



UNDERSTANDING AND IMPROVING TEACHING AND LEARNING CONDITIONS: **KEA GUIDE TO USING YOUR SCHOOL TELL KENTUCKY RESULTS**



ABOUT THIS GUIDE

This Activity Guide references results from the 2017 TELL Kentucky Survey available online at www.tellkentucky.org.

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

The guide will assist local leaders in implementing an efficient and sequential process for reflecting on the overall status of teaching conditions, assessing differences across schools, and to considering potential strategies and solutions to enhancing conditions throughout the district. Conversations also need to occur among KEA Association Representatives and SBDM Council members within every school in the district to inform the work of school improvement planning. To facilitate the process at the school level, a more detailed SBDM guide is available at www.tellkentucky.org

This 2017 Activity Guide provides you the opportunity to capture results from the 2011, 2013, 2015, and 2017 TELL Kentucky surveys. By comparing 2011, 2013, 2015 and 2017 results from key questions within each survey construct, you can determine topic areas in which your district and schools have shown growth and areas upon which to focus your attention to effect change at the district level.

The 2017 TELL Kentucky Survey results go hand-in-hand with the Kentucky Teaching Conditions Standards, adopted by the Kentucky Board of Education in October, 2012. The Teaching Conditions Standards align with the eight TELL Survey constructs: Time, Facilities and Resources, Community Engagement and Support, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Learning, Instructional Practices and Support. The standards include indicators and descriptors for each standard and a rubric for assessing school's progress from Insufficient toward Developing, Accomplished and Exemplary. By looking at your school's responses to the questions aligned with each indicator, you can assess your school's progress toward meeting the teaching conditions standards.

While the process outlined in this guide will be useful for local leaders working independently, more significant improvements can be gained through local leaders working with KEA building level Association Representatives. The expertise that multiple participating local and building level leaders can bring to this process will yield a much more robust level of reflection as well as improve the possibility of change initiatives to be more representative of the needs of members within a school building and across the district. Research has shown teaching conditions to be integral to attracting and retaining effective teachers as well as improving student achievement. Once the analysis of the results and discussions of local priorities have taken place, data-driven discussions between local leaders and district superintendents should take place in order to celebrate positive results and implement changes to improve teaching and learning conditions in the district.

WHO SHOULD USE THIS GUIDE

This guide has been designed for use by KEA local leaders, as well as building level Association Representatives and members who may benefit from this process. All KEA members and potential members can benefit from using this guide as they organize around their priority issues in order to achieve desired improvements in their working and student learning conditions as well as to move toward achieving KEA's mission.



KEA STRATEGIC PLAN

Vision: KEA is the preeminent voice for quality public education.

Mission: We unite, organize and empower our members to advocate for themselves and to ensure a quality public education for every Kentucky student.

Operational Goals

- Member Rights: a comprehensive program that includes skill development and representation to address individual member concerns
- Membership Development: a comprehensive strategy for membership growth and retention
- Strong Locals: a focus on engaging and empowering members through skill development and local issue organizing
- Strong Profession: a comprehensive strategy to influence policy and policy implementation at all levels to enhance the education profession and foster quality public education

Support Systems

- Communication: a comprehensive system that includes consistent message development, branding and two-way communication
- Resource Management: all resources (people, time and money) focused around clear and limited statewide priorities
- Technology: aggressive, widespread use of technology to get the work done

ACTIVITY I: UNDERSTANDING DATA FROM YOUR SCHOOL AND DISTRICT

To participate in this activity, please access the results of the 2017 TELL Kentucky Survey online at www.tellkentucky.org.

The table on the next page contains one question from each of the eight different constructs of the TELL Kentucky Survey which best represent the findings in that overall construct. Analyses conducted over previous iterations of the survey indicate that teacher response rates to these particular questions can be a good starting point in discussions. They tend to be indicative of teacher response rates in other questions with the construct. In this exercise, you will compare your district's survey results on these eight questions to the state average.

In this exercise, you will compare your district's survey results on these eight questions to the state average.

1. To the right of the cell that reads 'Insert District Names Here,' place the name of your district.
2. To access results from the website, click 'View 2017 Survey Results' on the left side of the main page.
3. Locate your district's name in the list and click on the summary results icon to the right of the name.
4. Locate your school's name in the list and click on the summary results icon to the right of the name.
5. Find the percent agreement, educators who responded either 'agree' or 'strongly agree', to the questions listed in the table under the 'district' column and write them in the corresponding boxes in the table. This view should also provide you the state level results which can be written into the state column boxes.

The Eight Teaching Conditions Constructs

Time – Available time to plan, collaborate and provide instruction and eliminating barriers to maximize instructional 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 Learning – Availability and quality of learning opportunities for educators to enhance their teaching.

Instructional Practices and Support – Data and support available to teachers to improve instruction and student learning.



CHART FOR ACTIVITIES I AND II

| | Your School 2015 Results | Your School 2017 Results | Your District 2017 Results | Kentucky State 2017 Results | |
|--|--|--------------------------|----------------------------|-----------------------------|------------|
| Response Rate (%) | | | | | |
| Survey Questions | Percentage Agreement (Sum of Agree and Strongly Agree) | | | | Difference |
| TIME: The non-instructional time provided for teachers in my school is sufficient. | | | | | |
| FACILITIES AND RESOURCES: Teachers have sufficient access to appropriate instructional materials. | | | | | |
| COMMUNITY SUPPORT AND INVOLVEMENT: Parents/guardians are influential decision makers in this school. | | | | | |
| MANAGING STUDENT CONDUCT: School administrators consistently enforce rules for student conduct. | | | | | |
| TEACHER LEADERSHIP: The faculty has an effective process for making group decisions to solve problems. | | | | | |
| SCHOOL LEADERSHIP: There is an atmosphere of trust and mutual respect in this school. | | | | | |
| PROFESSIONAL LEARNING: Professional learning enhances teachers' abilities to improve student learning. | | | | | |
| INSTRUCTIONAL PRACTICES AND SUPPORT: Provided supports translate to improvements in instructional practices by teachers. | | | | | |



ACTIVITY II: IDENTIFYING TOP ISSUES IN YOUR SCHOOL AND DISTRICT

Compare your 2015 and 2017 school results to the district and state results.

1. In which construct(s) is your school above the district AND state average? On the chart, circle in green any construct above the district AND state average.
2. In which construct(s) is your school ABOVE the district average and BELOW the state average? On the chart, circle in yellow any constructs above the district average and below the state average.
3. In which construct(s) is your school BELOW the district average and ABOVE the state average? On the chart, circle in orange any construct below the district and above the state average.
4. In which construct(s) is your school BELOW the district average AND state average? On the chart, circle in red any construct below the district AND state average.
5. For each construct determine the difference between your district and the state average.
6. For the construct that is the greatest difference above the district AND state average, shade that box in green. What policies and supports exist in your district that may be contributing to being above the state average?
7. For the construct that is the greatest difference below the district AND state average, shade that box in red. What policies and supports would account for this being a lower than state average response?



ACTIVITY III: DETERMINING A “SNAPSHOT” OF YOUR SCHOOL AND DISTRICT

Use your answers to Activity II to complete this activity.

1. List your school name in column 1.
2. List the number of boxes you circled in green on the chart on page 4 in column 2.
3. List each of the constructs you circled in green in rank order in column 4, starting with the construct that is the highest above the district and state average.
4. List in columns 4 and 5 the percent above the district and state average for each construct.
5. In the last column note anything that was an “ah-ha”, was surprising, or confirmed your beliefs.

| SCHOOL NAME | # Green Circles | Construct(s) (in rank order) | % Above the district average | % Above State Average | Notes |
|-------------|-----------------|---------------------------------|------------------------------|-----------------------|-------|
| GREEN | | | | | |
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In your reflection of the following prompts, consider what systems and supports are currently in place in your school in order to reach above the district and state response levels. In the other box provided, write down the adjustments needed to systems and structures to support the school for an even higher improvement in this construct.

What is currently in place in your school?

What is the ideal for your school to include?



ACTIVITY III: DETERMINING A “SNAPSHOT” OF YOUR SCHOOL AND DISTRICT, CONTINUED

Use your answers to Activity II to complete this activity.

1. List your school name in column 1.
2. List the number of boxes you circled in red on the chart on page 4 in column 2.
3. List each of the constructs you circled in red in rank order in column 3, starting with the **greatest below** the state average.
4. List in columns 4 and 5 the percent below the district and state average for each construct.
5. In the last column note anything that was an “ah-ha”, was surprising, or confirmed your beliefs.

| SCHOOL NAME | # Red Circles | Constructs (in rank order) | % Below the state average | % Below the district average | Notes |
|-------------|---------------|----------------------------|---------------------------|------------------------------|-------|
| RED | | | | | |
| | | | | | |
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In your reflection of the following prompts, consider what systems and supports are currently in place in your school in order to have below the district and state response levels. In the other box provided, write down the adjustments needed to systems and structures to support the school for improvement in this construct.

What is currently in place in your school?

What is the ideal for your school to include?



CHART FOR ACTIVITY IV: IDENTIFY CONSTRUCTS FOR SCHOOL FOCUS (TOP TWO ISSUES)

| SCHOOL NAME | # of red circles | Constructs Of most interest | %Below the state average | How will focus on this construct impact to your school? (teachers and students) |
|-------------|------------------|-----------------------------|--------------------------|---|
| | | | | |
| RED | | | | |

Are there other schools in your district that are performing well in these areas? If so what policies, information, or questions would you need to ask them in order to help your school make some additional improvements?

ACTIVITY V: DEVELOPING TALKING POINTS FOR YOUR SCHOOL

1. Review the green circles and green shaded area from Activity II. Draft a talking points statement.
2. Review the red circles and red shaded area from Activity II. Draft a statement showing the need in your school. Brainstorm ways your KEA Local District and KEA state organization could support and assist your efforts.
3. How can you use the results to improve teaching and learning in your school and district? Is it a matter of awareness? Could you make a presentation to your principal, SBDM, PTA, or colleagues? Can your KEA District or state organization help you find best practices in your area?
4. Identify 3 or 4 talking points to use with your existing members. Brainstorm ways in which you can organize your members around the issues.

CHART FOR ACTIVITY V: DEVELOPING TALKING POINTS FOR YOUR SCHOOL

| Activity 5 | |
|--|--|
| HIGHLIGHT POSITIVE Findings | |
| What are some issues that KEA might assist with in this school? | |



CHART FOR ACTIVITY V: DEVELOPING TALKING POINTS FOR YOUR SCHOOL (CONTINUED)

| | |
|--|--|
| <p>In talking with the school SBDM- what (and how) can issues be emphasized?</p> | |
| <p>KEY MESSAGE to existing members and prospective members; How to communicate the message?</p> | |

NEXT STEPS: ORGANIZING AROUND YOUR PRIORITY ISSUES

Now that you have identified your top two issues, the next steps are to set goals and develop a plan for achieving them. A good organizing effort is a way to accomplish these next steps. A simple definition of organizing is to get your colleagues to act together to resolve an issue. When we organize, we focus on one or more of these four goals of organizing:

- to foster belief in a common purpose
- to mobilize people to act
- to challenge the status quo
- to cause something to happen

Organizing builds unity and leads to collective action. By successfully organizing members in your local around your identified top issues, you can accomplish your identified goals as well as work toward achieving KEA's mission: We unite, organize and empower members to advocate for themselves and to ensure a quality public education for every Kentucky student.

Good organizing plans include the following components:

Goal: The goal is what you want to accomplish; what you are working toward. When setting your goals for the two issues you have identified, write your goals in the form of SMART goals:

S = specific

M = measurable

A = achievable or attainable

R = realistic

T = timely or time sensitive

SWOT: Conduct an analysis of your local's internal Strengths and Weaknesses—what will help you reach your goal and what will hinder you from reaching your goal? Conduct an analysis of Opportunities and Threats coming toward you from outside your local. (Use the SWOT diagram below.)

Timelines: The timeline is your schedule for accomplishing your goal. Work backwards from the completion date (an event such as a school board meeting or a specific date). In some instances your completion date will be obvious, but in others it will be one that seems appropriate and realistic.

What we need: What we need includes how you will accomplish the goal. It also includes who and what you need to complete the strategies you choose to accomplish your goal. They may include money, volunteers, training, printing, etc. Remember to be creative, think outside the box and have fun!

Assessment: Assessment provides you with the opportunity to reflect on the plan throughout the process and to make adjustments.

Recognition: The last step asks you to recognize and publicize your accomplishments and thank those who helped. Develop an organizing plan to address your top two priorities identified in Activity IV on page 9. Include each of the organizing plan components underlined above.

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SWOT DIAGRAM INTERNAL ORIGIN (ATTRIBUTES OF OUR LOCAL ORGANIZATION)

| | |
|----------------------|-------------------|
| Strengths | Weaknesses |
| Opportunities | Threats |

EXTERNAL ORIGIN (ATTRIBUTES OF THE ENVIRONMENT)

| | |
|----------------------|-------------------|
| Strengths | Weaknesses |
| Opportunities | Threats |



NEXT STEPS: ORGANIZING AROUND YOUR PRIORITY ISSUES

When the outline of your organizing plan is complete, brainstorm activities that will help you accomplish your plan. Select the activities you believe will work best to accomplish your goals. Complete the chart for each activity you have selected.

Activity Planning Guide

Activity: _____

| Task | Who | Deadline | Progress Update | Resources Needed | Recognition |
|------|-----|----------|-----------------|------------------|-------------|
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