



HISTORY OF KENTUCKY TEACHING CONDITIONS STANDARDS

A NEW VISION OF TEACHING CONDITIONS

To do their best work with students, teachers need supportive school environments to maximize their opportunity to be effective. With the leadership of Governor Steve Beshear and the Kentucky Department of Education Commissioner, Dr. Terry Holliday, a coalition of education stakeholders, working with the New Teacher Center, created the Teaching, Empowering, Leading, and Learning (TELL) Kentucky Survey to assess whether critical teaching and learning conditions are present in schools across the state.

In March of 2011, the first TELL Kentucky Survey was administered to all Kentucky certified educators employed in the state's 174 school districts. The purpose of the TELL Kentucky Survey is to document and analyze how teachers and other educators view their teaching and learning conditions, so that educators, stakeholders and policy-makers can make evidence-based decisions on policies and practices that will improve student achievement and teacher retention.

The anonymous survey was conducted in early spring 2011 with over 42,000 educators in the state responding. Kentucky set a record for a first-time response rate on the TELL survey with 80 percent of teachers responding. Data are available for the state, all school districts and for the 1,286 (out of 1,395) schools in Kentucky that met or exceeded the 50 percent threshold for reporting. All results may be viewed online at www.tellkentucky.org.

Overall, Kentucky educators should consider the following:

- ✓ Research from TELL Kentucky Survey and other surveys across the nation has demonstrated that the presence of positive working conditions has a significant effect on school-wide student achievement.
- ✓ The majority of Kentucky teachers and administrators are satisfied with the teaching and learning conditions in their school. Survey results show that 84 percent of teachers agree that their school is a good place for students to learn and for teachers to teach.
- ✓ Teachers are twice as likely to want to remain working in schools where there is an atmosphere of trust and they feel supported by school leadership.

The following Teaching Conditions Standards can provide educators in Kentucky with a clearer understanding of what policies and practices should be in place in every school to maximize teacher effectiveness. The standards, aligned with areas assessed by the TELL Kentucky Survey, are research-based and critical for teacher success and student success, including: Time; Facilities and Resources; Community Support and Involvement; Managing Student Conduct; Teacher Leadership; School Leadership; Professional Learning; and Instructional Practices and Support.

To further align these Teaching Conditions Standards with other components of the school improvement planning process and educator evaluation system, a continuum of practice has been developed for each standard.

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Developed in collaboration with the TELL Kentucky Coalition of Partners. Please visit www.tellkentucky.org for more information.