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

2/28/19
D. Shephard
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2018 Responses by Teacher Experience

Total Teachers: **95,922**

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

2018 Responses by School Level

Total Respondents: 109,453
Overall Response Rate: 91%

2018 Survey Data Highlights

More educator voices were included in the 2018 NC TWC survey than ever before! 109,453

2018 NC TWC Participants
95,922 teachers
2,113 principals
2,481 assistant principals
8,910 other ed. professionals

2018 Results Highlights

Teacher Experience
Beginning Teachers: are less likely to agree with positive statements about Community Support and Involvement at their schools compared to Veteran Teachers.

Student Hunger
Higher percentages of students experience hunger in Appalachia compared to other regions. However, the western regions are also using creative strategies to combat student hunger at the highest rates.

NC Virtual Public Schools
NC Public Educators report that School Leadership is the most important aspect affecting their willingness to continue teaching at their current school.

NC Virtual Public Schools (NCVPS) teachers report that Use of Time is the most important aspect affecting their teaching conditions affecting their willingness to stay.

Technology and Instruction
Percentage of high school teachers who assign homework requiring internet access, by LEA,

Willingness to Keep Teaching at Current School

- School Leadership: 30.3
- Use of Time: 14.7
- Instructional Practices & Support: 13.7
- Managing Student Conduct: 11.5
- Teacher Leadership: 10.5
- Facilities & Resources: 9.8
- Community Support & Involvement: 7.9
- Professional Development: 1.6

Stayers and Movers Response Disparity

- **There is an atmosphere of trust and mutual respect in this school.**
  - Stayers: 79%
  - Movers: 36%

- **Overall, my school is a good place to work and learn.**
  - Stayers: 91%
  - Movers: 49%

- **Teachers feel comfortable raising issues and concerns that are important to them.**
  - Stayers: 77%
  - Movers: 35%

- **The school leadership consistently supports teachers.**
  - Stayers: 83%
  - Movers: 43%

- **The school leadership makes a sustained effort to address teacher concerns about: Leadership issues**
  - Stayers: 83%
  - Movers: 46%

School Leadership, Teachers’ Roles in School Decision-Making, and Student Achievement
Dr. Richard Ingersoll, University of Pennsylvania Consortium for Policy Research in Education
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.
In Summary: 5 Key Findings

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.

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.
For more information contact:

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