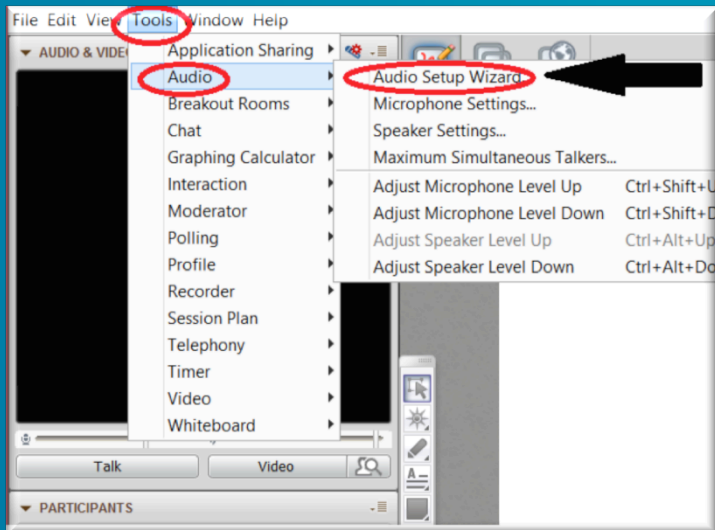




TELL Kentucky

Post-Survey Webinar May, 2015



WELCOME!

1. Please check your audio by clicking on the menu above, and select Tools, Audio, Audio Set Up Wizard.

2. If you prefer to use the phone line for audio, the number is **866.740.1260** access code **6004945#**. Please be sure to mute your computer speakers if you use the phone line.

GOALS OF THIS WEBINAR

- ❑ To share with leaders information about accessing the TELL 2015 results
- ❑ Provide opportunities for questions and answers

About the 2015 Kentucky Respondents

Respondent Role	2015		2013	
	# of Respondents	% of Respondents	# of Respondents	% of Respondents
Teacher	39,788	88.5	38,620	88.3
Principal	1,004	2.2	1,090	2.5
Assistant Principal	899	2.0	895	2.0
Other Education Professional*	3,242	7.2	3,086	7.1
Total	44,933	100.0	43,691	99.8

*School counselor, school psychologist, social worker etc.

- 1,339 of 1,409 schools met or exceeded the 50 percent response rate threshold (95 percent)

Respondents by School

	2015			2013		
	# of Respondents	# of Educators	Response Rate	# of Respondents	# of Educators	Response Rate
Elementary	22,995	25,040	91.8	22,880	25,397	90.1
Middle	8,159	9,115	89.5	8,128	9,463	85.9
High	11,510	13,449	85.6	11,406	13,832	82.5
Special	2,269	2,699	84.1	1,345	1,804	74.6
Total	44,933	50,303	89.3	43,759	50,496	86.7

When Will Results Be Available?

Embargoed results will be available starting May 12th .

During embargoed period:

www.tellkentucky.org/results (with a passcode)

The Commissioner will publicly release the results on June 3rd. This embargoed time frame is intended to allow school and district leaders the opportunity to view their own data prior to public release.

Public release: www.tellkentucky.org

How to view and download school and district results

State Results Icons

Educators

Please click the section below which corresponds to your school to see available reports. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available. That the surveys submitted by educators in such schools still count towards the district and state results.

Completed

% Completed

Kentucky Reports

Please click the section below which corresponds to your school to see available reports.

District Results Icons

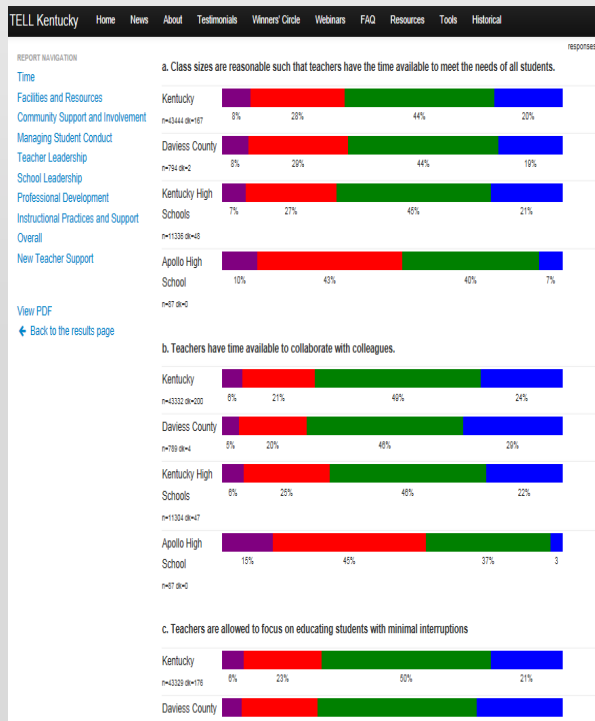
Educators Completed Percent

	Educators	Completed	Percent
Kentucky	 50496	43761	86.66
Adair County	 196	196	100.00
Allen County	 223	223	100.00
Anchorage Independent	 42	42	100.00
Anderson County	 265	240	90.57
Ashland Independent	 253	217	85.77
Augusta Independent	 26	26	100.00
Ballard County	 99	99	100.00
Barbourville Independent	 42	35	83.33

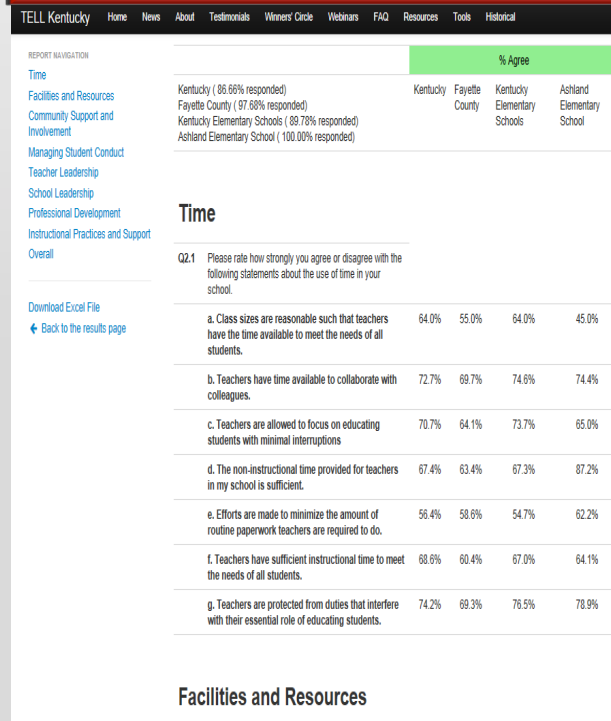
Three icons to access the results for the state, districts and schools



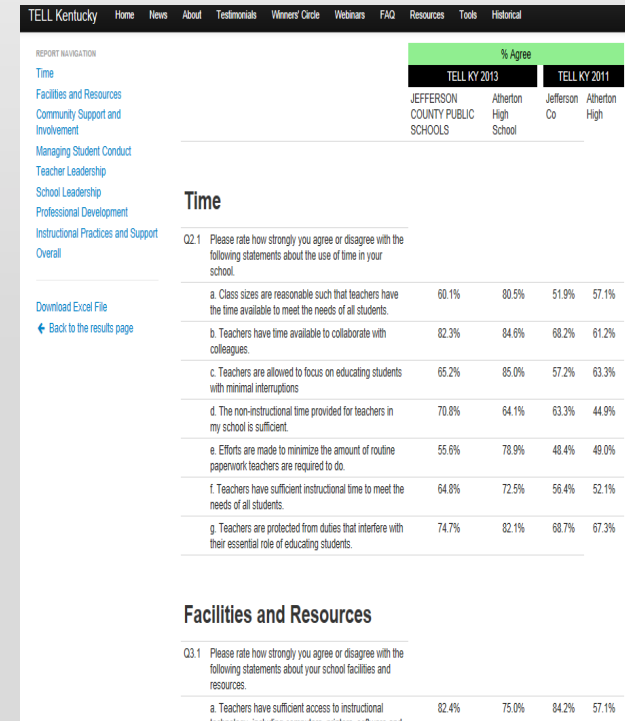
Detailed



Summary



Comparison to 2013



State Results (detailed view):

- Each question listed with color coded bar results; when you scroll over the color, the actual info. pops up
- The Menu on left side provides easy access to the main sections of the survey.

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[Teacher Leadership](#)
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Result Details

Kentucky (86.66% responded)

Demographics

Q1.1 Please indicate your position:

Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.) Principal Assistant Principal Other Education Professional (school counselor, school psychologist, social worker, etc.) n = number of responses

Kentucky n=43893

Position	Percentage
Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)	88%
Principal	2%
Assistant Principal	2%
Other Education Professional (school counselor, school psychologist, social worker, etc.)	7%

Q1.2 How many total years have you been employed as an educator?

First Year 2-3 Years 4-6 Years 7-10 Years 11-20 Years 20+ years n = number of responses

Kentucky n=43555

Years	Percentage
First Year	4%
2-3 Years	9%
4-6 Years	13%
7-10 Years	17%
11-20 Years	34%
20+ years	23%

Q1.4 How many total years have you been employed in the school in which you are currently working?

First Year 2-3 Years 4-6 Years 7-10 Years 11-20 Years 20+ years n = number of responses

Kentucky n=43083

Years	Percentage
First Year	11%
2-3 Years	17%
4-6 Years	10%
7-10 Years	10%
11-20 Years	24%
20+ years	10%

How to Access School Results

Please click the section below which corresponds to your school to see available reports. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available. Please note that the surveys submitted by educators in such schools still count towards the district and state results.

Kentucky Reports

Please click the section below which corresponds to your school to see available reports.

Name		Educators	Completed	Percent
Kentucky		50496	43761	86.66
Adair County		196	196	100.00
Allen County		223	223	100.00
ALLEN COUNTY INTERMEDIATE CENTER		45	45	100.00
ALLEN COUNTY PRIMARY CENTER		76	76	100.00
Allen County-Scottsville High School		65	65	100.00
JAMES E BAZZELL MIDDLE SCHOOL		32	32	100.00
White Plains Learning Opportunity Center		5	5	100.00
Anchorage Independent		42	42	100.00
Anderson County		265	240	90.57

Schools in each district, followed by icons for reports, #educators, #responses, and % completed

Detailed School Results

responses

REPORT NAVIGATION

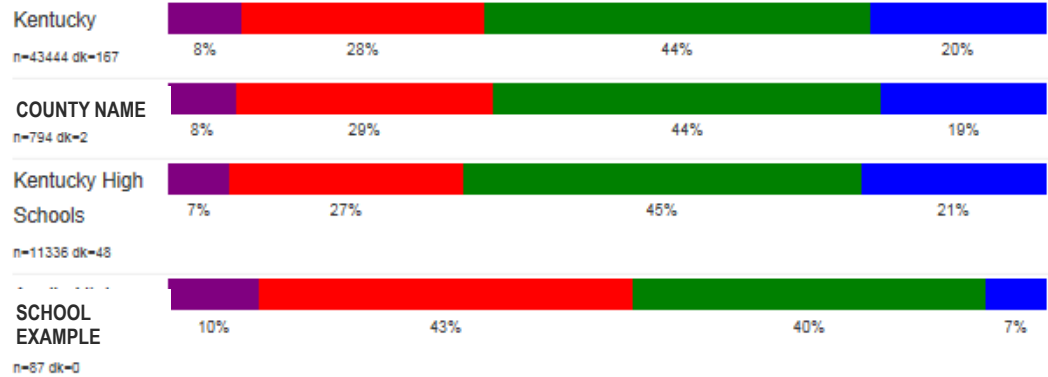
- Time
- Facilities and Resources
- Community Support and Involvement
- Managing Student Conduct
- Teacher Leadership
- School Leadership
- Professional Development
- Instructional Practices and Support
- Overall
- New Teacher Support

[View PDF](#)

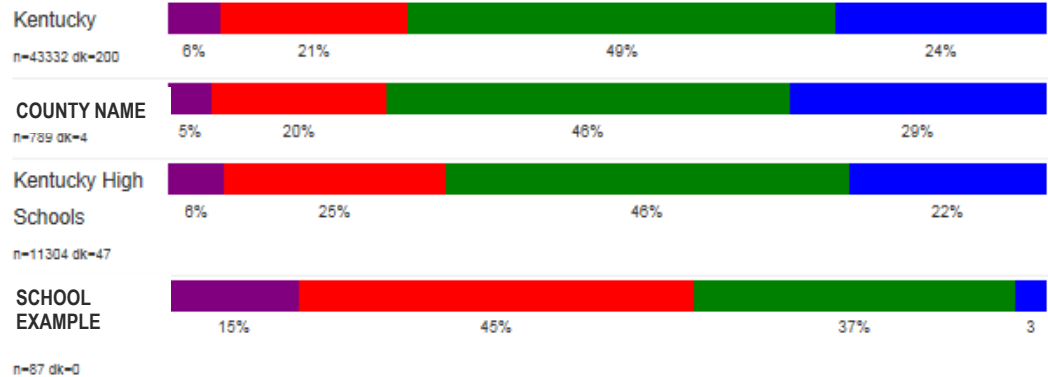
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download

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.



b. Teachers have time available to collaborate with colleagues.



c. Teachers are allowed to focus on educating students with minimal interruptions



state

district

like type

school

Summary School Results

REPORT NAVIGATION

- [Time](#)
- [Facilities and Resources](#)
- [Community Support and Involvement](#)
- [Managing Student Conduct](#)
- [Teacher Leadership](#)
- [School Leadership](#)
- [Professional Development](#)
- [Instructional Practices and Support](#)
- [Overall](#)

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		% Agree		
Kentucky (86.66% responded)	Kentucky		Kentucky	
COUNTY ty (97.68% responded)	COUNTY NAME		Elementary	School name
Kentucky Elementary Schools (89.78% responded)			Schools	
School name (100.00% responded)				

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

Statement	6	5	4	3
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	64.0%	55.0%	64.0%	45.0%
b. Teachers have time available to collaborate with colleagues.	72.7%	69.7%	74.6%	74.4%
c. Teachers are allowed to focus on educating students with minimal interruptions	70.7%	64.1%	73.7%	65.0%
d. The non-instructional time provided for teachers in my school is sufficient.	67.4%	63.4%	67.3%	87.2%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	56.4%	58.6%	54.7%	62.2%
f. Teachers have sufficient instructional time to meet the needs of all students.	68.6%	60.4%	67.0%	64.1%
g. Teachers are protected from duties that interfere with their essential role of educating students.	74.2%	69.3%	76.5%	78.9%

Facilities and Resources

Comparison to 2013 School Results

REPORT NAVIGATION

- [Time](#)
- [Facilities and Resources](#)
- [Community Support and Involvement](#)
- [Managing Student Conduct](#)
- [Teacher Leadership](#)
- [School Leadership](#)
- [Professional Development](#)
- [Instructional Practices and Support](#)
- [Overall](#)

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% Agree			
TELL KY 2015		TELL KY 2013	
COUNTY NAME	School name	COUNTY NAME	School name

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	60.1%	80.5%	51.9%	57.1%
b. Teachers have time available to collaborate with colleagues.	82.3%	84.6%	68.2%	61.2%
c. Teachers are allowed to focus on educating students with minimal interruptions	65.2%	85.0%	57.2%	63.3%
d. The non-instructional time provided for teachers in my school is sufficient.	70.8%	64.1%	63.3%	44.9%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	55.6%	78.9%	48.4%	49.0%
f. Teachers have sufficient instructional time to meet the needs of all students.	64.8%	72.5%	56.4%	52.1%
g. Teachers are protected from duties that interfere with their essential role of educating students.	74.7%	82.1%	68.7%	67.3%

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to instructional technology, including computers, printers, software and	82.4%	75.0%	84.2%	57.1%
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Suggestions for Data Use

Suggestions for Data Use

Teaching conditions matter for students and for educators.

Understanding that not everyone sees them the same way is important in developing strategies and policies for school improvement.

By making this data part of the school improvement planning process, findings from each teaching condition construct can be seamlessly integrated in the current and emerging school improvement programs at every school.

Please Don't Ignore Your Results



Be Intentionally Inclusive



Accept that People's Perceptions Are their Reality



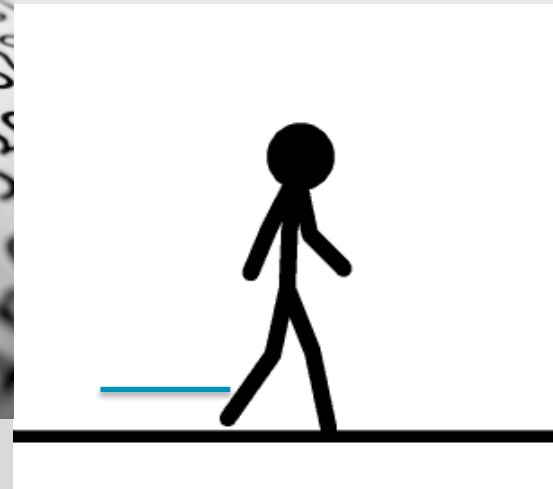
Results are One of Multiple Tools



Improving Conditions is a Process



Move Away From the Numbers and Engage in Conversations



Next Steps

1. Review your data using the web results.
2. Begin an in-depth analyses of your data using one of the many Tools or Guides on the website.
3. Be sure to look at your data using the continuum in the **Kentucky Standards for Teaching Conditions**.
4. Begin plans on how to incorporate findings in to your school improvement plan for next year!



TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES
 Facilities and resources are provided for teachers to deliver quality instruction.

2a. Materials and resources are available to facilitate quality instruction.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.A, 3.1.C, 3.1.D

Exemplary	Accomplished	Developing	Insufficient
Teachers have access to a wide range of high quality instructional materials and resources.	Teachers have more than sufficient access to appropriate instructional materials and resources.	Teachers have access to appropriate instructional materials and resources.	Teachers have limited or no access to appropriate instructional materials and resources.
Teachers have reliable access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Teachers often have access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students.	Materials and resources are available to meet instructional needs of teachers and the learning needs of students.	Resources are limited, or unreliable, insufficient, and generally do not meet the instructional needs of teachers and the learning needs of students.

2b. Technology facilitates 21st Century learning opportunities.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H

Teachers have reliable access to a wide range of 21st Century technology across classrooms that are well integrated into the instructional practices of the faculty.	Reliable and available technology meets the 21st Century instructional needs of teachers.	Technology is available to meet the 21st Century instructional needs of teachers.	Technology is unreliable, insufficient, and generally does not meet the instructional needs of teachers or provide 21st Century learning opportunities.
Training is consistently provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to teachers to ensure quality access and use of technology. Training is often provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.	Technical support is provided to help teachers to access and use technology. Training is provided to teachers to ensure quality access and use of technology to enhance student learning.	There is little or no support to access and/or use of technology. Little or no training is provided to teachers to ensure quality access and use of technology.
Teachers have consistent access to 21st Century communication technology which facilitates integration into student learning.	Teachers have access to 21st Century communication technology and are often able to integrate into student learning.	Teachers have access to sufficient 21st Century communication technology.	Teachers have limited or no access to communication technology.

Tools for Using Your Data

Data Use Guide

School Guide for Using TELL Data

District Guide for Using TELL Data

Understanding and Improving Teaching Conditions: An Activity Guide for School District Leaders

Activity III: School-Level Comparisons

Survey Questions (One question from each of the eight different constructs of the Teaching Conditions Survey which best represent the findings in that overall construct.)	Percent Agreement			Difference Between High and Low
	High	Average	Low	
Insert School Names Here				
TIME: The noninstructional 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.				
PROFESSIONAL DEVELOPMENT: Professional development enhances teachers' abilities to improve student learning.				
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.				
INSTRUCTIONAL PRACTICES AND SUPPORT: Supports (i.e. instructional coaches, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				

www.tellidaho.org / 9

Understanding and Improving Teaching Conditions: An Activity Guide for School District Leaders

Activity I: District-Level Comparisons

Survey Questions (One question from each of the eight different constructs of the TELL Delaware Survey which strongly represent the findings in that overall construct.)	Percent Agreement*			
	Your District	LEA of Interest	LEA of Interest	State DE
Insert District Names Here				
TIME: The noninstructional 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.				
PROFESSIONAL DEVELOPMENT: Professional development enhances teachers' abilities to improve student learning.				
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.				
INSTRUCTIONAL PRACTICES AND SUPPORT: Supports (i.e. instructional coaches, professional learning communities, etc.) translate to improvements in instructional practices by teachers.				

Time Indicator Questions

QUESTION	School				District	State	Priority
	S	L	D	St			
Q1: District leaders responsible such that collaborate with colleagues.							
Q2: Teachers have time available to collaborate with colleagues.							
Q3: Teachers are allowed to focus on educating students with minimal interruption.							
Q4: Districts are made to minimize the amount of routine paperwork teachers are required to do.							
Q5: Teachers have sufficient instructional time to meet the needs of all students.							
Q6: Teachers are protected from duties that interfere with the essential role of educating students.							

Construct Indicator Worksheet

Construct Indicator Worksheet

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
TIME 2.1d: The non-instructional time provided for teachers in my school is sufficient.	2015					
	2013		S-SL	S-D	S-St	
	2015-2013					

Question	School (S)		School Level (SL)	District (D)	State (St)	Priority
FACILITIES AND RESOURCES 3.1a: Teachers have sufficient access to appropriate instructional materials and resources.	2015					
	2013		S-SL	S-D	S-St	
	2015-2013					

Two Methods for Examining Individual Items

- A linear process for Analyzing an Item
- Individual Item Prompts for guiding reflective conversations

Sample Item Prompt

2.1D: The non-instructional time provided for teachers in my school is sufficient.

When every meeting has been attended; every parent has been called, students have been tended to; EC services have been met; and grade and subject level meetings have been had; how much time each week do teachers have to address their own work? Is there time each day protected to assure every teacher has an opportunity to get to address their own work?

What is an appropriate amount of non-instructional time for teachers? Is that amount different between administrator and teacher perception? Would a discussion to define what is an appropriate amount of non-instructional time between teachers and administrators help to set expectations and goals?

The use of the TELL data is a required component in the statewide ASSIST system.

- School districts are required to input their Consolidated District Improvement plan into this system.

The screenshot displays the ASSIST system interface for Harlan County, accessed by Stephanie Bunge. The page is titled 'View Plan' and shows a response for a required action: 'TELL KY Survey'. The comments section states: 'Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.' Below this, a table lists goal threads included in the plan, with columns for 'Included', 'Node', and 'Name'. The table contains six rows of data, including goals, objectives, strategies, and activities.

Included	Node	Name
<input type="checkbox"/>	Goal	Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 33% i...
<input type="checkbox"/>	Objective	A 6% increase of Free/Reduced Lunch Eligible students will demonstrate a proficiency to the ave...
<input type="checkbox"/>	Strategy	Curriculum Alignment
<input type="checkbox"/>	Activity	KCAS Math Alignment
<input type="checkbox"/>	Goal	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in...
<input type="checkbox"/>	Objective	Collaborate to increase the overall averaged combined elementary reading and math K-prep scores f...

Goal 1: Harlan County teachers will focus on work together in professional learning communities and collaborating with colleagues.

Measurable Objective 1:

Collaborate to develop Professional Learning Communities and opportunities for collegiality. by 04/10/2013 as measured by the 2013 TELL Kentucky Survey.

Strategy 1:

PLC's - Teachers will increase their time working in PLC's and collegially.

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will submit a plan to the district Superintendent that ensures teachers work together in professional learning communities to develop and align instructional practices and have time together to collaborate with colleagues. Schools: All Schools	Professional Learning	02/18/2013	03/08/2013	\$0	No Funding Required	Anita Tolliver, Title I Supervisor Mike Howard, Superintende nt

❖ June 3 Kentucky Board of Education Meeting: Release of Preliminary Findings and public release of data.

❖ The **2015 Winner's Circle Awards** to be announced in the fall.

❖ In the coming months, NTC will release additional findings and reports which will be posted on the www.tellkentucky.org website. Reports will include connections to student achievement, teacher retention, findings by grade level, and new teacher support.



We want to hear from you and share successes!

Let us know some of the great things that are happening across the state with your TELL data (Stories, Pictures, Video Clips, Quotes).

amaddock@newteachercenter.org

dshephard@newteachercenter.org

Additional Comments, suggestions, or Questions?

Thank you!