CENTER FOR OPTIMAL LEARNING ENVIRONMENTS

Presentation to the Governor's Commission on Access to Sound Basic Education

2/28/19
D. Shephard

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2018 NC TWC Survey Constructs

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

Source: New Teacher Center. "2018 North Carolina Teacher Working Conditions Preliminary Data Report." June 2018.

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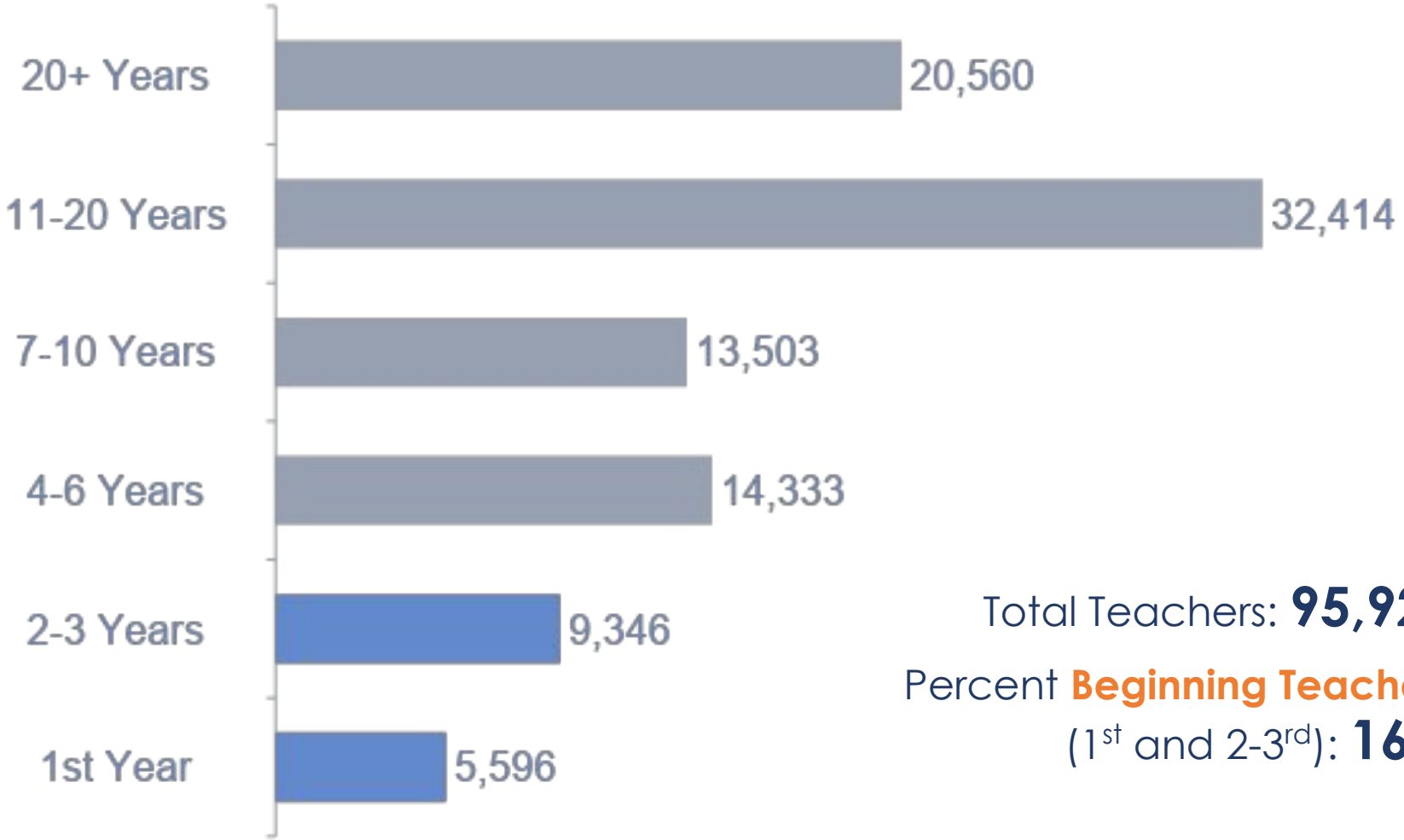
2018 Responses by Teacher Experience



Total Teachers: **95,922**

Percent **Beginning Teachers** (1st and 2-3rd): **16%**

Source: New Teacher Center. "2018 North Carolina Teacher Working Conditions Preliminary Data Report." June 2018.

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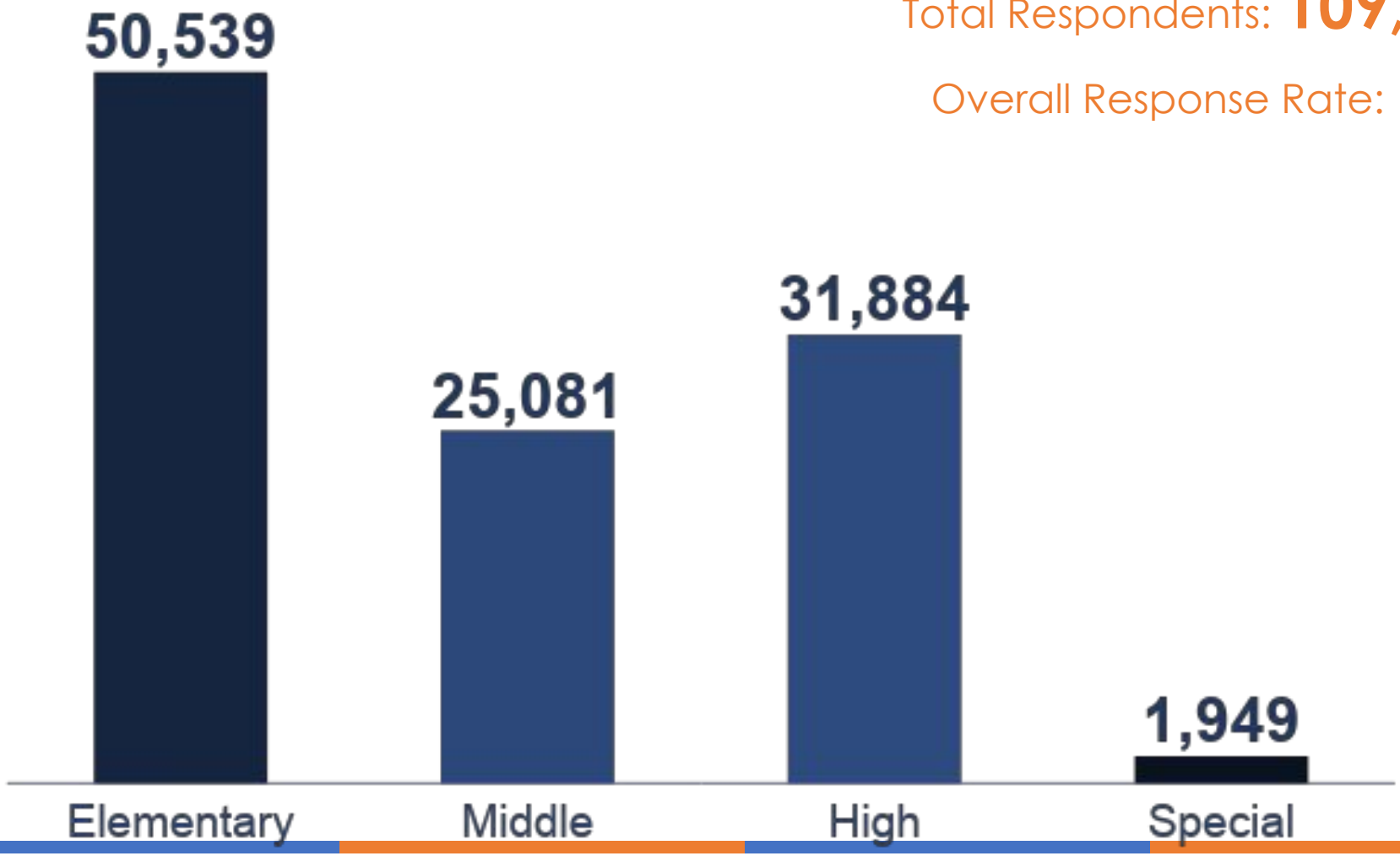
2018 Responses by School Level

Total Respondents: **109,453**

Overall Response Rate: **91%**



Source: New Teacher Center. "2018 North Carolina Teacher Working Conditions Preliminary Data Report." June 2018.

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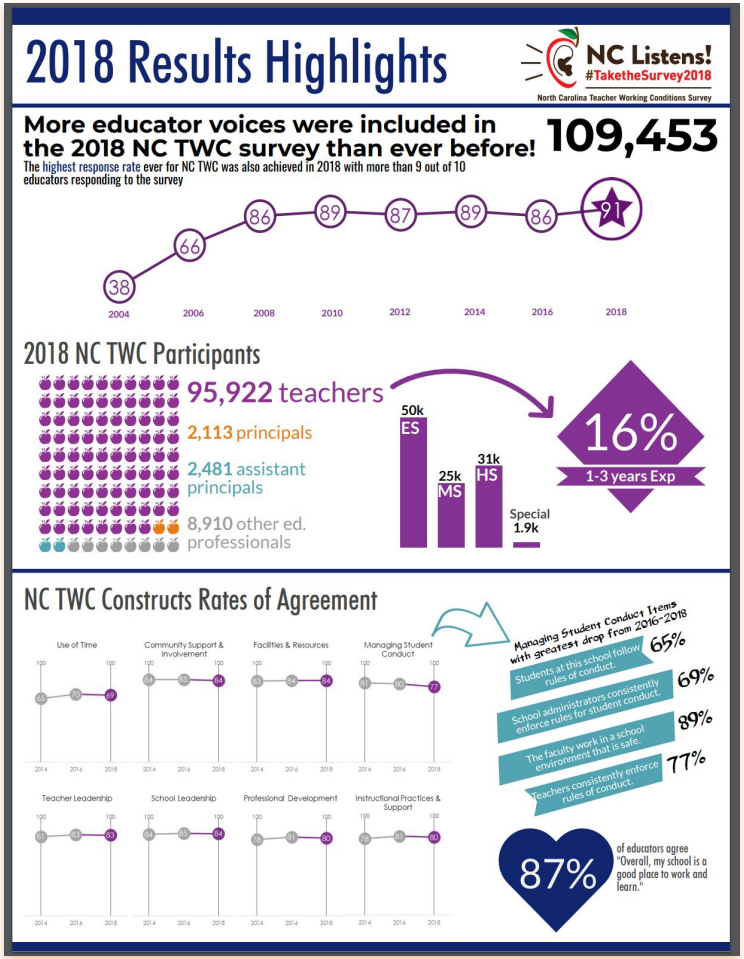
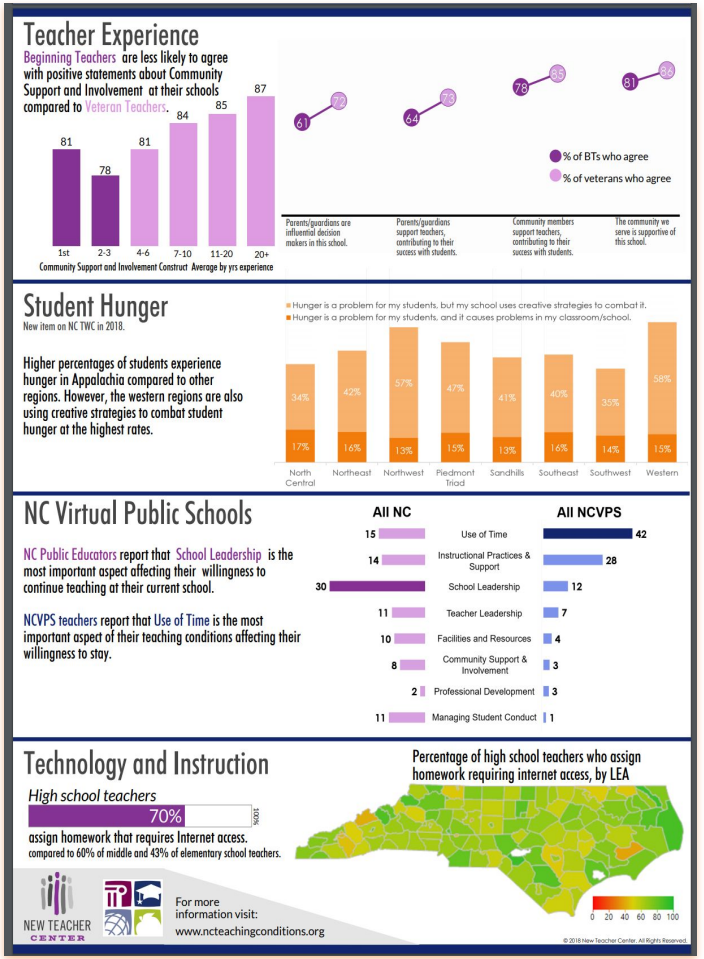
2018 Survey Data Highlights





Source: New Teacher Center. "2018 North Carolina Teacher Working Conditions Preliminary Data Report." June 2018.

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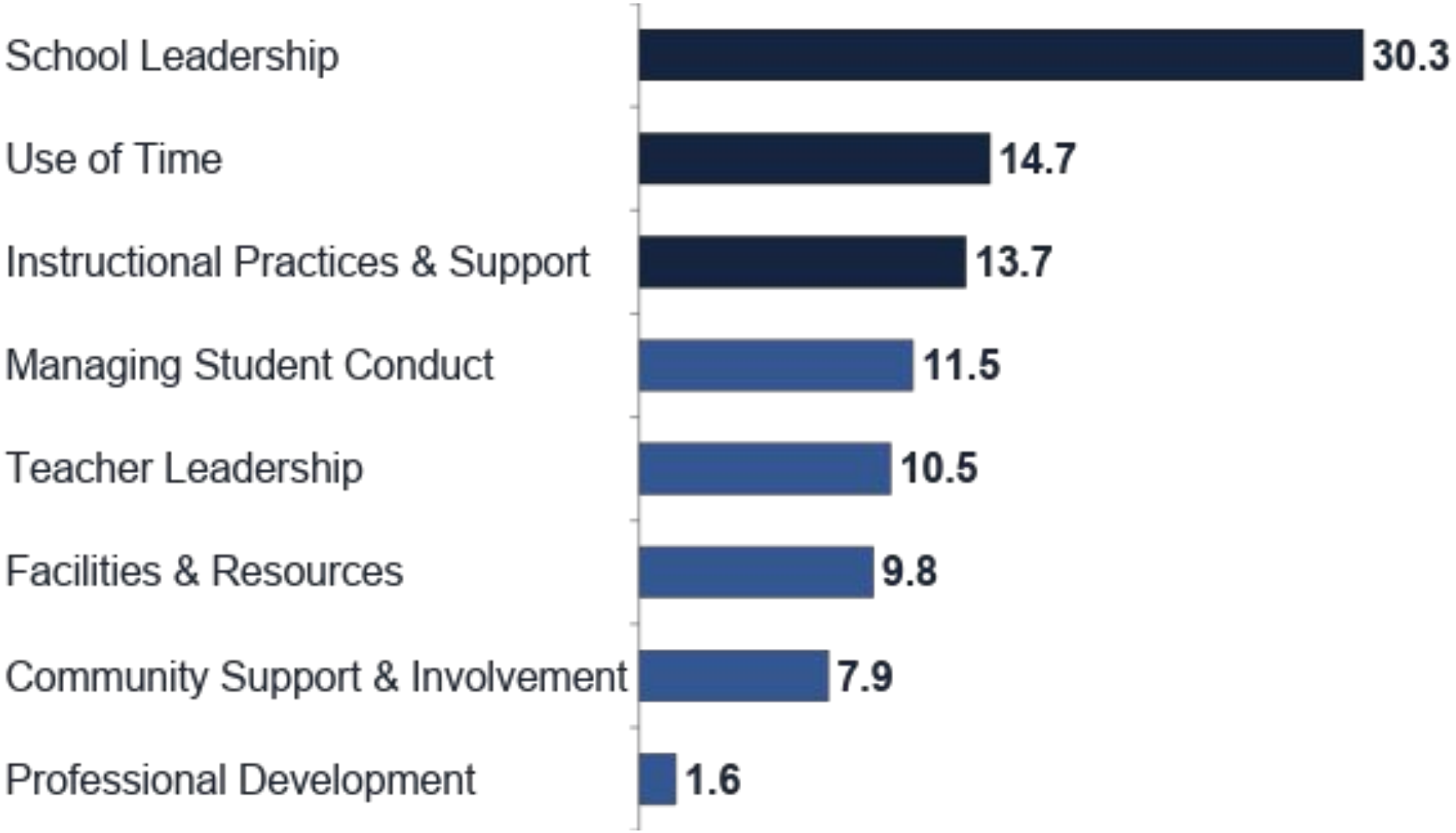
Willingness to Keep Teaching at Current School



Source: New Teacher Center. “2018 North Carolina Teacher Working Conditions Preliminary Data Report.” June 2018.

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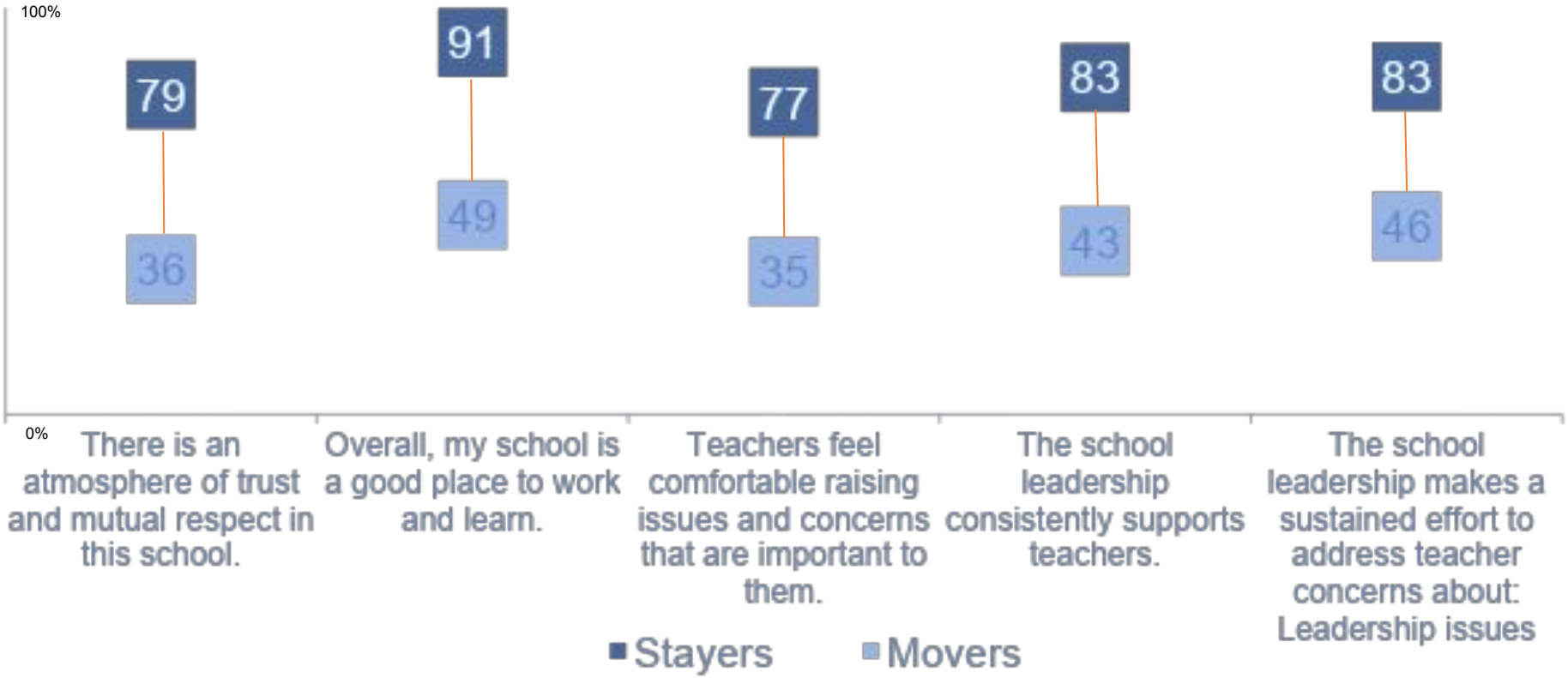
Stayers and Movers Response Disparity



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Source: New Teacher Center. "2018 North Carolina Teacher Working Conditions Preliminary Data Report." June 2018.

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Dr. Richard Ingersoll's Latest Research

School Leadership, Teachers' Roles in School Decision-Making, and Student Achievement

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

Leadership Matters

Teachers' Roles in School Decision Making and School Performance

School Leadership, Teachers' Roles in School Decisionmaking, and Student Achievement

EDUCATION WEEK

Students Fare Better When Teachers Have a Say, Study Finds

But such teacher-leadership practices are rarely used

By Madeline Will

November 1, 2017

Students who go to schools where their teachers have a leadership role in decisionmaking perform significantly better on state tests, a new study finds.

But some of the leadership elements that are most related to student achievement are the ones that are least often implemented in schools.

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In Summary: 5 Key Findings

1. **Ingersoll found students in schools with higher levels of school leadership and teacher leadership 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.)**

2. **The elements of school leadership with the greatest connection to student achievement are school leaders who:**

    1. Hold teachers to high standards
    2. Provide an effective school improvement team
    3. Foster a shared vision for the school.

3. **The elements of teacher leadership with the greatest connection to student achievement are schools which involve teachers in:**

    1. Establishing student discipline procedures
    2. School improvement planning.

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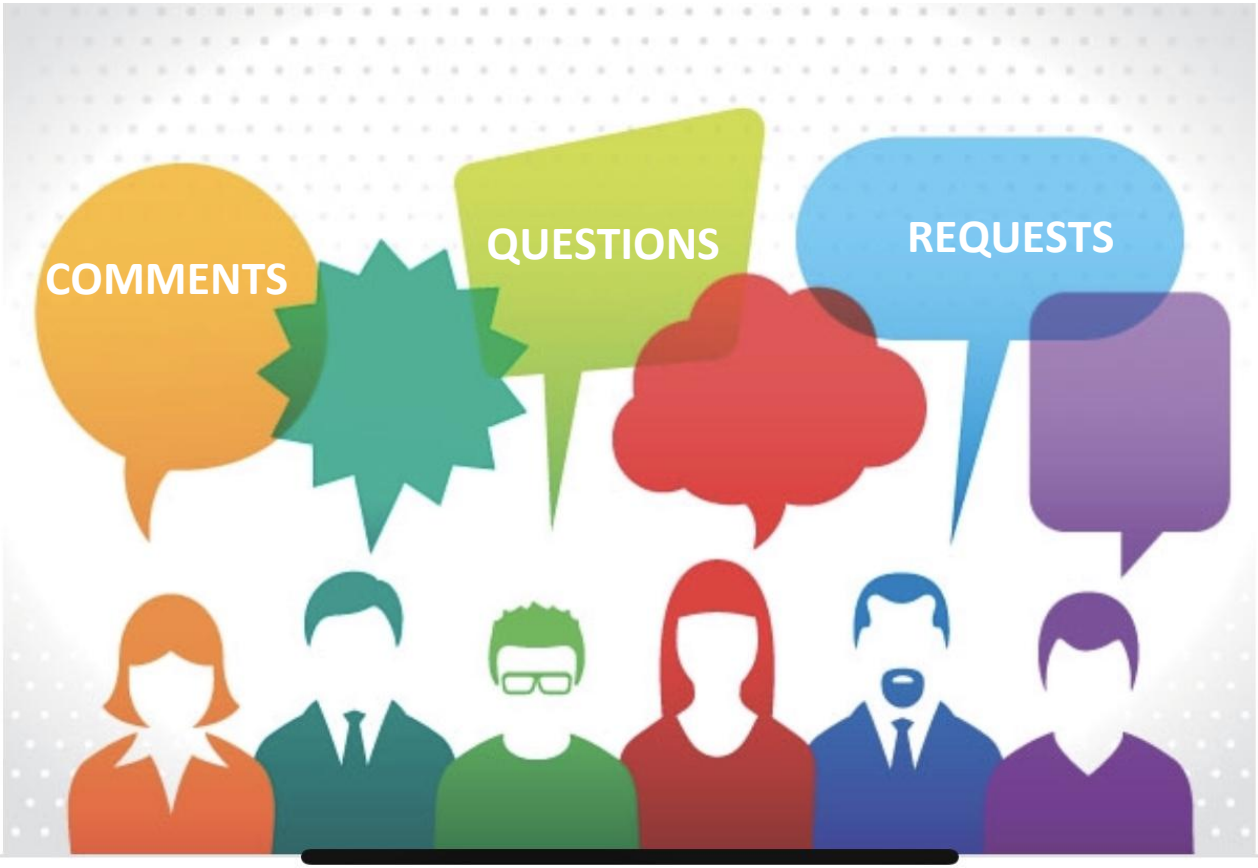
In Summary: 5 Key Findings

4 **Just as importantly, Ingersoll found that school leaders implement the five elements differently in schools, with a strong preference of holding teachers to high standards, yet all five elements are strongly connected to student success.**

5 **In high poverty schools, this imbalance is exacerbated, often placing students in these schools at an even greater disadvantage.**

This focus on high poverty schools and the research findings is one of the reasons Dr. Ingersoll and I will be presenting at the National Title I Conference in late January 2019.


COMMENTS
QUESTIONS
REQUESTS

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