Unite, Inspire, Lead
Our Students, Our Union, Our Future

The Power of TELLing it Like it is

How to Use Working Conditions to Improve Student Learning Conditions

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Today’s Session Addresses

• **NEA Strategic Goal**
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment

• **NEA Organizational Priorities**
  – Every Student Succeeds Act (ESSA)
  – Collaborative Structures for Empowerment and Student Success
COMPETENCY: LEADING OUR PROFESSIONS

• NEA Leadership Competency Progression Levels:
  – Level 1: Foundational;
  – Level 2: Mobilizing & Power Building; and
  – Level 3: Agenda Driving

• NEA Leadership Competency Themes:
  – Advocates for policies and strategies that positively impact our professions and student learning
  – Analyzes and applies research, policies, and trends to determine potential impact on our professions and student learning
Session Objectives

By the end of this session you should be able to use the information provided in the following ways in your current position/role:

– Reflect and set goals based on working conditions data at the school and district levels.
– Convert association plans into actionable steps for school improvement.
The TELL survey is a voluntary, anonymous, online survey taken by licensed educators and building level administrators.

The acronym TELL stands for:

- **T**eaching,
- **E**mpowering,
- **L**eading, and
- **L**earning.
• The main intent of the TELL Survey is to provide additional data on teaching and learning conditions for the purposes of school and district improvements.

• Results are also expected to inform state level policy.
What the TELL Survey IS:

• A statistically valid and reliable instrument to assess whether educators have working conditions in their school that support effective teaching.

What the TELL 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.
TELL measures 8 constructs linked to teacher retention and student achievement:

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

• Decision makers are afforded an opportunity to hear from a large pool of their certified educators.

• School leaders are provided with data, tools, and direct support from NTC TELL team.

• Development of coalitions and diverse stakeholder partnerships.
Keys to Survey Success

1. Valid and reliable survey instrument that can provide information that can be interpreted and utilized at multiple levels
2. Coalition of diverse stakeholders and decision makers who help communicate the importance of the survey to their constituents
3. Clear understanding of the purpose of the survey and how the results will be disseminated and used (and how they should not be used)
4. Efficient and effective survey dissemination system and assistance during implementation
Data Reports and Tools
# Educators

# Completed

% Completed

## Kentucky Reports

Please click the section below which corresponds to your school to see available reports. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available, or, that the surveys submitted by educators in such schools still count towards the district and state results.

<table>
<thead>
<tr>
<th>District</th>
<th># Educators</th>
<th># Completed</th>
<th>% Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kentucky</td>
<td>50496</td>
<td>43761</td>
<td>86.66</td>
</tr>
<tr>
<td>Adair County</td>
<td>196</td>
<td>196</td>
<td>100.00</td>
</tr>
<tr>
<td>Allen County</td>
<td>223</td>
<td>223</td>
<td>100.00</td>
</tr>
<tr>
<td>Anchorage Independent</td>
<td>42</td>
<td>42</td>
<td>100.00</td>
</tr>
<tr>
<td>Anderson County</td>
<td>265</td>
<td>240</td>
<td>90.57</td>
</tr>
<tr>
<td>Ashland Independent</td>
<td>253</td>
<td>217</td>
<td>85.77</td>
</tr>
<tr>
<td>Augusta Independent</td>
<td>26</td>
<td>26</td>
<td>100.00</td>
</tr>
<tr>
<td>Ballard County</td>
<td>99</td>
<td>99</td>
<td>100.00</td>
</tr>
<tr>
<td>Barbourville Independent</td>
<td>42</td>
<td>35</td>
<td>83.33</td>
</tr>
</tbody>
</table>
How to Access the Data
Participant’s Packet Activities

Page B - Effective Use of Survey Results
Page D - TELL Vocabulary
Page E – Example Construct Indicators
Page H – Example What is Working/Not Working
Page J – Graffiti Wall
Page K – School Improvement Initiative
Effectively Using the Survey Results

1. Teaching conditions are an area for school improvement, not accountability.
2. Teaching and learning conditions are not about any one individual and it will take a community effort to improve.
3. Perceptual data are real data.
4. Conversations need to be structured and safe.
Effectively Using the Survey Results Continued

5. Identify and celebrate positives as well as considering areas for improvement.

6. Create a common understanding of what defines and shapes teaching and learn conditions.

7. Focus on what you can solve.

8. Solutions can be complex and long term.
# Construct Indicator Worksheet

## Example: Construct Indicator Worksheet

<table>
<thead>
<tr>
<th>Question</th>
<th>1st Draft</th>
<th>2nd Draft</th>
<th>3rd Draft</th>
<th>4th Draft</th>
<th>Final</th>
<th>Total</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td></td>
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<tr>
<td>4</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

## Additional Notes
- Please provide detailed feedback on the preliminary drafts.
- Ensure the final version is thoroughly reviewed.
- Consider including specific goals and benchmarks.
**What is Working/Not Working?**

**EXAMPLE: What is working/not working?**

<table>
<thead>
<tr>
<th>ITEM to EXAMINE</th>
<th>POSITIVE FACTORS</th>
<th>EFFECT ON SCHOOL/MY TEACHING</th>
<th>MOVING FORWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>District gives protected work days and ½ days for PLCs</td>
<td>Dedicated, protected group planning time</td>
<td>Expand my interaction to include folks from other schools to get more input and ideas</td>
<td></td>
</tr>
<tr>
<td>Front office is good about turning away parents who come unannounced</td>
<td>Keeps my time protected. Allows me more time to plan with colleagues</td>
<td>Be prepared to maximize this planning time</td>
<td></td>
</tr>
<tr>
<td>Administration does a good job of only calling meetings when it is absolutely necessary, and gives us notice.</td>
<td>The meetings are more engaging and welcomed. My time is protected.</td>
<td>Sincerely thank the front office staff for their help.</td>
<td></td>
</tr>
<tr>
<td>CHALLENGING FACTORS</td>
<td>EFFECT ON SCHOOL/MY TEACHING</td>
<td>MOVING FORWARD</td>
<td></td>
</tr>
<tr>
<td>2.1 B Teachers have time available to collaborate with their colleagues.</td>
<td>It is helping the kids, but hurting my planning and preparation with colleagues</td>
<td>Designate specific days of the week as off-limits to students</td>
<td></td>
</tr>
<tr>
<td>Kids are coming to me during my planning time to get additional help</td>
<td>Often unexpected and really hurts my planning time and scheduling of important activities with colleagues</td>
<td>Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?</td>
<td></td>
</tr>
<tr>
<td>Subs are not available so we often have to cover other classes during our planning</td>
<td>Causing me to need more protected time than necessary to accomplish goals</td>
<td>Chart what I am doing with my time to determine where I am inefficient. Work with veteran teachers and administrators to consider different approaches</td>
<td></td>
</tr>
<tr>
<td>Not using my time as efficiently as I could be.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Graffiti Wall

<table>
<thead>
<tr>
<th>Item</th>
<th>Challenge 1</th>
<th>Challenge 2</th>
<th>Challenge 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways to Overcome</td>
<td>Ways to Overcome</td>
<td>Ways to Overcome</td>
<td></td>
</tr>
</tbody>
</table>
## School Improvement Initiative

### Objective:
Teacher’s planning time is held sacred for PLC work.

### What does success look like?
All Teachers will meet daily and uninterrupted in their subject or grade level PLC to plan differentiated, rigorous daily and unit plans, analyze student work, and create assessments.

<table>
<thead>
<tr>
<th>What steps are needed?</th>
<th>What must be included for success?</th>
<th>How will we know we succeeded?</th>
<th>What resources are needed?</th>
<th>By when? With whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand clear meeting structure and processes.</td>
<td>A facilitator, reporter and recorder</td>
<td>Everyone feels the time was well spent</td>
<td>PLC facilitator training</td>
<td>Team leaders take the Oct. 15th facilitator’s training offered by the district</td>
</tr>
<tr>
<td>Create a coverage schedule</td>
<td>All teachers must participate</td>
<td>No teacher has covered more than 1 class a month</td>
<td>Someone to make the schedule</td>
<td>Administrator or Department Chair, by Oct. 1.</td>
</tr>
<tr>
<td>Create a set meeting place and schedule</td>
<td>Time before or after the meeting for personal needs and student mini-conferencing, Child Study/local screening meetings parent conferencing, and administrative business</td>
<td>We have a place to meet and a set schedule that we adhere to for 2 months in a row.</td>
<td>Space</td>
<td>Principal will assign the place for all meetings</td>
</tr>
</tbody>
</table>

### How will we maintain our success?
We all pledge to honor our meeting times and to create true professional learning communities.
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

– Utilize working conditions data to promote self-reflection and goal setting at the school and district levels.

– Convert association plans into actionable steps for school improvement.
Thank you for Joining this Session!

• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment

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