

TELL KY Survey Data Analysis
School-Based Decision Making Council
Training

KENTUCKY
Teaching Conditions
School Improvement
Training Guide for
SBDM Councils

This SBDM training material was developed by the Kentucky Department of Education (KDE), the Kentucky Education Association (KEA), New Teacher Center and the Kentucky Association of School Councils (KASC).

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TELL KY Survey Data Analysis Participant Package

Table of Contents

1. Cover page TELL KY Training
2. TELL Introduction TELL KY Training
3. Basic TELL Vocabulary worksheet TELL Training
4. Training Objectives & What we know about teaching conditions worksheet TELL Training
5. Uses of the Data worksheet TELL Training
6. Connector directions TELL KY training worksheet
7. Construct worksheet TELL KY Training
8. Construct Definitions TELL KY training worksheet
9. Prioritize the Constructs on your own TELL Training
10. Areas of Concern TELL KY training worksheet
11. Data Drill Down Process worksheet TELL Training
12. Process for Analyzing an Item worksheet TELL Training
13. What's Working What's Not example worksheet TELL KY Training
14. What's working worksheet TELL Training
15. Where are we going worksheet TELL Training
16. Graffiti Wall Ideals with Directions worksheet TELL Training
17. School Improvement Initiative worksheet TELL Training
18. Change Ideal Situation into Objective Worksheet TELL Training

TELL

KENTUCKY

*T*EACHING, *E*MPOWERING, *L*EADING AND *L*EARNING

This training references results from the 2011 TELL Kentucky Survey available online at www.tellkentucky.org.

The intent is to begin discussion among staff on whether certain teaching conditions are present in their school and to ensure data is used in school improvement planning.

Basic TELL Vocabulary

➤ **TELL** = Teaching, Empowering, Leading and Learning

➤ **Teaching and Learning Conditions** = the systems, relationships, resources, environments and people in your school that affect your ability to teach (or learn) at a high level.

➤ **Construct** = a grouping of several specific questions, all dealing with the same topic

**Time

**Facilities and Resources

**Community Support & Involvement

**Managing Student Conduct

**Teacher Leadership

**School Leadership

**Professional Development

**Instructional Practices & Support

➤ **Item** = a specific individual question.

TELL KY Survey Data Analysis School-Based Decision Making Council

Training Objectives

- Become familiar with your school's data from the 2011 survey results and the TELL website.
- Understand the drill-down process in order to analyze the data.
- Be able to unpack, disseminate and discuss teaching conditions data to create action items in a planning process for school improvement.
- Identify council policies that may require revision.

What We Know about Teaching Conditions

✓ It matters for **KIDS!!**



✓ It matters for *teacher retention!!*



✓ Principals and teachers view  teaching conditions differently.

Uses of the Data

- as a baseline for improvement
- as a way to measure improvement
- as a way to help us prioritize our needs to inform our school improvement plan



CONNECTOR DIRECTIONS

1. **Read** the rating system.

Rate each construct on a **1-4** scale, with **4** being the highest, then **write a brief explanation** as to why you believe this is true.

4 = *These conditions are strongly beneficial to effective teacher practice and promote student learning at high levels.*

3 = *These conditions are beneficial to effective teacher practice and promote student learning.*

2 = *These conditions do not benefit effective teacher practice or promote student learning.*

1 = *These conditions hinder effective teacher practice and student learning.*

2. **Reflect** upon each Teaching Condition Construct and rate them from 1-4.

3. **Reflect and write** a few notes about each Teaching Conditions Construct.

4. Find a partner and **share** out key points for two minutes each.

<u>CONSTRUCT</u>	#	<u>RATIONALE</u>	
		<u>POSITIVE ASPECTS</u>	<u>NEGATIVE ASPECTS</u>
TIME			
FACILITIES & RESOURCES			
COMMUNITY SUPPORT			
MANAGING STUDENT CONDUCT			
TEACHER LEADERSHIP			
SCHOOL LEADERSHIP			
PROFESSIONAL DEVELOPMENT			
INSTRUCTIONAL PRACTICES & SUPPORT			

Construct Definitions

- **Time**: Available time to plan, collaborate and provide instruction and barriers to maximizing time during the school day.

- **Facilities and Resources**: Availability of instructional, technology, office, communication and school resources to teachers.

- **Community Support and 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.

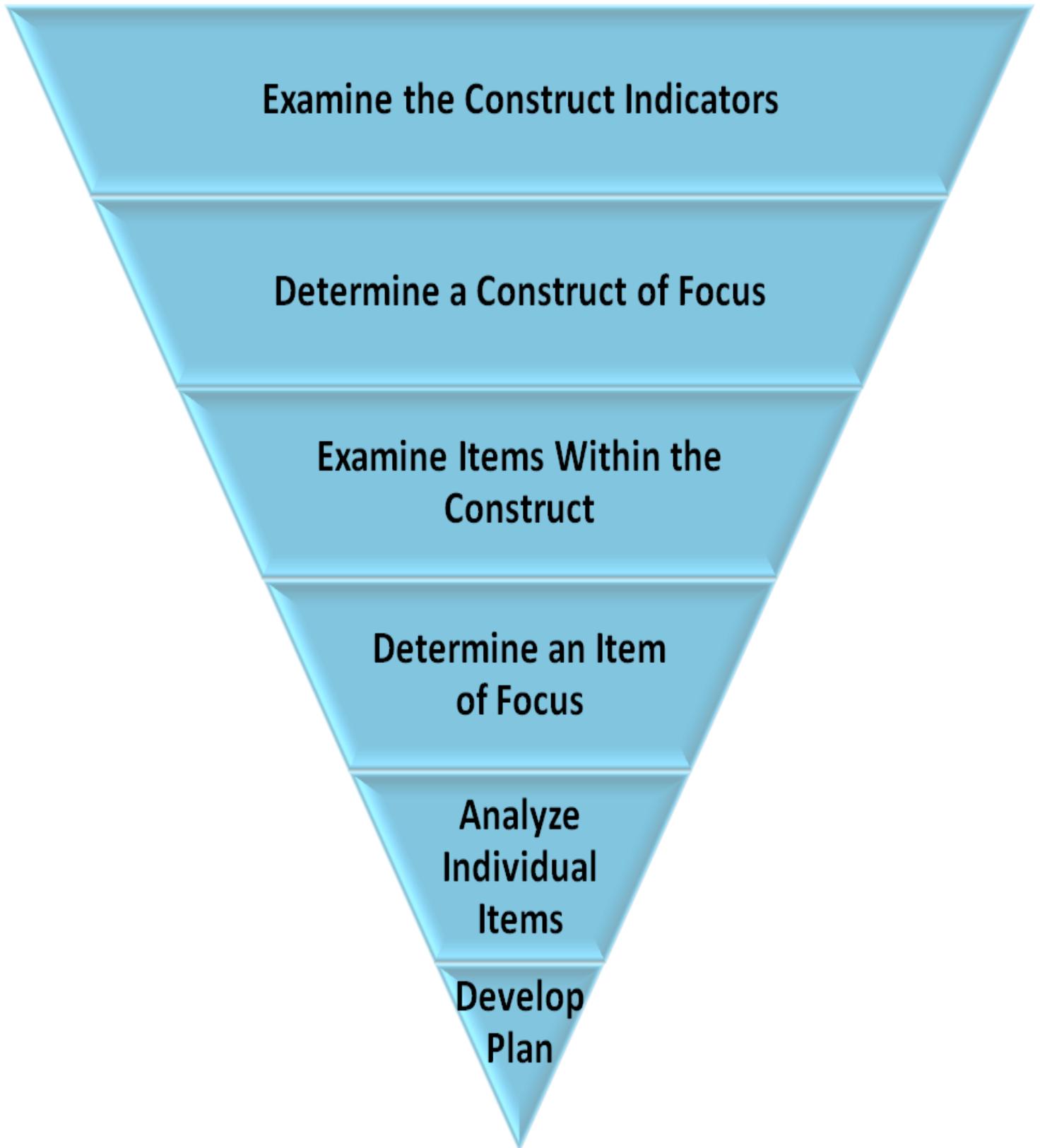
- **Professional Development**: Availability and quality of learning opportunities for educators to enhance their teaching.

- **Instructional Practices and Support**: Data and supports available to teachers to improve instruction and student learning.

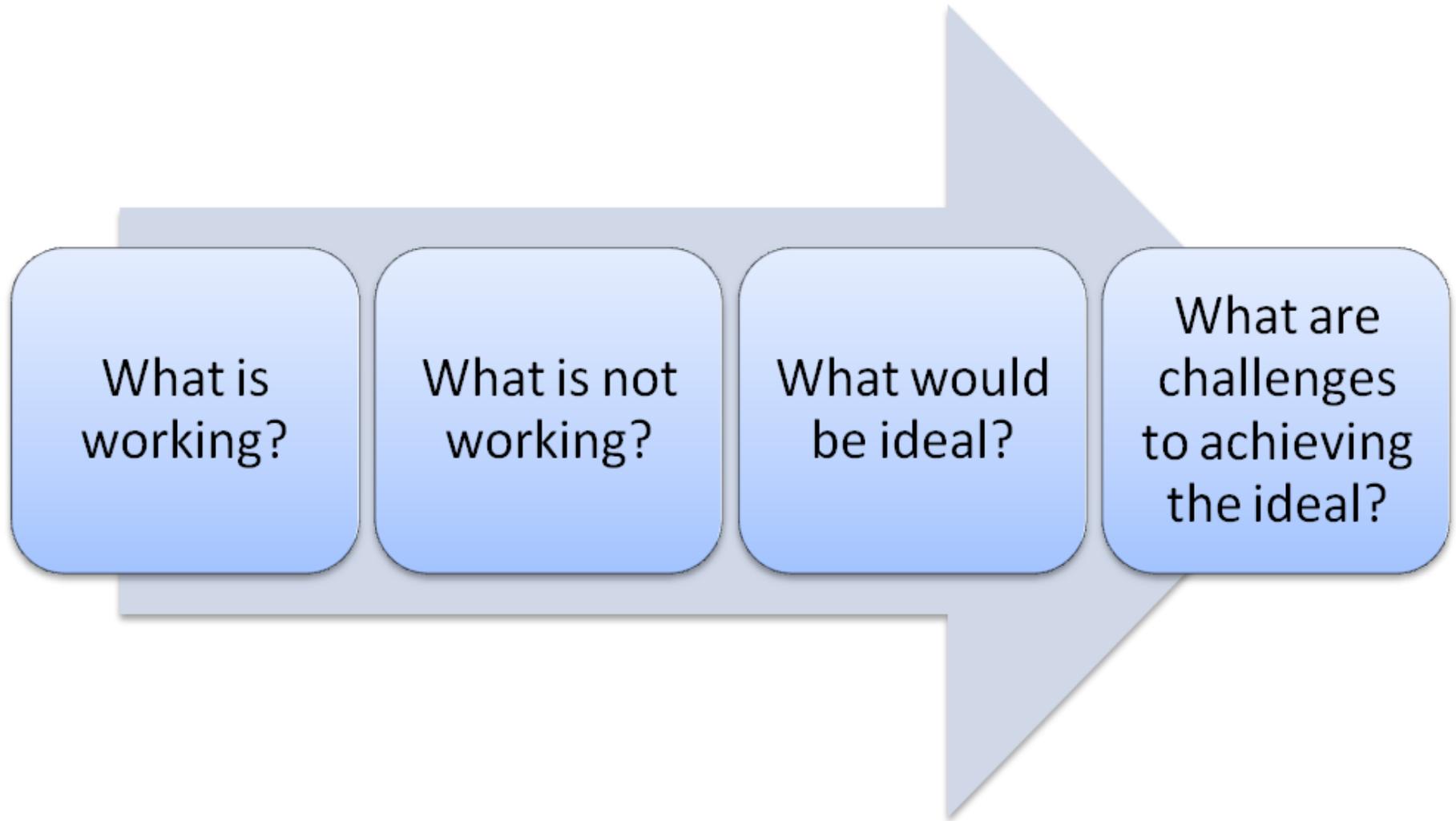
AREAS OF CONCERN

<u>CONSTRUCT</u>	<u>ITEM</u>	<u>CAUSES/REASON(S)</u>	<u>STRATEGIES FOR IMPROVEMENT</u>

Data Drill Down Process

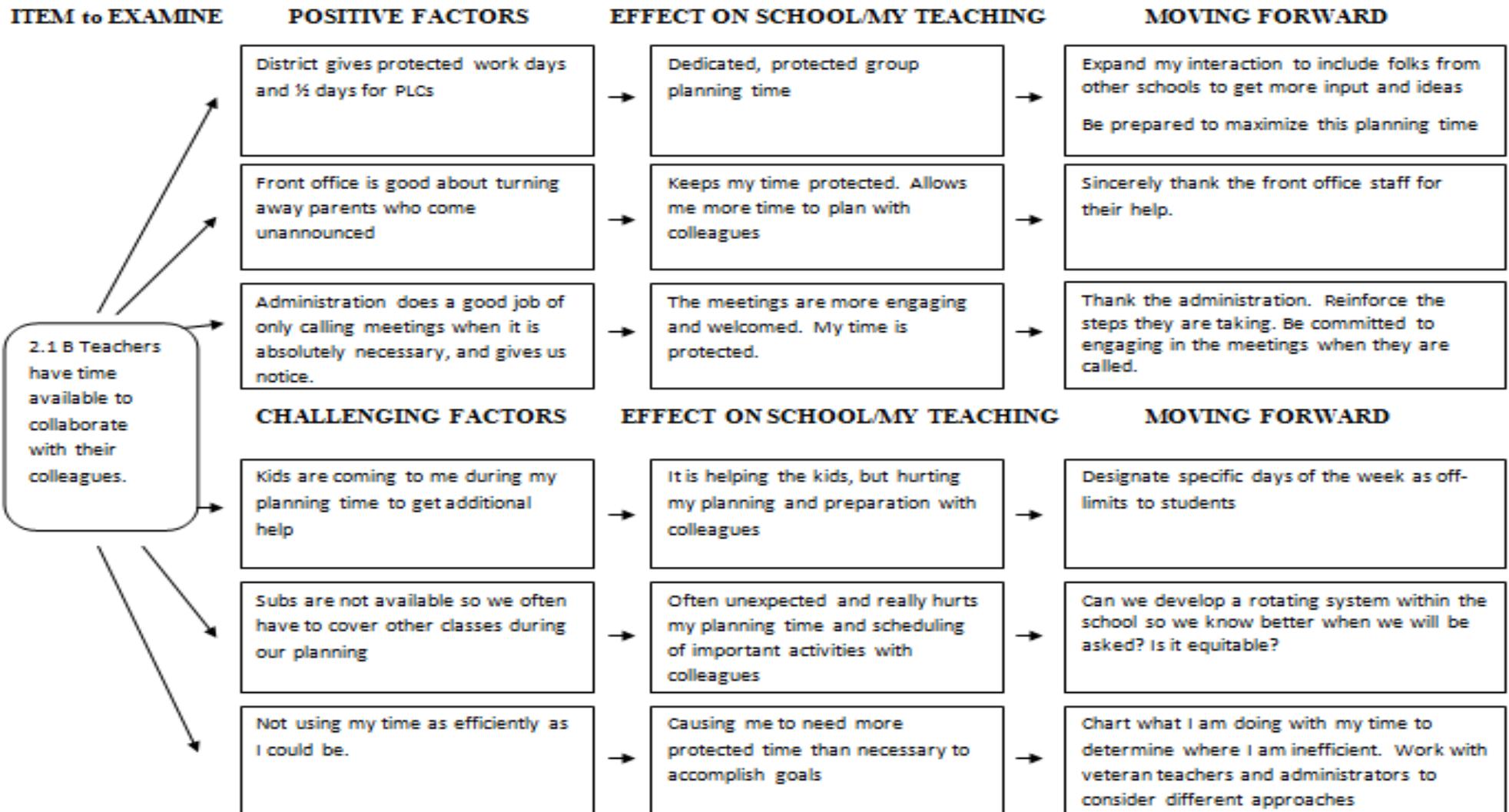


PROCESS FOR ANALYZING AN IDENTIFIED ITEM



What's Working? What's Not?

What is working/not working? EXAMPLE



Fill in your own "What's Working"

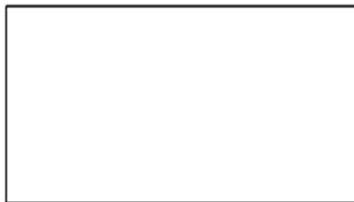
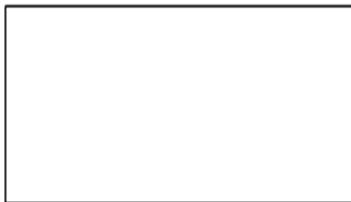
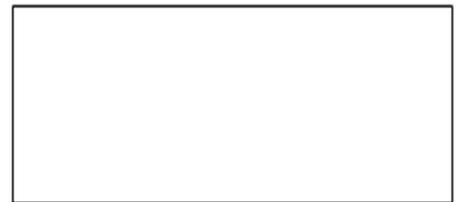
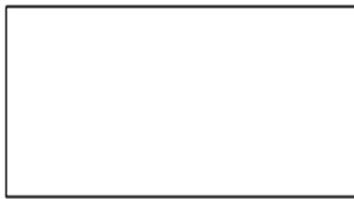
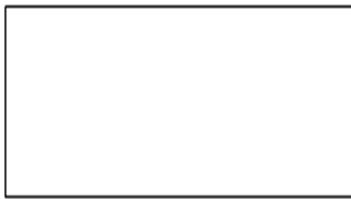
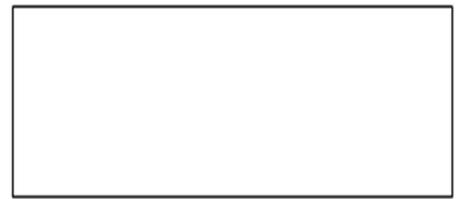
What is working/not working?

ITEM TO EXAMINE

POSITIVE FACTORS

EFFECT ON SCHOOL/MY TEACHING

MOVING FORWARD




CHALLENGING FACTORS

EFFECT ON SCHOOL/MY TEACHING

MOVING FORWARD












Where are WE Going?

What is Ideal? What are the Challenges?

Item:

WHAT WOULD THE IDEAL LOOK LIKE?

WHAT ARE THE CHALLENGES?

HOW DO WE OVERCOME THE CHALLENGES?



Graffiti Wall Ideals

DIRECTIONS:

 **Record** 3 or 4 Challenges to the Ideal.

 **Brainstorm** as many ways to overcome those challenges as possible.

CHALLENGE #1	CHALLENGE # 2	CHALLENGE # 3
Ways to Overcome	Ways to Overcome	Ways to Overcome
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School Improvement Initiative

Objective:

What does success look like?

What steps are needed?	What is included?	How will we measure success?	What resources are needed?	By when? With whom?

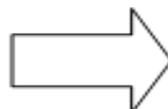
How will we maintain our success?

Sample Change an Ideal Situation into an Objective

Ideal Situation

Objective

Ex. Teachers never have to cover other teachers' classes.



Ex. Teachers' planning time is held sacred for PLC work.

