

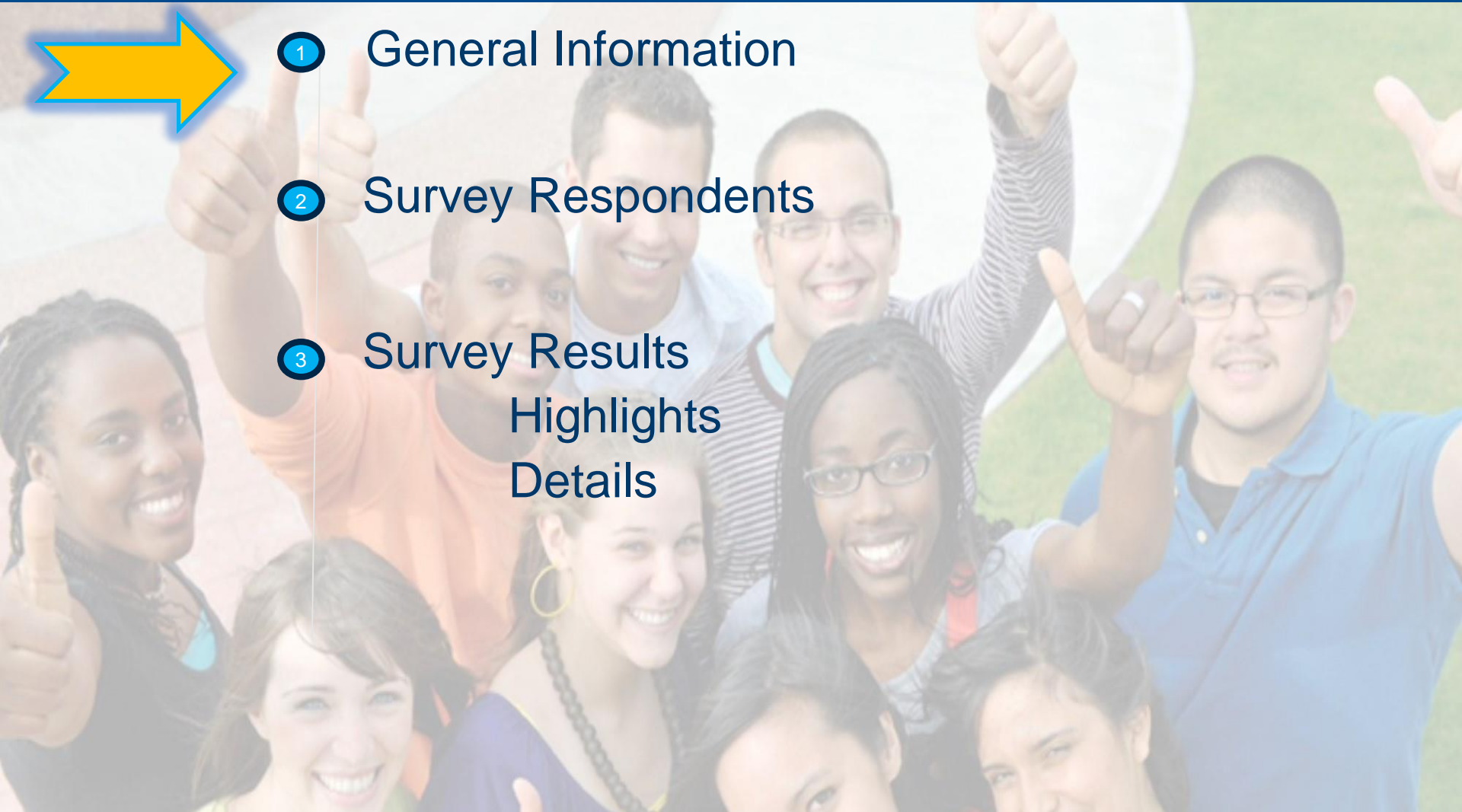


**2020 North Carolina Teacher Working Conditions Survey  
Preliminary Findings**

Administered By:



- 
- 1 General Information
  - 2 Survey Respondents
  - 3 Survey Results  
Highlights  
Details



Administered By:



- Administered statewide every two years since 2002; funded in NC Continuing Budget and administered by NCDPI
- Use of the results are integrated into many state policies including annual school improvement plans, evaluations of school administrators, State Equity Plans, NC Compliance Plan for the Federal Every Student Succeeds Act
- Vast amount of research by external, nationally renowned researchers showing connections to student achievement and teacher retention
- Questions are based on NC State Board of Education's Statewide Standards for Teaching Conditions (externally validated as part of Gates MET Study)

Please contact the Center for Optimal Learning Environments for more information on any of the above items.



- NC was the first state in the nation to administer a statewide teaching conditions survey with 16 other states followed the NC model, using same question base
- Areas of teaching conditions measured include topics such as school and teacher leadership, instructional practices, managing student conduct, professional learning, community support, use of time, facilities and resources and new teacher support. Added in 2020 were two sections on school safety and equity.
- 24-member advisory committee has met monthly since August to prepare for 10<sup>th</sup> iteration of survey





**Teachers & Administrators!**  
**MARCH 2-31, 2020**

We are 'ASQing' you how to make your school even better!  
For Details Visit [ASQNC.com](http://ASQNC.com)

"The North Carolina Teacher Working Conditions Survey is a tool that gauges NC Educators' perspectives about teaching and learning conditions while providing education stakeholders and policymakers insights on how to improve school and classroom practices. This all starts with you taking the survey. Please take the time to let us know what you think. We appreciate your service and listen to your feedback."  
**MARK JOHNSON** State Superintendent

North Carolina will launch its tenth iteration of the North Carolina Teacher Working Conditions (NCTWC) Survey in 2020!

The biennial NCTWC Survey is an anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district, and state level.

- NCTWC Survey is confidential and completely online.
- The 2020 survey will be live from March 2 through March 31, 2020.
- Educators can access the survey anytime, anywhere, via any internet location using an individual, anonymous code.
- It takes approximately 20 minutes to complete.
- Results will be available at [www.ASQNC.com](http://www.ASQNC.com) for any NC public school reaching the 40% minimum response rate and has a minimum of 5 educators in the school.

**NEW RESEARCH** from across the nation shows the strong connection of school and teacher leadership with improved student achievement and teacher retention!

[www.ASQNC.com](http://www.ASQNC.com)

CELEBRATING LEARNING ENVIRONMENTS™

- Survey window: March 1-April 7, 2020
- Survey was accessible via the [ASQNC.com](http://ASQNC.com) website using an individual, confidential access code for each participant in a school; access was 24/7 during the survey window
- Response rates shown on [ASQNC.com](http://ASQNC.com) for schools and districts; Help Desk provided 7:30-4:30 M-F
- Two new sections of questions were added in 2020: Equity and School Safety



**Unique Circumstance in 2020:** The unprecedented global pandemic due to the novel coronavirus known as COVID-19 led to the closing of all NC schools starting March 16. The Governor issued a 'stay-at-home' order which was in effect into June. For the remainder of the school year teachers provided online instruction to students.

The final 3 weeks of the NCTWC Survey occurred during the stay-at-home order. Traditional communications to educators such as reminders to school and district leaders across the state to encourage participation was limited.

**Prior** to the closing of schools on March 16 due to COVID-19, in the first two weeks of the survey, NC broke previous records:

- ✓ **16,707** educators responded on the first day 13.4% - up from 8.3%
- ✓ **663** schools reaching 100% response (96 schools on the first day)
- ✓ **50,081** responses (40.1%) by end of week one
- ✓ **81,163 responses (66.2%) of educators had responded by end of second-week**



*“After independently reviewing the 2020 NC TWC Survey Preliminary Findings, we can see that there are some changes in school conditions between 2016, and 2018, and 2020. Some of these changes are in a positive direction, some are in a negative direction, and most of them are not very large.*

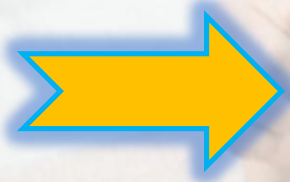
*So it appears that the statewide closure of schools due to the COVID-19 pandemic did not lead to a far more negative response in the school conditions on the part of teachers in North Carolina. As you will see, some of the major changes are between 2016 and 2020, which totally pre-date the COVID-19 pandemic.*

*Even in this pandemic, teachers overall are saying pretty positive conditions exist in their schools. This is a compliment to school leaders in North Carolina.”*

*- Dr. Richard Ingersoll  
University of Pennsylvania  
Consortium for Policy Research in Education*

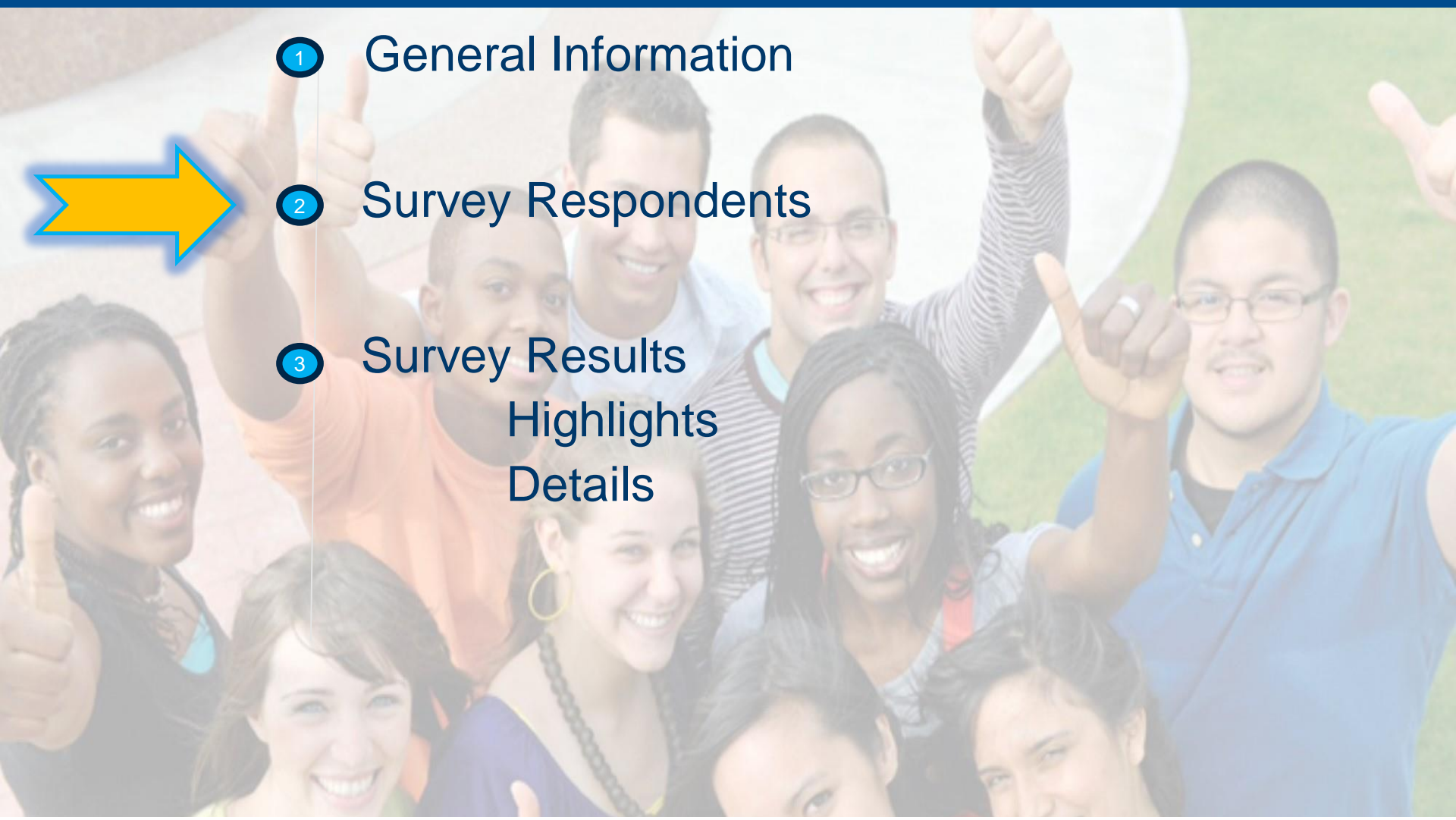


1 General Information



2 Survey Respondents

3 Survey Results  
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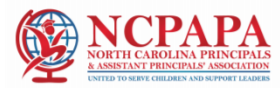
Administered By:



CENTER FOR OPTIMAL LEARNING ENVIRONMENTS™



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



## Participation Numbers

✓ 102,545 responses out of 121,424 total possible responses (84.45%)

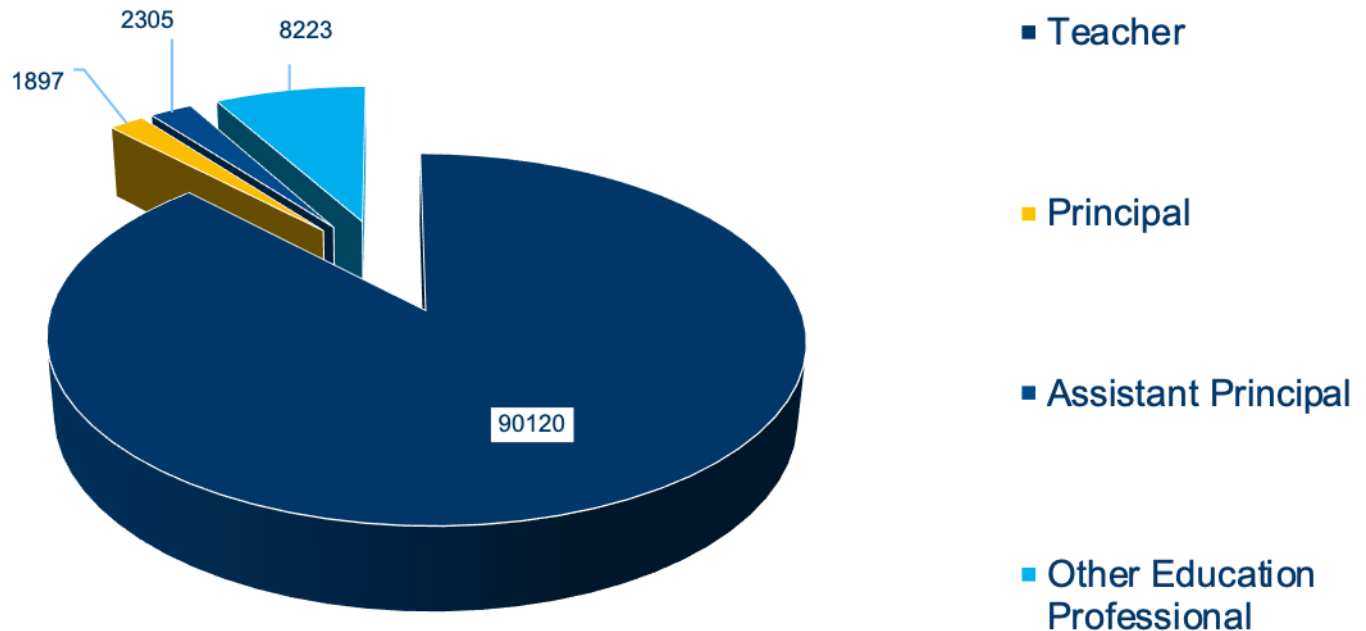
| 2020 NC TWC School Response Summary   |                   |   |   |  |
|---|-------------------|---|---|--|
| School type   | Number of Schools | Number Schools <u>reaching</u> minimum Response Rate threshold of at least 40% and at least 5 respondents | Number Schools NOT reaching minimum Response Rate threshold | Total % of schools <u>reaching</u> minimum Response Rate threshold |
| Traditional Schools   | 2458              | 2373  | 85  | 96.5%  |
| Charter Schools   | 198               | 153   | 45  | 77%  |
| Non-Traditional - Other (DHHS, Juvenile Justice, Deaf and Blind, Hospital schools, etc.)        | 32                | 15  | 17  | 46.9%  |
| <b>All</b>  | <b>2688</b>       | <b>2541</b>   | <b>147</b>  | <b>94.5%</b>   |
| * Minimum Response Rate threshold for a school is 40% response rate and at least 5 respondents. |                   |   |   |  |



Note: 2018 participation rate was 91%

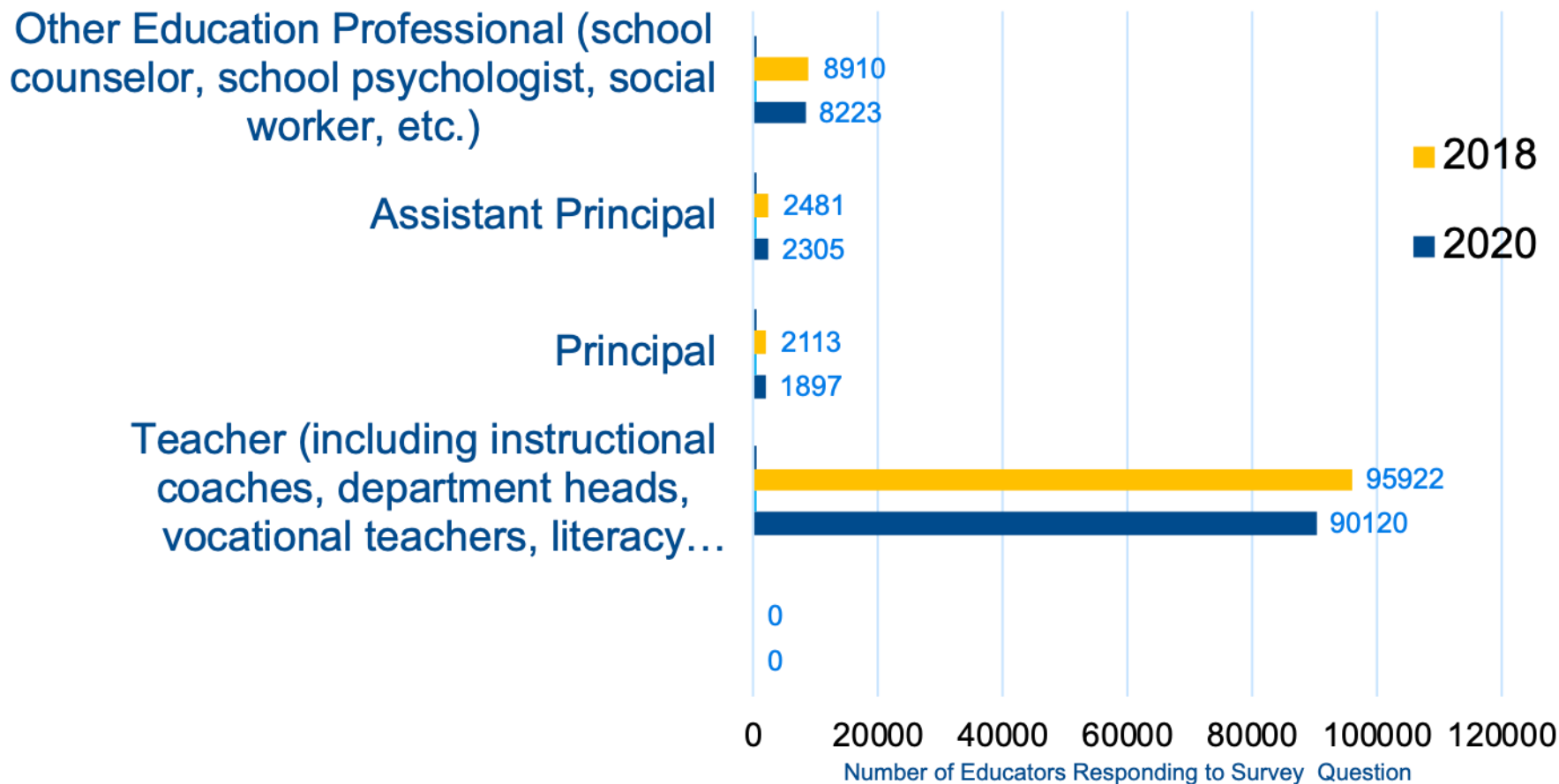
The 2020 NC TWC Survey response rate was 84.45%, representing the voices of 102,545 school-based educators in North Carolina.

Respondents by Role

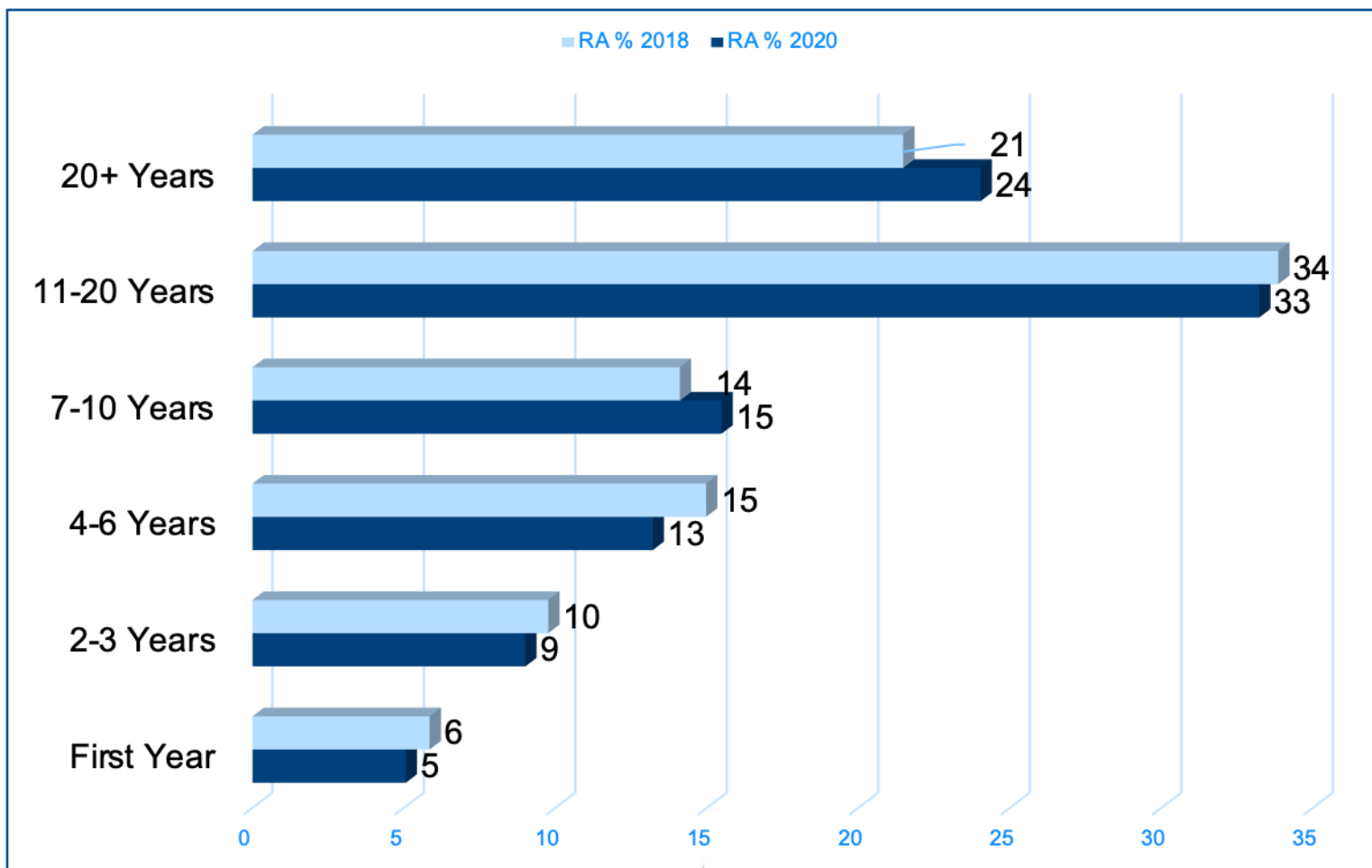


# SURVEY RESPONDENTS

## Respondents by Role 2018-2020



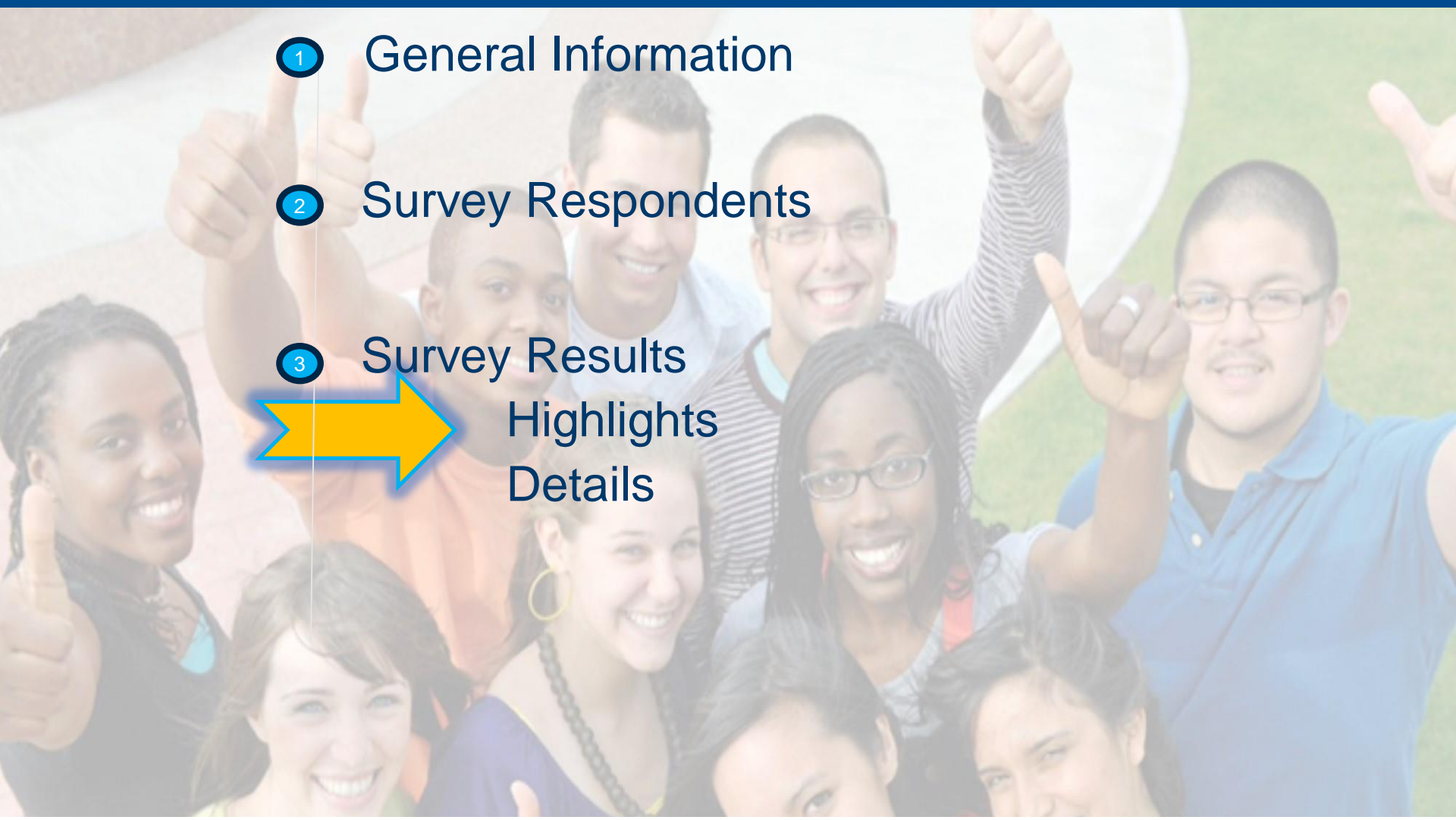
## Percentage of Respondents by Years Experience



1 General Information

2 Survey Respondents

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Administered By:



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



**The Rate of Agreement (RA) is the sum of respondents who “Agree” or “Strongly Agree” to the survey questions.**

Rate of Agreement at the Item Level:

- Percentage of respondents indicating ‘Agree’ or ‘Strongly Agree’ for the given survey question

Rate of Agreement 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%



# Highest RAs

The following table shows the top 7 highest rates of agreement.

| Construct              | Question   | % RA 2020 | % RA 2018 | % RA 2016 |
|------------------------|--|-----------|-----------|-----------|
| Instr .Prac. / Support | The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.  | 97        | 98        | NA        |
| Instr .Prac. / Support | Teachers use digital content and resources in their instruction.   | 96        | 96        | 96        |
| School Safety          | This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes). *  | 96        | NA        | NA        |
| School Safety          | Teachers in this school know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day. * | 96        | NA        | NA        |
| Instr .Prac. / Support | Teachers use assessment data to inform their instruction.  | 96        | 96        | NA        |
| School Safety          | This school has a written plan that describes procedures to be performed in active shooter situations or lock-down situations. *   | 95        | NA        | NA        |
| School Safety          | At this school, staff are not bullied about their: [d. Religion] *   | 95        | NA        | NA        |

Note \* new section of survey

# Highest RAs –cont’d

| Construct                           | Question   | % RA 2020 | % RA 2018 | % RA 2016 |
|-------------------------------------|--|-----------|-----------|-----------|
| Community Support and Involvement   | Teachers provide parents/guardians with useful information about student learning.   | 94        | 95        | 96        |
| Professional Learning Opportunities | Teachers are encouraged to reflect on their own practice.  | 94        | 94        | 94        |
| School Safety                       | At this school, staff are not bullied about their: [b. Ethnicity] *  | 94        | NA        | NA        |
| School Leadership                   | The school leadership facilitates using data to improve student learning.  | 94        | 94        | 95        |
| Instr .Prac. / Support              | Teachers believe what is taught will make a difference in students’ lives.   | 94        | 94        | 93        |
| School Safety                       | This school provides effective and on-going training in safety procedures to staff (e.g., lockdown training or fire drills). * | 94        | NA        | NA        |
| Instr .Prac. / Support              | Teachers require students to work hard.  | 94        | 94        | 95        |
| School Safety                       | At this school, staff are not bullied about their: [c. Cultural background] *  | 93        | NA        | NA        |

Note \* new section of survey

# 15 Lowest RAs

| Construct                           | Question   | % RA 2020 | % RA 2018 | % RA 2016 |
|-------------------------------------|--|-----------|-----------|-----------|
| Instr .Prac. / Support              | <b>Teachers are assigned classes that maximize their likelihood of success with students.</b>    | 69.5      | 71.0      | NA        |
| Teacher Leadership                  | <b>Teachers have an appropriate level of influence on decision making in this school.</b>        | 69.1      | 70.4      | 71.4      |
| Time                                | <b>Teachers are allowed to focus on educating students with minimal interruptions.</b>           | 69.1      | 69.0      | 71.3      |
| Professional Learning Opportunities | <b>Professional development is differentiated to meet the individual needs of teachers.</b>      | 66.5      | 66.6      | 68.0      |
| Managing Student Conduct            | <b>School administrators consistently enforce rules for student conduct.</b>                     | 66.4      | 68.8      | 71.6      |
| Time                                | <b>Efforts are made to minimize the amount of routine paperwork teachers are required to do.</b> | 66.0      | 66.8      | 65.0      |
| Time                                | <b>The non-instructional time provided for teachers in my school is sufficient.</b>              | 65.2      | 65.3      | 66.4      |

# 15 Lowest RAs

The following table shows the **lowest 7 items** for rates of agreement.

| Construct                           | Question  | % RA 2020 | % RA 2018 | % RA 2016 |
|-------------------------------------|---|-----------|-----------|-----------|
| Professional Learning Opportunities | <b>Professional development is evaluated and results are communicated to teachers.</b>                          | 64.2      | 65.5      | 66.9      |
| School Safety                       | <b>The following types of problems rarely occur at this school: Physical conflicts among students *</b>         | 63.7      | NA        | NA        |
| School Safety                       | <b>Cyberbullying is not a frequent problem among students at this school.</b>                                   | 62.6      | NA        | NA        |
| Managing Student Conduct            | <b>Students at this school follow rules of conduct.</b>   | 62.1      | 65.1      | 69.7      |
| Time                                | <b>Class sizes are reasonable such that teachers have the time available to meet the needs of all students.</b> | 60.7      | 59.8      | 61.9      |
| School Safety                       | <b>Bullying is not a frequent problem at this school. *</b>   | 57.5      | NA        | NA        |
| Instr. Prac. / Support              | <b>Teachers regularly assign homework that requires access to the internet to complete.</b>                     | 54.7      | 55.1      | NA        |

Note \* new section of survey

# Largest Increases in RA

| Construct                | Question  | RA 2020 | RA 2018 | RA 2016 | Change 2018 to 2020 | Change 2016 to 2020 |
|--------------------------|---|---------|---------|---------|---------------------|---------------------|
| Hunger                   | Hunger is a problem for my students, but my school uses creative strategies to combat it (i.e. Grab & Go; 2nd Chance Café)* | 49.1    | 41.0    | NA      | ▲ 8.1               | NA                  |
| Overall                  | In this school, we use the results of the North Carolina Teacher Working Conditions Survey for school improvement planning. | 87.1    | 84.0    | 83.5    | ▲ 3.19              | ▲ 3.63              |
| Facilities and Resources | The reliability and speed of the internet connections in this school are sufficient to support instructional practices. **  | 86.1    | 84.2    | 79.0    | ▲ 1.91              | ▲ 7.06              |

- Largest increase from 2018
- \*\* Largest increase since 2016

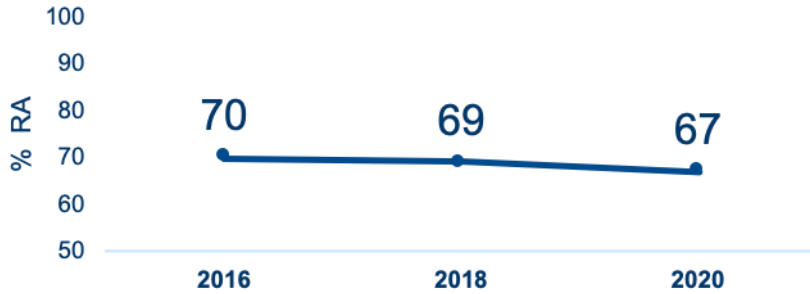
# Largest Decreases in RA

| Question   | RA 2020 | RA 2018 | RA 2016 | Change 2018 to 2020 | Change 2016 to 2020 |
|--|---------|---------|---------|---------------------|---------------------|
| Teachers regularly assign homework that requires access to a digital device to complete. *         | 52.4    | 57.0    | NA      | ▼4.53               | NA                  |
| Students at this school follow rules of conduct. **  | 62.1    | 65.1    | 69.7    | ▼3.01               | ▼7.64               |
| School administrators consistently enforce rules for student conduct.                              | 66.4    | 68.8    | 71.6    | ▼2.39               | ▼5.14               |
| Teachers are protected from duties that interfere with their essential role of educating students. | 71.3    | 73.1    | 74.3    | ▼1.79               | ▼2.95               |

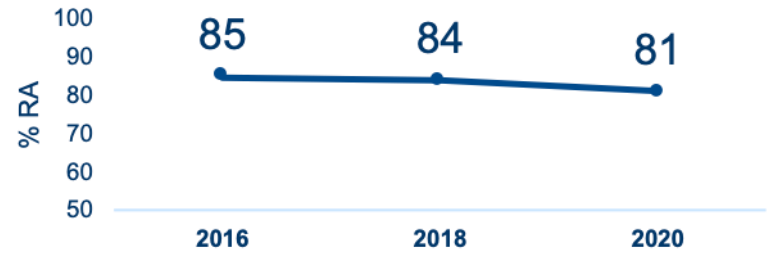
\* Largest decrease from 2018

\*\* Largest decrease from 2016

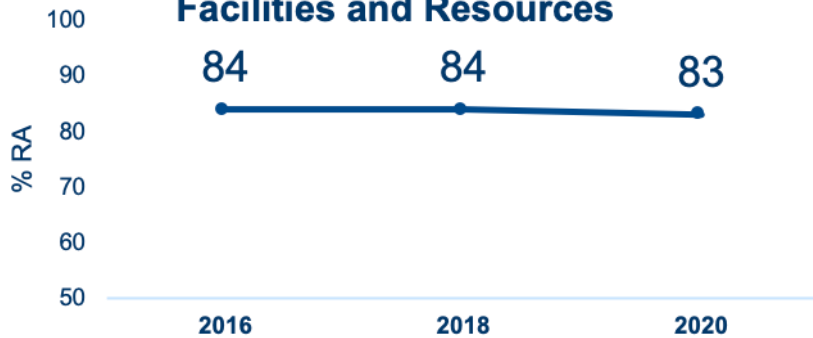
### Use of Time



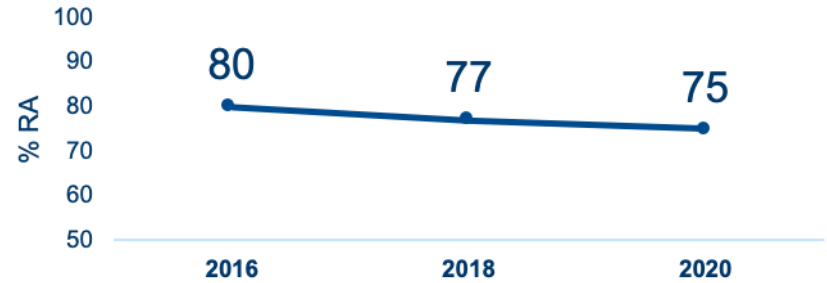
### Community Support and Involvement



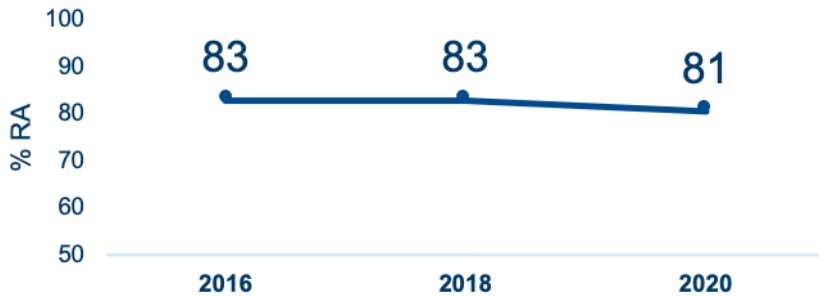
### Facilities and Resources



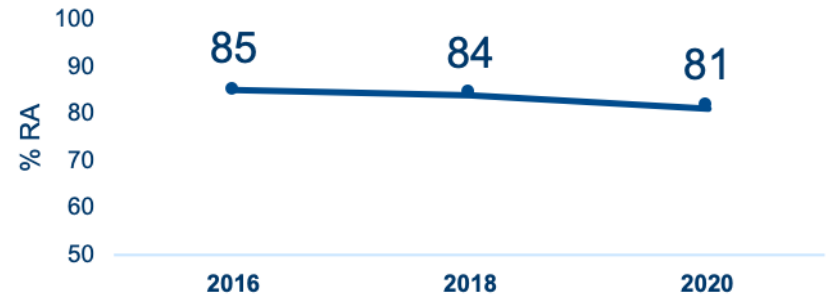
### Managing Student Conduct



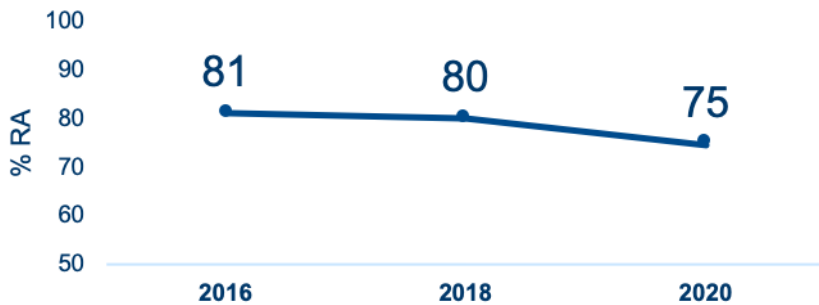
### Teacher Leadership



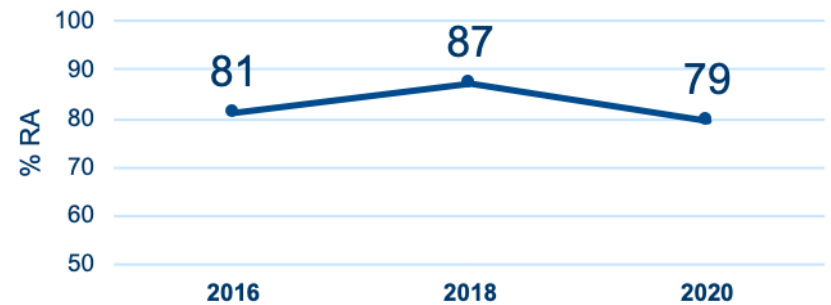
### School Leadership



### Professional Learning Opportunities

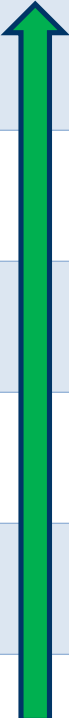


### Instructional Practices and Support



The following table shows items with highest rates of agreement for the principal survey.

| Construct         | Question  | % RA |
|-------------------|---|------|
| School Leadership | <b>Q7.3. The school leadership[1] makes a sustained effort to address teacher concerns about [h. Instructional practices and support]</b> | 98   |
| School Leadership | <b>Q7.3. The school leadership[1] makes a sustained effort to address teacher concerns about [e. Teacher leadership]</b>                  | 98   |
| School Leadership | <b>Q7.3. The school leadership[1] makes a sustained effort to address teacher concerns about [g. Managing student conduct]</b>            | 98   |
| School Leadership | <b>Q7.3. The school leadership[1] makes a sustained effort to address teacher concerns about [a. Leadership issues]</b>                   | 98   |
| School Leadership | <b>Q7.3. The school leadership[1] makes a sustained effort to address teacher concerns about [f. Community support and involvement]</b>   | 97   |
| Community Support | <b>d. Principals are knowledgeable about issues in the community.</b>   | 97   |



The following table shows items with lowest rates of agreement for the principal survey.

| Construct | Question  | % RA |
|-----------|---|------|
| Safety    | <b>Bullying is not a frequent problem in this district. *</b>   | 62.2 |
| Safety    | <b>In this district, students are not bullied about their: [c. Cultural background] *</b>                     | 61.8 |
| Safety    | <b>In this district, students are not bullied about their: [b. Ethnicity] *</b>                               | 60.8 |
| Time      | <b>Principals are provided time for networking and collaboration outside of the district.</b>                 | 60.3 |
| Safety    | <b>In this district, students are not bullied about their: [a. Race] *</b>                                    | 58.9 |
| Safety    | <b>The following types of problems rarely occur at this district [a. Physical conflicts among students] *</b> | 56.8 |
| Safety    | <b>Q15.4 Cyberbullying is not a frequent problem among students in this district. *</b>                       | 42.8 |

Note \* new section of survey

## Overall

Q10.1. Which of the following best describes your immediate professional plans?

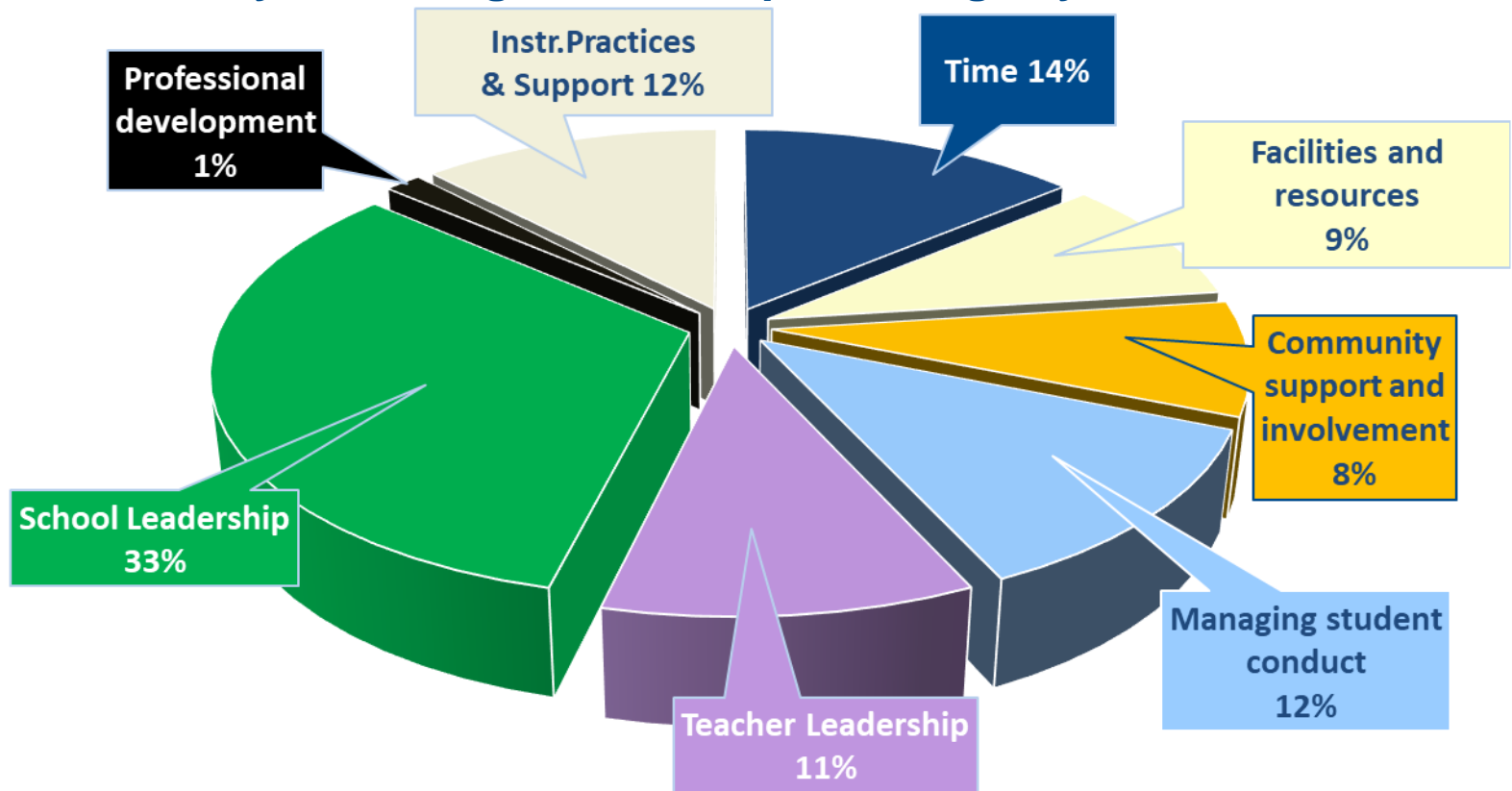
- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue teaching in a state other than North Carolina
- Continue working in education but pursue an administrative position
- Continue working in education but pursue a non-administrative position
- Leave education entirely

State  
n=98345 / dk=0

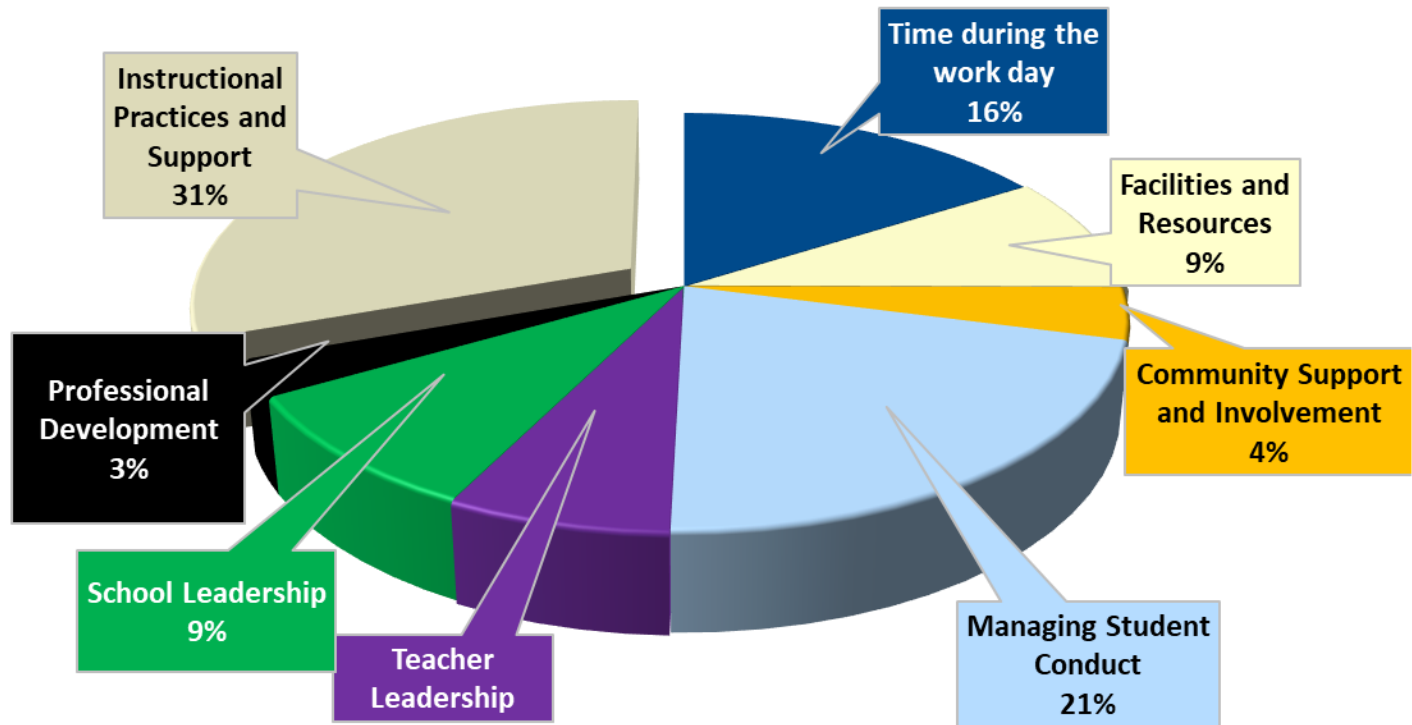


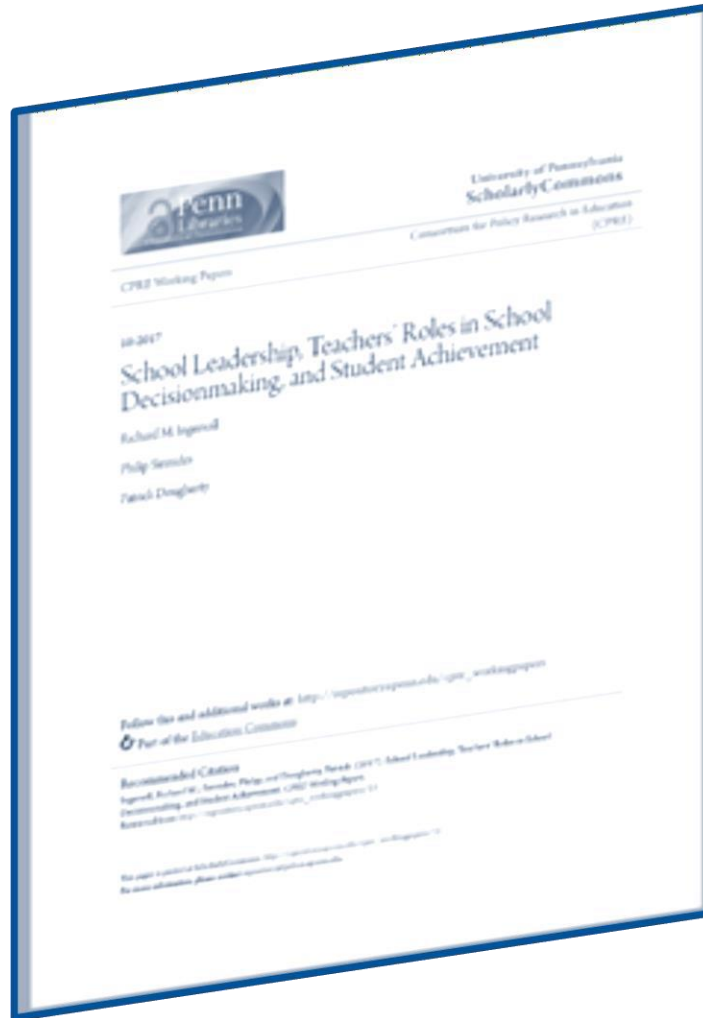
School Leadership remains the predominant reason teachers indicate they wish to remain teaching in their school.

## Q10.3. Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?



## Q10.5. Which aspect of your teaching conditions is most important to you in promoting student learning?





***“For the first time,  
policymakers now have  
research which shows the  
connections of specific  
elements of school and  
teacher decision-making to  
student achievement,  
providing a roadmap for  
improving schools.”***

*Dr. Richard Ingersoll University  
of Pennsylvania  
Consortium for Policy Research  
in Education*

Ingersoll found students in schools with higher levels of school leadership and teacher leadership (as in the NCTWC Survey sections) perform at least 10 percentage points higher in both *mathematics and English language arts* proficiency on their state assessments.\*

**\*After allowing for poverty and other demographic factors.**




## Instructional Leadership Elements Most Tied To Achievement:

1. Holding teachers to high standards
2. Providing an effective school improvement team
3. Fostering a shared vision for the school

## Teacher Decision-Making Elements Most Tied To Achievement:

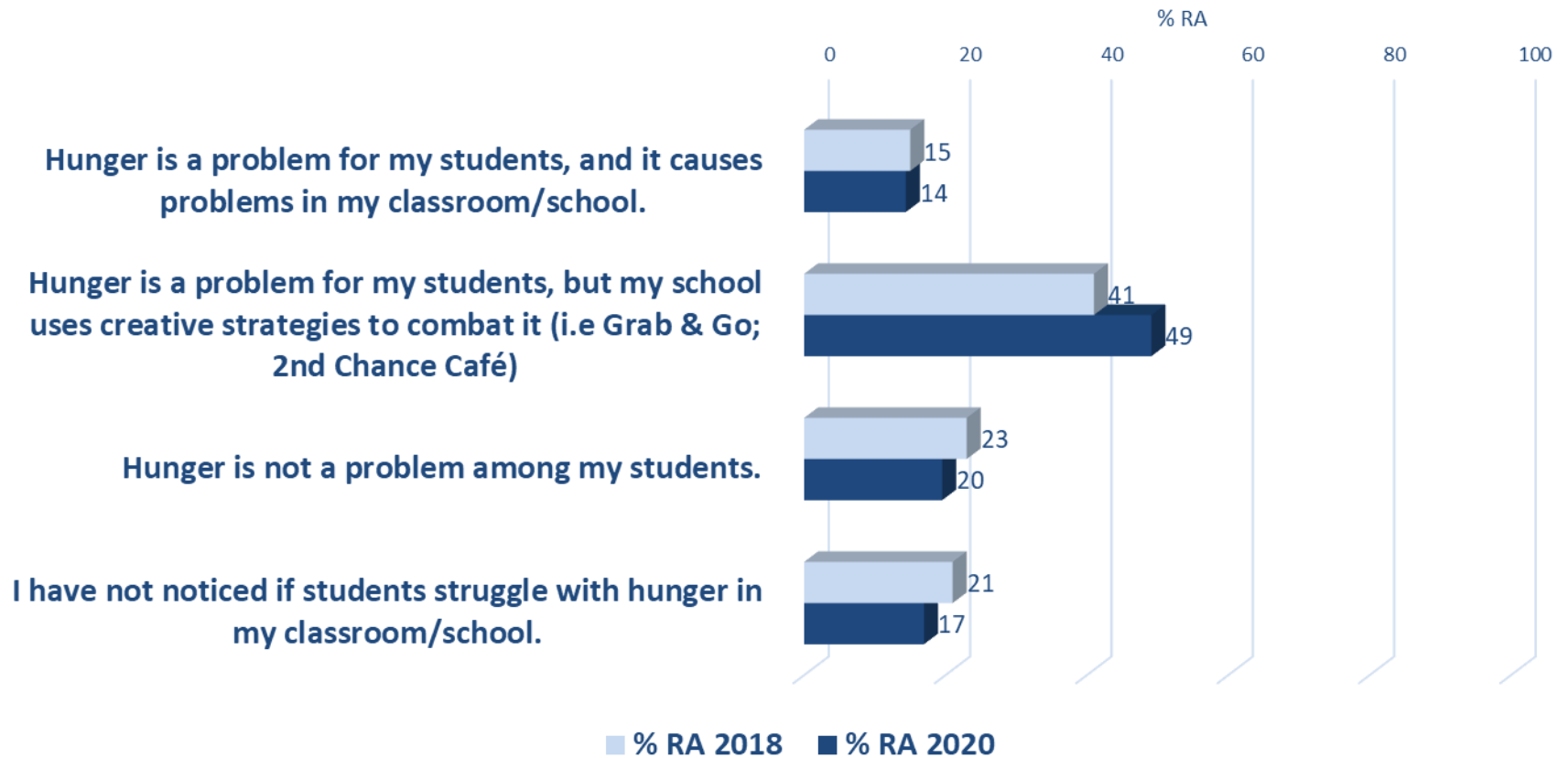
1. Teachers' role in establishing student discipline procedures
2. Teachers' role in school improvement planning



|  |  |                      | SCHOOL LEADERSHIP ITEMS                           |   |  | TEACHER DECISION-MAKING ITEMS  |   |
|---|--|----------------------|---|---|--|--|---|
| North Carolina  | Response Rate<br>% Rounded to<br>nearest whole<br>number | # Total<br>Educators | The faculty and<br>staff have a<br>shared vision. | Teachers are<br>held to high<br>professional<br>standards for<br>delivering<br>instruction. | The school<br>improvement<br>team provides<br>effective<br>leadership at<br>this school. | Roles of<br>teachers in<br>establishing<br>student<br>discipline<br>procedures | Roles of<br>teachers in<br>planning school<br>improvement |
| 2020  | 85   | 121,433              | 83.4  | 92.8  | 84.0   | 57.7   | 76.1  |
| 2018  | 91   | 120,880              | 84.3  | 93.1  | 84.1   | 61.5   | 77.7  |

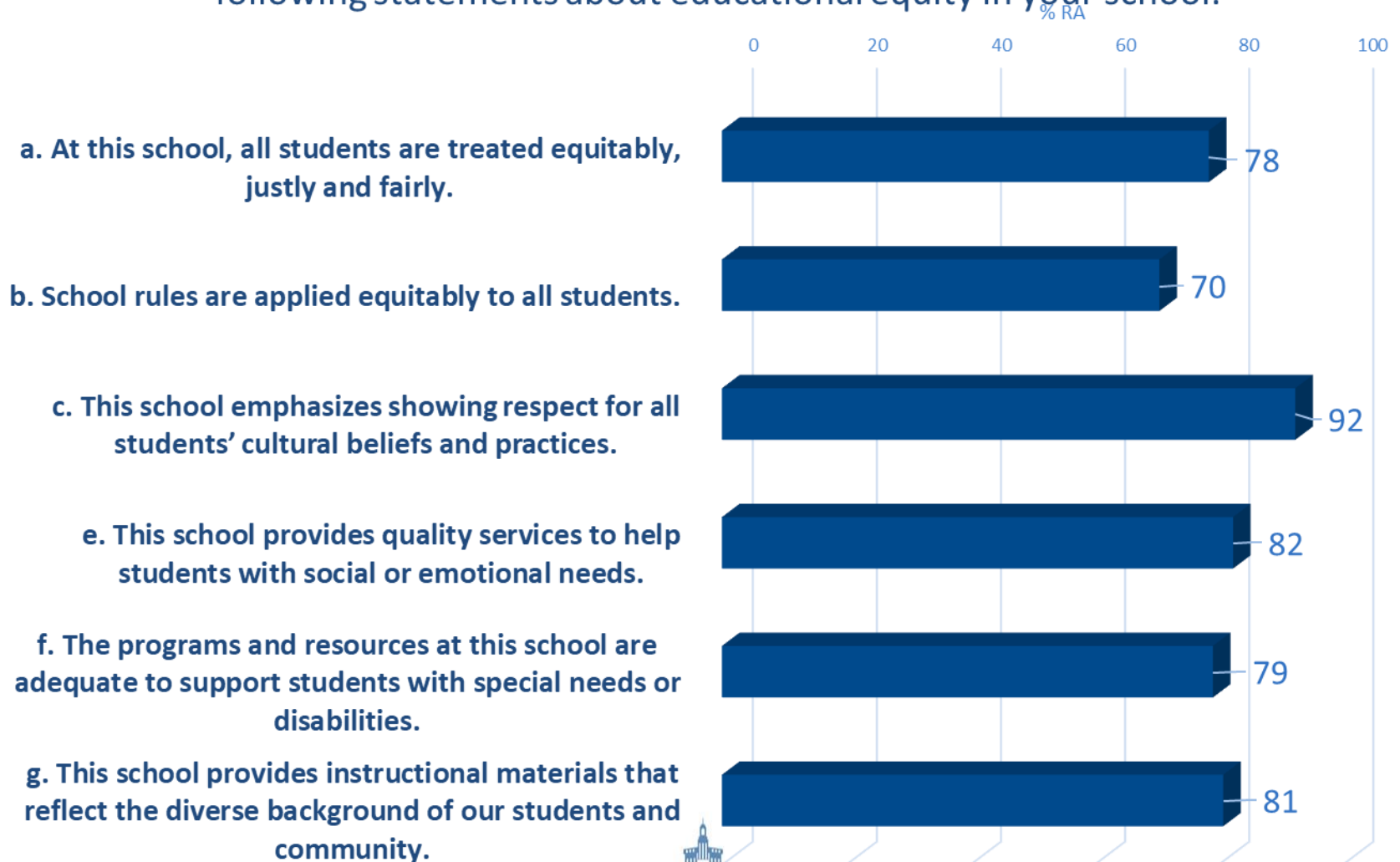
\* NC Reports: Please refer to the “*Connections to Student Achievement and Teacher Retention*” report and the “*Toolkits for District and School Leaders*” at ASQNC.com for specific information related to this topic.

Q3.3. Which of the following statements best describes students' relationship with hunger in your school?(select one)



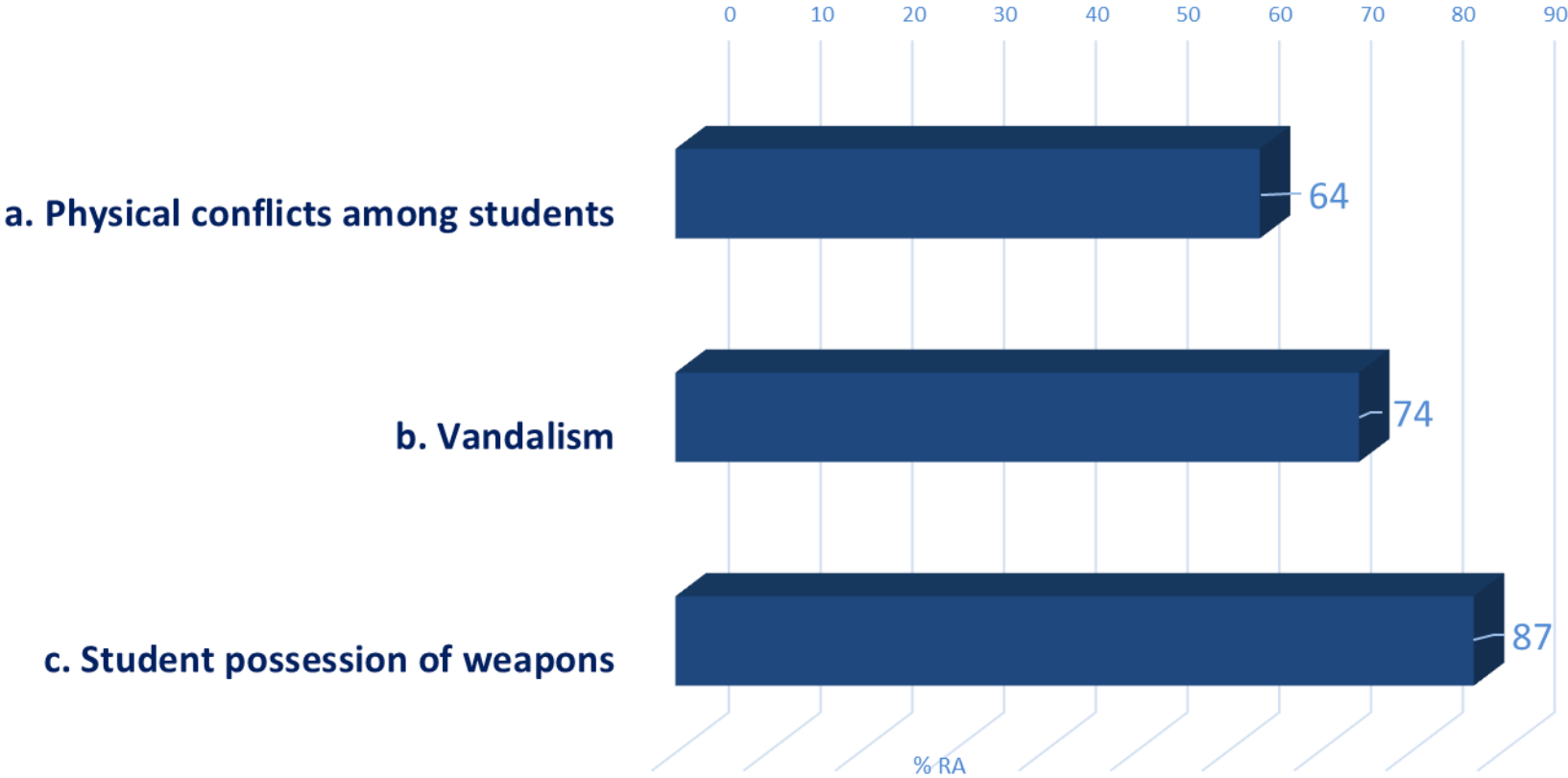
# Equity Questions (New for 2020)

Q13. Please rate how strongly you agree or disagree with the following statements about educational equity in your school.

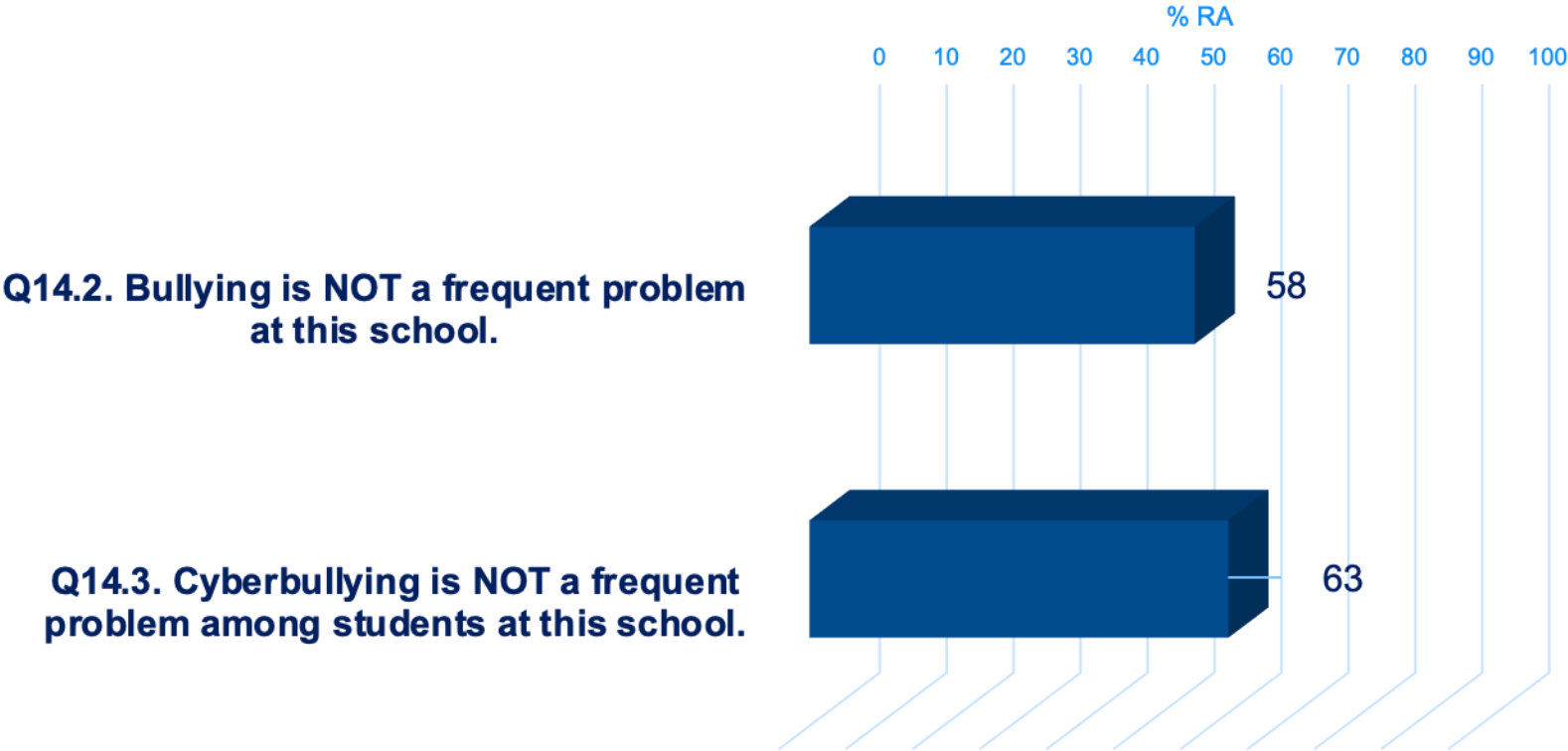


# School Safety (New for 2020)

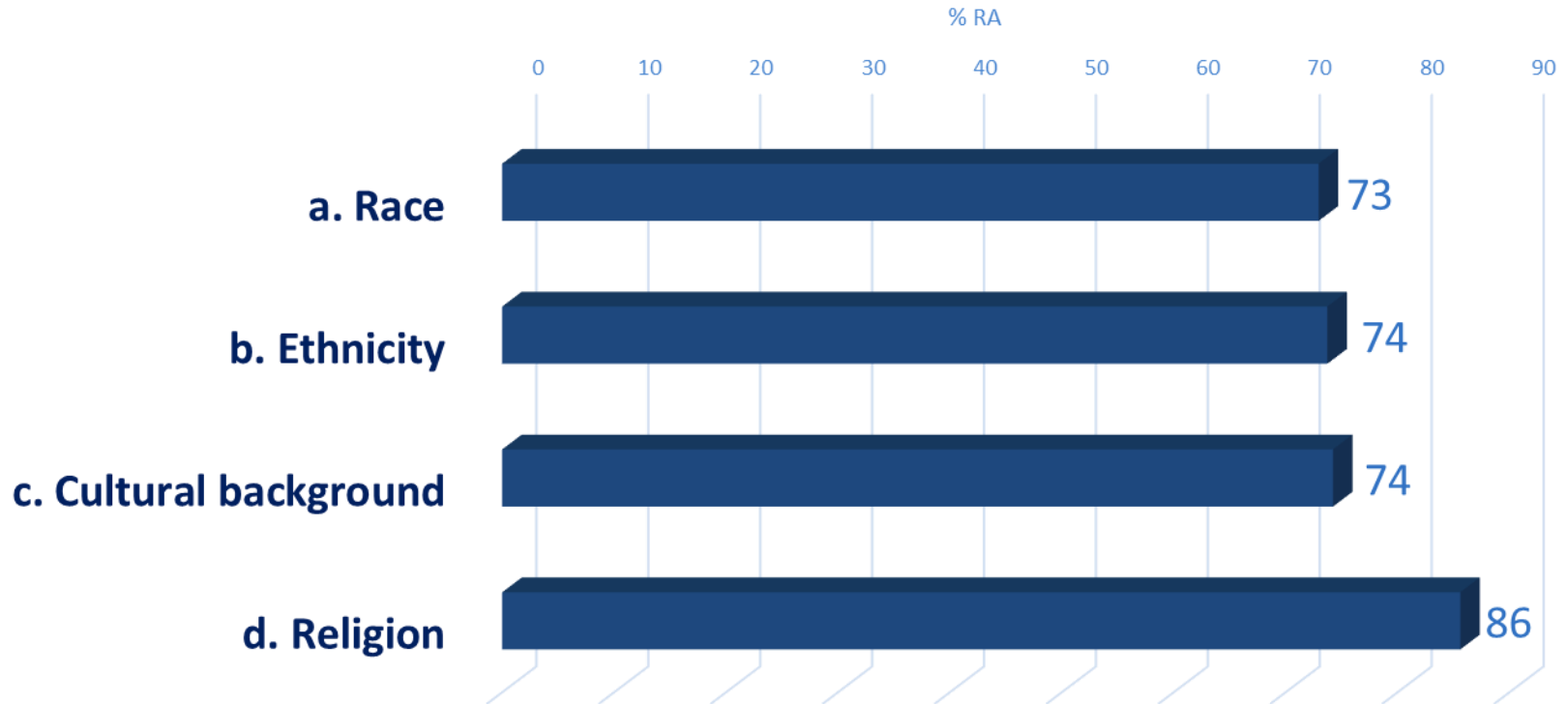
Q 14.1 The following types of problems **RARELY** occur at this school:



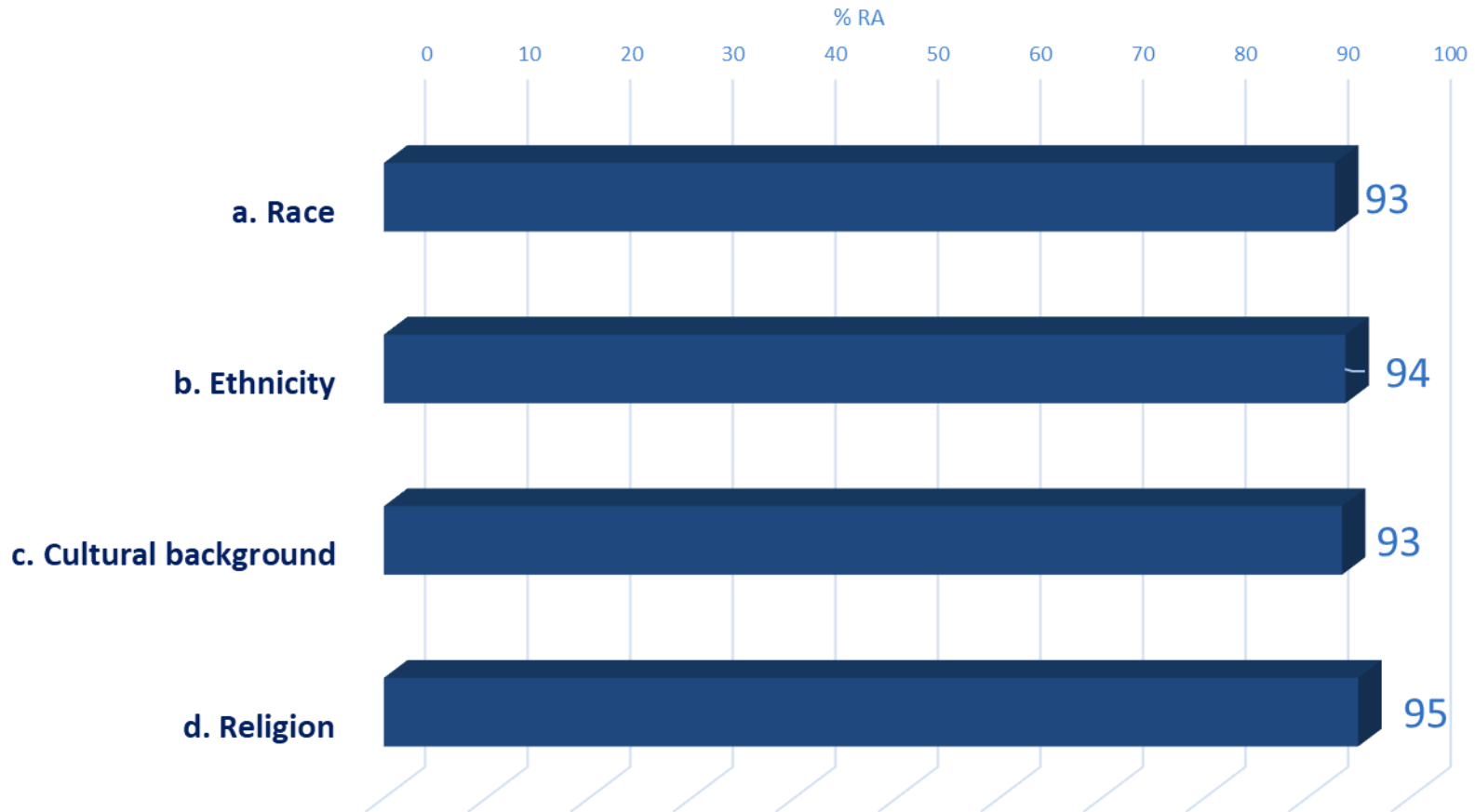
## Bullying



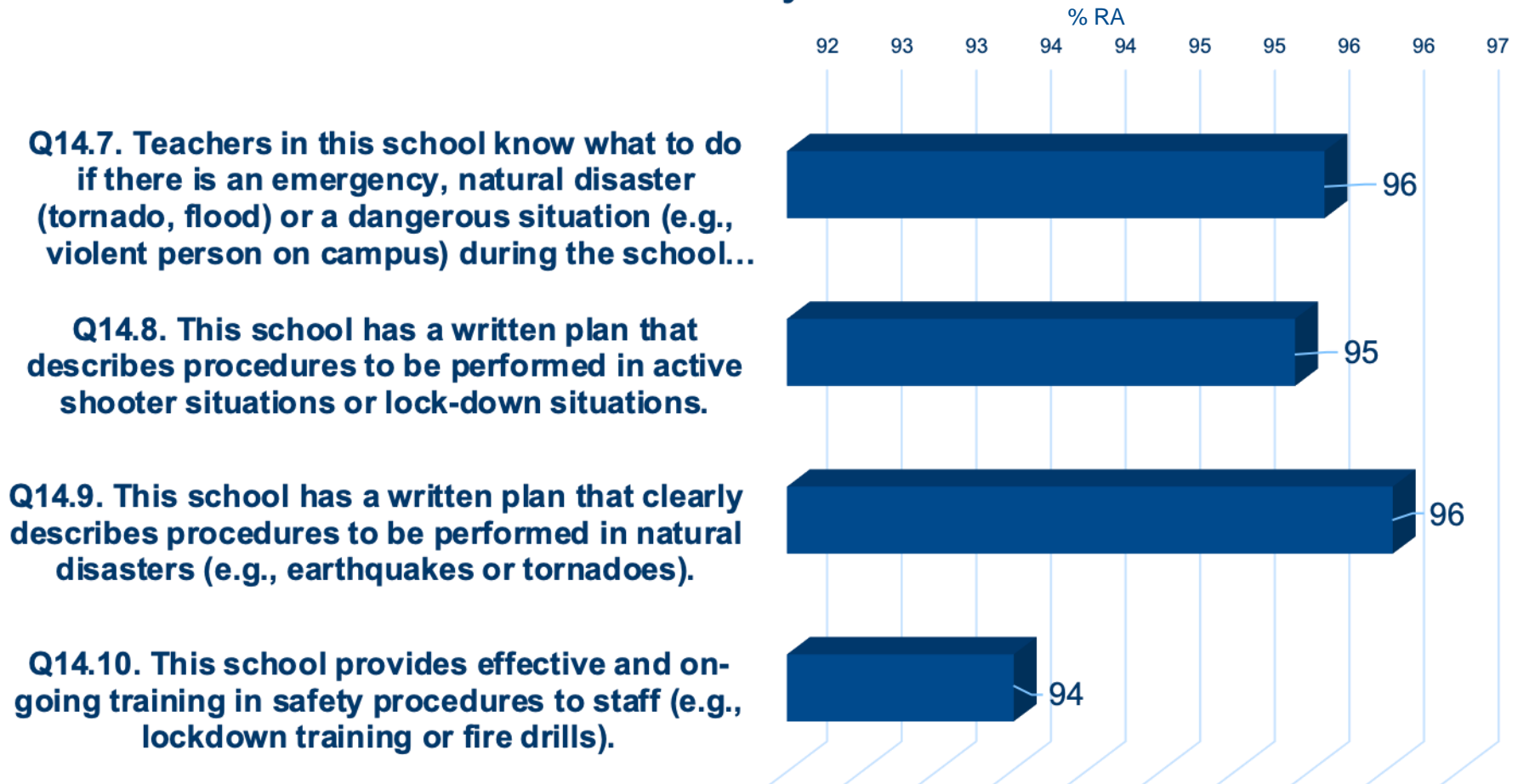
Q 14.4. At this school, students are NOT bullied about their:



Q 14.5. At this school, staff are NOT bullied about their:



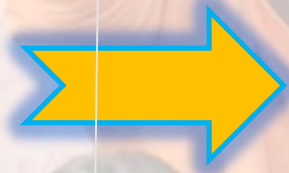
## General Safety Procedures



1 General Information

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Highlights

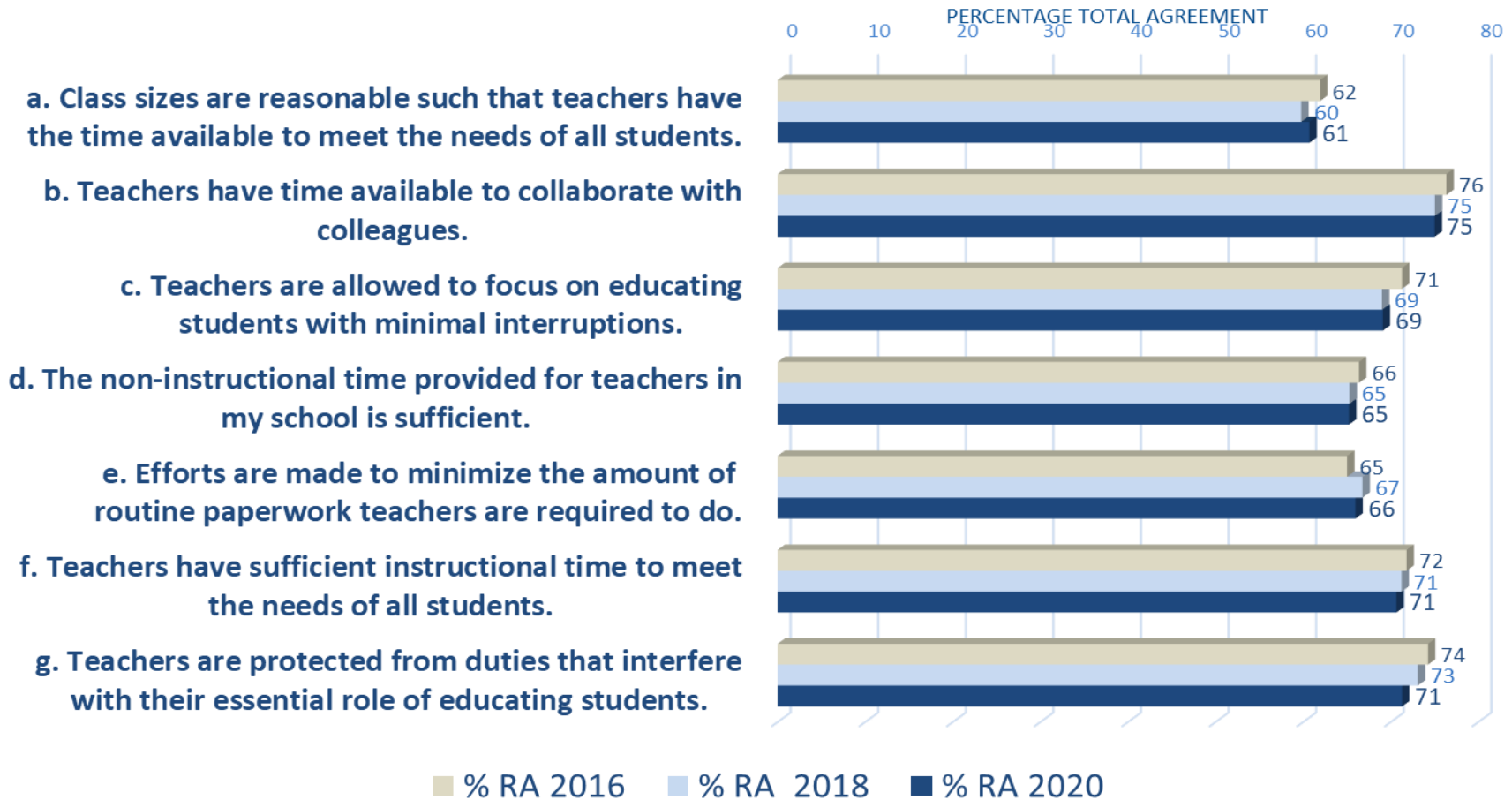
Survey Construct Items Details (Appendix)

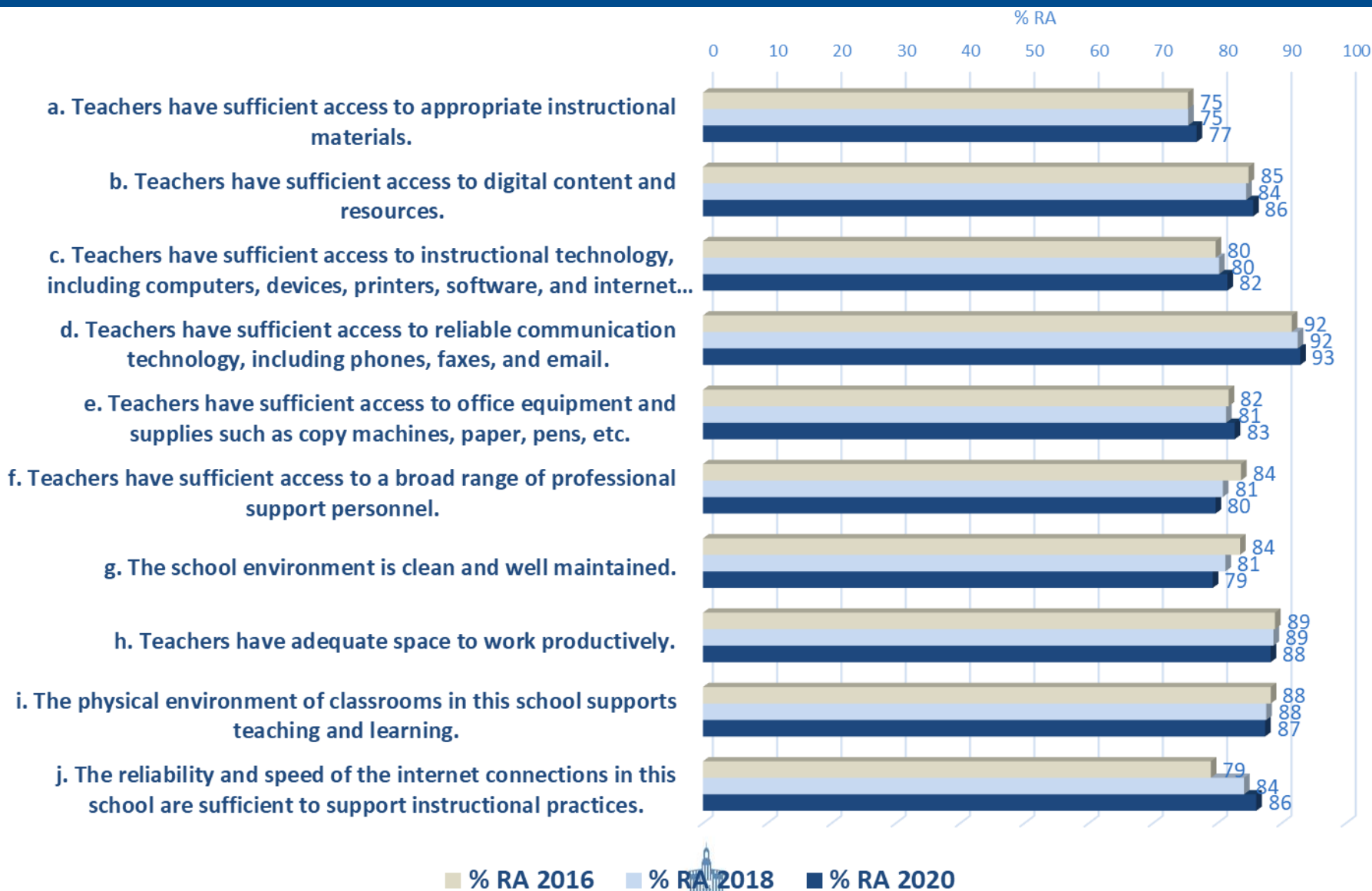
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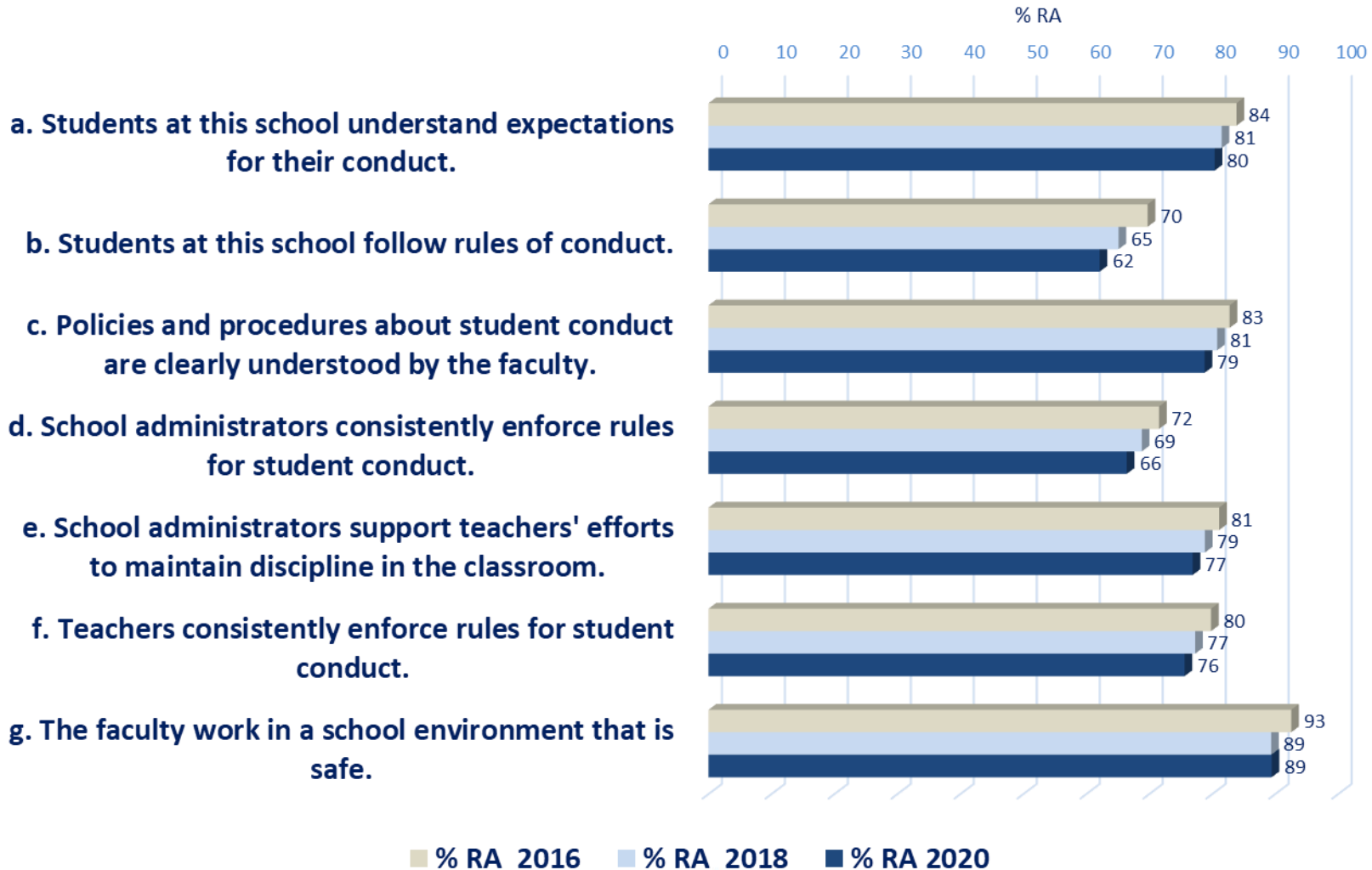
Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

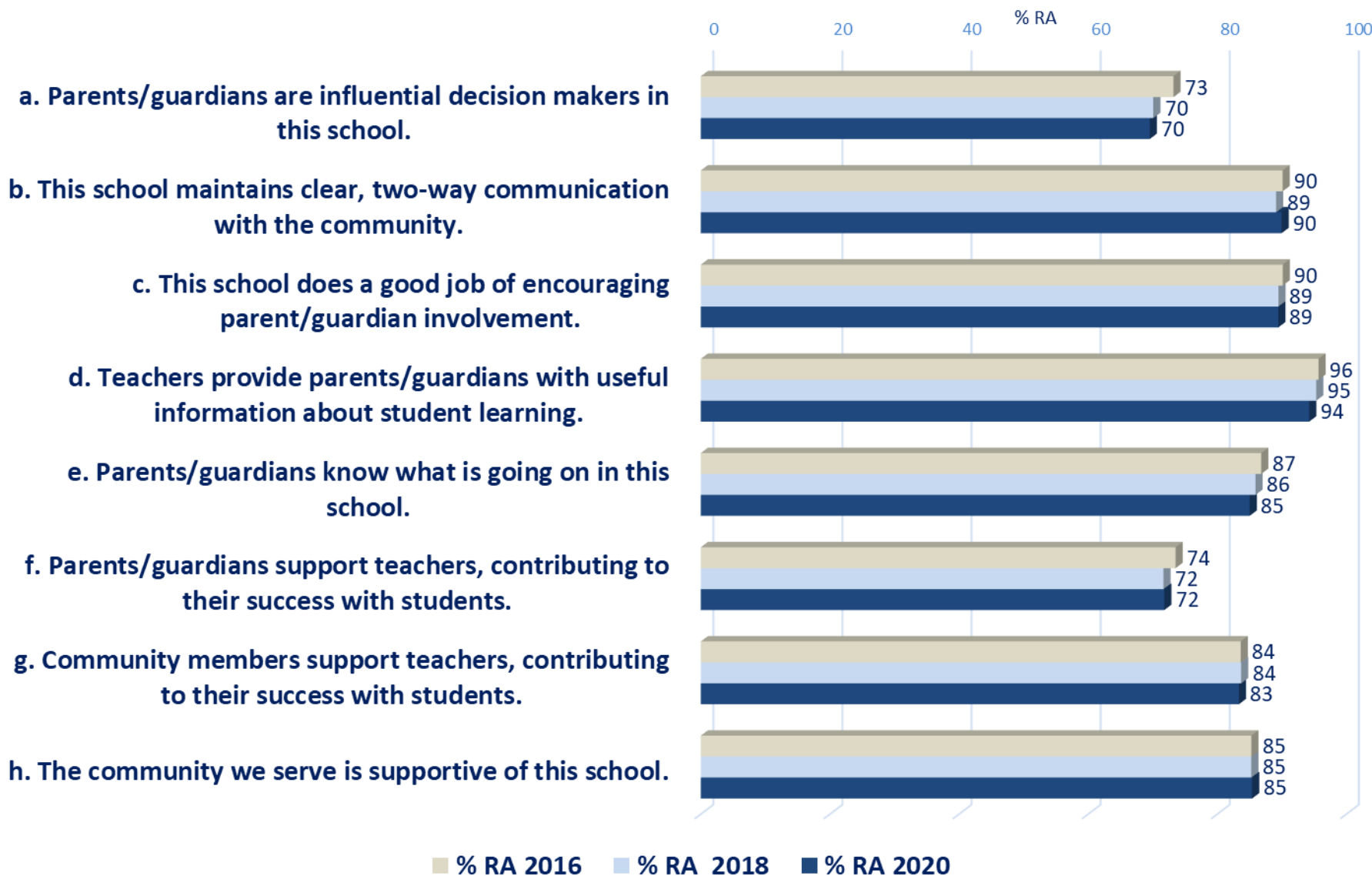




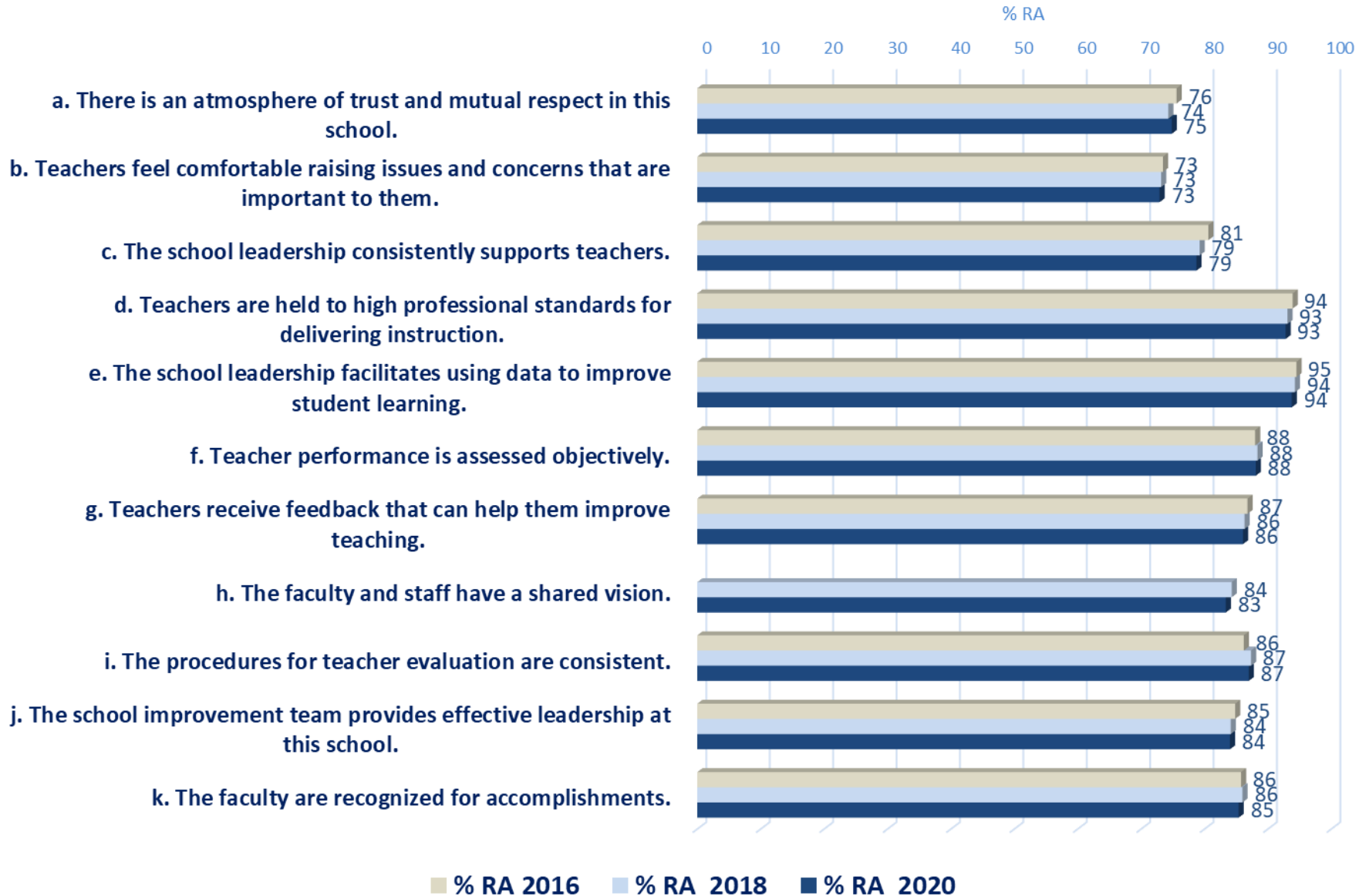


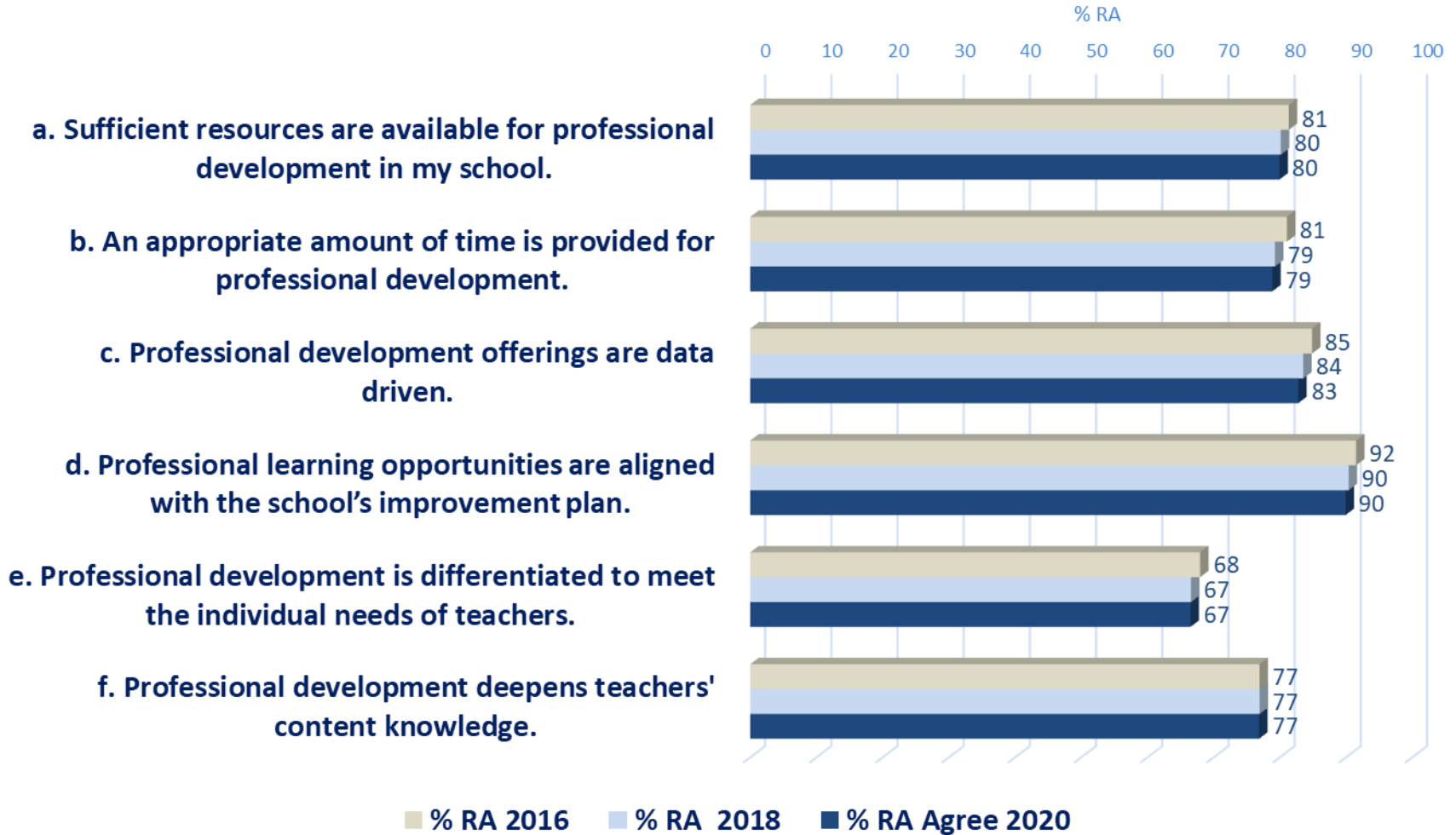
# Managing Student Conduct

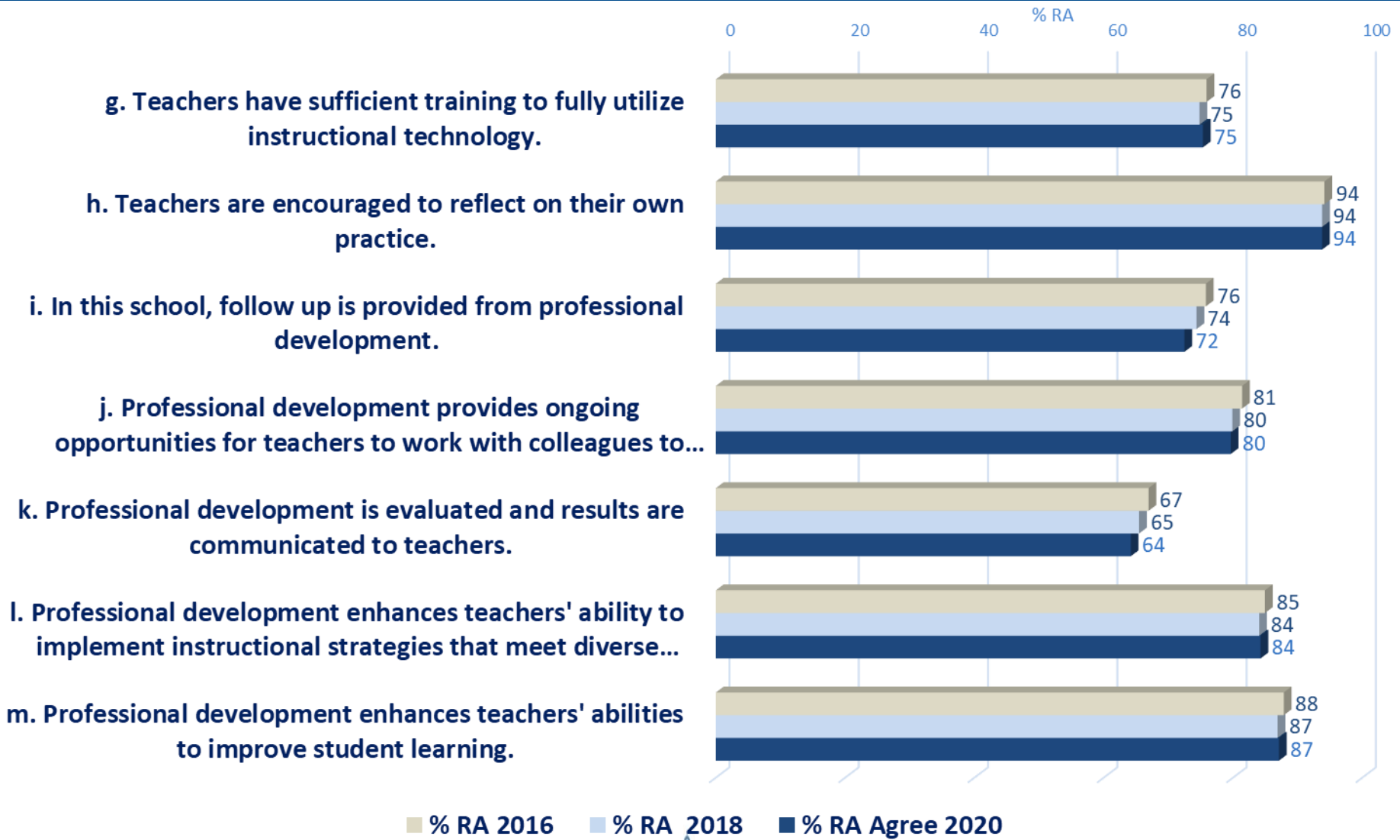






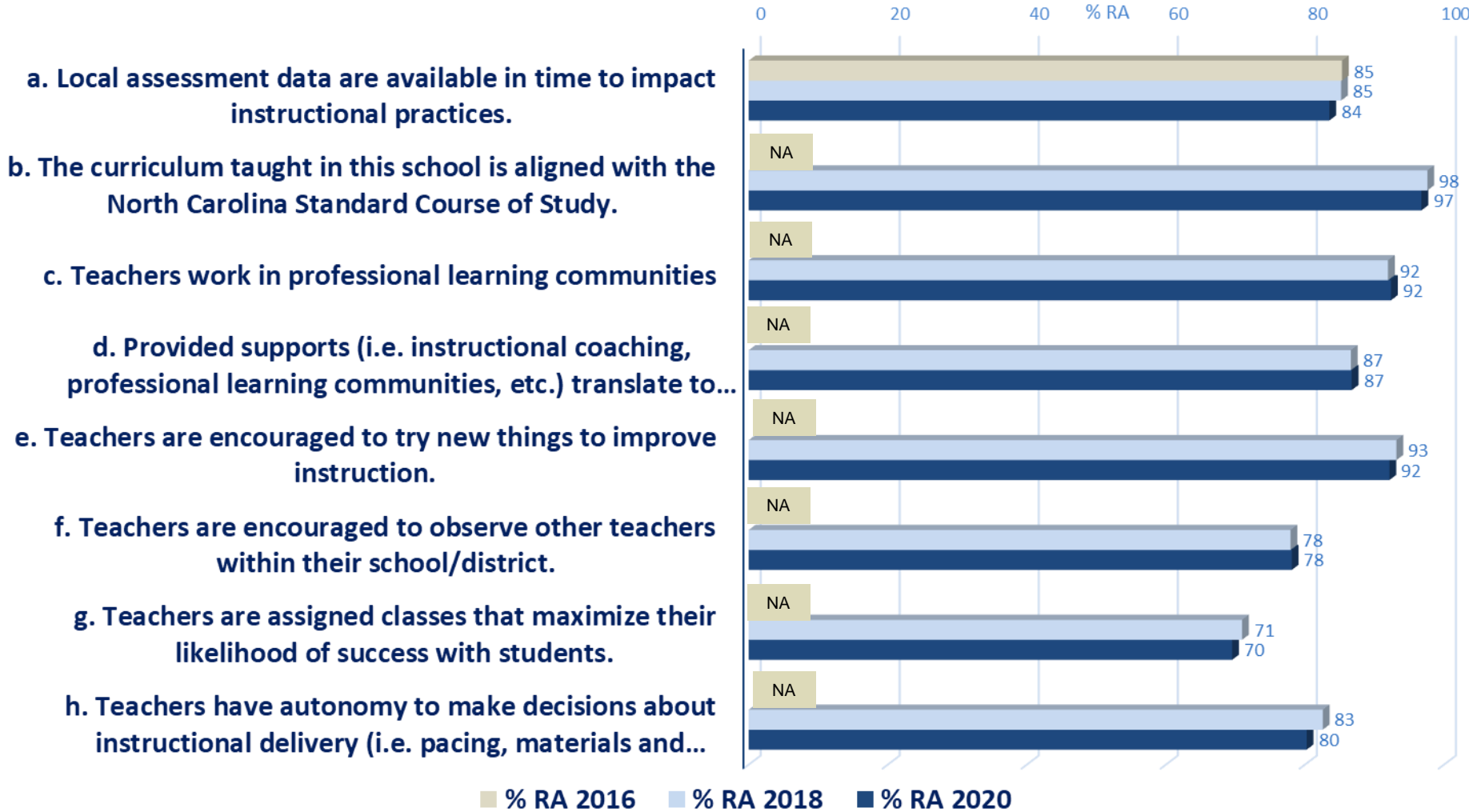




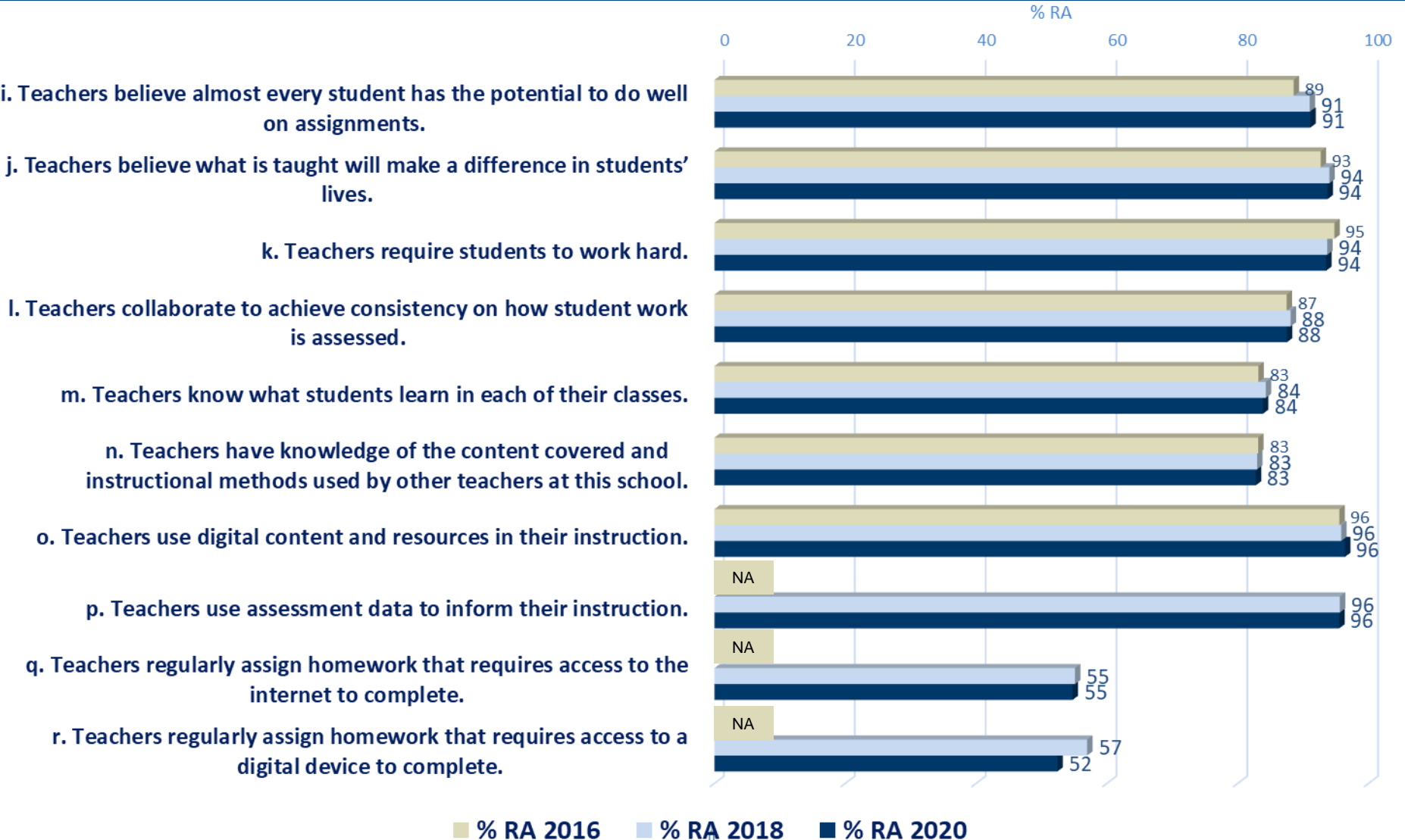


■ % RA 2016   ■ % RA 2018   ■ % RA Agree 2020

# Instructional Practices and Support

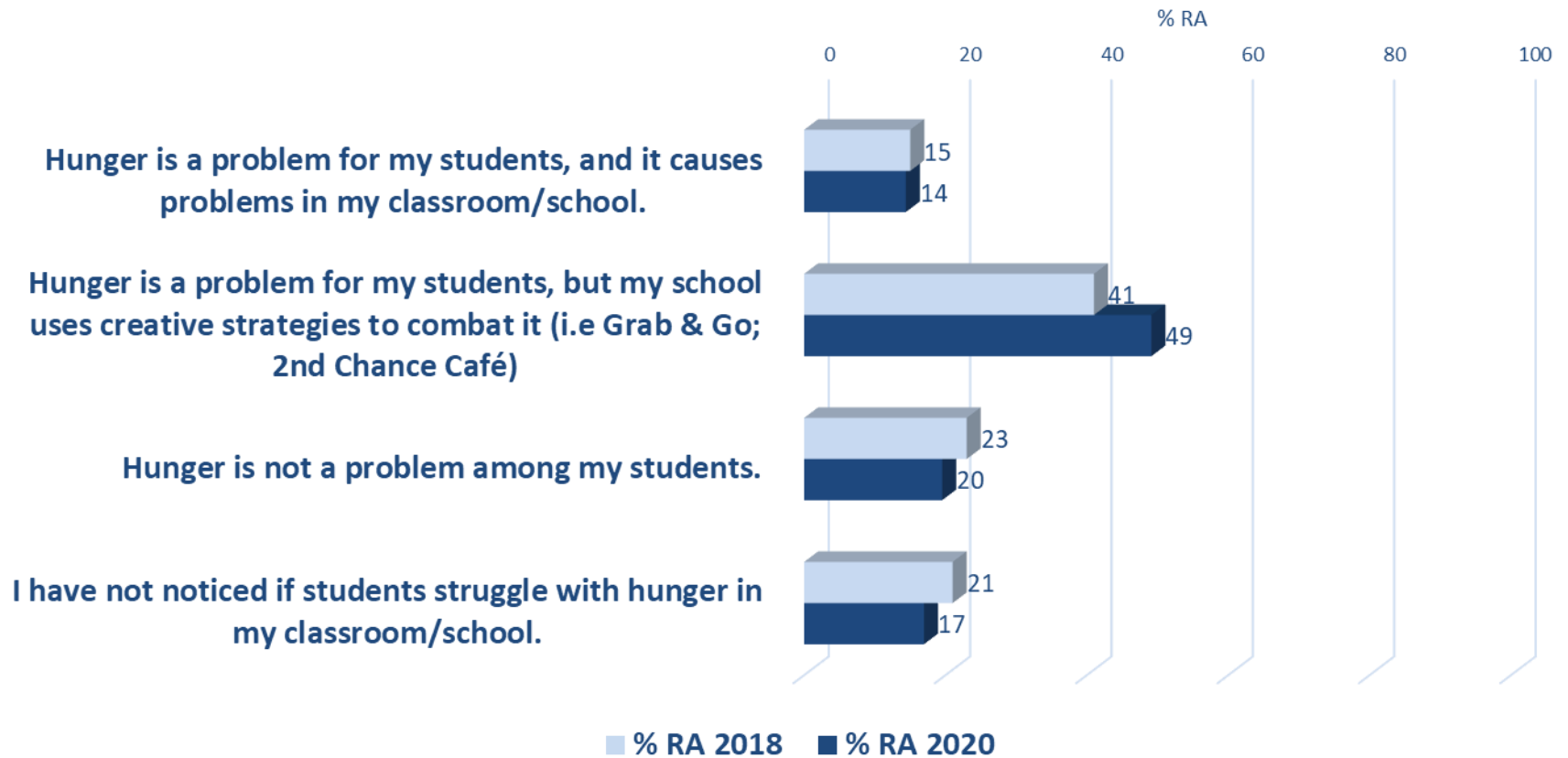


# Instructional Practices and Support



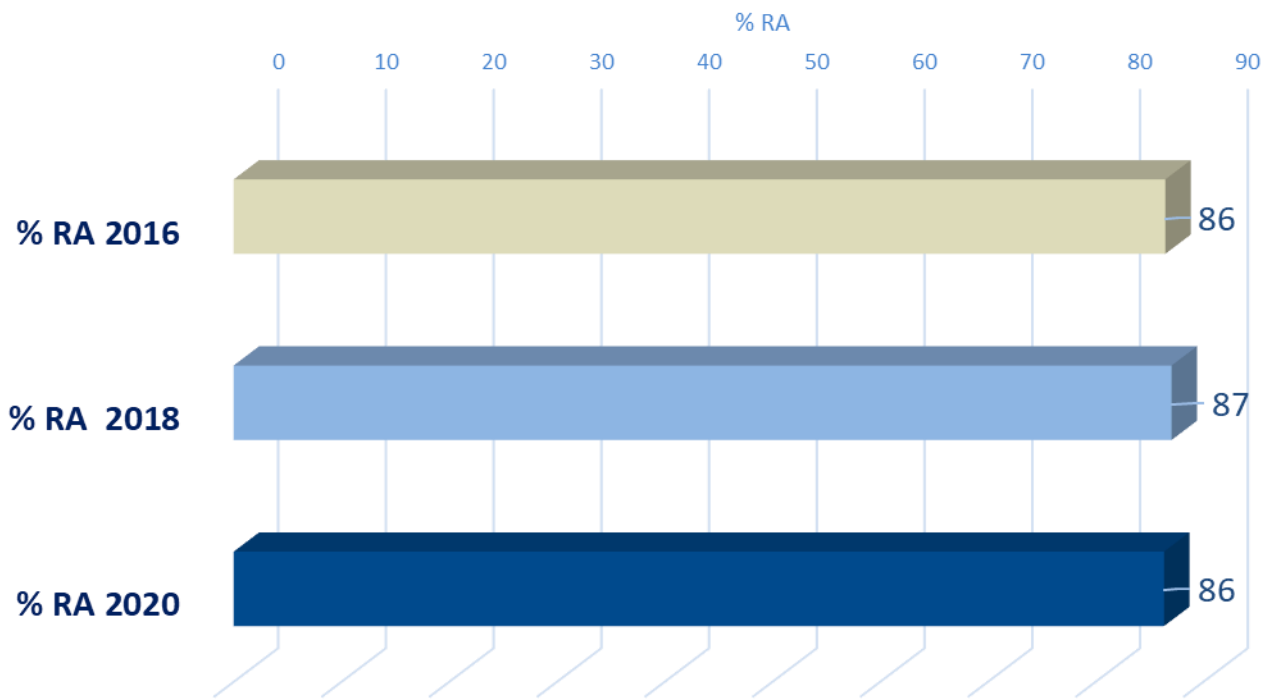
■ % RA 2016   ■ % RA 2018   ■ % RA 2020

Q3.3. Which of the following statements best describes students' relationship with hunger in your school?(select one)

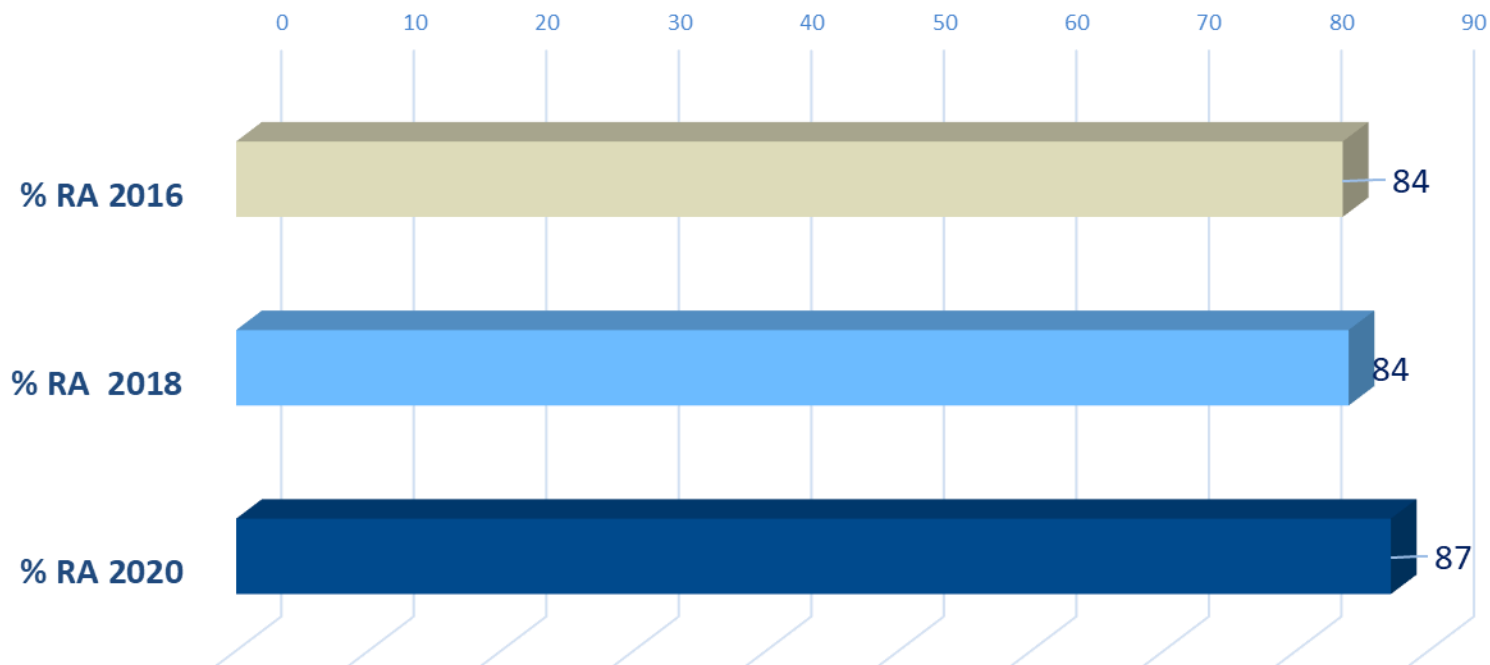


# Overall

Q10.6. Overall, my school is a good place to work and learn.



Q10.7. In this school, we use the results of the North Carolina Teacher Working Conditions Survey for school improvement planning.



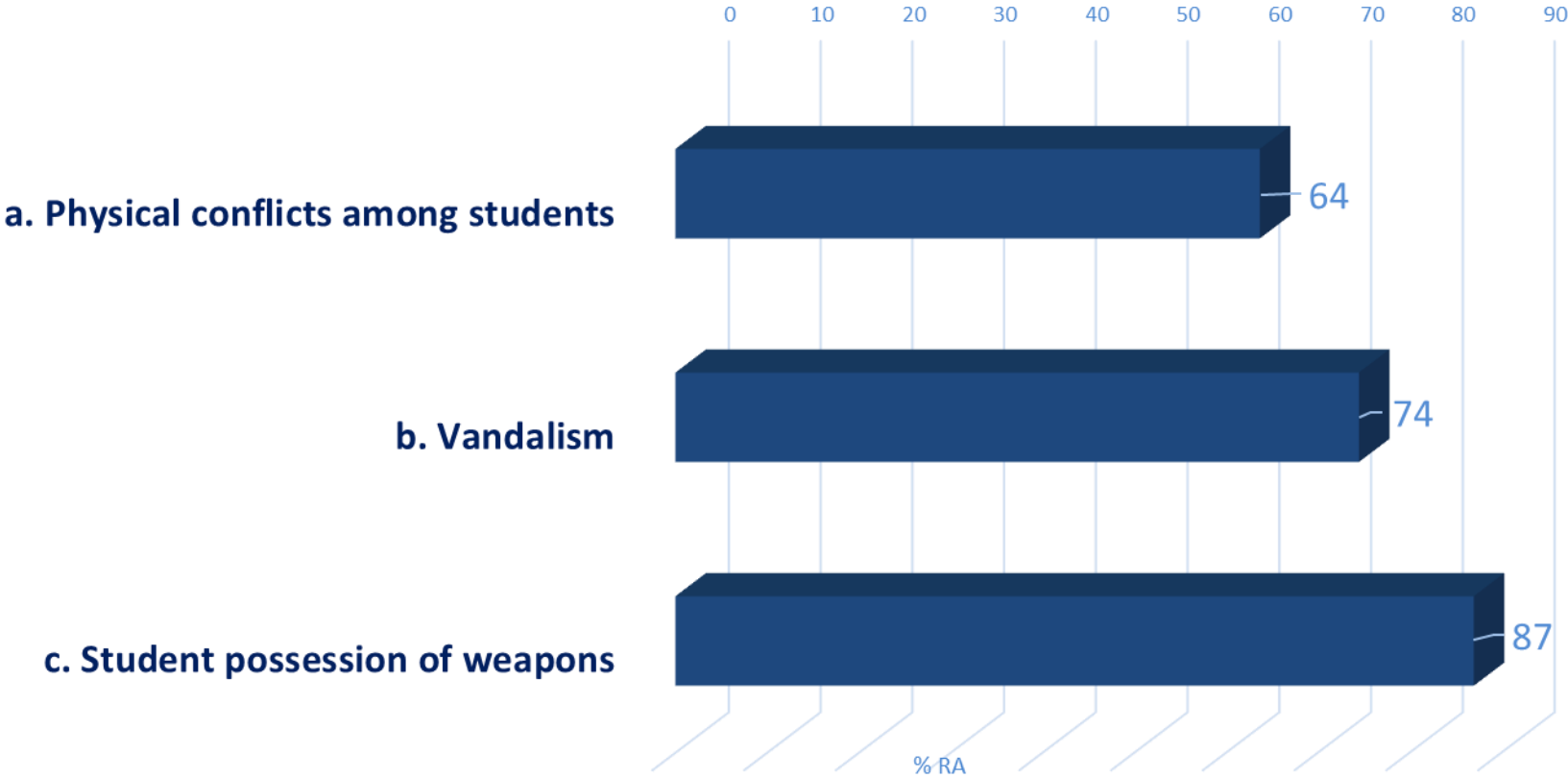
# Equity Questions (New for 2020)

Q13. Please rate how strongly you agree or disagree with the following statements about educational equity in your school.

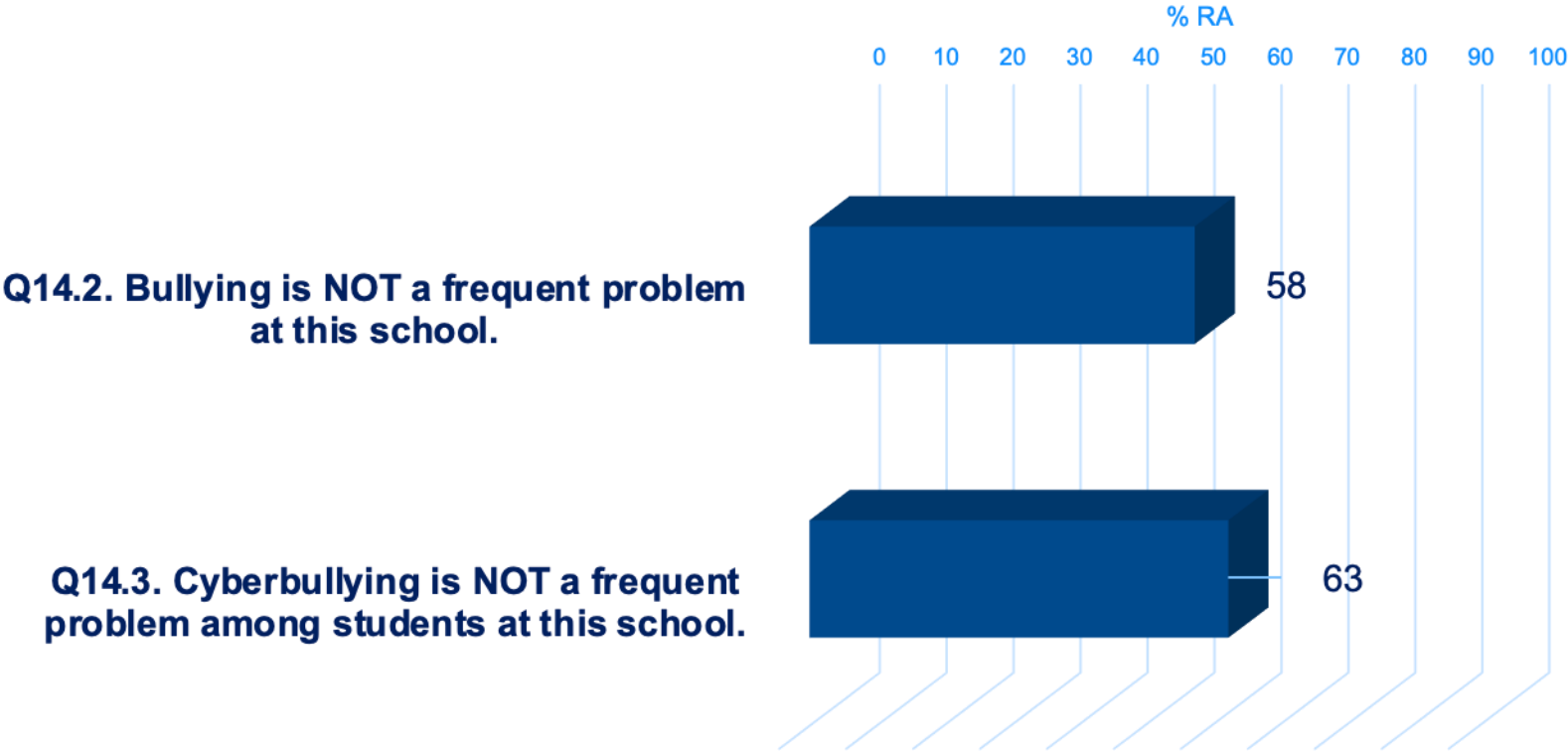


# School Safety (New for 2020)

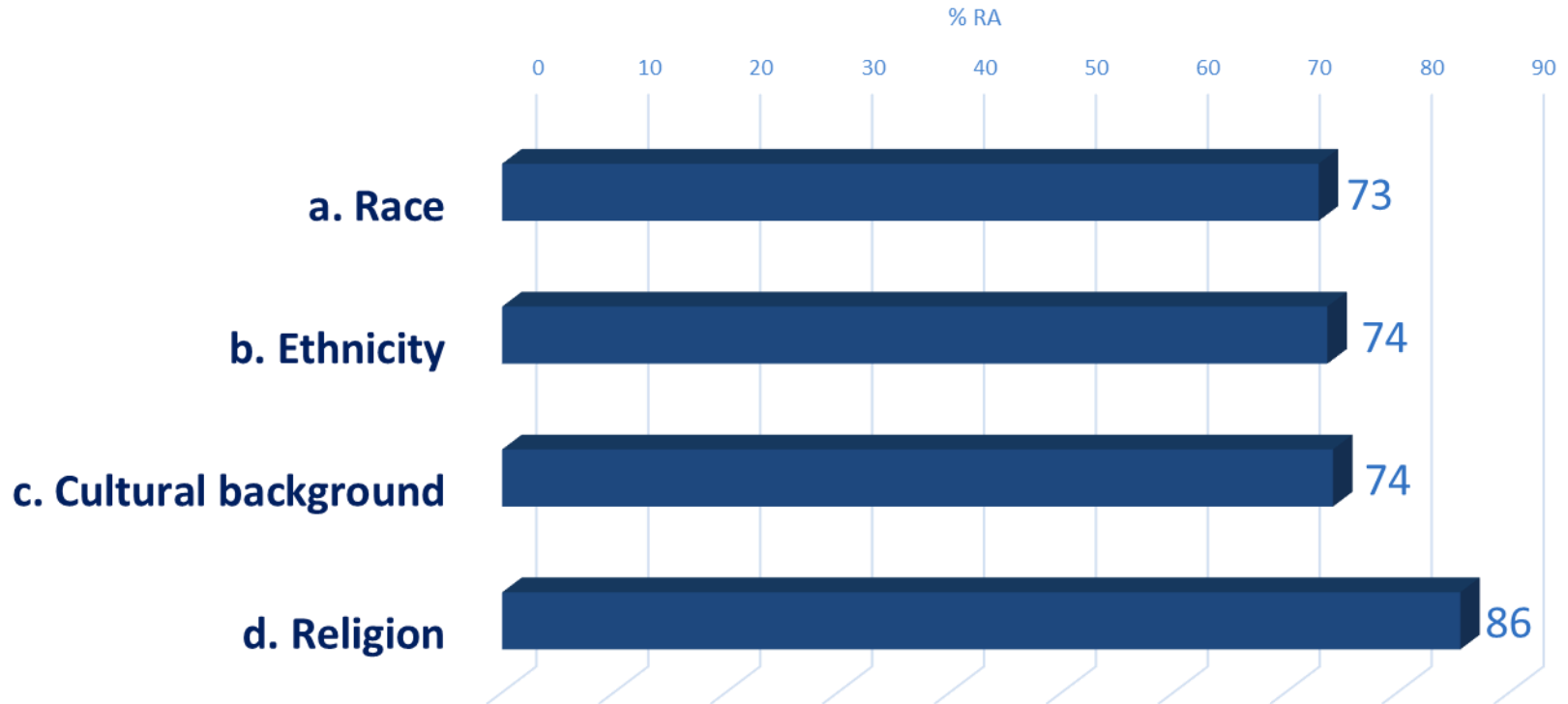
Q 14.1 The following types of problems **RARELY** occur at this school:



## Bullying

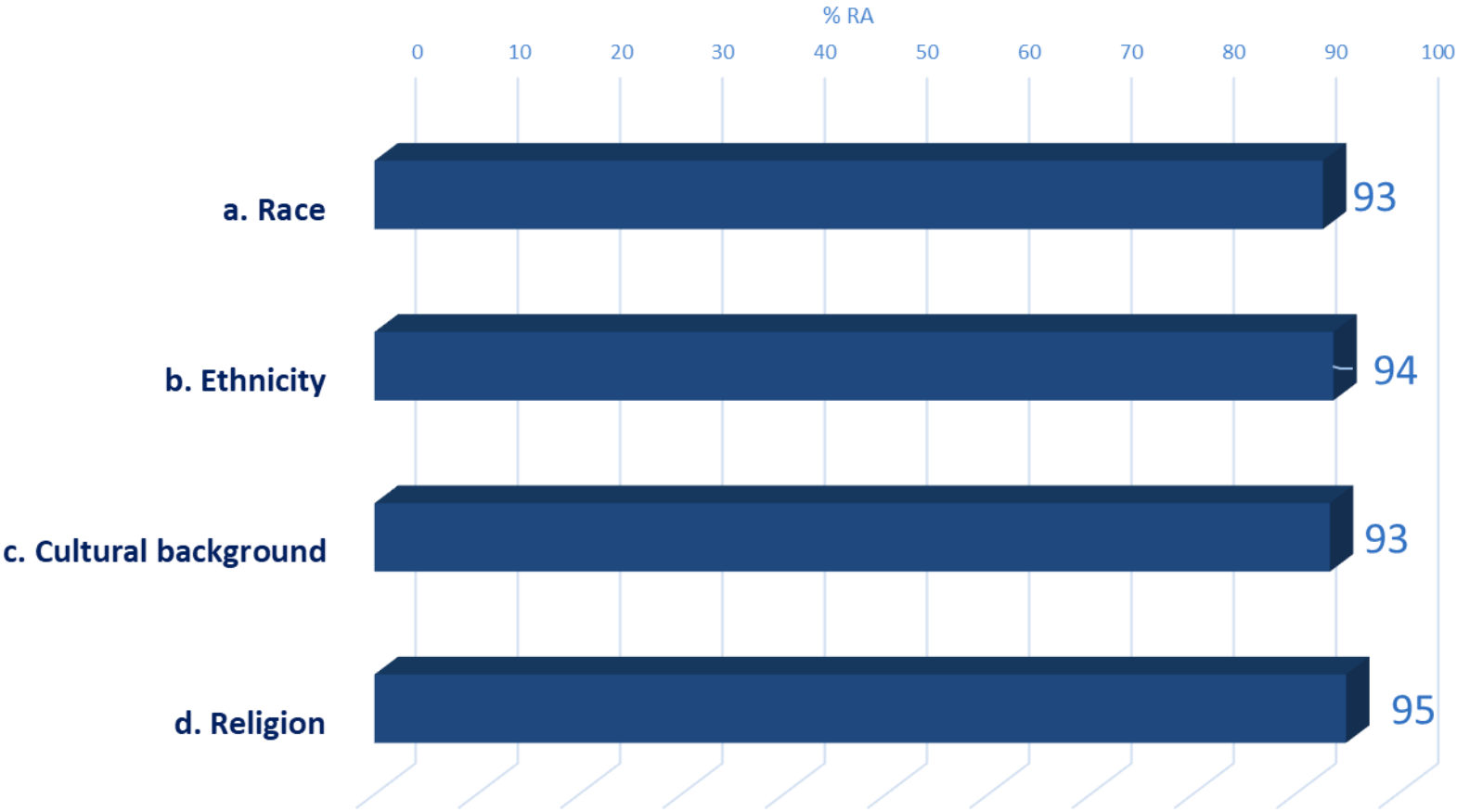


Q 14.4. At this school, students are NOT bullied about their:

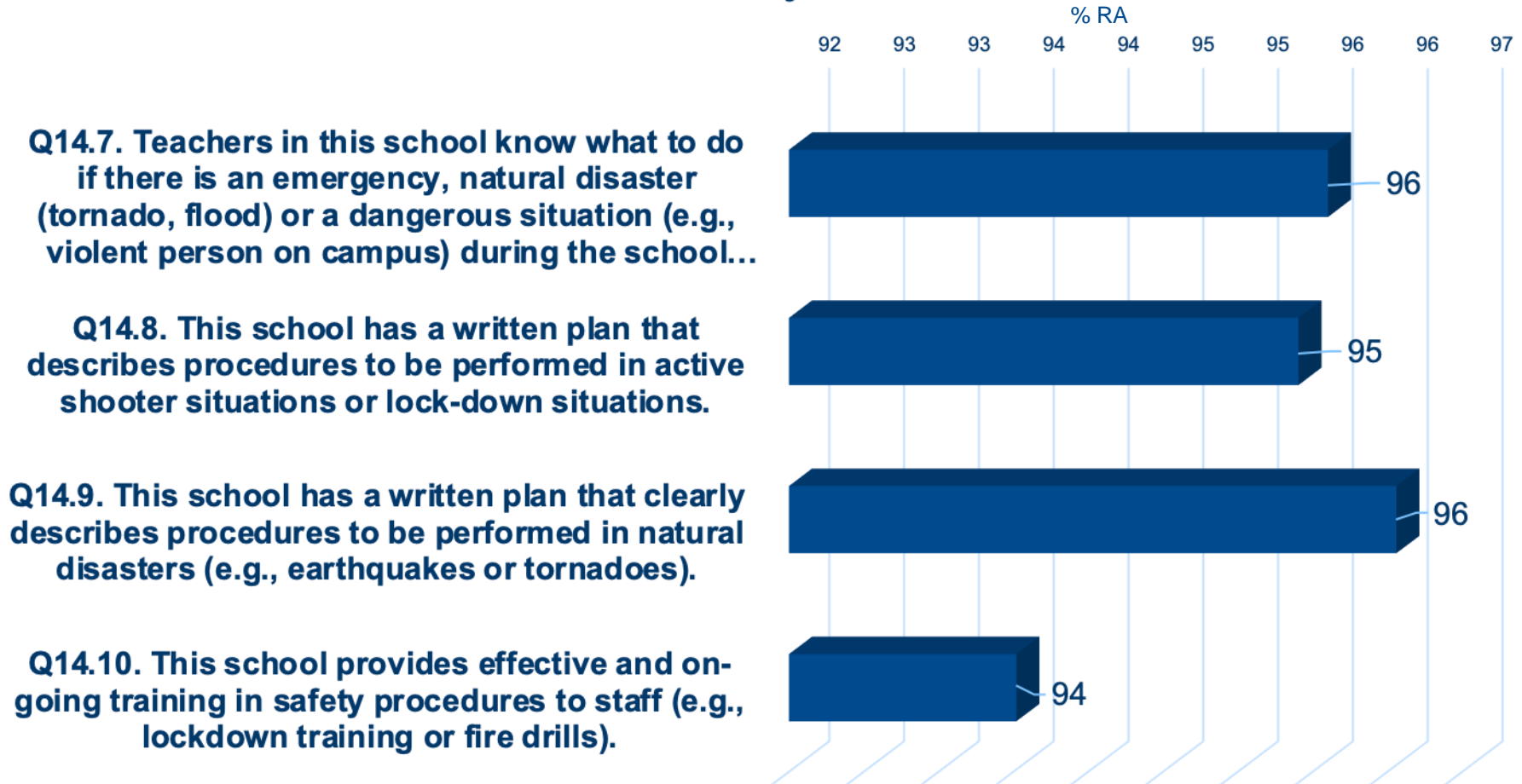


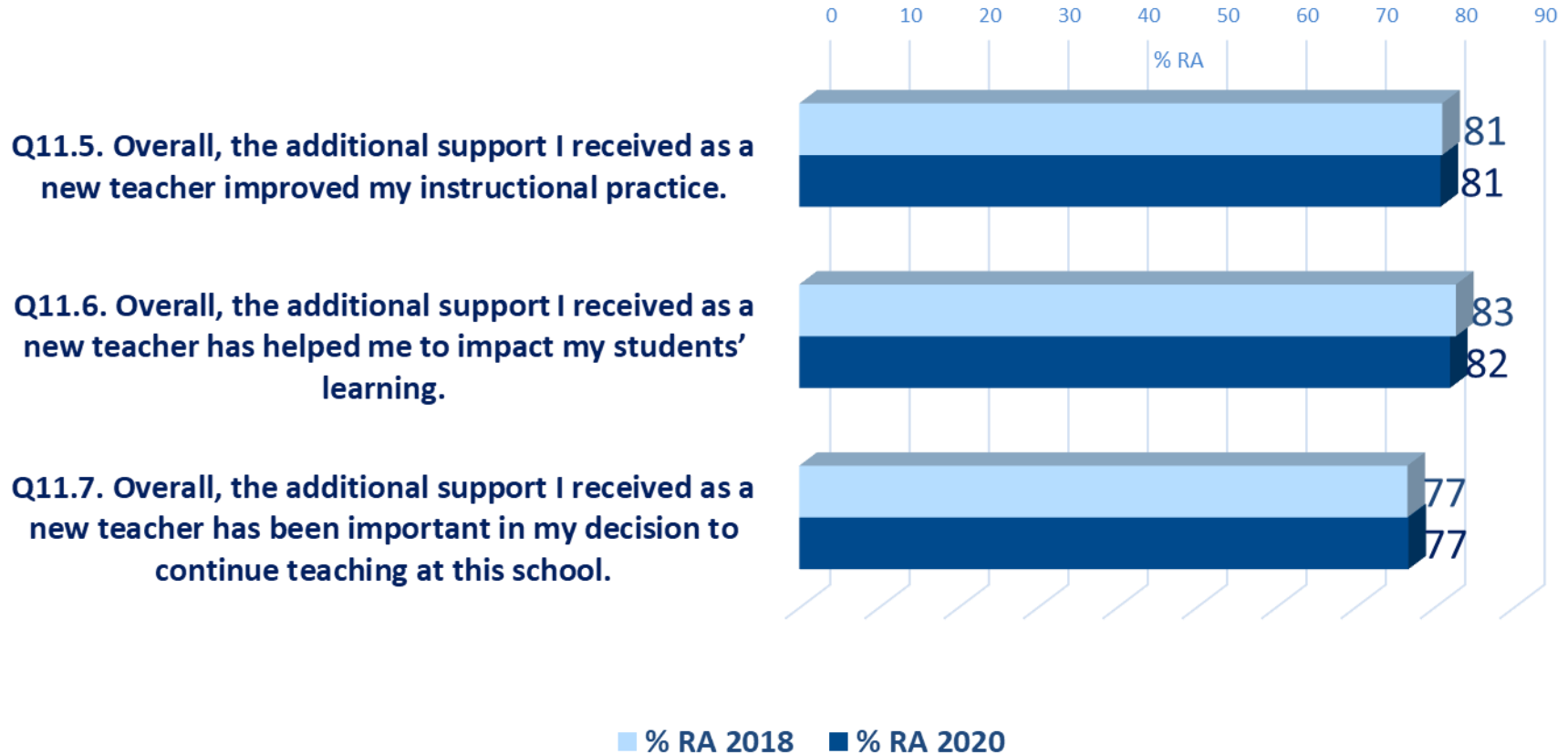
# School Safety (New for 2020)

Q 14.5. At this school, staff are NOT bullied about their:

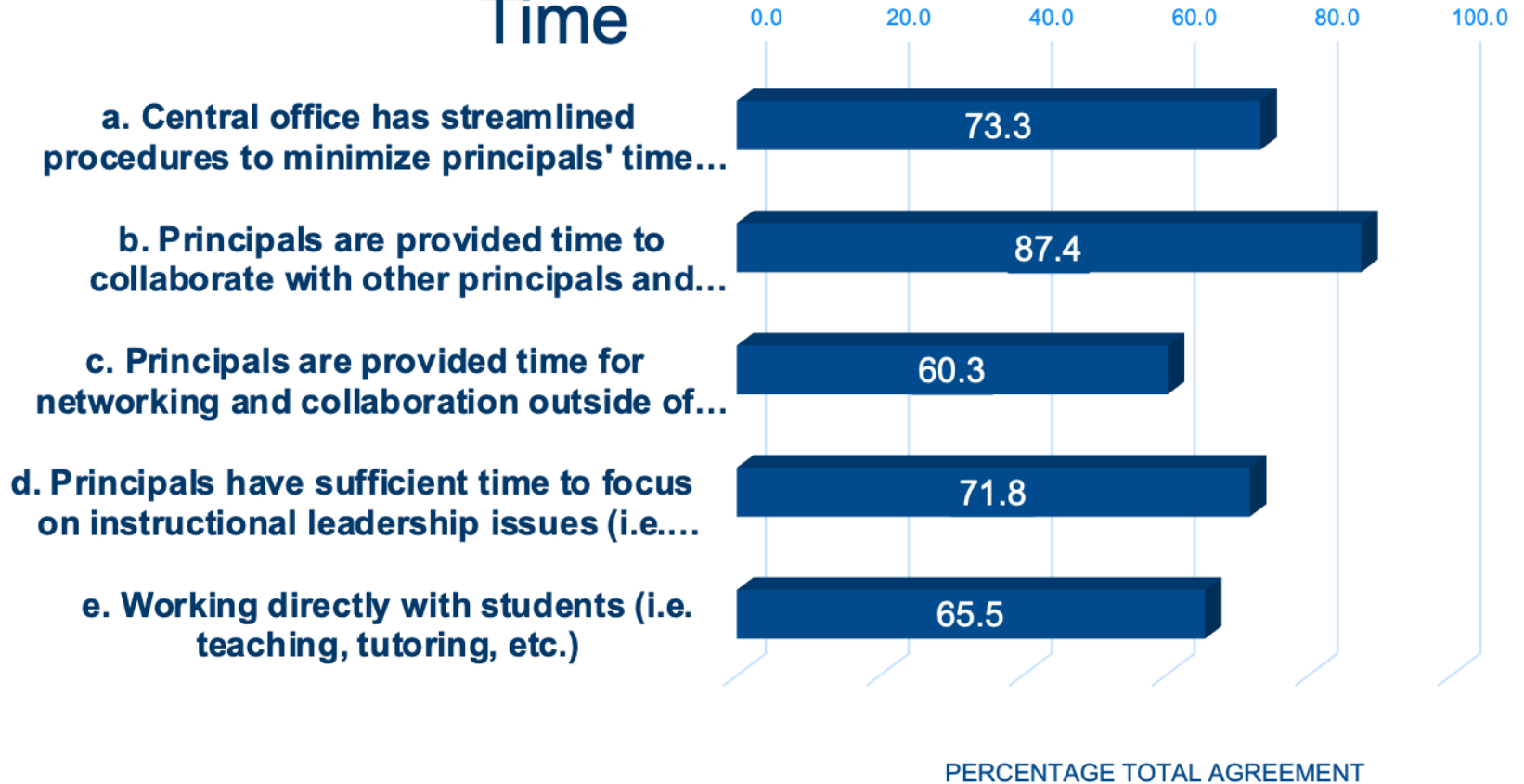


## General Safety Procedures

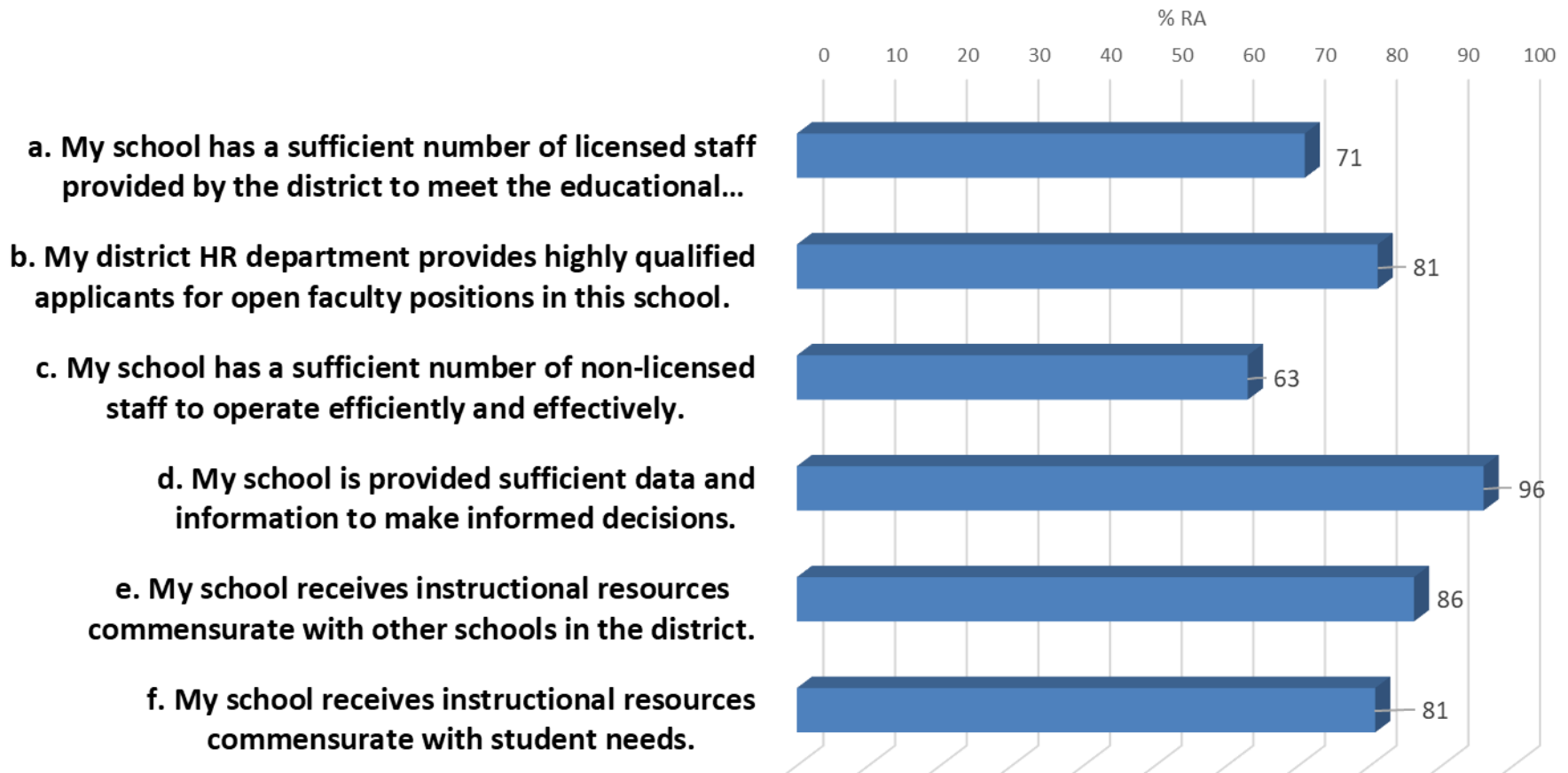




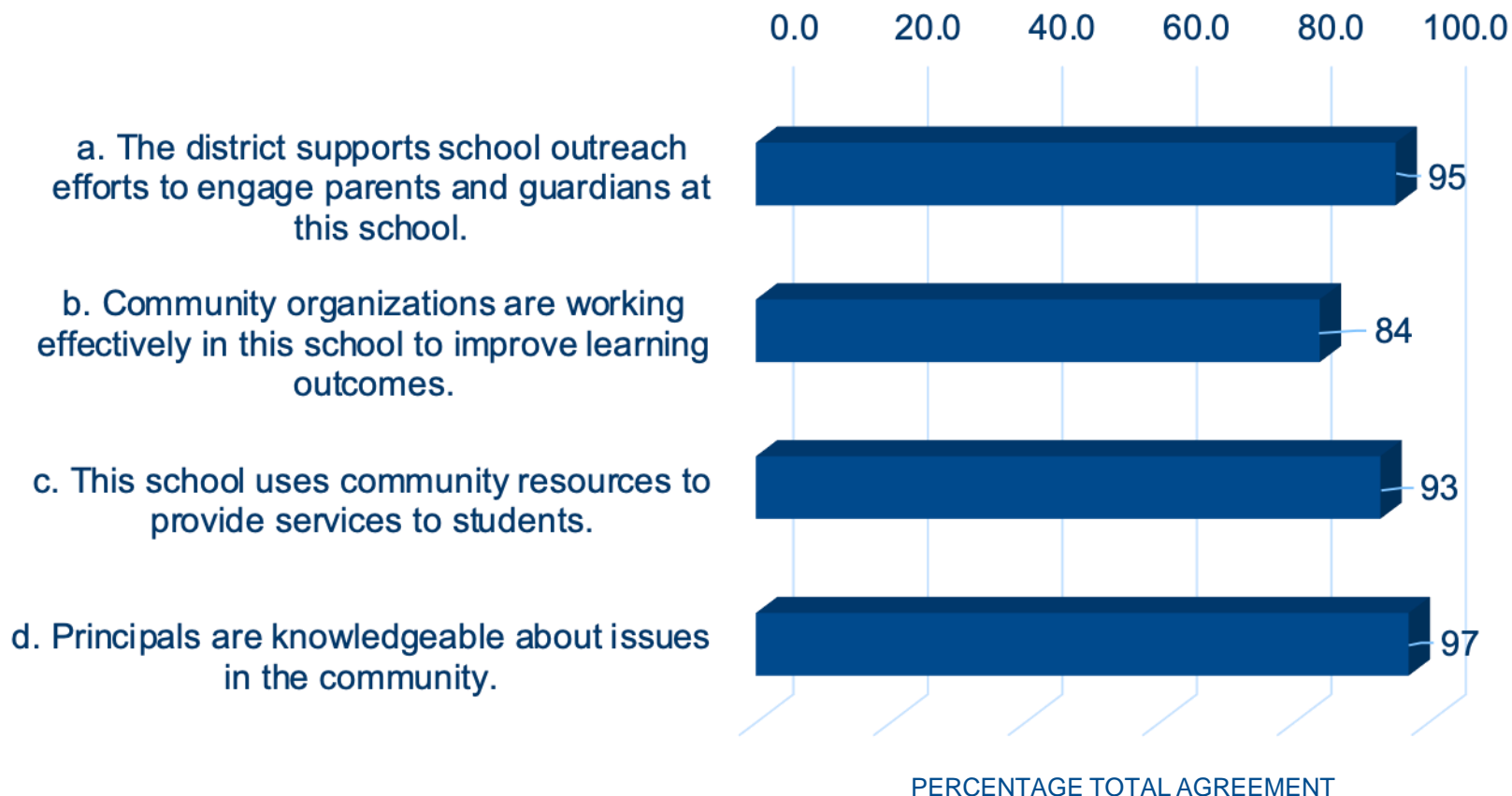
## Time



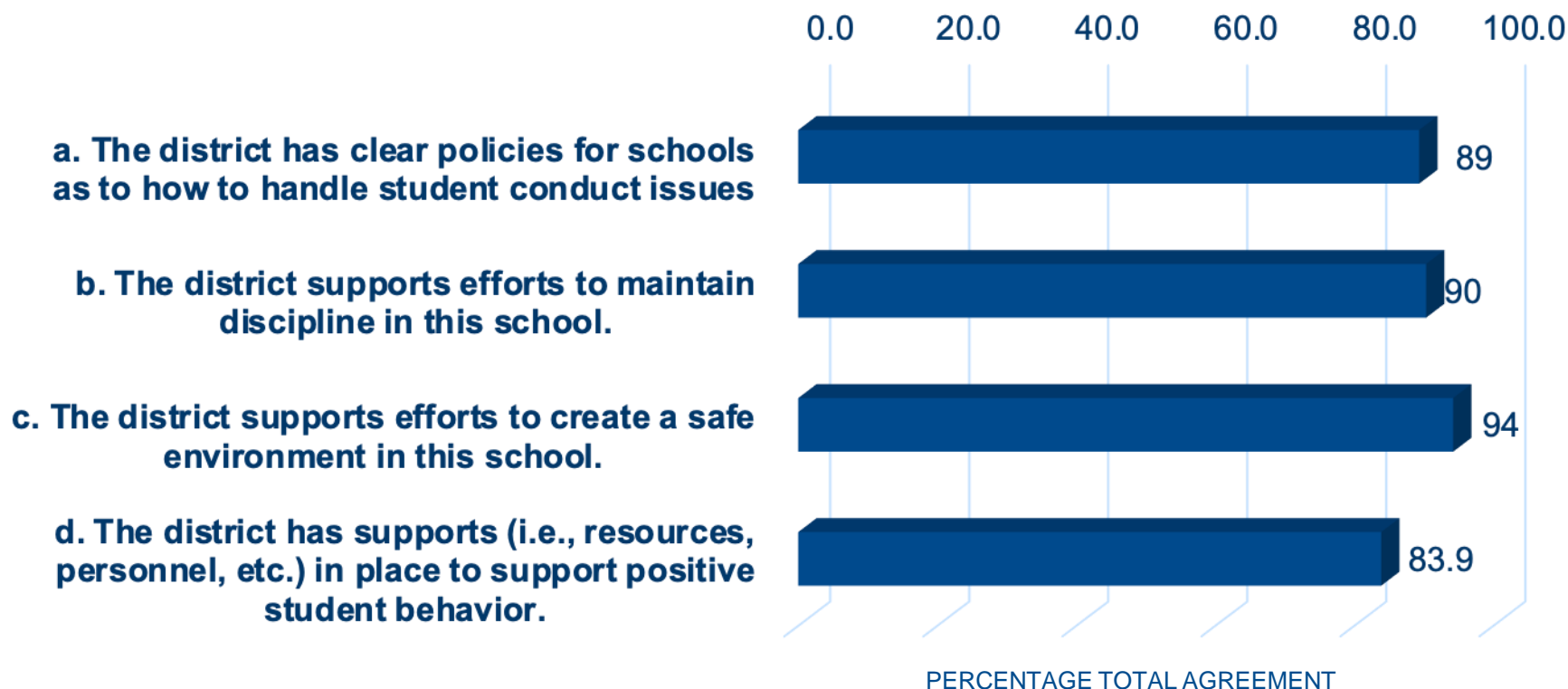
Q3.2. Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.



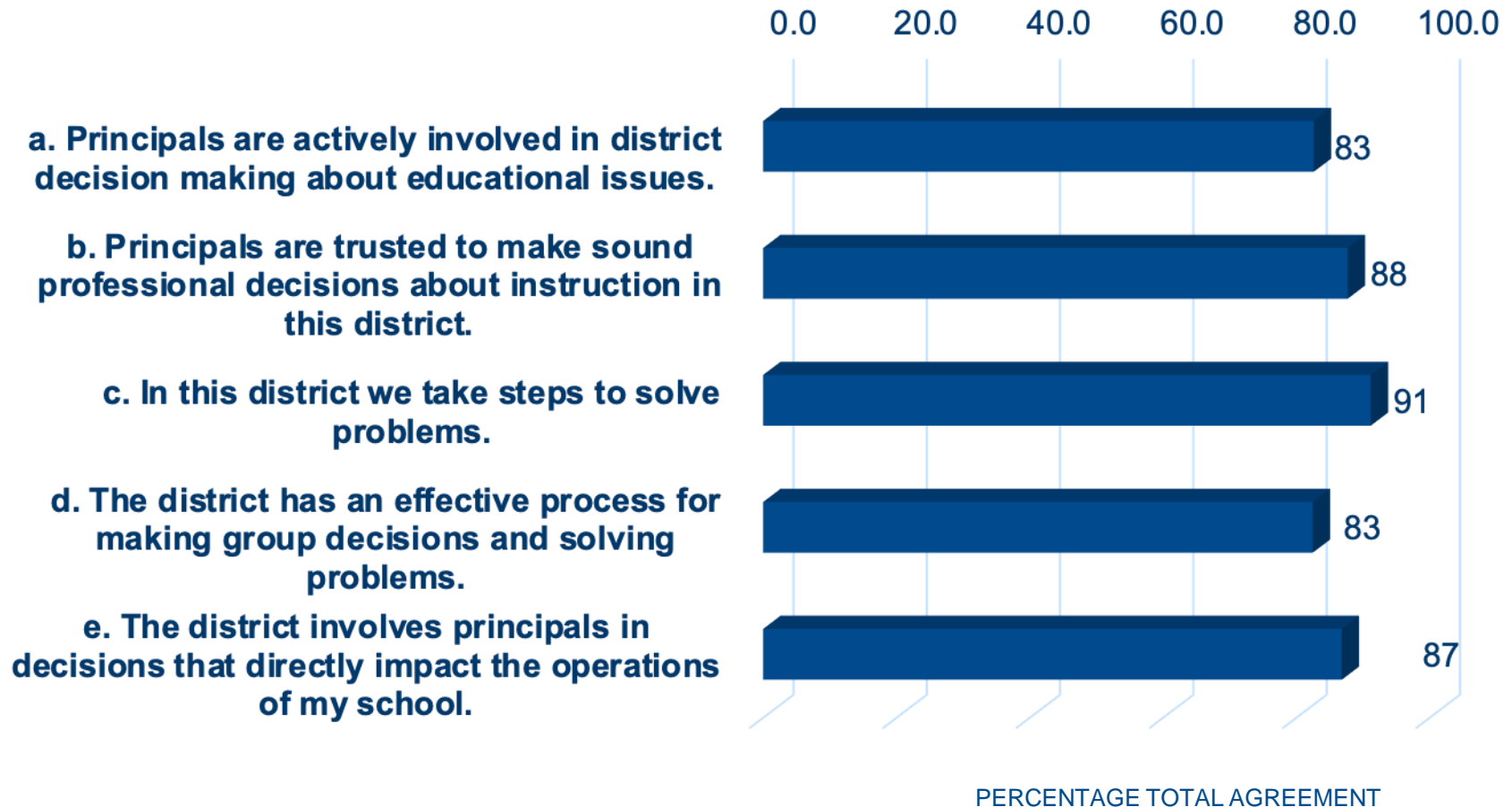
## Community Support and Involvement



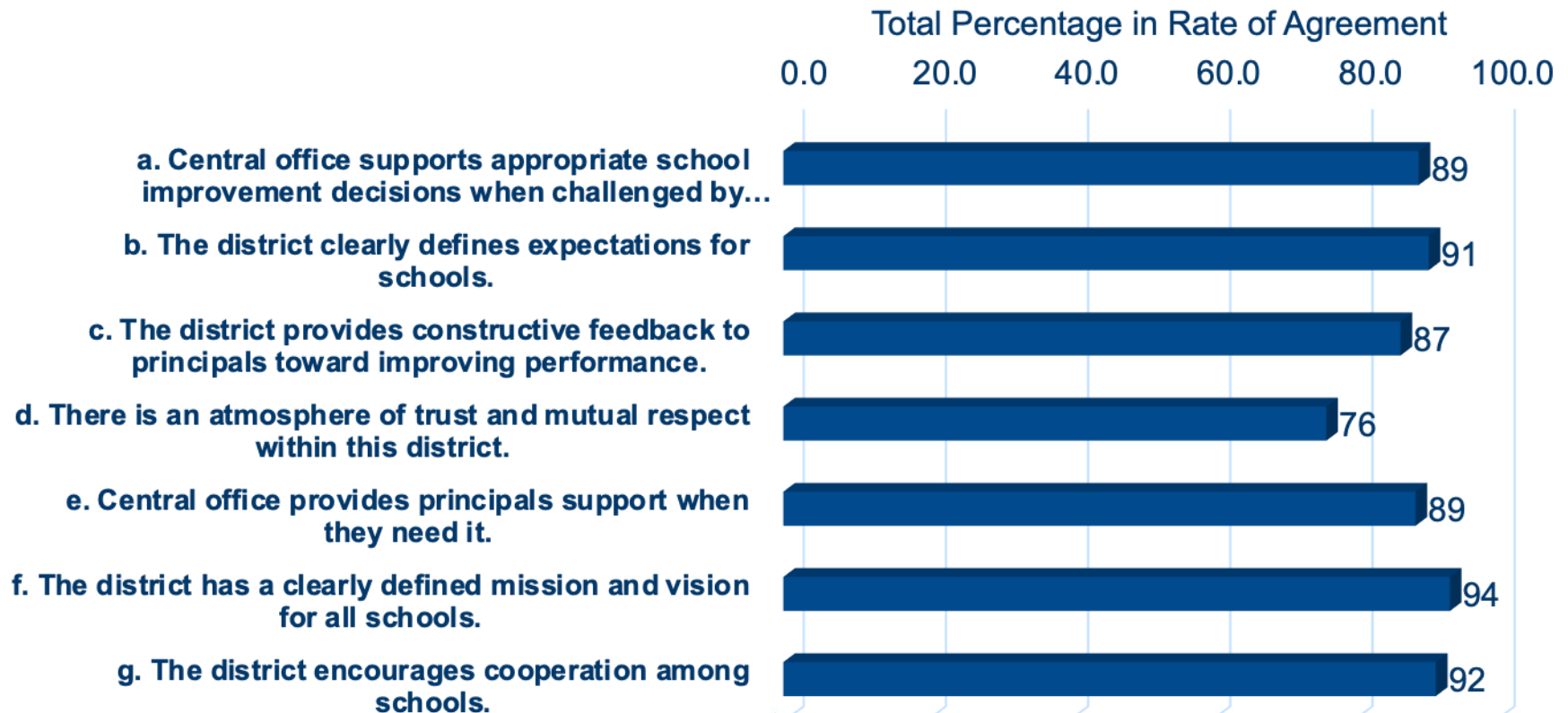
## Managing Student Conduct



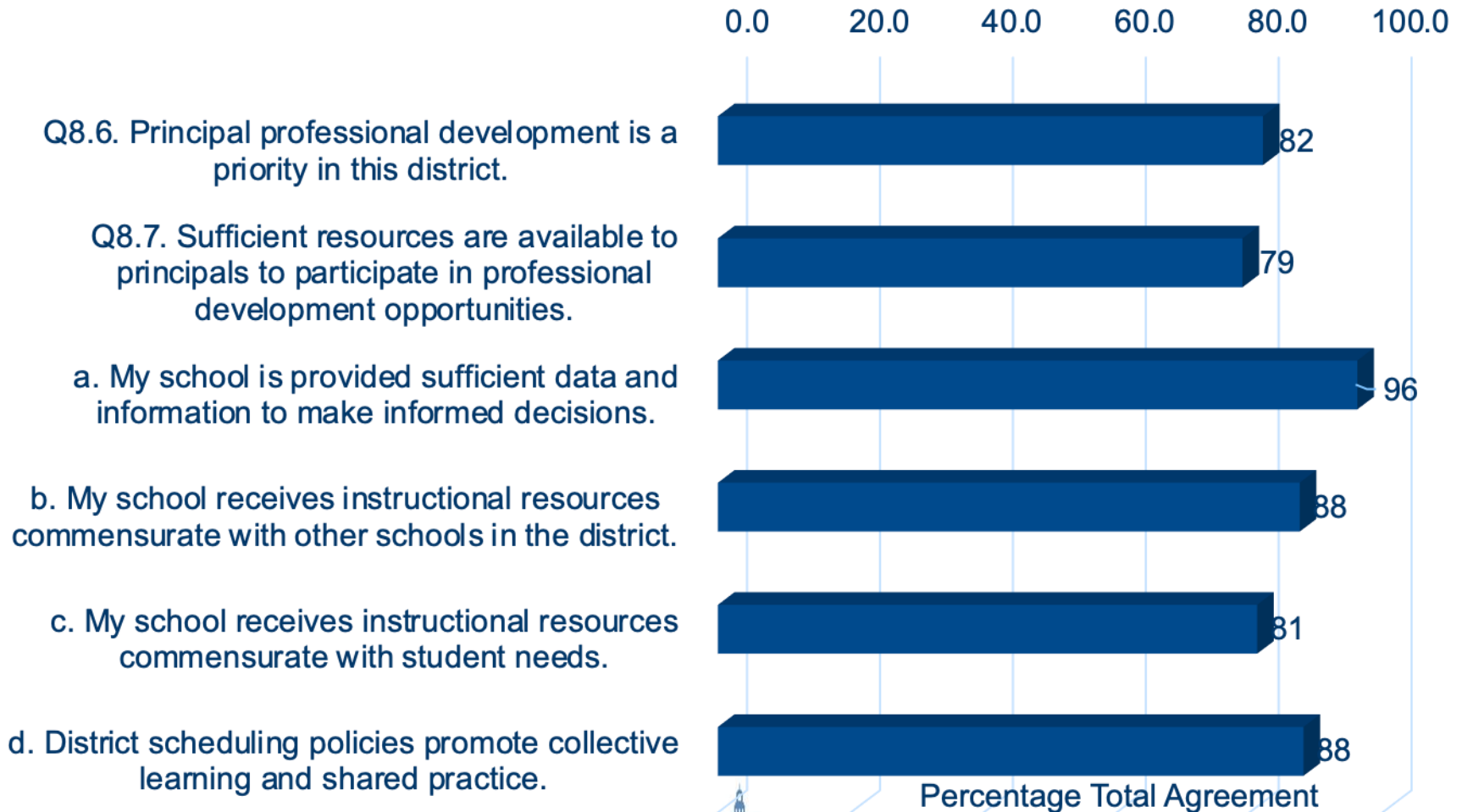
## Teacher Leadership



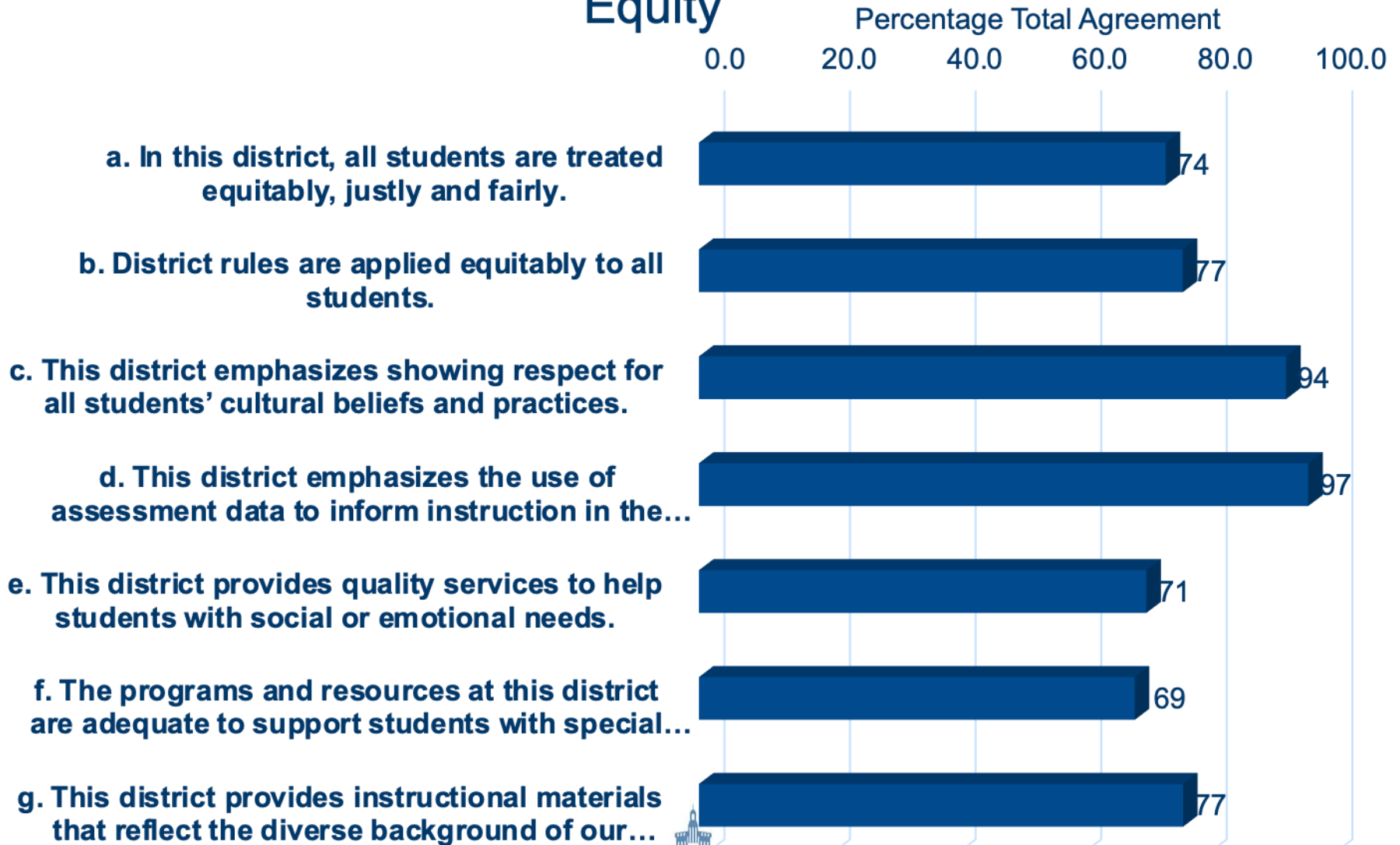
## School Leadership: Q7.2. Please rate how strongly you agree or disagree with statements about leadership in your district.



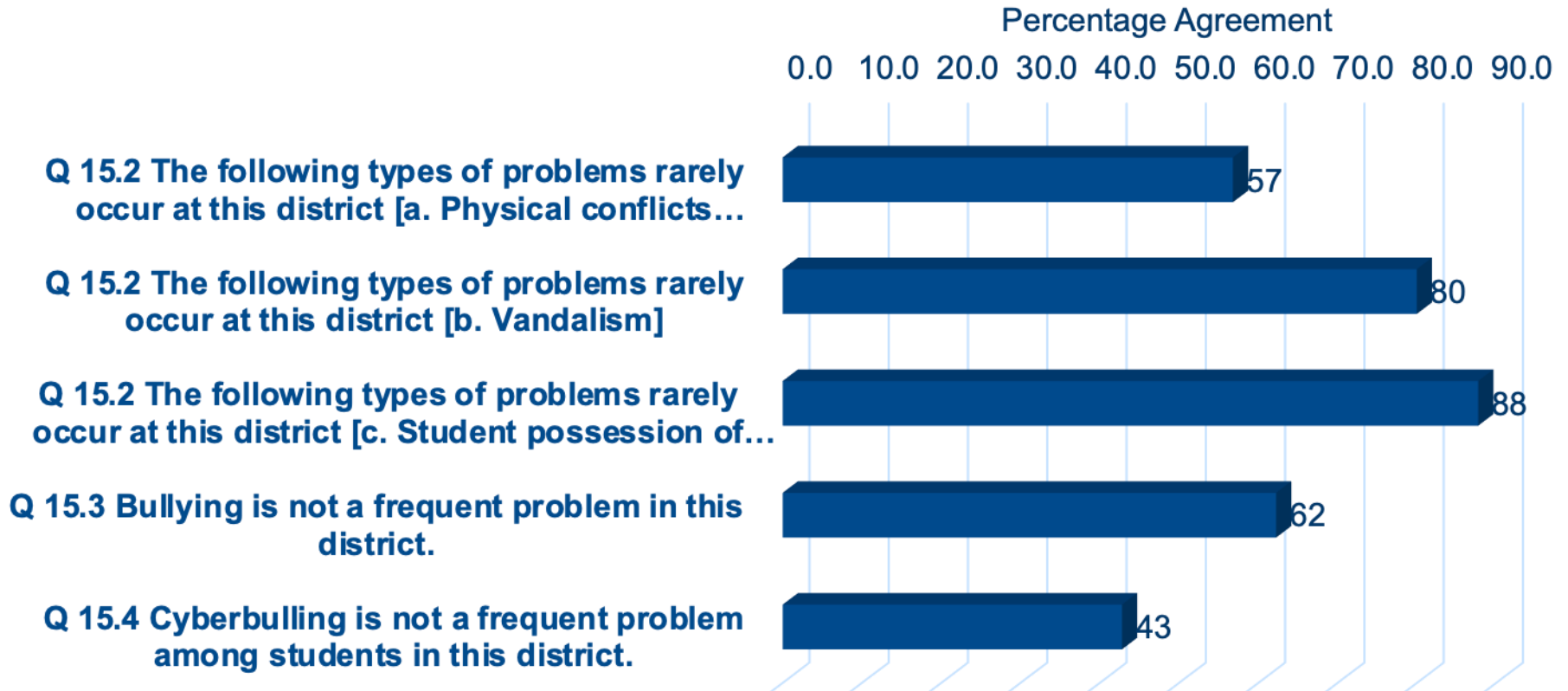
## Professional Learning Opportunities



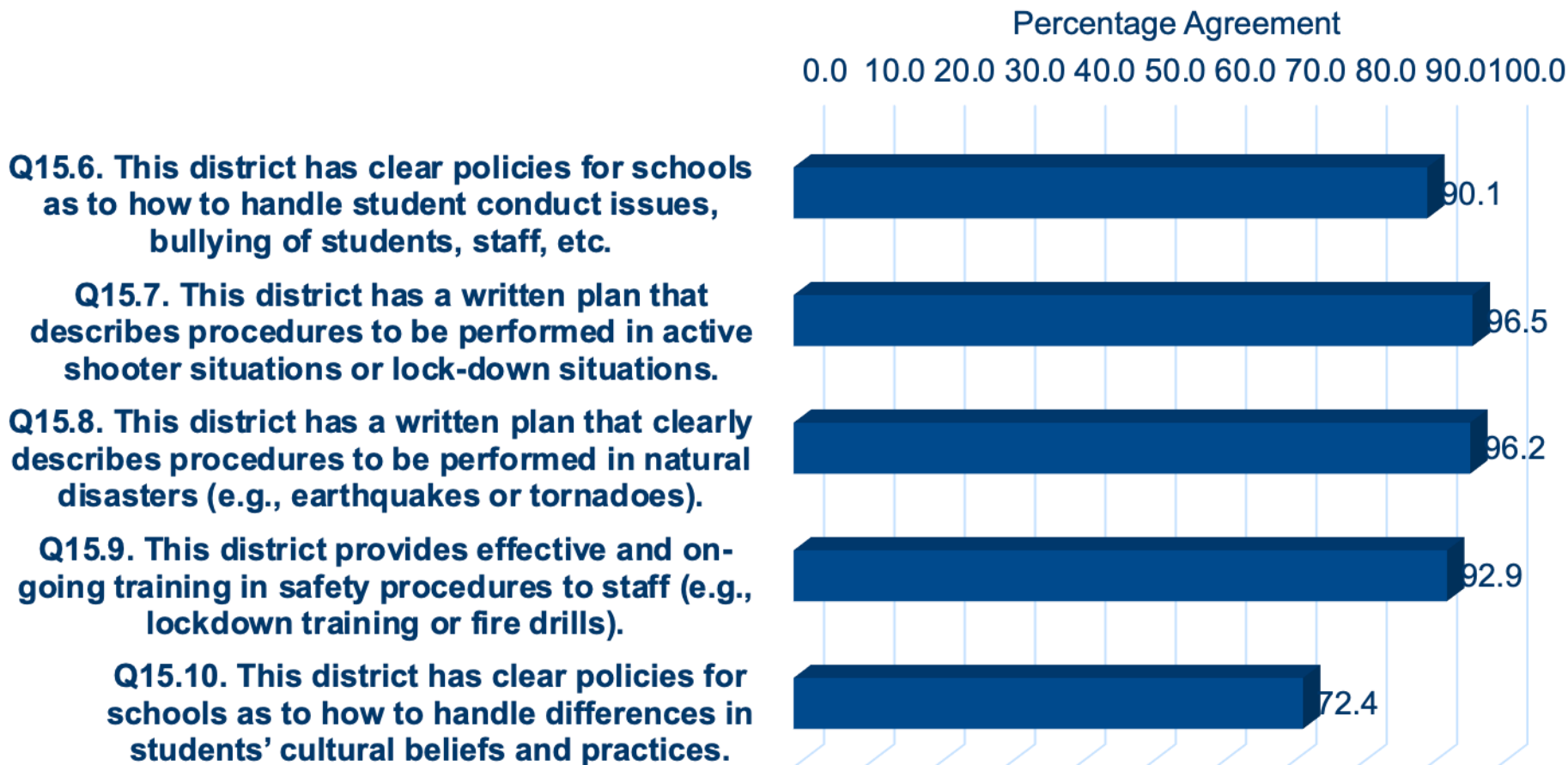
## Equity



## Safety



## School Safety -Continued



# THANK YOU!

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