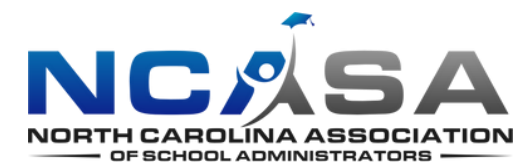
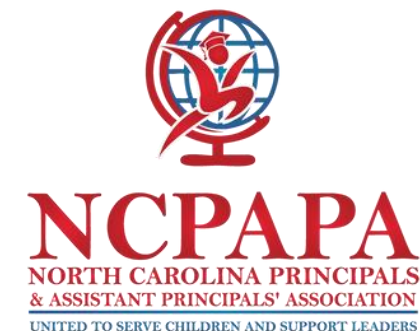


2022 North Carolina Teacher Working Conditions Survey

Initial Data Results

Thank you to our partners in the 2022 NC Teacher Working Conditions Survey!

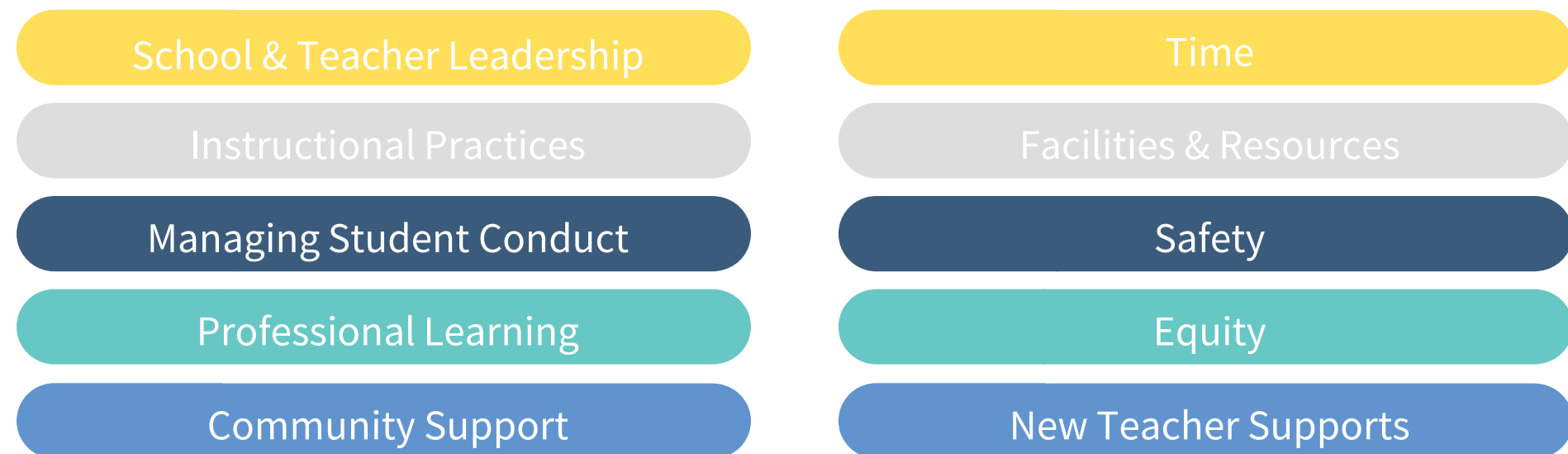


About the Survey



- NC Teacher Working Conditions Survey started in 2002 & is conducted every 2 years
- The survey is completed by all teachers, school administrators, and licensed school-based educators (full & part-time)
- The survey is funded by the State Legislature – NC Continuing Budget
- The survey is administered by NCDPI and the current vendor – Academic Development Institute (ADI)
- NC was the first state in the nation to administer a statewide teaching conditions survey with 16 other states following suit.

- Areas of teaching conditions measured include topics such as:



- The 24-member advisory committee has met monthly since August to prepare for the most recent survey iteration.





New Vendor

.....
Academic
Development
Institute



New Website

.....
www.nctwcs.org



New Questions

.....
Pandemic
Impact



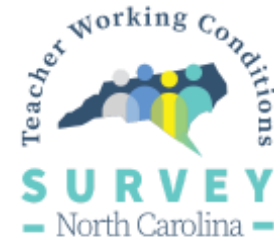
New Resources

.....
NCStar-Survey
Crosswalk
Data Protocol for
Schools



DATA PROTOCOL

- Identify strengths & challenges
- Find opportunities for meaningful, large-scale change
- Make the process manageable by providing focus



Meet with Purpose

Doing a data protocol is a great way to help a team or group engage in productive dialogue about data, and to build collective capacity to make sense of data relevant to teaching, leading, and learning.

**Instructional Teams
School Improvement Team**

Gather Data

There are four main types of data that can be used to display a school's successes, progress, and areas needing attention:

- Achievement
- Program
- Demographic
- Perception

**Teacher Working Conditions Survey,
Classroom Observations, Peer to Peer Interactions**

What does the data suggest?

What is happening and why?

The team should focus on narrowing down the problems of practice.

Don't forget to identify your strengths and celebrate!

Describe what you see ...and what you don't

The group(s) should gather information from the data...just the facts. No perceptions, interpretations, or judgments.

- What sticks out?
- Are pieces of data missing?
- Do you see trends?
- Something unexpected or surprising?

Look for the story.

What does it mean?

Identify root causes, instead of symptoms.

What recommendations does your team have to address the problems of practice?

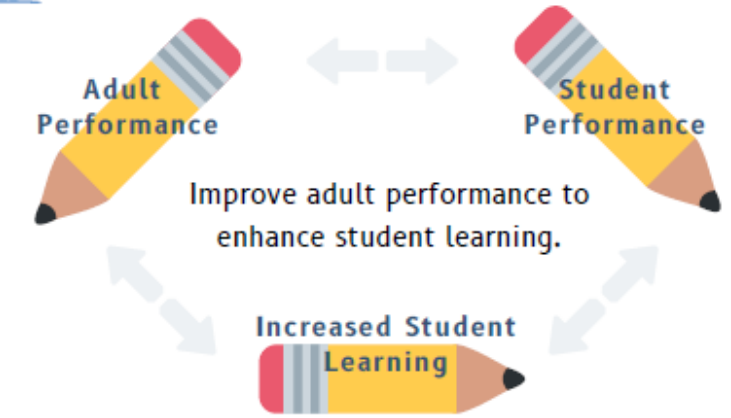
Move from problems to solutions.

What are we going to do?

- ✓ Plan and Prioritize the work.
- ✓ Create a series of actions and next steps.
- ✓ Be transparent. Communicate the plan to the school community.

DATA-DRIVEN CHANGE

To accomplish data-driven change, education leaders work with a team in "practice-focused collaboration." Teams meet for a variety of reasons, but when using data to drive decisions about improving instruction and outcomes for students, it is practice-focused collaboration. Why this terminology?



Because changing adult practice is what changes student outcomes.

In practice-focused collaboration, two or more people work together for the improvement of professional practice—getting better at what they do. An effective school leader engages in practice-focused collaboration with teachers and other professional staff, together enhancing their performance.



A key component of practice-focused collaboration is mutual trust, resisting ego or blaming, starting with the school leader. When teachers and staff recognize that the principal understands and responds to both strengths and needed areas of improvement—and includes him- or herself in that equation—trust builds. By looking honestly at data sources for patterns, trends, and root causes and pulling on the expertise of all the professionals at the table, collaboration, trust, and respect grows, setting the stage for effective change.

Here are some key elements to ensure that when teams meet, they experience practice-focused collaboration and not just another meeting after which nothing changes:

1. The school leader must be willing to set the example by examining his/her role first and doing something different as a result of that examination. When the leader is willing to be the first to change, others will follow.
2. Don't just invite the "agrees" to the table. If anything is going to change, everyone has to be rowing in the same direction. Dissenting voices often have valid insight.
3. Draw on everyone's expertise. Move the leadership of the meeting around depending on the discussion. Select teachers who show great strength and leadership and allow them to shine.
4. Make sure everyone has a voice at the table. It may be better to have more meetings with fewer people than one large meeting in which it is easy for team members to sit silently. Silence doesn't mean agreement.
5. Consider carefully who will add value to a meeting, especially when looking at data. What data are you looking at? Who would have the best insights on the data?
6. When moving from examination to putting a plan in action, consider adding members from the larger school community (i.e., bus drivers, parents, community members with a vested interest in the school, volunteers, office staff).
7. Never let the meeting be the work. Looking at the data and talking about what it shows is only as good as what actions result from the meeting.
8. Communicate. Communicate. Communicate. Find multiple methods of communication to ensure everyone knows where the school is currently (what the data shows), what the plan of action is to improve, and everyone's role in that plan.



Survey Rollout

New Survey website
went live on Jan 5th
(www.nctwcs.org)

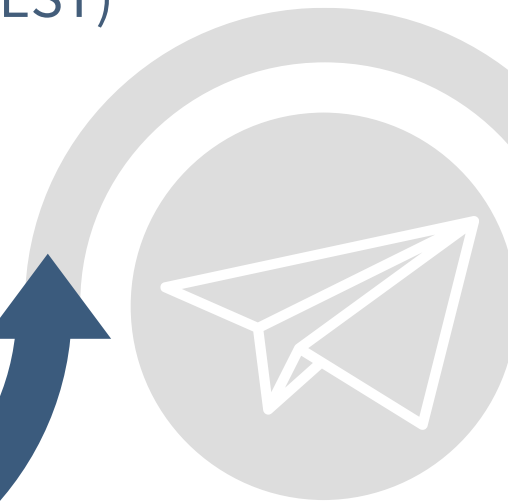


A Social Media campaign began
on Jan 5th in partnership with
NCDPI Communications
Department

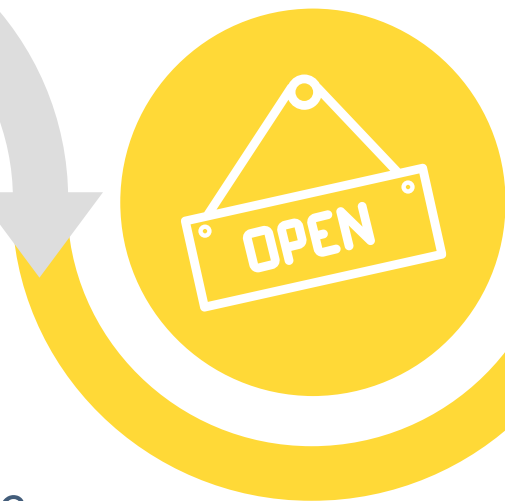
Survey Support
(via phone & email)
was available starting
Jan 5th (M-F 7:30-4:30 EST)



Survey Packets were
mailed to each School in
mid-February



Survey Opens!
March 1 - 31, 2022



Each educator was given an
individual and anonymous
access code to participate

24/7 Survey access during
the survey window

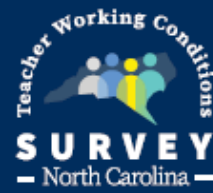


Live Results were
available to track
participation results



2022 Highlighted Results

NC Teacher Working Conditions Survey



91.96%
Response Rate
New Record!

2020	84.45%
2018	90.55%



Respondents by Role

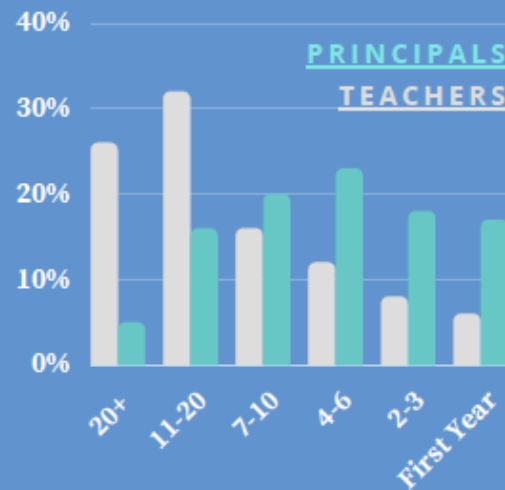


Agree that their school is a good place to work and learn!

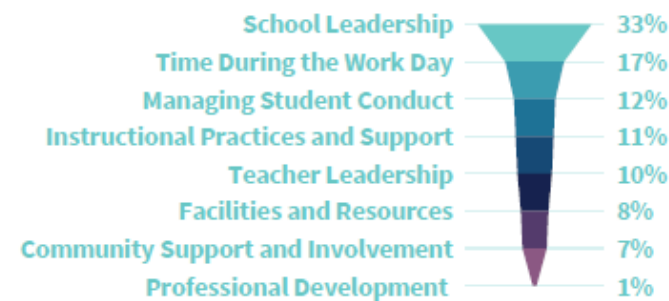
New teachers agree that:

- Overall, the additional support I received as a new teacher has helped me to impact my students' learning.
 - 2018: 80%
 - 2020: 81%
 - 2022: 79%
- Overall, the additional support I received as a new teacher improved my instructional practice.
 - 2018: 82%
 - 2020: 82%
 - 2022: 77%
- Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.
 - 2018: 75%
 - 2020: 77%
 - 2022: 72%

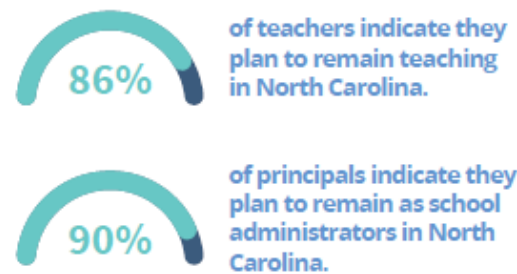
Years of Experience



Conditions that most affect willingness to continue teaching at current school:



Immediate Employment plans for Teachers and Administrators:



Learn more at www.nctwcs.org



Agreement Data Points

HIGHS:

Teachers use digital content and resources in their instruction.	96%
Teachers provide parents/guardians with useful information about student learning.	92%
Teachers are encouraged to participate in school leadership roles.	90%
The school leadership facilitates using data to improve student learning.	89%

LOWS:

Class sizes are reasonable such that (teachers) [Teachers] means a majority of teachers in your school have the time available to meet the needs of all students.	62%
In this school, we use the results of the North Carolina Teacher Working Conditions Survey as a tool for school improvement.	62%
Professional development is evaluated and results are communicated to teachers.	57%
Professional development is differentiated to meet the individual needs of teachers.	56%



Connections to Student Achievement Research*

% Rate Agreement to Key Questions which research shows are mostly related to Student achievement and Teacher retention:

- The faculty and staff have a shared vision. 78%
- The school improvement team provides effective leadership at this school. 76%
- Teachers are held to high professional standards for delivering instruction. 91%

Please indicate the role teachers have at your school in the following areas*:

*Moderate to Large Role

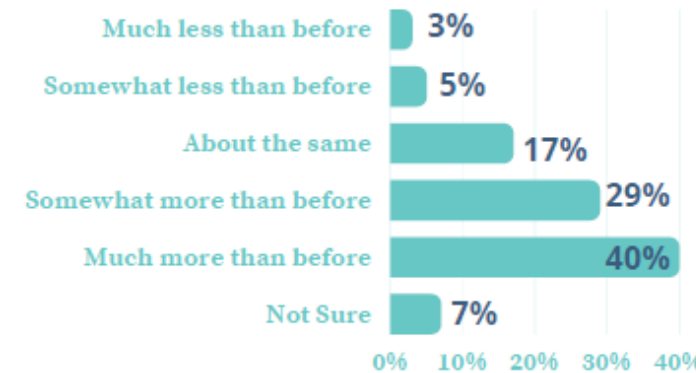
- Establishing student discipline procedures 53%
- School Improvement Planning 71%

*Ingersoll, Richard M.; Sirinides, Philip; and Dougherty, Patrick. (2017). School Leadership, Teachers' Roles in School Decisionmaking, and Student Achievement. CPRE Working Papers. Retrieved from https://repository.upenn.edu/cpre_workingpapers/15



Pandemic Impact

Q16.2 At this point in the 2021-22 school year, how do your students' needs for social/emotional/mental health support compare to the same time in a typical school year?



Q16.4 At this point in the 2021-22 school year, please select the top five issues of MOST concern:

- Addressing disparities in student learning: 24% (23,459)
- School staffing shortages: 15% (14,839)
- Assessing student performance and needs: 13% (12,805)
- Social/emotional support for students: 12% (11,688)
- Health and safety of teachers and staff: 9% (9,078)

Participation Rates for the 2022 North Carolina Teacher Working Conditions Survey



122,371
Invitees



112,529
Respondents



91.96%
Response Rate

Survey Year	# of Respondents	Response Rate
2016	101,846	85.46%
2018	109,453	90.55%
2020	102,545	84.45%
2022	112,529	91.96%



Record Participation for 2022



Day 1
22% participation on the first day!



Week 1
Over half of NC Educators
participated in week 1! (51%)



Final Counts
91.96% participation!



2022 Survey Response Summary

School Type	Number of Schools	Number Schools reaching minimum Response Rate threshold of at least 40% and at least 5 respondents	Number of Schools NOT reaching minimum Response Rate threshold
Traditional Schools	2502	2487	15
Charter Schools	211	184	27
Non-Traditional/Other (DHHS, Juvenile Justice, Deaf and Blind, Hospital schools, etc.)	30	19	11
All	2743	2690	53

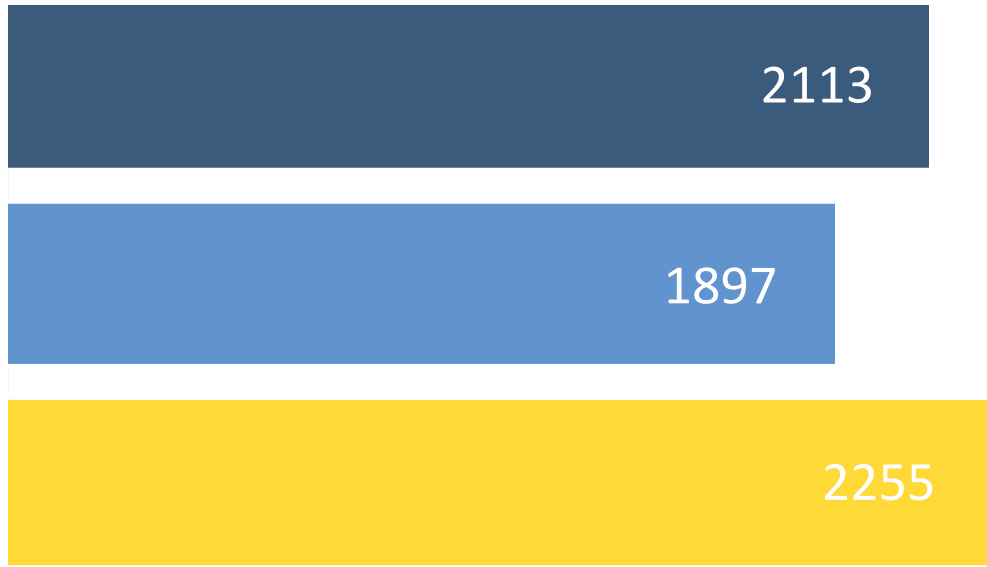
* Minimum Response Rate threshold for a school is 40% response rate and at least 5 respondents.



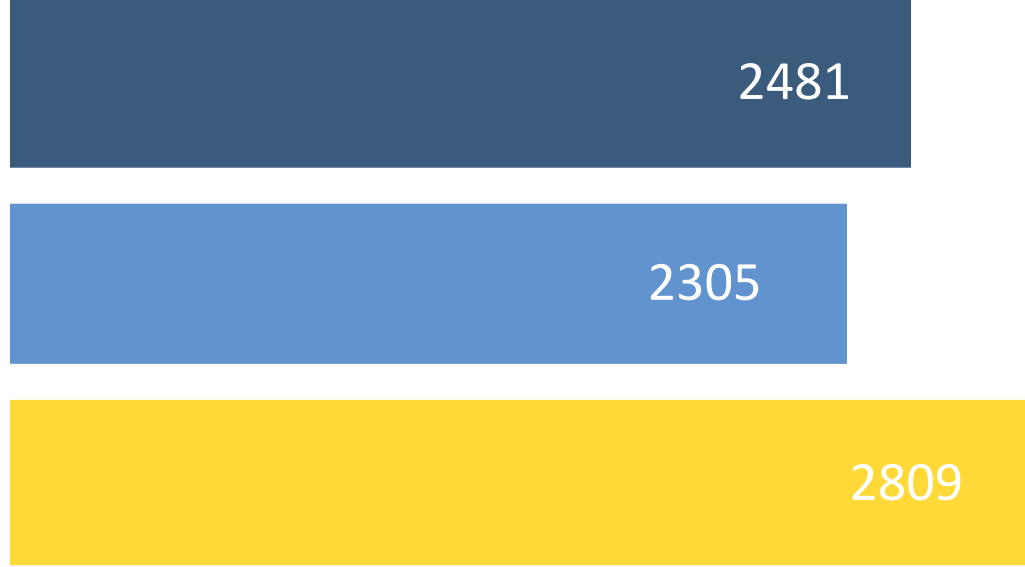
Survey Respondents by Role (2018-2022)



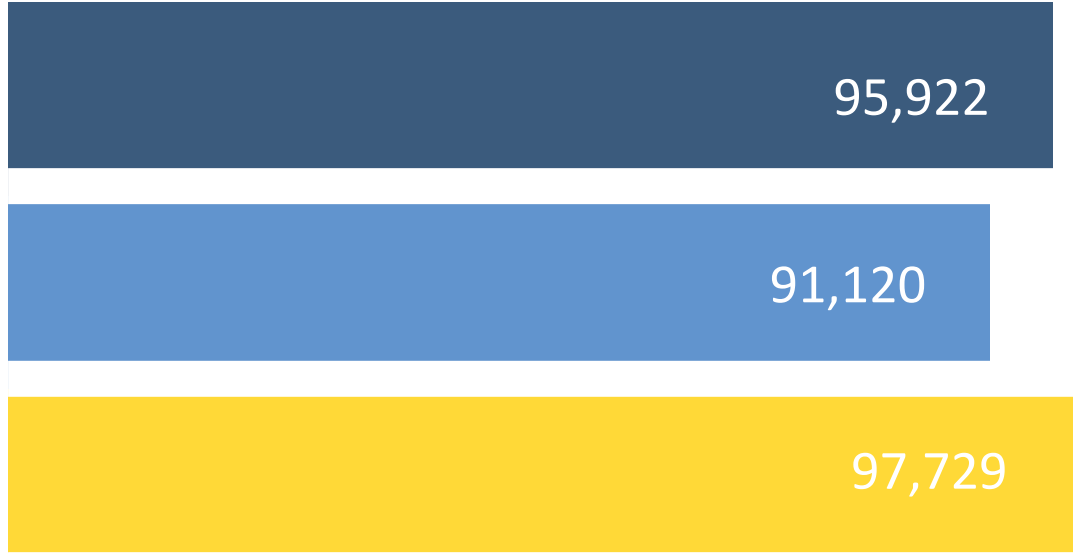
Principals



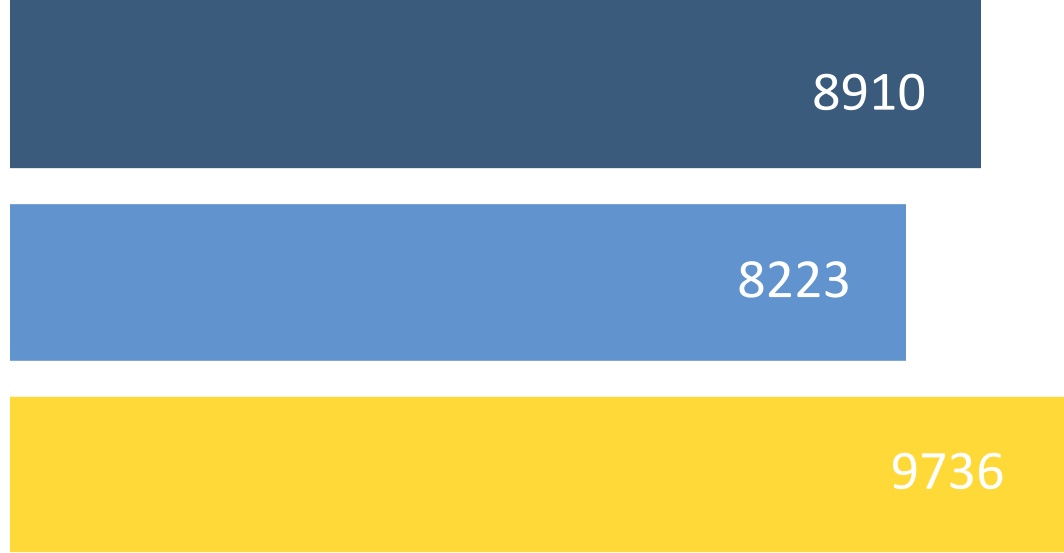
Assistant Principals



Teachers



Other Education Professionals*

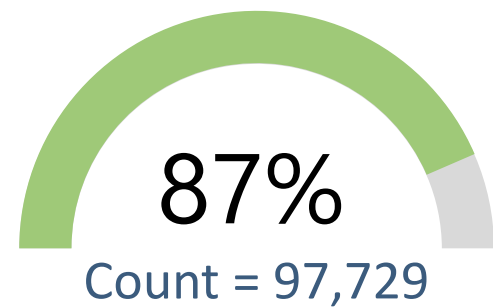


*school counselor, school psychologist, social worker, etc.

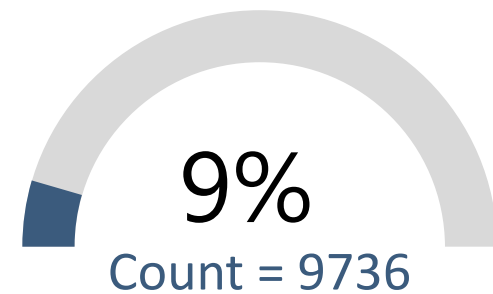




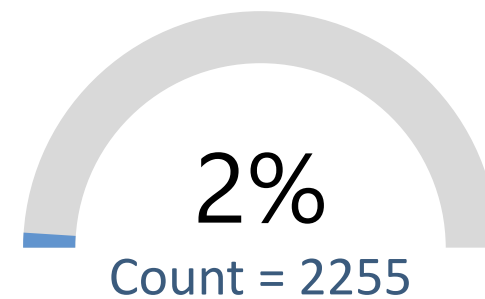
Survey Respondents by Role



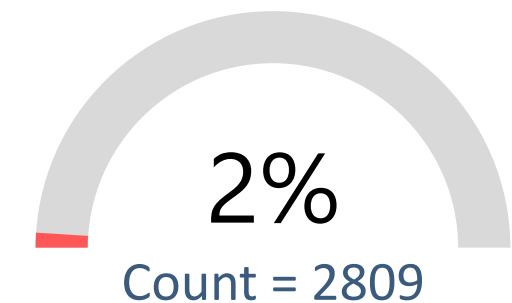
Teachers
(including instructional coaches, department heads, vocational teachers, literacy coaches, etc.)



Other Educators
(school counselor, school psychologist, social worker, etc.)



Principals



Assistant Principals

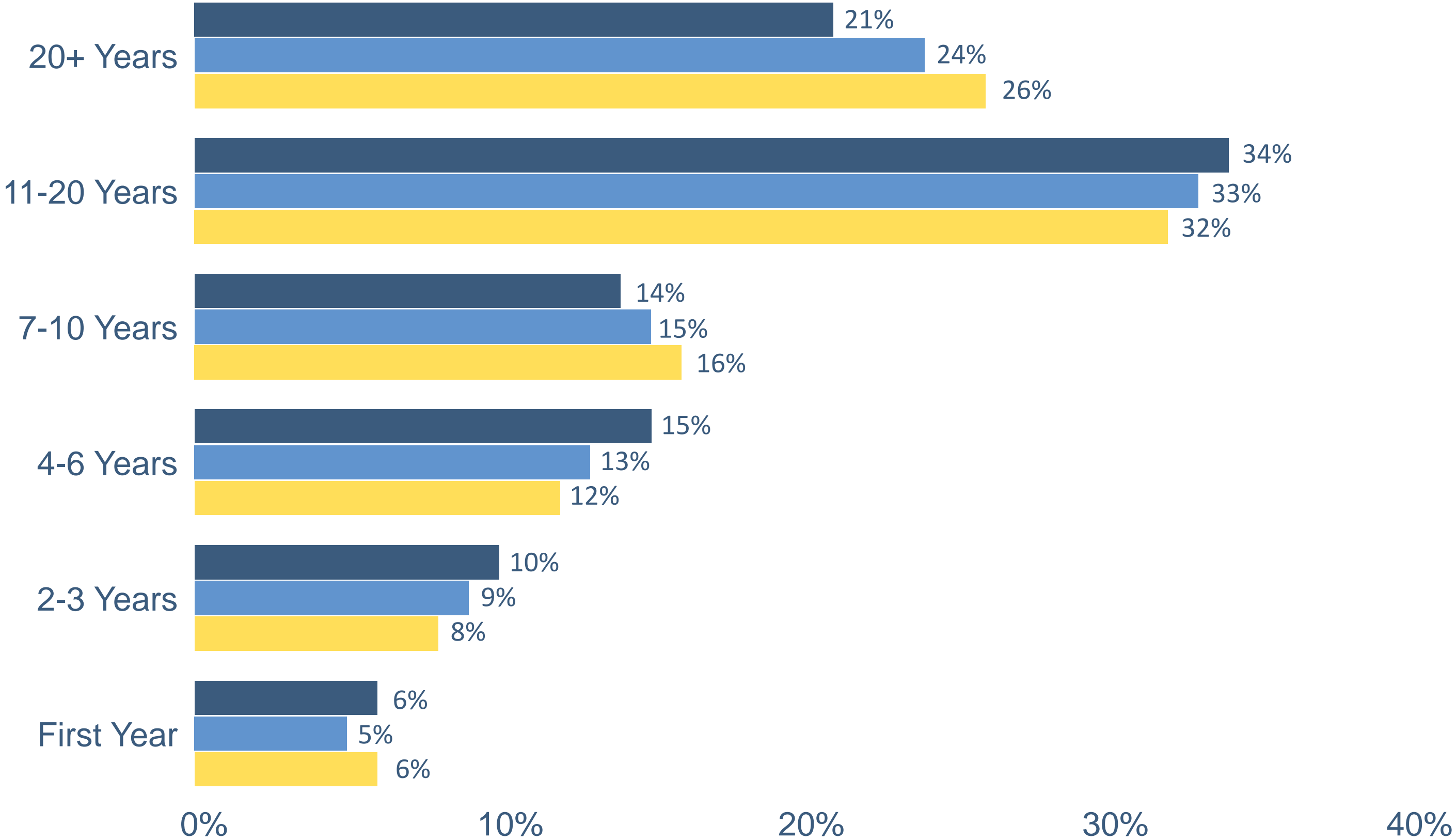
112,529
2022 NCTWCS Total Respondents



Percentage of Respondents by Years of Experience

2018
2020
2022

How many total years have you been employed as an educator?



Survey Results - Highlights of Findings

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/Question Level:
Percentage of respondents indicating 'Agree' or 'Strongly Agree' for given survey question

Rate of Agreement at the Construct/Section Level:
Average rate of agreement across items within the given construct





Highest Rate of Agreement 2022

Construct	Question	%RA 2022
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%
Safety	This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).	96%
Instructional Practices and Supports	Teachers use digital content and resources in their instruction.	95%
Safety	This school has a written plan that describes procedures to be performed in active shooter situations or lock-down situations.	95%
Safety	At this school, staff are not bullied about their: Religion, Race, Ethnicity, or Cultural Background.	93%
Facilities and Resources	Teachers have sufficient access to reliable communication technology, including phones, faxes, and email.	93%
Instructional Practices and Supports	The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.	93%





Highest Rate of Agreement 2022

Construct	Question	%RA 2022
Safety	This school provides effective and on-going training in safety procedures to staff (e.g., lockdown training or fire drills).	93%
Community Support and Involvement	Teachers provide parents/guardians with useful information about student learning.	92%
Equity	This school emphasizes showing respect for all students' cultural beliefs and practices.	92%
School Leadership	Teachers are held to high professional standards for delivering instruction.	91%
Teacher Leadership	Teachers are encouraged to participate in school leadership roles.	90%
Professional Learning Opportunities	Teachers are encouraged to reflect on their own practice.	90%
Instructional Practices and Supports	Teachers require students to work hard.	90%
Instructional Practices and Supports	Teachers use assessment data to inform their instruction.	90%





Lowest Rate of Agreement 2022

Construct	Question	%RA 2022
Instructional Practices and Supports	Teachers (regularly)[Regularly means several times per month.] assign homework that requires access to a digital device to complete.	46%
Instructional Practices and Supports	Teachers regularly assign homework that requires access to the internet to complete.	47%
Time	The non-instructional (time)[Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.] provided for teachers in my school is sufficient.	57%
Professional Learning Opportunities	Professional development is differentiated to meet the individual needs of (teachers.)["Teachers" means a majority of teachers in your school.]	57%
Professional Learning Opportunities	Professional development is evaluated and results are communicated to teachers.	57%
Safety	Bullying is not a frequent problem at this school.	60%





Lowest Rate of Agreement 2022

Construct	Question	%RA 2022
Managing Student Conduct	Students at this school follow rules of conduct.	61%
Instructional Practices and Supports	Teachers are assigned classes that maximize their likelihood of success with students.	61%
Time	Class sizes are reasonable such that Teachers have the time available to meet the needs of all students.	62%
Retention	In this school, we use the results of the North Carolina Teacher Working Condition survey as a tool for school improvement.	62%
Safety	Physical conflicts among students	63%
Safety	Cyberbullying is not a frequent problem among students at this school.	63%





Largest Increase in Rate Agreement

	% RA 2018	% RA 2020	% RA 2022	Change 2020 to 2022
Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access.	80%	81%	88%	7% ↑
Teachers have sufficient access to digital content and (resources.)[Digital content and resources include online unit or lesson plans, videos of instructional practice, online assessments, open educational resources, standards and/or grades aligned digital materials, etc.]	83%	84%	88%	4% ↑
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81%	82%	86%	4% ↑
(Teachers)[Teachers means a majority of teachers in your school.] have sufficient access to appropriate instructional materials.	74%	76%	80%	4% ↑
This school provides quality services to help students with social or emotional needs.	--	82%	85%	3% ↑
School rules are applied equitably to all students.	--	70%	73%	3% ↑
Teachers (regularly)[Regularly means several times per month.] assign homework that requires access to a digital device to complete.	46%	43%	46%	3% ↑
This school provides instructional materials that reflect the diverse background of our students and community.	--	81%	84%	3% ↑





Largest Decrease in Rate Agreement

% RA
2020

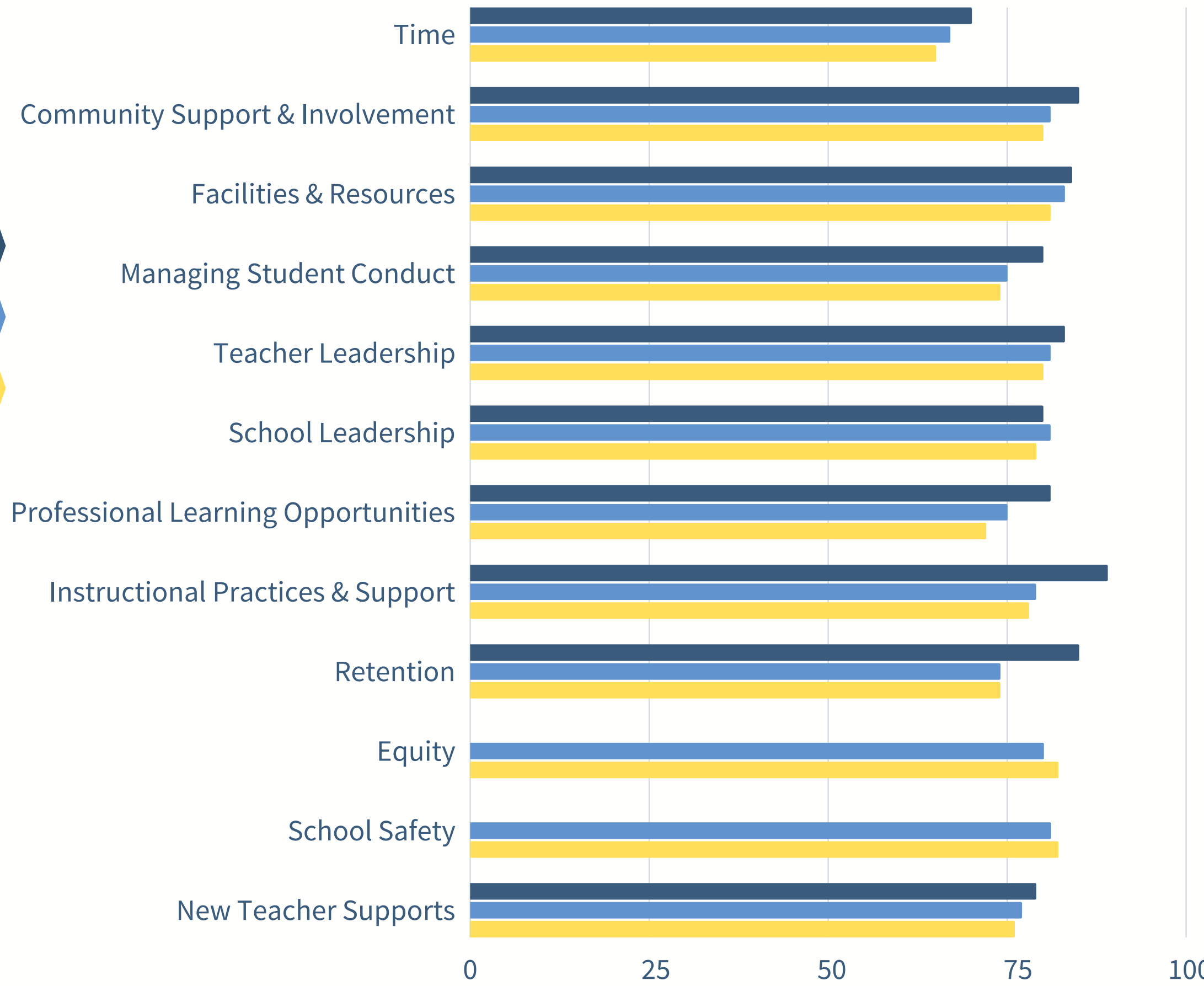
% RA
2022

Changes
2020 to 2022

School leadership makes a sustained effort to address teacher concerns about:

Instructional practices and support	98%	83%	-15% ↓
Facilities and resources	97%	80%	-17% ↓
Community support and involvement	96%	78%	-18% ↓
Teacher leadership	98%	78%	-20% ↓
Professional development	96%	76%	-20% ↓
The use of time in my school	97%	73%	-24% ↓
New teacher support	96%	72%	-24% ↓
Managing student conduct	97%	72%	-25% ↓
Leadership issues	97%	70%	-27% ↓





	2018	2020	2022
Time	70%	67%	65%
Community Support and Involvement	85%	81%	80%
Facilities and Resources	84%	83%	81%
Managing Student Conduct	80%	75%	74%
Teacher Leadership	83%	81%	80%
School Leadership	80%	81%	79%
Professional Learning Opportunitites	81%	75%	72%
Instructional Practices & Supports	89%	79%	78%
Retention	85%	74%	74%
Equity	--	80%	82%
School Safety	--	81%	82%
New Teacher Supports	79%	77%	76%

Rate of Agreement Averages





Highest Rate of Agreement by Question

Construct	Question	%RA 2022
Equity	This district emphasizes the use of assessment data to inform instruction in the schools.	96%
Community Support and Involvement	(Principals)["Principals" means a majority of principals in your district.] are knowledgeable about issues in the community.	95%
Instructional Practices and Supports	My school is provided sufficient data and information to make informed decisions.	95%
Safety	This district has a written plan that describes procedures to be performed in active shooter situations or lock-down situations.	95%
Safety	This district has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).	95%
Facilities and Resources	My school is provided sufficient data and information to make informed decisions.	94%



Lowest Rate of Agreement by Question

Construct	Question	%RA 2022
Safety	Cyberbullying is not a frequent problem among students in this district.	36%
Safety	The following types of problems rarely occur at this school: Physical conflicts among students	45%
Time	Principals are provided time for networking and collaboration outside of the district.	46%
Safety	Bullying is not a frequent problem in this district.	49%
Principal Supports	Overall, my mentoring experience has been important in my decision to remain as principal in this school.	51%
Principal Supports	My mentor was effective in providing support in the following areas: Budgeting.	54%



Teacher Intention & Retention

Q10.1 Which of the following best describes your immediate professional plans?	2020	2022
Continue teaching at my current school	81%	78%
Continue teaching in this district but leave this school	5%	5%
Continue teaching in this state but leave this district	3%	3%
Continue teaching in a state other than North Carolina	2%	2%
Continue working in education but pursue an administrative position	3%	3%
Continue working in education but pursue a non-administrative position	2%	2%
Leave education entirely	4%	7%

Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?	2020	2022
Time during the work day	14%	17%
Facilities and resources	9%	8%
Community support and involvement	8%	7%
Managing student conduct	12%	12%
Teacher leadership	11%	10%
School leadership	33%	33%
Professional development	1%	1%
Instructional practices and support	12%	11%

Rate Agreement by Construct:

Time



Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
	Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	59%	60%	62%
Q2.1b	Teachers have time available to collaborate with colleagues.	74%	74%	69%
Q2.1c	Teachers are allowed to focus on educating students with minimal interruptions.	68%	68%	68%
Q2.1d	The non-instructional (time)[Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.] provided for teachers in my school is sufficient.	64%	64%	57%
Q2.1e	Efforts are made to minimize the amount of routine paperwork teachers are required to do.	64%	64%	65%
Q2.1f	Teachers have sufficient instructional time to meet the needs of all students.	70%	70%	69%
Q2.1g	Teachers are protected from duties that interfere with their essential role of educating students.	72%	70%	67%

*Rate Agreement % equals Strongly Agree plus



Rate Agreement by Construct:

Facilities and Resources



Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q3.1a	Teachers have sufficient access to appropriate instructional materials.	74%	76%	80%
Q3.1b	Teachers have sufficient access to digital content and (resources.) [Digital content and resources include online unit or lesson plans, videos of instructional practice, online assessments, open educational resources, standards and/or grades aligned digital materials, etc.]	83%	84%	88%
Q3.1c	Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access.	80%	81%	88%
Q3.1d	Teachers have sufficient access to reliable communication technology, including phones, faxes, and email.	92%	92%	93%
Q3.1e	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	81%	82%	86%
Q3.1f	Teachers have sufficient access to a broad range of professional support personnel.	80%	79%	79%
Q3.1g	The school environment is clean and well maintained.	80%	78%	78%
Q3.1h	Teachers have adequate space to work productively.	88%	87%	87%
Q3.1i	The physical environment of classrooms in this school supports teaching and learning.	87%	87%	87%
Q3.1j	The reliability and speed of the internet connections in this school are sufficient to support instructional practices.	83%	85%	84%

*Rate Agreement % equals Strongly Agree plus



Rate Agreement by Construct: Community Support and Involvement



Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q4.1a	Parents/guardians are influential decision makers in this school.	66%	65%	66%
Q4.1b	This school maintains clear, two-way communication with the (community.)[Community means individuals, groups, organizations, government departments, businesses, and anyone sharing vested interest in public schools.]	87%	88%	87%
Q4.1c	This school does a good job of encouraging parent/guardian involvement.	88%	88%	85%
Q4.1d	Teachers provide parents/guardians with useful information about student learning.	93%	92%	92%
Q4.1e	Parents/guardians know what is going on in this school.	83%	83%	81%
Q4.1f	Parents/guardians support teachers, contributing to their success with students.	70%	70%	70%
Q4.1g	Community members support teachers, contributing to their success with students.	80%	80%	75%
Q4.1h	The community we serve is supportive of this school.	82%	82%	80%

*Rate Agreement % equals Strongly Agree plus





Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q5.1a	Students at this school understand expectations for their conduct.	81%	80%	77%
Q5.1b	Students at this school follow rules of conduct.	65%	62%	61%
Q5.1c	Policies and procedures about student conduct are clearly understood by the faculty.	80%	78%	77%
Q5.1d	School administrators consistently enforce rules for student conduct.	68%	65%	67%
Q5.1e	School administrators support teachers' efforts to maintain discipline in the classroom.	78%	76%	77%
Q5.1f	Teachers consistently enforce rules for student conduct.	76%	74%	74%
Q5.1g	The faculty work in a school environment that is safe	88%	89%	88%

*Rate Agreement % equals Strongly Agree plus





Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q6.1a	Teachers are recognized as educational experts.	83%	83%	81%
Q6.1b	Teachers are trusted to make sound professional decisions about instruction.	84%	84%	82%
Q6.1c	Teachers are relied upon to make decisions about educational issues.	81%	81%	79%
Q6.1d	Teachers are encouraged to participate in school leadership roles.	91%	90%	90%
Q6.1e	The faculty has an effective process for making group decisions to solve problems.	74%	74%	73%
Q6.1f	In this school we take steps to solve problems.	81%	81%	80%
Q6.1g	Teachers are effective leaders in this school.	86%	86%	86%
Q6.5	Teachers have an appropriate level of influence on decision making in this school.	67%	66%	65%

*Rate Agreement % equals Strongly Agree plus





Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q6.1a	There is an atmosphere of trust and mutual respect in this school.	73%	74%	74%
Q6.1b	Teachers feel comfortable raising issues and concerns that are important to them.	71%	71%	71%
Q6.1c	The school leadership consistently supports teachers.	77%	77%	77%
Q6.1d	Teachers are held to high professional standards for delivering instruction.	92%	92%	91%
Q6.1e	The school leadership facilitates using data to improve student learning.	92%	91%	89%
Q6.1f	Teacher performance is assessed objectively.	84%	83%	84%
Q6.1g	Teachers receive feedback that can help them improve teaching.	83%	83%	83%
Q6.1h	The faculty and staff have a shared vision.	81%	80%	78%
Q6.1i	The procedures for teacher evaluation are consistent.	82%	82%	83%
Q6.1j	The school improvement team provides effective leadership at this school.	78%	78%	76%
Q6.1k	The faculty are recognized for accomplishments.	84%	84%	83%



Rate Agreement by Construct: Professional Learning Opportunities



Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q8.1a	Sufficient resources are available for professional development in my school.	77%	77%	79%
Q8.1b	An appropriate amount of time is provided for professional development.	77%	77%	71%
Q8.1c	Professional development offerings are data driven.	72%	72%	68%
Q8.1d	Professional learning opportunities are aligned with the school's improvement plan.	79%	78%	75%
Q8.1e	Professional development is differentiated to meet the individual needs of teachers.	62%	62%	57%
Q8.1f	Professional development deepens teachers' content knowledge.	74%	74%	72%
Q8.1g	Teachers have sufficient training to fully utilize instructional technology.	72%	73%	73%
Q8.1h	Teachers are encouraged to reflect on their own practice.	92%	91%	90%
Q8.1i	In this school, follow up is provided from professional development.	70%	68%	66%
Q8.1j	Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77%	76%	72%
Q8.1k	Professional development is evaluated and results are communicated to teachers.	59%	58%	57%
Q8.1l	Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	81%	81%	78%
Q8.1m	Professional development enhances teachers' abilities to improve student learning.	84%	84%	82%

*Rate Agreement % equals Strongly Agree plus



Rate Agreement by Construct:

Instructional Practices & Support



Please rate how strongly you agree or disagree with the following statements:

2018

2020

2022

		2018	2020	2022
Q9.1a	Local assessment data are available in time to impact instructional practices.	77%	75%	74%
Q9.1b	The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.	95%	94%	93%
Q9.1c	Teachers work in professional learning communities to develop and align instructional practices.	89%	89%	87%
Q9.1d	Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	82%	82%	80%
Q9.1e	Teachers are encouraged to try new things to improve instruction.	91%	89%	88%
Q9.1f	Teachers are encouraged to observe other teachers within their school/district.	74%	74%	67%
Q9.1g	Teachers are assigned classes that maximize their likelihood of success with students.	63%	62%	61%
Q9.1h	Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	79%	76%	75%
Q9.1i	Teachers believe almost every student has the potential to do well on assignments.	88%	88%	88%
Q9.1j	Teachers believe what is taught will make a difference in students' lives.	91%	91%	89%

*Rate Agreement % equals Strongly Agree plus





Continued...

2018

2020

2022

		2018	2020	2022
Q9.1k	Teachers require students to work hard.	92%	91%	90%
Q9.1l	Teachers collaborate to achieve consistency on how student work is assessed.	84%	83%	82%
Q9.1m	Teachers know what students learn in each of their classes.	80%	79%	77%
Q9.1n	Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	78%	78%	75%
Q9.1o	Teachers use digital content and resources in their instruction.	93%	94%	95%
Q9.1p	Teachers use assessment data to inform their instruction.	91%	91%	90%
Q9.1q	Teachers regularly assign homework that requires access to the internet to complete.	45%	45%	47%
Q9.1r	Teachers regularly assign homework that requires access to a digital device to complete.	46%	43%	46%



Rate Agreement by Construct:

Equity



Please rate how strongly you agree or disagree with the following statements:

- 2018
- 2020
- 2022

		2018	2020	2022
Q13.1a	At this school, all students are treated equitably, justly and fairly.	--	78%	80%
Q13.1b	School rules are applied equitably to all students.	--	70%	73%
Q13.1c	This school emphasizes showing respect for all students' cultural beliefs and practices.	--	92%	92%
Q13.1d	This school provides quality services to help students with social or emotional needs.	--	82%	85%
Q13.1e	The programs and resources at this school are adequate to support students with special needs or disabilities.	--	79%	80%
Q13.1f	This school provides instructional materials that reflect the diverse background of our students and community.	--	81%	84%

*Rate Agreement % equals Strongly Agree plus





Please rate how strongly you agree or disagree with the following statements:

2018

2020

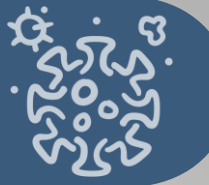
2022

		2018	2020	2022
Q14.1a	The following types of problems rarely occur at this school: Physical conflicts among students	--	64%	63%
Q14.1b	The following types of problems rarely occur at this school: Vandalism	--	74%	67%
Q14.1c	The following types of problems rarely occur at this school: Student possession of weapons	--	87%	86%
Q14.2a	Bullying is not a frequent problem in this district.	--	58%	49%
Q14.3a	Cyberbullying is not a frequent problem among students in this district.	--	63%	36%

*Rate Agreement % equals Strongly Agree plus



Pandemic Impact

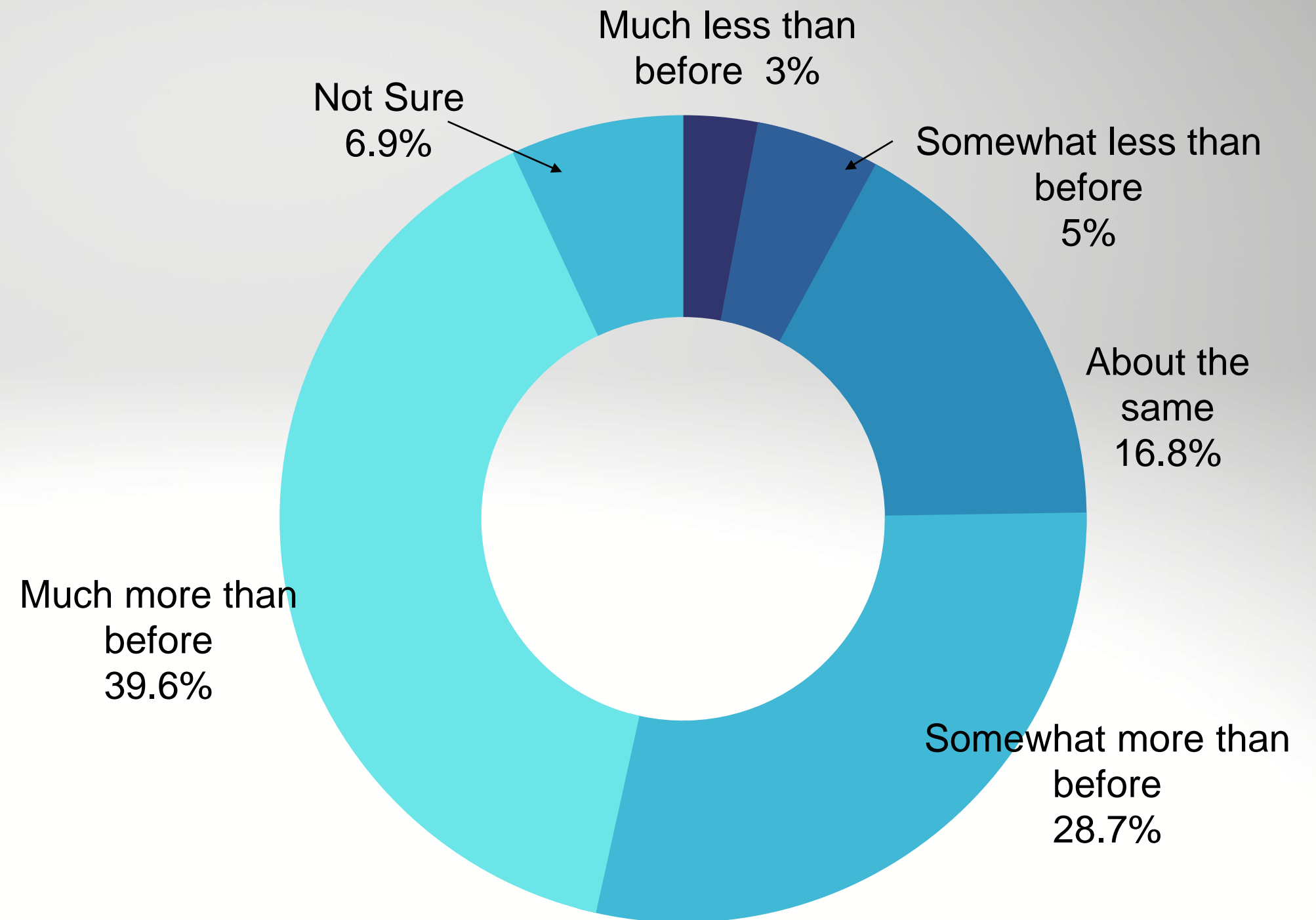
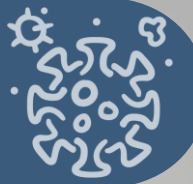


What percent of your instruction this year has been spent on reteaching prior grade academic standards?

25% spent reteaching	29%	28239
50% spent reteaching	28%	27666
75% spent reteaching	17%	16113
100% spent reteaching	4%	4201
Not Sure	22%	21430



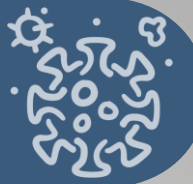
Pandemic Impact



At this point in the 2021-22 school year, how do your students' needs for social/emotional/mental health support compare to the same time in a typical school year?



Pandemic Impact

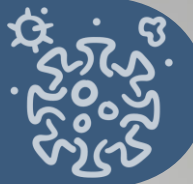


Please estimate how your students' current academic progress compares to past academic progress the same time in a typical school year?

1 year behind	36%	35223
6 months behind	23%	22472
3 months behind	15%	14868
About the same	22%	21742
3 months ahead	1%	1335
6 months ahead	1%	716
1 year ahead	1%	1291



Pandemic Impact



At this point in the 2021-22 school year, please select the top five issues of MOST concern.

Addressing disparities in student learning	24%	23459
School staffing shortages	15%	14839
Assessing student performance and needs	13%	12805
Social/emotional support for students	12%	11688
Health and safety of teachers and staff	9%	9078
Health and safety of students	9%	8971
Reteaching students prior grade standards	9%	8569
Non-academic needs of students (e.g., food, safe environment)	6%	6087
Transitioning between remote and in-person learning	2%	1864
Planning for future school closures	<1%	284



Principals - %RA by Construct:

Time



Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q2.3a	Central office has streamlined procedures to minimize principals' time on non-instructional tasks.	72%	66%
Q2.3b	Principals are provided time to collaborate with other principals and district leaders.	87%	82%
Q2.3c	Principals are provided time for networking and collaboration outside of the district.	58%	46%
Q2.3d	Principals have sufficient time to focus on instructional leadership issues (i.e. data analysis, professional development, etc.).	71%	64%
Q2.3e	Working directly with students (i.e. teaching, tutoring, etc.).	64%	63%

*Rate Agreement % equals Strongly Agree plus Agree



Principals - %RA by Construct: Community Support and Involvement



Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q4.2a	Principals are knowledgeable about issues in the community.	96%	95%
Q4.2b	The district supports school outreach efforts to engage parents and guardians at this school.	94%	92%
Q4.2c	This school uses community resources to provide services to students.	92%	89%
Q4.2d	Community organizations are working effectively in this school to improve learning outcomes.	83%	78%

*Rate Agreement % equals Strongly Agree plus Agree





Please rate how strongly you agree or disagree with the following statements:

2020
2022

		2020	2022
Q5.2a	The district has clear policies for schools as to how to handle student conduct issues	89%	88%
Q5.2b	The district supports efforts to maintain discipline in this school.	90%	88%
Q5.2c	The district has supports (i.e., resources, personnel, etc.) in place to support positive student behavior.	83%	80%
Q5.2d	The district supports efforts to create a safe environment in this school.	94%	92%

*Rate Agreement % equals Strongly Agree plus Agree





Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q6.4a	Principals are actively involved in district decision making about educational issues.	80%	74%
Q6.4b	Principals are trusted to make sound professional decisions about instruction in this district.	86%	83%
Q6.4c	In this district we take steps to solve problems.	90%	86%
Q6.4d	The district has an effective process for making group decisions and solving problems.	80%	73%
Q6.4e	The district involves principals in decisions that directly impact the operations of my school.	85%	79%

*Rate Agreement % equals Strongly Agree plus Agree





Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q7.2a	Central office supports appropriate school improvement decisions when challenged by parents and the community.	85%	82%
Q7.2b	The district clearly defines expectations for schools.	90%	88%
Q7.2c	The district provides constructive feedback to principals toward improving performance.	83%	83%
Q7.2d	There is an atmosphere of trust and mutual respect within this district.	75%	72%
Q7.2e	Central office provides principals support when they need it.	87%	84%
Q7.2f	The district has a clearly defined mission and vision for all schools.	93%	92%
Q7.2g	The district encourages cooperation among schools.	90%	88%

*Rate Agreement % equals Strongly Agree plus Agree



Principals - %RA by Construct: Professional Learning Opportunities



Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q8.6	Principal professional development is a priority in this district.	79%	74%
Q8.7	Sufficient resources are available to principals to participate in professional development opportunities.	76%	72%

*Rate Agreement % equals Strongly Agree plus Agree



Principals - %RA by Construct:

Equity



Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q15.1a	In this district, all students are treated equitably, justly and fairly.	73%	72%
Q15.1b	District rules are applied equitably to all students.	75%	74%
Q15.1c	This district emphasizes showing respect for all students' cultural beliefs and practices.	93%	92%
Q15.1d	This district emphasizes the use of assessment data to inform instruction in the schools.	97%	96%
Q15.1e	This district provides quality services to help students with social or emotional needs.	71%	75%
Q15.1f	The programs and resources at this district are adequate to support students with special needs or disabilities.	69%	71%
Q15.1g	This district provides instructional materials that reflect the diverse background of our students and community.	76%	77%

*Rate Agreement % equals Strongly Agree plus Agree



Principals - %RA by Construct:

School Safety

Please rate how strongly you agree or disagree with the following statements:

2020
2022

		2020	2022
Q15.2	The following types of problems rarely occur at this district:		
a.	Physical conflicts among students	54%	45%
b.	Vandalism	75%	61%
c.	Student possession of weapons	82%	74%
Q15.3	Bullying is not a frequent problem in this district.	58%	49%
Q15.4	Cyberbullying is not a frequent problem among students in this district.	39%	36%
Q15.5	In this district, students are not bullied about their:		
a.	Race	53%	49%
b.	Ethnicity	54%	52%
c.	Cultural background	55%	53%
d.	Religion	67%	65%
Q15.6	This district has clear policies for schools as to how to handle student conduct issues, bullying of students, staff, etc.	90%	88%

*Rate Agreement % equals Strongly Agree plus Agree



Principals - %RA by Construct:

School Safety

Please rate how strongly you agree or disagree with the following statements:

2020

2022

		2020	2022
Q15.7	This district has a written plan that describes procedures to be performed in active shooter situations or lock-down situations.	96%	95%
Q15.8	This district has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).	95%	95%
Q15.9	This district provides effective and on-going training in safety procedures to staff (e.g., lockdown training or fire drills).	92%	91%
Q15.10	This district has clear policies for schools as to how to handle differences in students' cultural beliefs and practices.	68%	66%

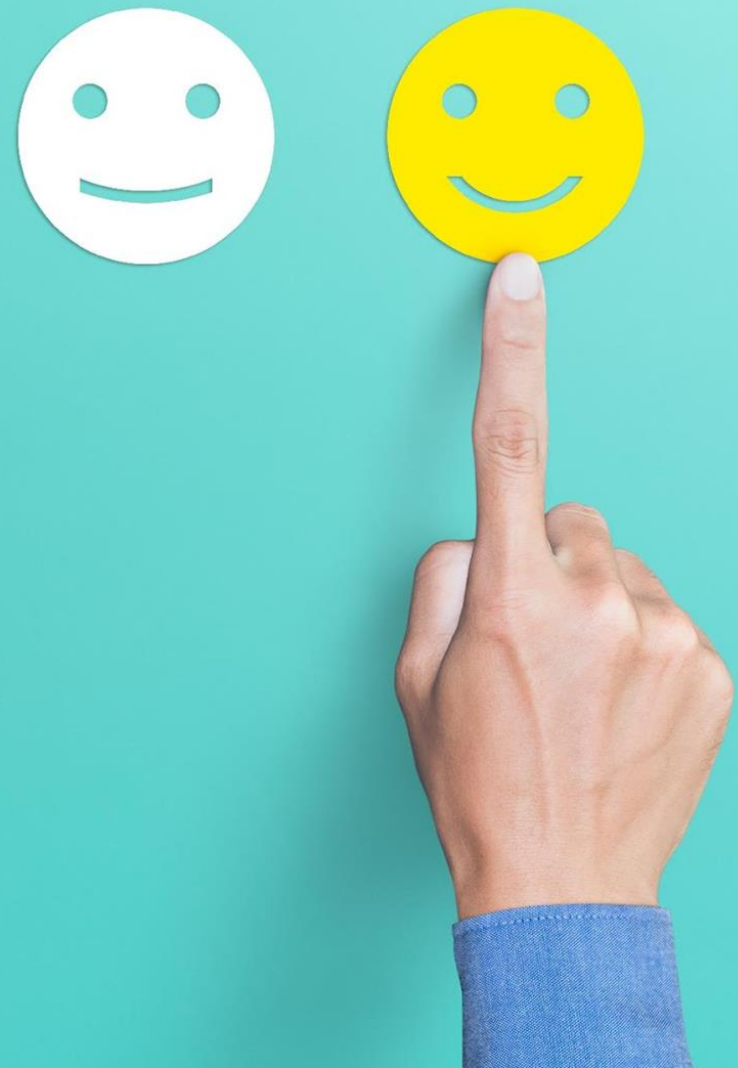
*Rate Agreement % equals Strongly Agree plus Agree



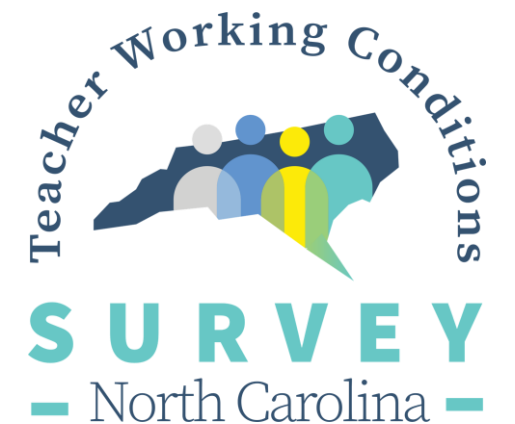
Additional Reports Coming Soon!

- Regional, District, School Heat Maps (June 2022)
- District Scatterplots (July 2022)
- Beginning/New Teacher Summary Data (Fall 2022)
- Beginning/New vs. Veteran Teacher Data (Fall 2022)
- Stayers, Movers, Leavers Data (Fall 2022)
- State Board Presentation to Present Additional Findings (Fall 2022)





2022 NC Teacher Working Conditions Prizes



Thank you to our partners!



Bojangles®



Fastest School

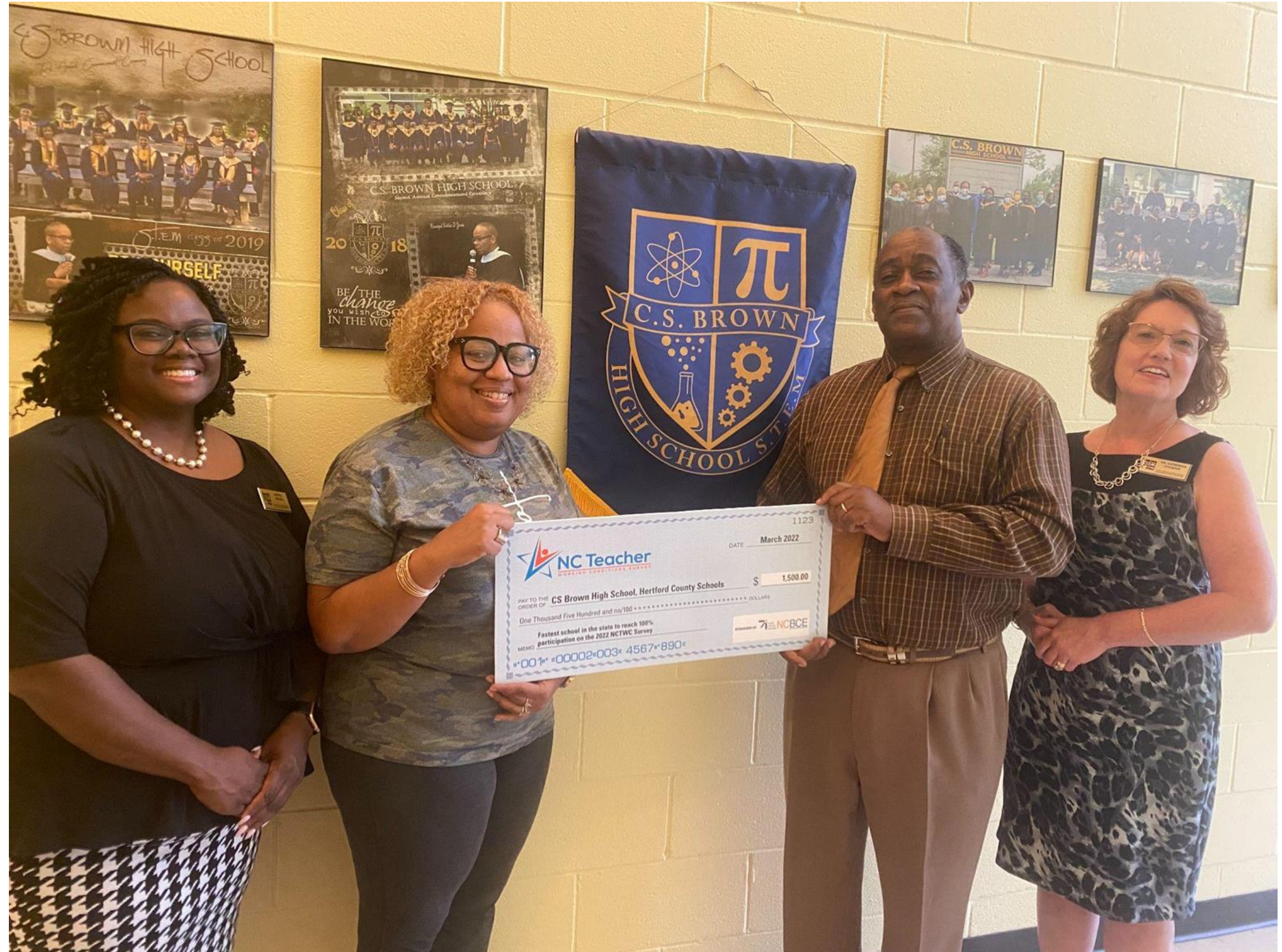
CS Brown High, Hertford County Schools

Rhonda Holmes, REF

Daphne Lee, TWC School Rep

Bobbie Jones, Principal

Dr. Catherine Stickney, Regional Director



Day 1 Middle School Drawing

Liberty Middle, Burke County Schools

Dr. Monica Shepherd, REF

Cynthia Roscoe, TWC School Rep

Anna Moose, Principal



Day 1 High School Drawing

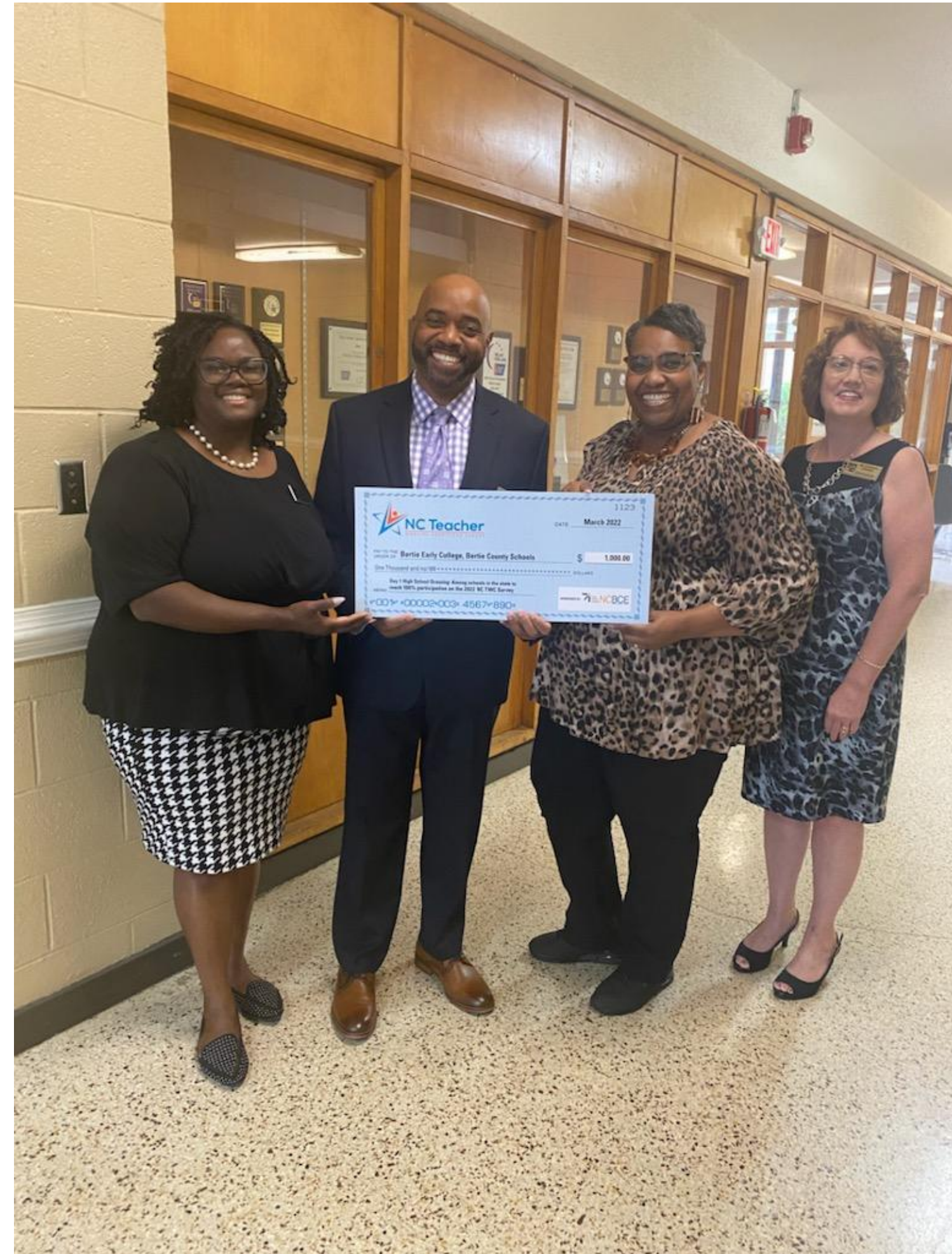
Bertie Early College, Bertie County Schools

Rhonda Holmes, REF

Dr. Otis Smallwood, Superintendent

Wanda Cofield, Principal

Dr. Catherine Stickney, Regional Director



Fastest District

Bertie County Schools

Rhonda Holmes, REF

Dr. Otis Smallwood, Superintendent

Dr. Catherine Stickney, Regional Director



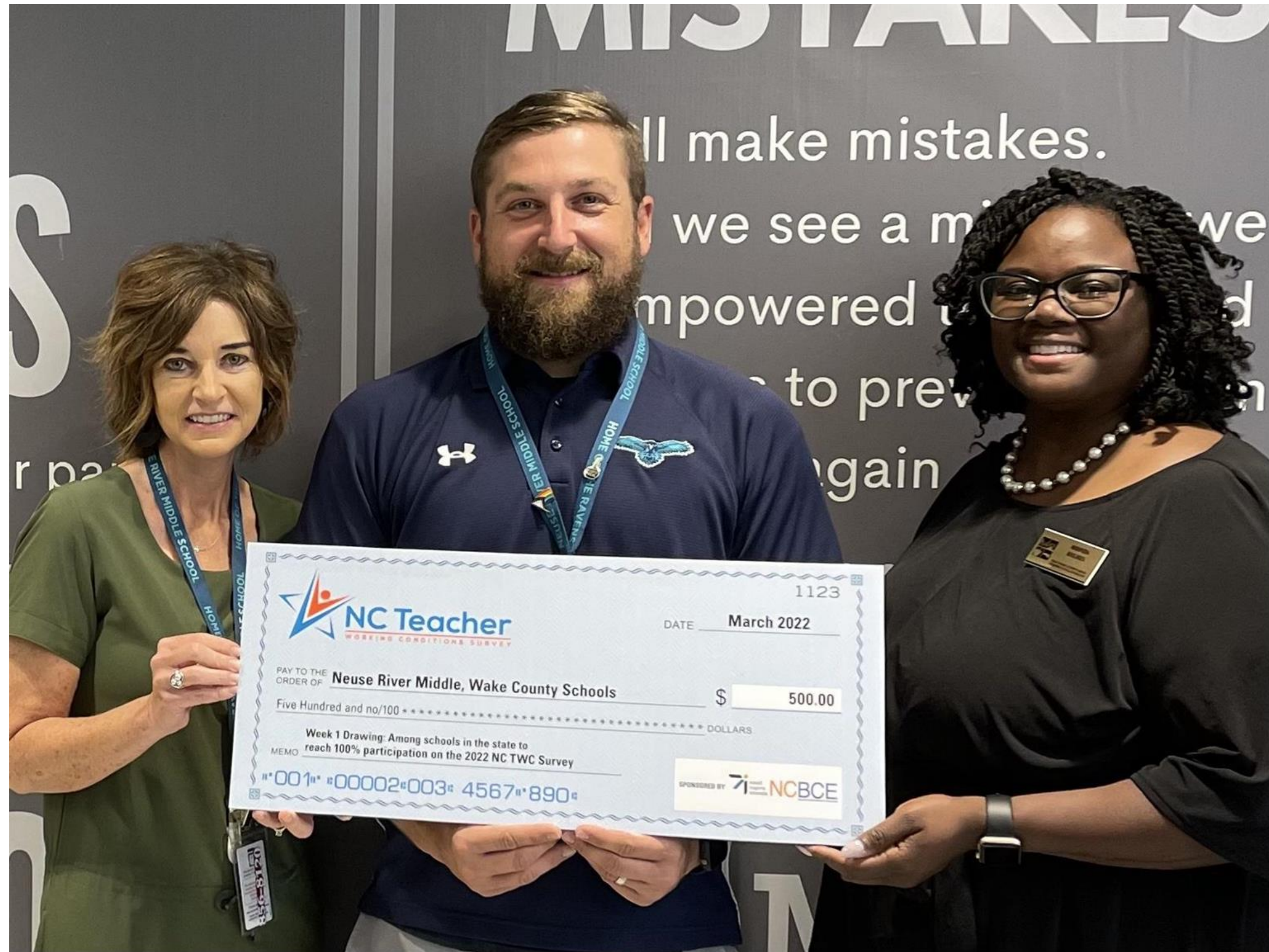
Week 1 100% Drawing

Neuse River Middle, Wake County Schools

Rebecca Beaulieu, Principal

Graham Brown, TWC School Rep

Rhonda Holmes, REF



Week 2 100% Drawing

William Lenoir Middle, Caldwell County Schools

Lisa Vaughn, Principal

Dr. Monica Shepherd, REF



Week 3 100% Drawing

Easley Elementary, Durham Public Schools

Rhonda Holmes, REF

Jennifer Hauser, Principal



Week 4 100% Drawing

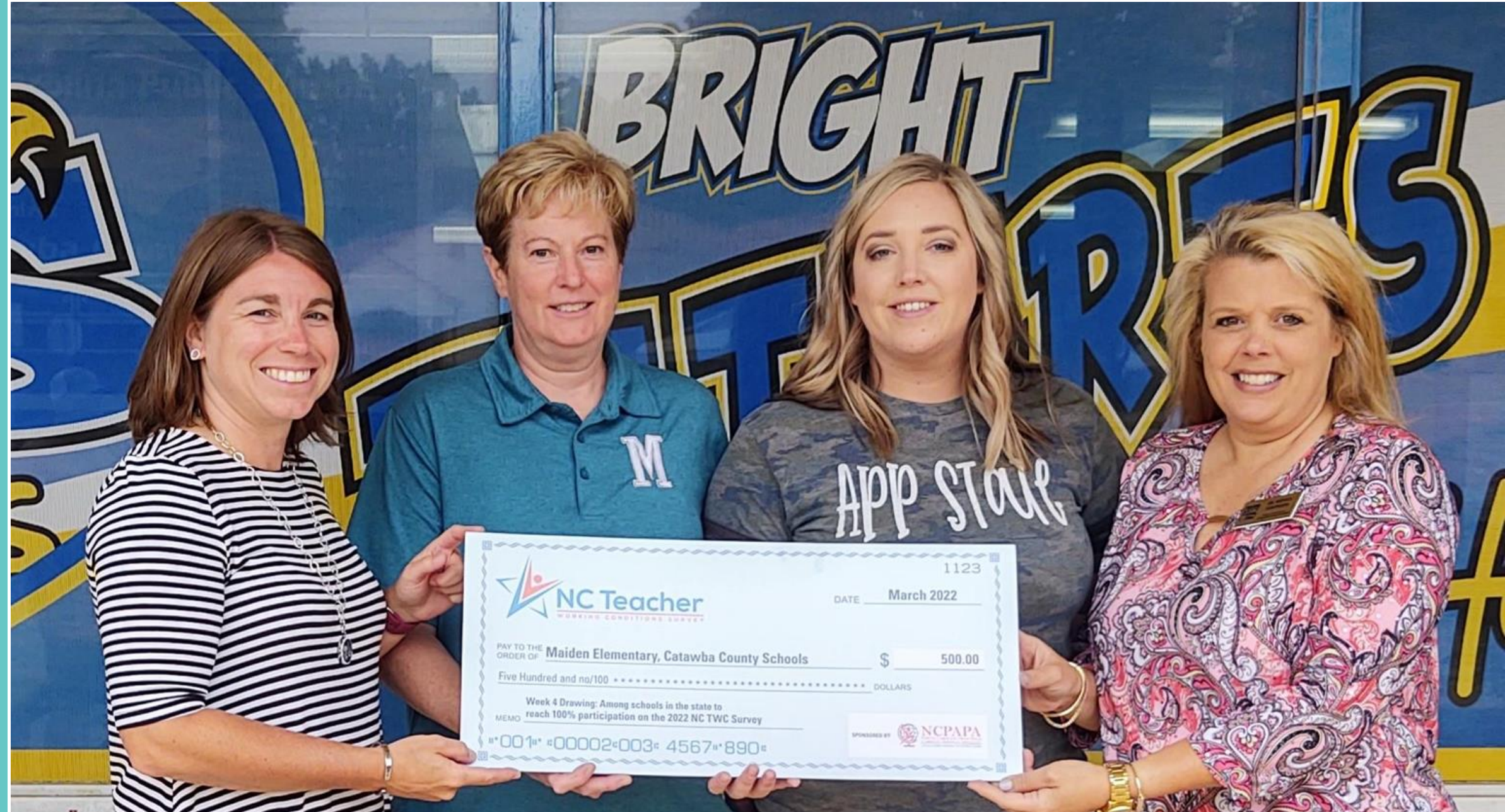
Maiden Elementary, Catawba County Schools

Shannon Plemmons, Principal

Heather Kelly, AP

Sandy Bost, TWC School Rep

Dr. Monica Shepherd, REF



Nick of Time Drawing

Enloe High, Wake County Schools

Nate Barilich, TWC School Rep

Rhonda Holmes, REF

Dr. Jacqueline Jordan, Principal



Finale Drawing

Salem Elementary, Union County Schools

Dr. Karol McNeil-Horton, REF

Stacey Larson, TWC School Rep

Denny Ferguson, Principal



Finale Drawing

Wiley Accel/Enrichment, Guilford County Schools

Angelia Higgins, TWC School Rep

LaToy Kennedy, Principal

Laura Papsun, REF



Rallying Representative Drawing

Teresa Cameron, South Harnett Elementary, Harnett County Schools

Thomas Backus, Principal

Teresa Cameron, TWC School Rep

Rhonda Holmes, REF



Rallying Representative Drawing

Ian Hurley, Eckerd - Candor, NCDPS Juvenile Education Services

Jerry Henderson, Education Administrator

Ian Hurley, TWC School Rep

Tina Starr, REF



Rallying Representative Drawing

Elizabeth Apostolopoulos, North Buncombe Elementary, Buncombe County Schools

Deborah Devane, Principal

Lizzie Apostolopoulos, TWC School Rep

Cindy Jamison, AP

Amy Laughter, REF



Thank You!



North Carolina Dept of Public Instruction

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