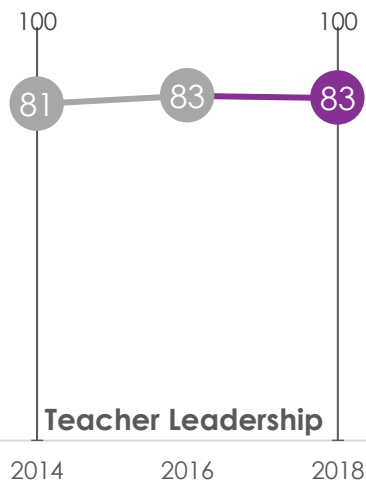
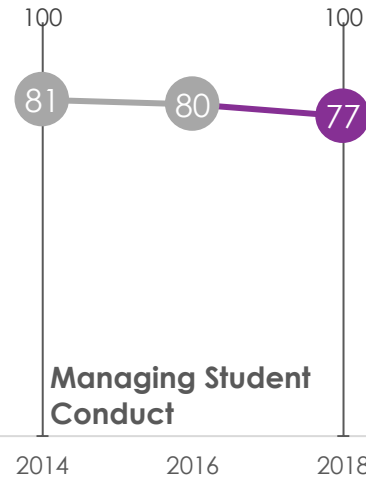
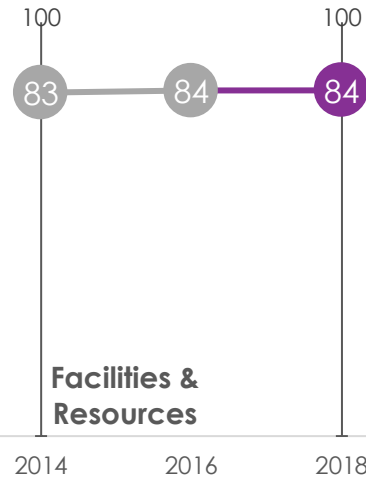
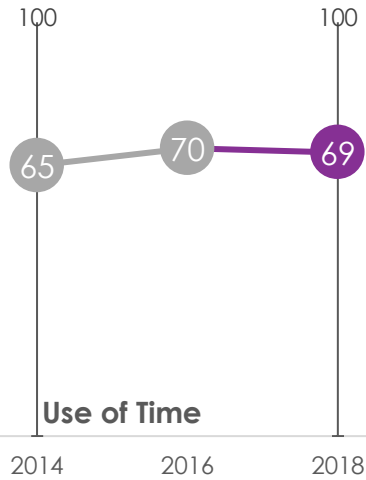
Calculations

- All calculations are done at the respondent level and then aggregated to school, district, and state level
- At the Item Level:
 - Percentage of respondents indicating 'Agree' or 'Strongly Agree' for the given survey question
- At the Construct Level:
 - Average rate of agreement across items within the given construct
 - Ex. Respondent indicates 'Agree' or 'Strongly Agree' for 4 out of 8 items within a construct, their Rate of Agreement (RA) for the given construct is 50%

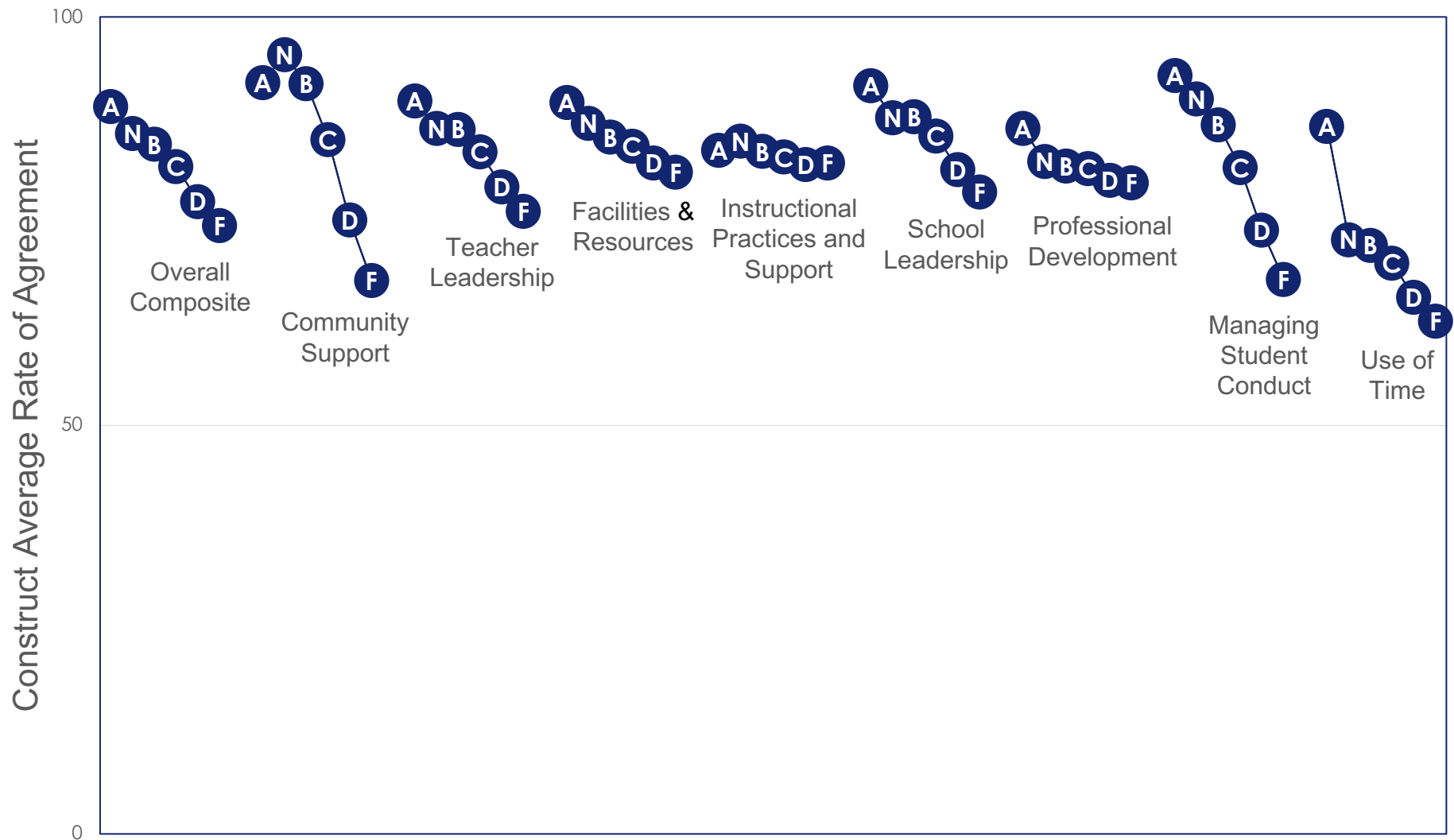
2018 NC TWC Construct Averages



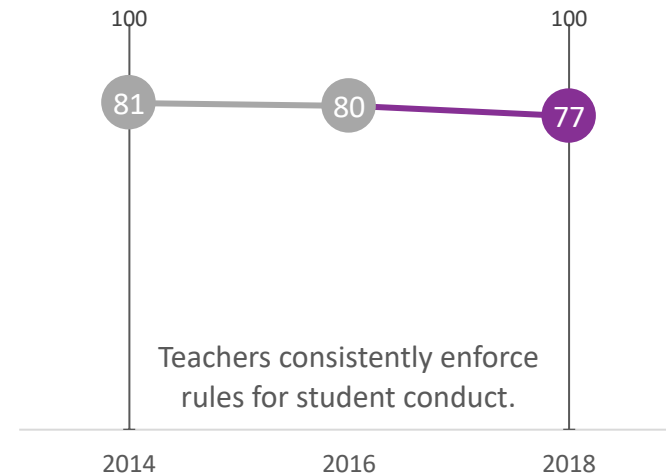
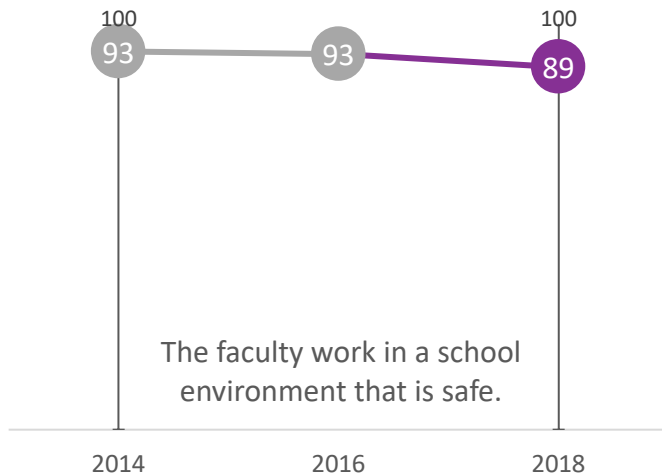
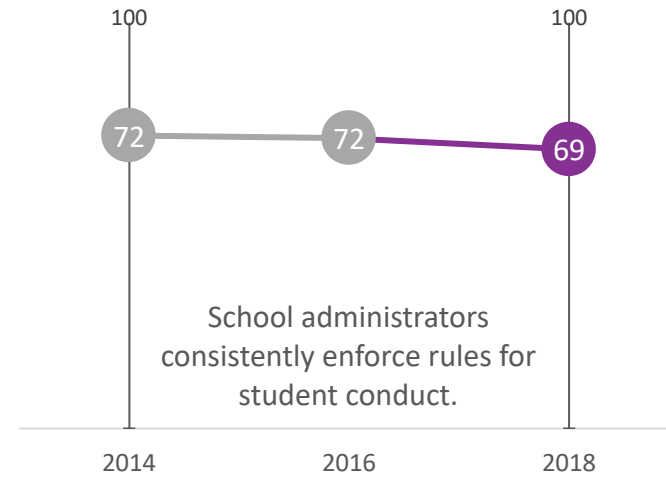
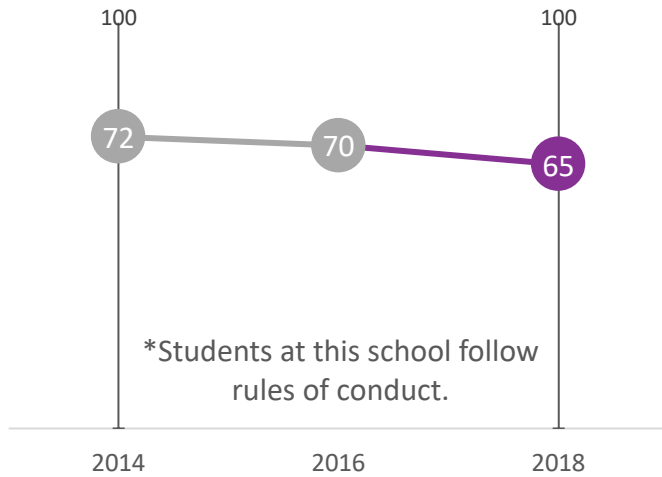
NC TWC Construct Averages, 2014, 2016, 2018



SPG Score by Teaching Conditions (2016)

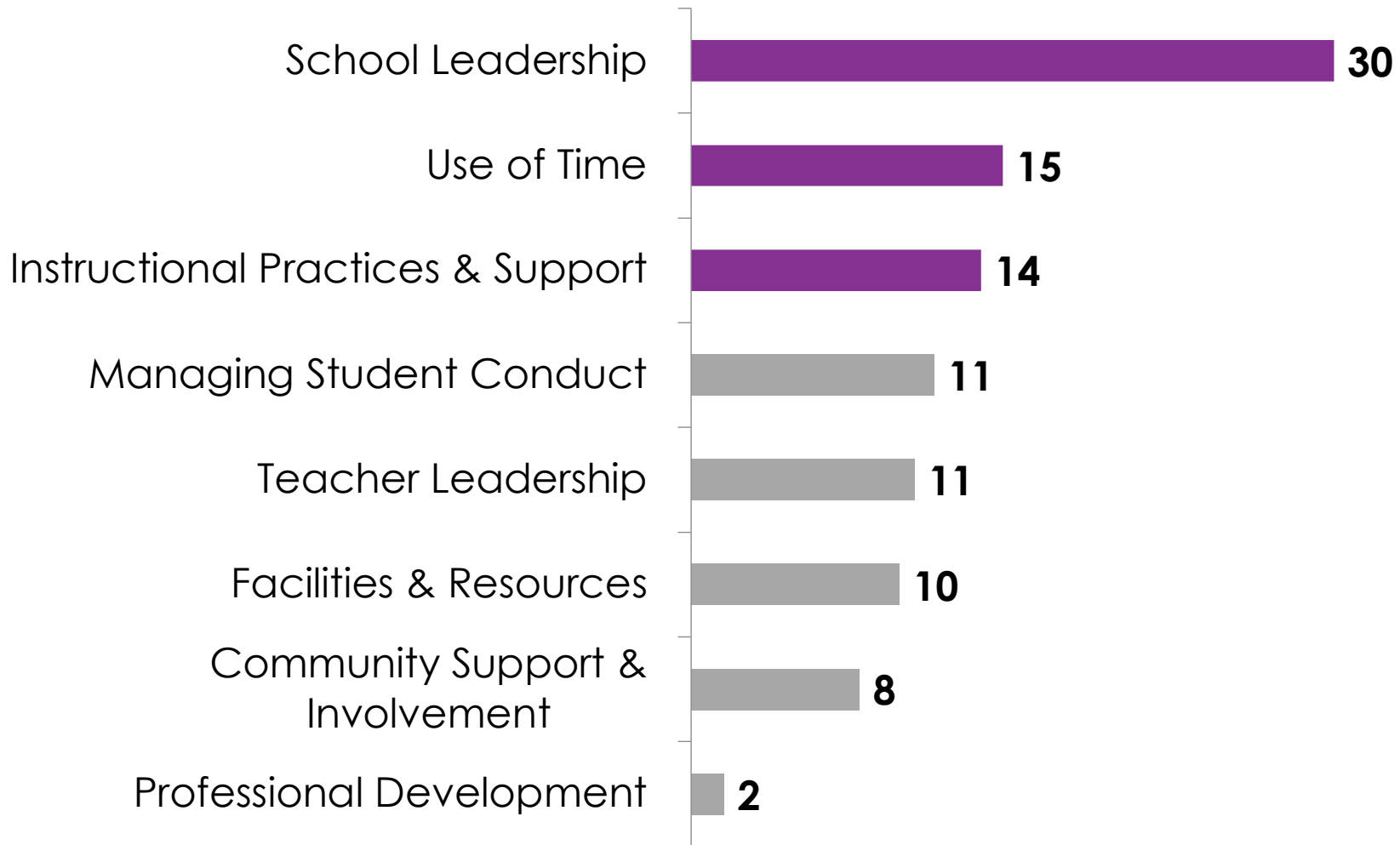


Managing Student Conduct

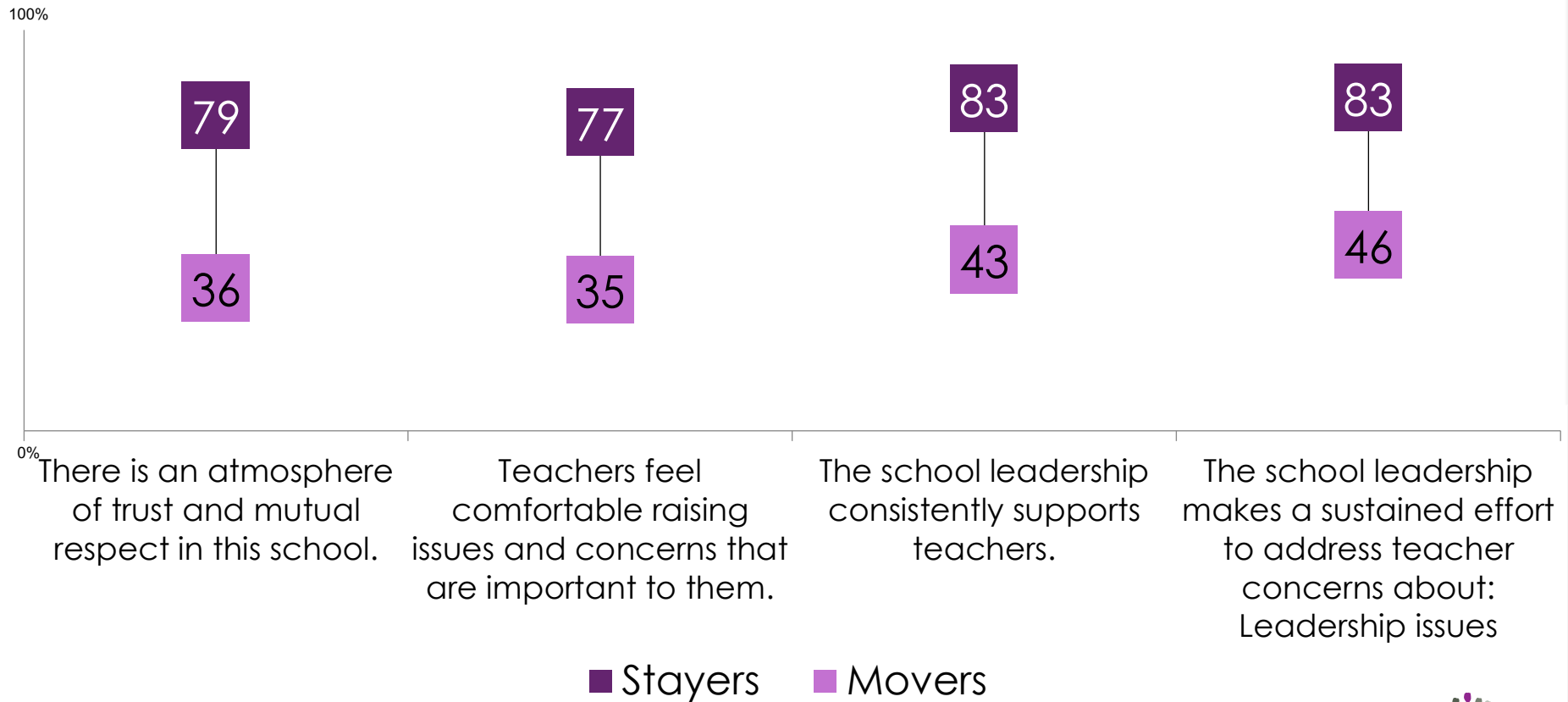


*Greatest item-level decrease from 2016 to 2018;

Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?

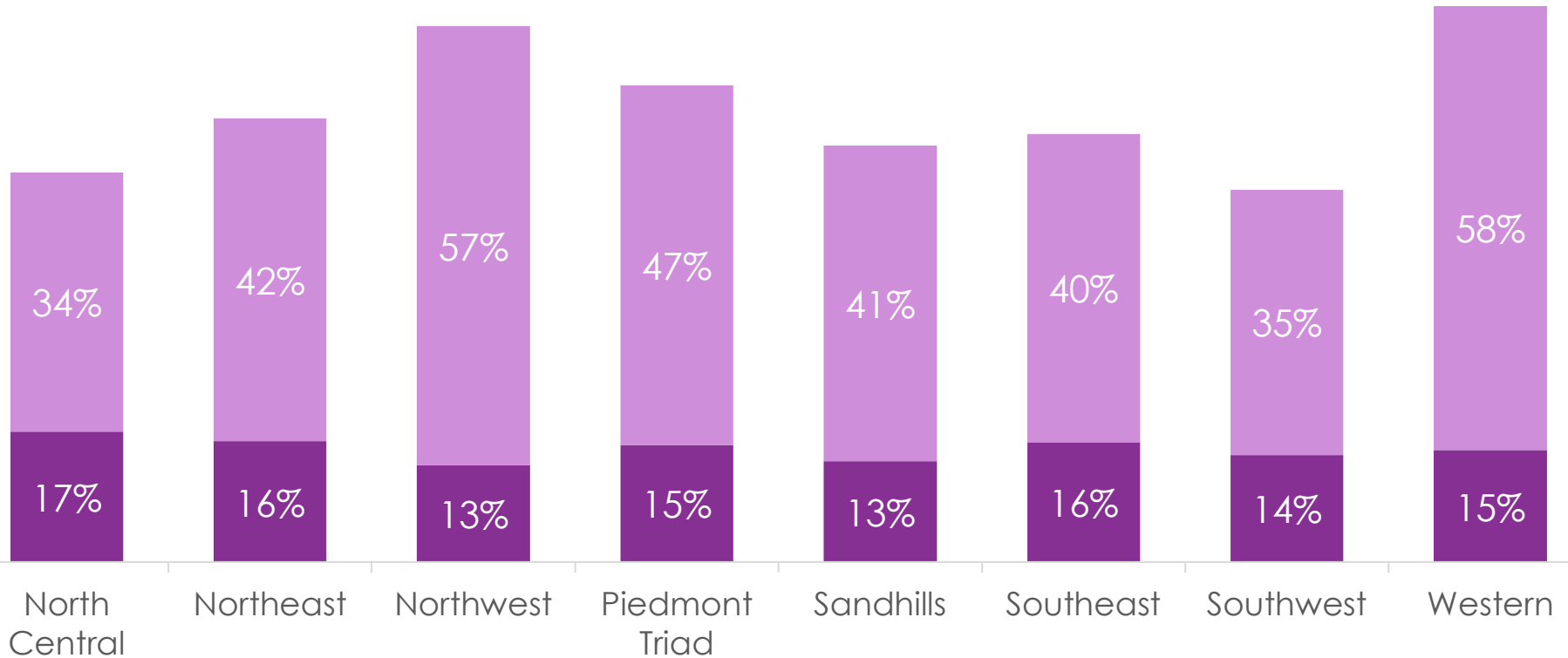


Survey items with the greatest disparity between educators who *plan to stay* and those who *plan to move* to a different school:



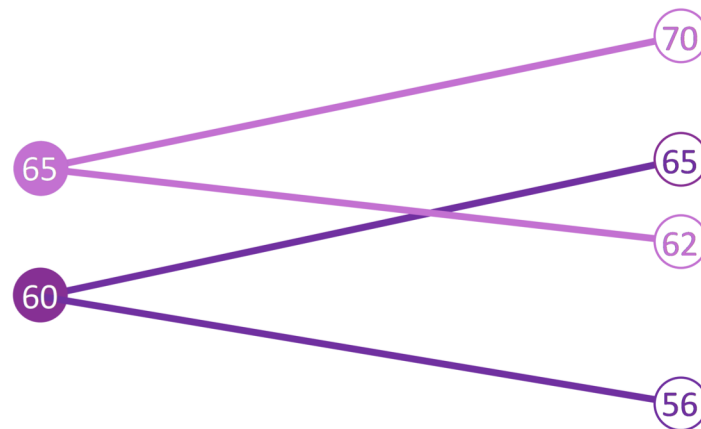
Student Hunger by Region

- Hunger is a problem for my students, but my school uses creative strategies to combat it.
- Hunger is a problem for my students, and it causes problems in my classroom/school.



Community Eligible Program (CEP)

Positive teaching conditions may help close the achievement gap between **Non-CEP** and **CEP** elementary schools.



Score with Average Working conditions

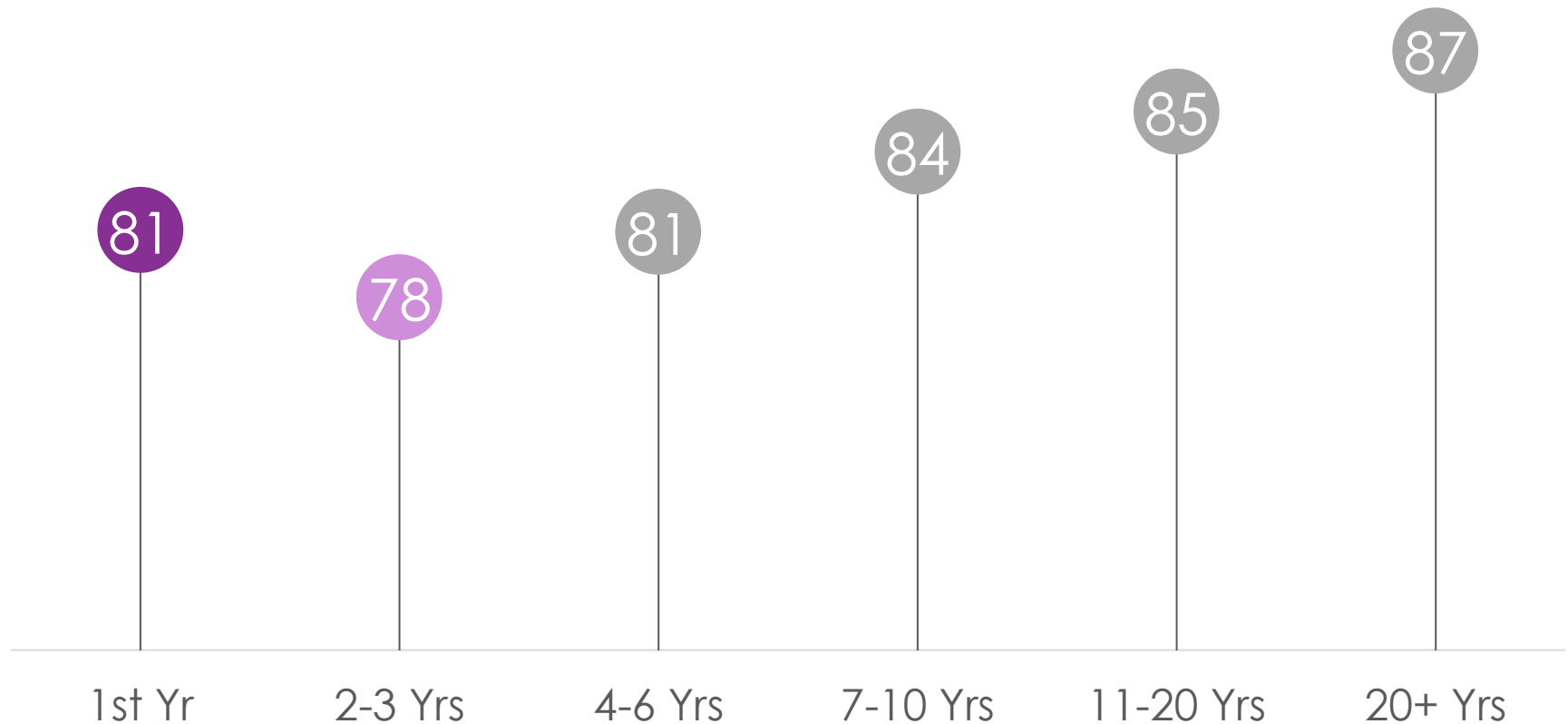
Predicted Score +/- 1 SD

Note: Score is Overall School Performance Grade; Overall Teaching Conditions SD = 0.22;

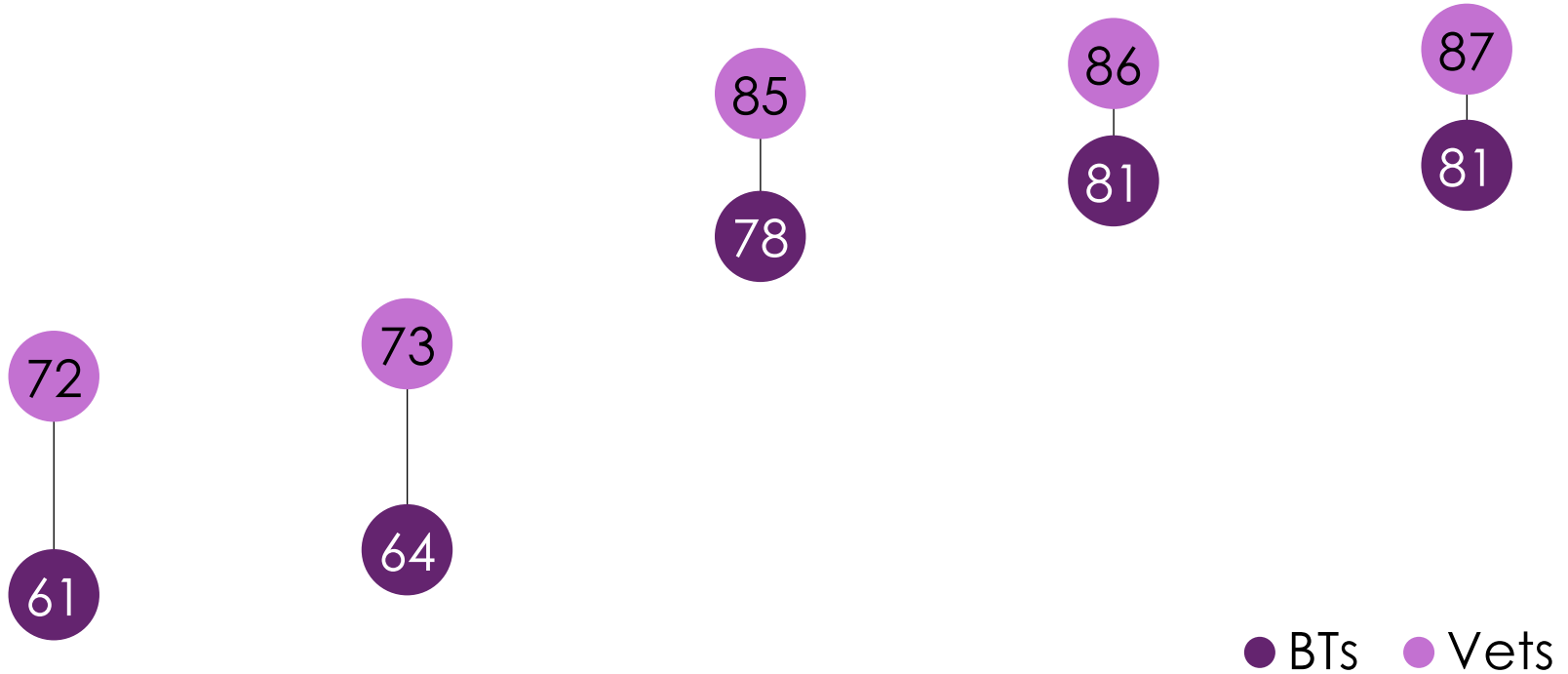
Approximately 30% of NC schools participated in the CEP program in 2016

Beginning Teacher Supports

Community Support & Involvement



Beginning Teacher Supports



Parents/guardians are influential decision makers in this school.

Parents/guardians support teachers, contributing to their success with students.

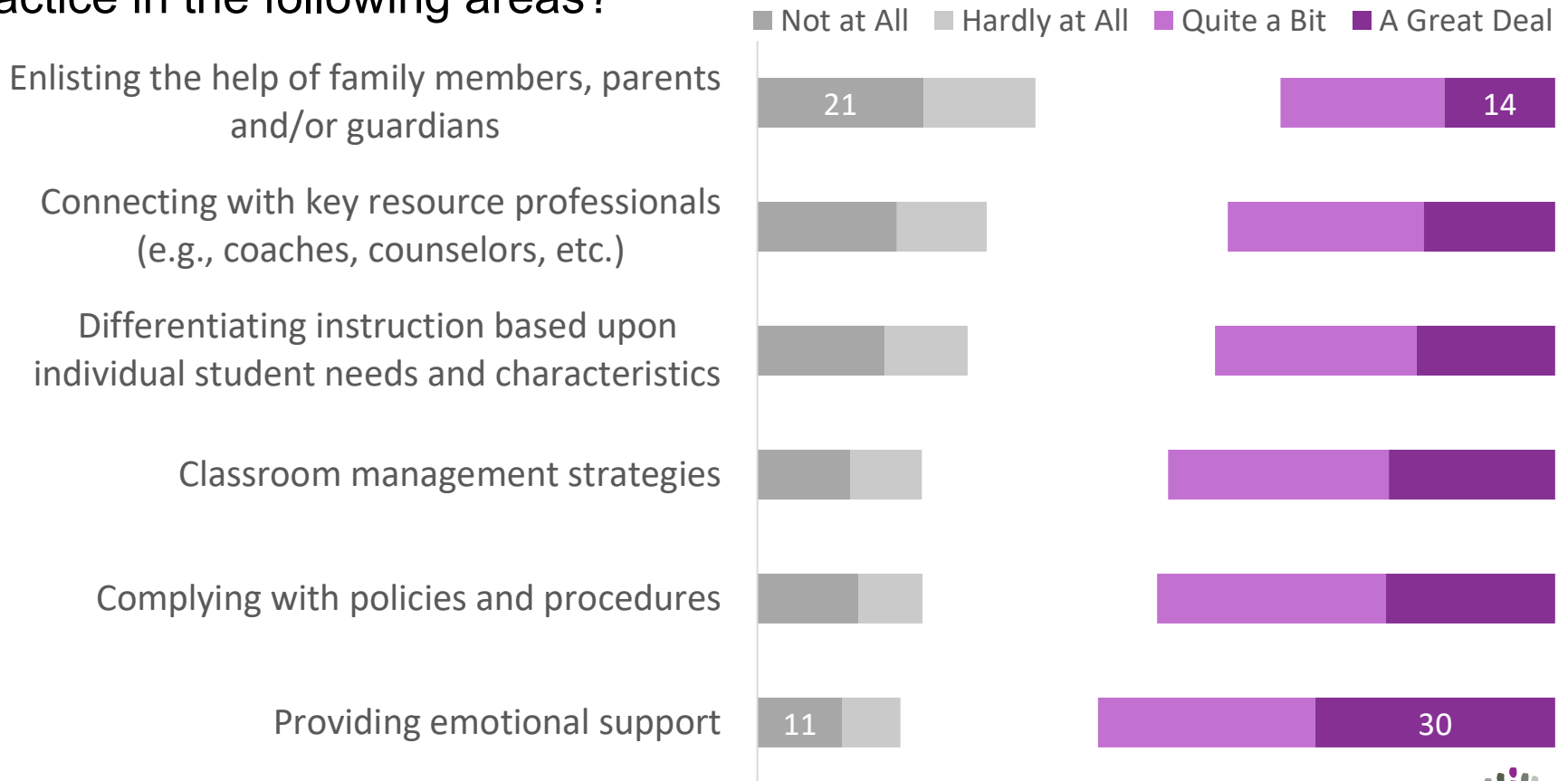
Community members support teachers, contributing to their success with students.

The community we serve is supportive of this school.

Parents/guardians know what is going on in this school.

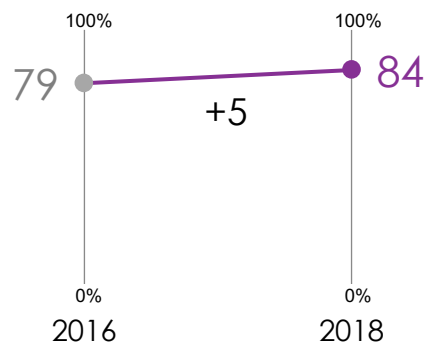
Beginning Teacher Supports

How much did the support you received from your mentor influence your practice in the following areas?

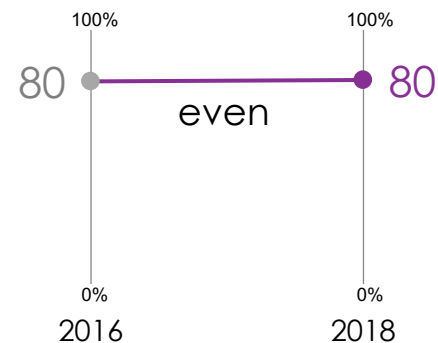


Technology and Instruction

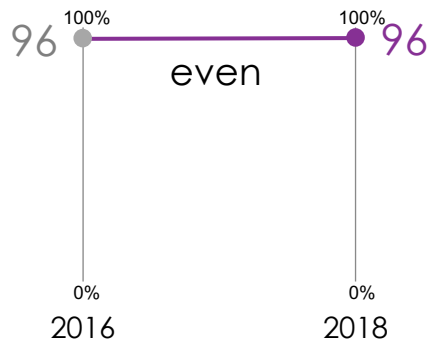
*The reliability and speed of Internet connections in this school are sufficient to support instructional practices.



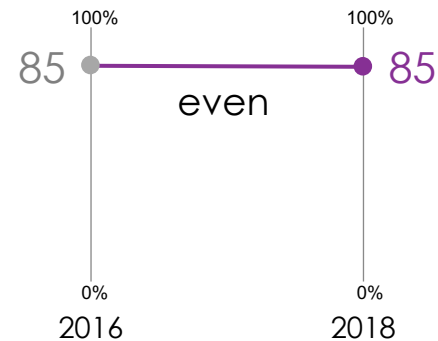
Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access.



Teachers use digital content and resources in their instruction.

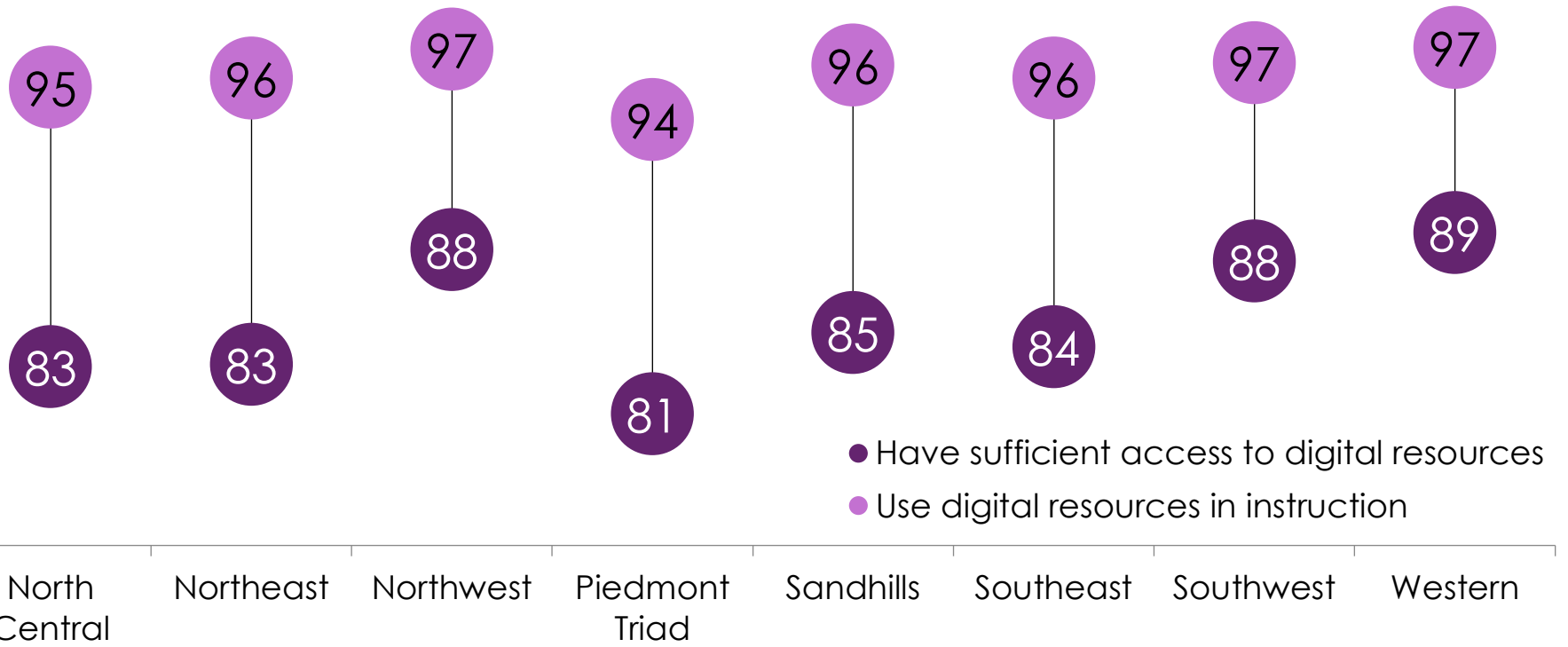


Teachers have sufficient access to digital content and resources.



*Greatest item-level increase from 2016 to 2018;

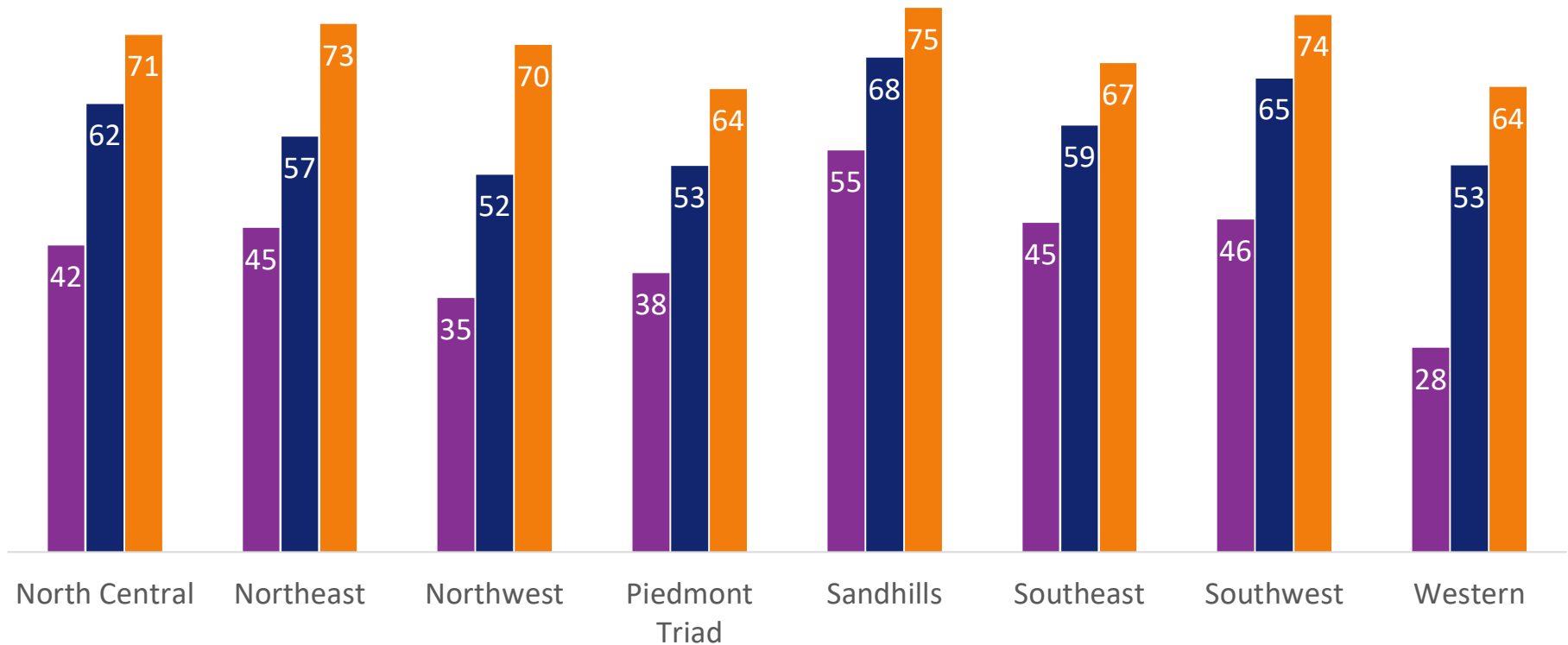
Technology and Instruction



- Have sufficient access to digital resources
- Use digital resources in instruction

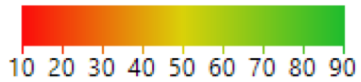
Technology and Instruction

North Carolina educators across **elementary**, **middle**, and **high** schools **assign homework that requires internet access**.

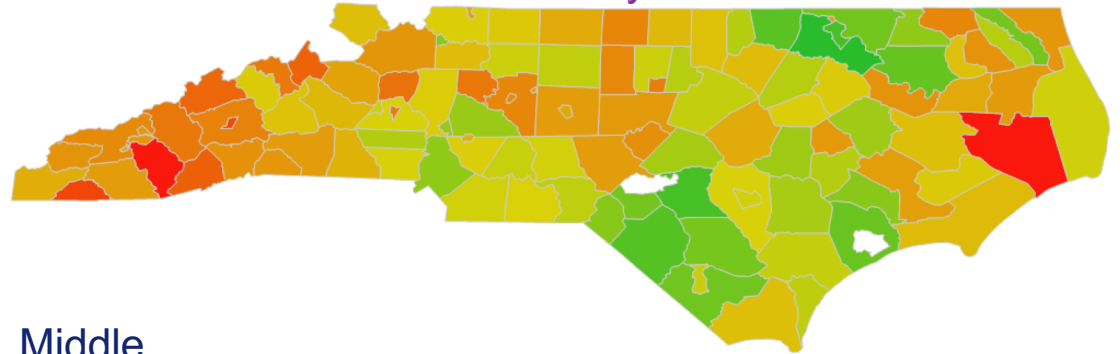


Technology and Instruction

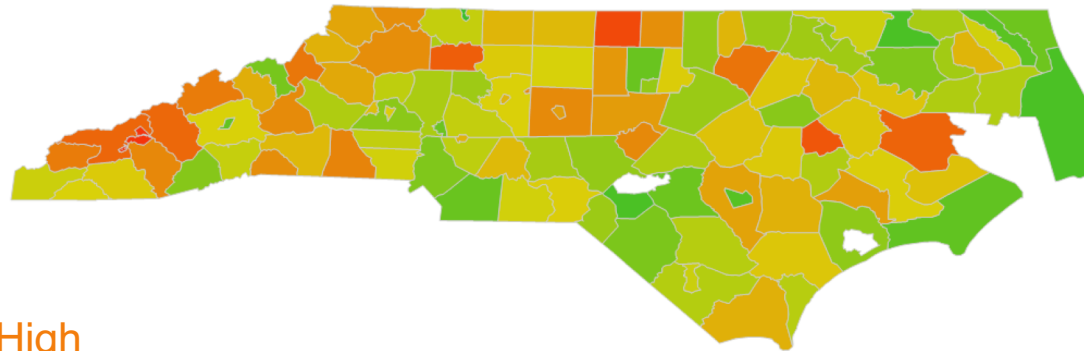
Percentage of educators assigning homework that ***requires internet access***



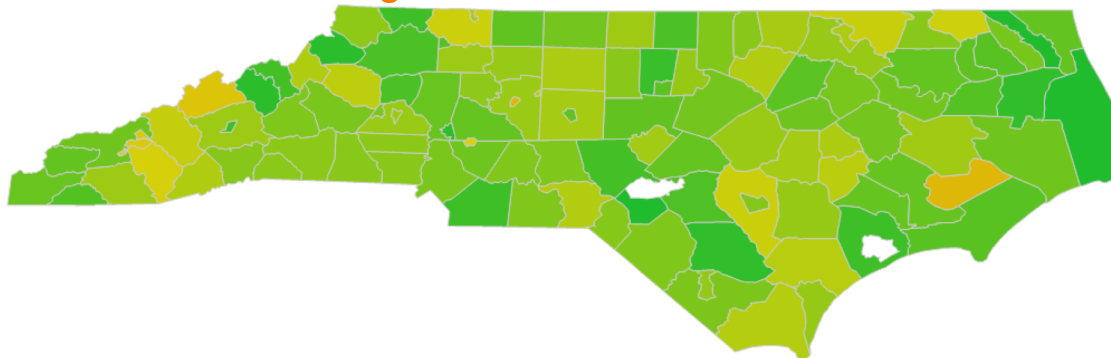
Elementary



Middle



High



2018 NC Virtual Public Schools Construct Averages



2018 ALL NC vs. NC Virtual Public Schools

Notable Items

● ALL NC ● NC VPS

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

60

95

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

71

91

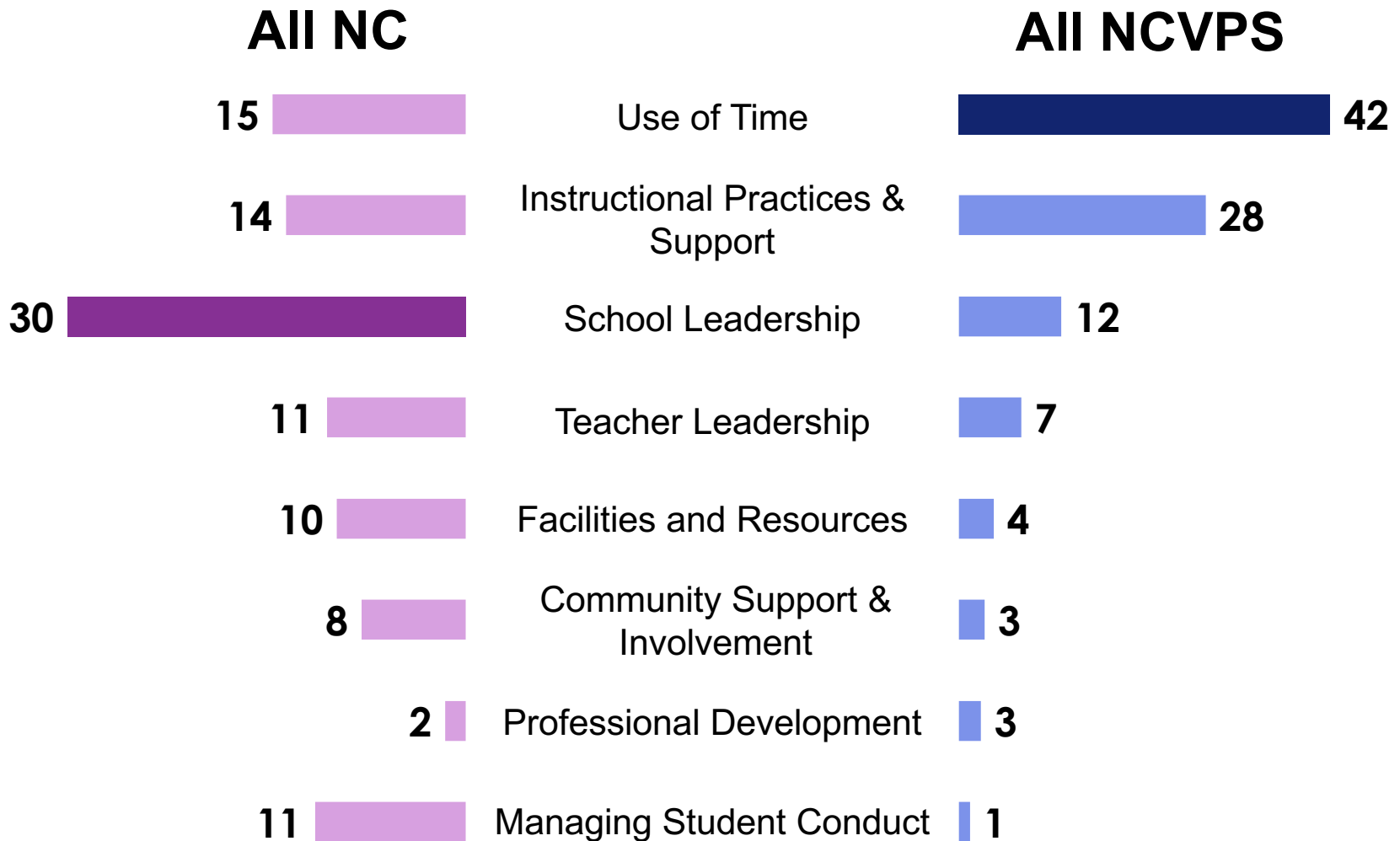
Teachers are relied upon to make decisions about educational issues.

78⁸³

Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).

72⁸³

Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?



“Overall, my school is a good place to work and learn.” by Grade Level

88

Elementary

86

Middle

87

High

88

Special

Q & A



THANK YOU

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Item-Level Results by Construct

Use of Time

2018 2016

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

60

62

Teachers have time available to collaborate with colleagues.

75

76

Teachers are allowed to focus on educating students with minimal interruptions.

69

71

The non-instructional time provided for teachers in my school is sufficient.

65

66

Efforts are made to minimize the amount of routine paperwork teachers are required to do.

67

65

Teachers have sufficient instructional time to meet the needs of all students.

71

72

Teachers are protected from duties that interfere with their essential role of educating students.

73

74

Facilities & Resources

2018 2016

Teachers have sufficient access to appropriate instructional materials.

75

75

Teachers have sufficient access to digital content and resources.

84

85

Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access.

80

80

Teachers have access to reliable communication technology, including phones, faxes and email.

92

92

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.

81

82

Teachers have sufficient access to a broad range of professional support personnel.

81

84

Facilities & Resources (cont.)

2018 2016

The school environment is clean and well maintained.

81

84

Teachers have adequate space to work productively.

89

89

The physical environment of classrooms in this school supports teaching and learning.

88

88

The reliability and speed of Internet connections in this school are sufficient to support instructional practices.

84

79

Community Support & Involvement

Parents/guardians are influential decision makers in this school.

70

73

This school maintains clear, two-way communication with the community.

89

90

This school does a good job of encouraging parent/guardian involvement.

89

90

Teachers provide parents/guardians with useful information about student learning.

95

96

Parents/guardians know what is going on in this school.

86

87

Parents/guardians support teachers, contributing to their success with students.

72

74

Community members support teachers, contributing to their success with students.

84

84

The community we serve is supportive of this school.

85

85

Managing Student Conduct

2018 2016

Students at this school understand expectations for their conduct.

81

84

Students at this school follow rules of conduct.

65

70

Policies and procedures about student conduct are clearly understood by the faculty.

81

83

School administrators consistently enforce rules for student conduct.

69

72

School administrators support teachers' efforts to maintain discipline in the classroom.

79

81

Teachers consistently enforce rules for student conduct.

77

80

The faculty work in a school environment that is safe.

89

93

Teacher Leadership

2018 2016

Teachers are recognized as educational experts.

84

84

Teachers are trusted to make sound professional decisions about instruction.

85

85

Teachers are relied upon to make decisions about educational issues.

83

83

Teachers are encouraged to participate in school leadership roles.

92

92

The faculty has an effective process for making group decisions to solve problems.

77

79

In this school we take steps to solve problems.

83

84

Teachers are effective leaders in this school.

88

88

Teachers have an appropriate level of influence on decision making in this school.

70

71

School Leadership

2018 2016

There is an atmosphere of trust and mutual respect in this school.

74

76

Teachers feel comfortable raising issues and concerns that are important to them.

73

74

The school leadership consistently supports teachers.

79

81

Teachers are held to high professional standards for delivering instruction.

93

94

The school leadership facilitates using data to improve student learning.

94

95

Teacher performance is assessed objectively.

88

88

School Leadership (cont.)

2018 2016

Teachers receive feedback that can help them improve teaching.

86

87

The faculty and staff have a shared vision.

84

-

The procedures for teacher evaluation are consistent.

87

86

The school improvement team provides effective leadership at this school.

84

85

The faculty are recognized for accomplishments.

86

86

Professional Development

2018 2016

Sufficient resources are available for professional development in my school.

80

81

An appropriate amount of time is provided for professional development.

79

81

Professional development offerings are data driven.

84

85

Professional learning opportunities are aligned with the school's improvement plan.

90

92

Professional development is differentiated to meet the individual needs of teachers.

67

68

Professional development deepens teachers' content knowledge.

77

77

Teachers have sufficient training to fully utilize instructional technology.

75

76

Teachers are encouraged to reflect on their own practice.

94

94

Professional Development (cont.)

2018 2016

In this school, follow up is provided from professional development.

74

76

Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.

80

81

Professional development is evaluated and results are communicated to teachers.

65

67

Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

84

85

Professional development enhances teachers' abilities to improve student learning.

87

88

Instructional Practices & Support

2018 2016

Local assessment data are available in time to impact instructional practices.

85

85

The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.

98

-

Teachers work in professional learning communities to develop and align instructional practices.

92

-

Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.

87

-

Teachers are encouraged to try new things to improve instruction.

93

-

Teachers are encouraged to observe other teachers within their school/district.

78

-

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

71

-

Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).

83

-

Instructional Practices & Support (cont.)

Teachers believe almost every student has the potential to do well on assignments.

2018

2016

91

89

Teachers believe what is taught will make a difference in students' lives.

94

93

Teachers require students to work hard.

94

95

Teachers collaborate to achieve consistency on how student work is assessed.

88

88

Teachers know what students learn in each of their classes.

84

83

Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.

83

83

Teachers use digital content and resources in their instruction.

96

96

Teachers use assessment data to inform their instruction.

96

-

Teachers regularly assign homework that requires access to the internet to complete.

55

-

Teachers regularly (several times a month) assign homework that requires access to a digital device to complete.

57

-