



Teacher Working Conditions in Guilford County Schools

Fall 2010

Teacher Working Conditions Report from Guilford Education Alliance

Fall 2010

Table of Contents

Letter from Guilford Education Alliance.....	3
Overview of N.C. Teacher Working Conditions Survey.....	4
Snapshot of Guilford County's Public School Teachers.....	5
Findings from the Guilford County Schools (GCS) Survey Results.....	7
1. Guilford County Schools shows marked improvement from 2008 to 2010, but remains below the state average in most areas of the survey.	
2. GCS' responses have improved but are not as positive as many of our peer districts.	
3. Teachers believe class sizes are too big, but they feel more positive about the amount of time provided for planning and collaboration.	
4. Teachers report an increase in reliable access to communications technology and the Internet, but are concerned over access to supplies and the ability of the physical environment to support teaching and learning.	
5. There is impressive improvement in the area of professional development although there is still a need to differentiate based on teacher needs and to provide more training in utilizing technology.	
6. Teachers feel supported overall by school administrators but feel less supported in dealing with student conduct.	
7. Teachers see a shared vision at their school and believe the School Improvement Teams are providing effective leadership, but overall do not feel empowered in key decision-making areas or comfortable in raising issues and concerns that are important to them.	
8. New teachers report low levels of quality interaction with their mentors, many mentors are in different grade or content areas, and little time is spent aligning their lesson planning with state and local curriculum.	
9. GCS teachers report good support from the community and the district is on par with the state in all community involvement questions.	
10. Principal and teacher perceptions of working conditions continue to vary widely, with principals viewing conditions more positively than teachers. Gaps in key areas are smaller than they were in 2008.	
School Profile: Montlieu Elementary Academy of Technology.....	18
Feedback from Teacher Focus Groups.....	20

Principal Perceptions and Working Conditions.....	21
Recommendations from Guilford Education Alliance.....	23
Appendix A: Standards for Working Conditions in North Carolina Schools.....	25
Appendix B: Data Tables for Survey Results.....	27
GCS 2010 Results by School Level	
GCS Comparison Results	
- GCS 2008 vs. 2010 Results	
- GCS vs. State of North Carolina	
- GCS vs. Other Urban School Districts	
Appendix C: Using the TWC Data.....	40
Administrator Evaluations	
Tools for School and District Use	

A Letter from the Guilford Education Alliance: Teacher Working Conditions in Guilford County

Since 2002 North Carolina has surveyed all public school teachers on the conditions in which they work and under which they strive to teach the children of our state. North Carolina was the first state to undertake such an effort and has served as a model for ten other states which now conduct similar surveys. In this time of economic and political turmoil some may ask why should our state continue to invest time, money, and effort into surveying teachers and why should the public care about the results? There are many important reasons.

From the big picture perspective, Governor Perdue has stated that education is our state's "seed corn" and we must continue to invest and support it in order to "keep North Carolina competitive in the global marketplace."¹ Supporting education goes beyond simply providing funds to operate our schools; we must invest the right money in the right places and make sound decisions which will channel resources into the places where they will have the greatest impact. Our children deserve no less than the best education our community can provide. In order to make the best choices, we must have the best information possible. As the great business innovator W. Edwards Deming said "Without data, all anyone has are opinions. Data elevates the probability that you'll make the right decision."² The North Carolina Teacher Working Conditions (TWC) Survey provides data to understand our school environments and the impact of our decisions on facilities, leadership, professional development, time, and other critical areas which support excellence in teaching and learning.

From the individual school perspective, our teachers have the greatest influence on our students' success.³ Our most important investment is the recruitment, ongoing development, and retention of the best teachers. In past reports we have highlighted the financial cost of replacing teachers who leave the classroom.⁴ The millions of dollars our schools spend annually on teacher turnover is money which could be invested in providing more resources into classrooms or even paying for more teachers. The TWC survey data provides our community with an on-the-ground perspective of what is needed to keep good teachers and ultimately improve the success of our children.

The Guilford Education Alliance has worked on behalf of our county's children for many years. It is our role to provide meaningful data and information to the public and to build support for excellence in our public schools. We hope to do both in sharing this report, which includes an analysis of the TWC findings and recommendations for future action. This is the third report to the community on the survey (previous ones in 2006, and on the 2008 survey published in 2009); there have been great improvements made, and there is room for continued growth.

This report would not be possible without the invaluable support and assistance of many people. We gratefully acknowledge: Eric Hirsch and Andrew Sioberg of the New Teacher Center for the extensive data and analysis of Guilford County survey results they provided; the GCS teachers who participated in our focus groups and shared their insights on working conditions; Jill Hall, principal of Montlieu Elementary Academy of Technology, for helping us to better understand the journey this school is taking; Stephen Foster and Amy Holcombe of Guilford County Schools for sharing district data; and all of the other people, too numerous to list, who improved this report with their suggestions. Special thanks to Tammy King, principal researcher and author of the report.

Thank you for using this report to address the identified concerns and build upon the many strengths of our district to improve educational outcomes for our students.

¹ Office of Governor Beverly Perdue

<http://www.governor.state.nc.us/NewsItems/PressReleaseDetail.aspx?newsItemid=183>

² <http://ncteachingconditions.org/sites/default/files/attachments/NC%20One%20Daypacket.pdf>

³ There are many studies supporting this. See as examples: *School, Teacher, and Leadership Impact on Student Achievement*, http://www.mcrcel.org/pdf/policybriefs/5032pi_pbschoolteacherleaderbrief.pdf; *The Impact of Individual Teachers on Student Achievement*,

http://www0.gsb.columbia.edu/faculty/jrockoff/rockoff_teachers_march_04.pdf; *What Matters Most: Teaching for America's Future* <http://www.nctaf.org/documents/WhatMattersMost.pdf>

⁴ See *Teacher Working Conditions in Guilford County Schools*

<http://www.guilfordeducationalliance.org/resources/documents/Combinedfinalversionofreport.pdf>

2010 N.C. Teacher Working Conditions Survey Overview

- The Teacher Working Conditions (TWC) Survey is a biennial survey conducted across all school districts in North Carolina by the Office of the Governor. The current survey was administered March 15 - April 16, 2010, using anonymous access codes for all teachers, and includes a separate survey of principals.
- Significance of teacher working conditions:
 - Teacher working conditions are student learning conditions.
 - Teacher working conditions affect teacher retention.
 - Teacher working conditions are directly tied to school culture and school climate.
 - Teachers' perceptions of working conditions can differ greatly from principals' perceptions of the same conditions.
- Importance of conducting this survey:
 - Research shows that positive working conditions increase student achievement.
 - Data from the TWC survey are now integral parts of both school administrator annual evaluations⁵ and individual School Improvement Plans, and are a recommended data set used in the superintendent's evaluation tool being revised by the North Carolina Department of Public Instruction (DPI) and McREL (Mid-continent Research for Education and Learning) and expected to go into effect in the 2010-2011 school year.⁶
- The TWC survey was revised in 2010 to include changes to increase the reliability and proper use of the results. Key changes include:
 - Questions on the survey are grouped into eight constructs listed below as compared to the earlier versions that grouped the survey into five domains:
 - 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 Development: 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.
 - All responses are now on a 1 to 4 scale, with 1 being the lowest and 4 being the highest for each of the factors described.
 - Domain or construct averages are not calculated or published for individual schools or districts for the 2010 survey.
- Comparison of the 2010 results to previous survey findings are possible using the thirty-five questions whose wording remained identical.
- Survey response rates for Guilford County Schools are up, making data more complete – 88.07% in 2010 vs. 80% in 2008 and 70% in 2006.

⁵ Find additional information on the new administrator evaluation in Appendix C of this report and view a full copy of the evaluation tool at <http://www.ncptsc.org/>

⁶ See a draft of the new superintendent's evaluation tool at <http://www.ncptsc.org/Superintendent%20Evaluation-DRAFT11.23.09.pdf>

Snapshot of Guilford County's Public School Teachers

The following charts provide information about Guilford County Schools' teachers for the 2008-09 school year:⁷

Percentage of Classroom Teachers by Demographic Group

	Male	Female	White	Black	Hispanic	American Indian	Asian/Pacific Islander	Other
GCS	21%	79%	71%	24%	2%	1%	1%	2%
NC	20%	80%	83%	14%	2%	1%	1%	0%

Years of Teaching Experience

School Level	0 – 3 Years	4 – 10 Years	10+ Years
Elementary	24%	28%	48%
Middle	25%	32%	43%
High	25%	27%	48%
Elementary/Middle/High	18%	28%	54%
Elementary/Middle	30%	33%	37%
Middle/High	22%	34%	45%

Teachers with Specific Licenses, Degrees or Certifications

	Elementary	Middle	High	Elementary/Middle/High	Elementary/Middle	Middle/High
Percentage of Fully Licensed Teachers	97%	91%	89%	93%	91%	85%
Percentage of Teachers with Emergency/ Provisional Licenses	0%	1%	3%	1%	1%	N/A
Percentage of Teachers Who Are Entering Teaching via Lateral Entry	3%	9%	8%	6%	8%	15%
Percentage of classes in district taught by Highly Qualified teachers	100%	99%	100%	100%	100%	100%
Percentage of Teachers with Advanced Degrees	24%	28%	24%	34%	29%	27%
Average number of teachers and staff per school with National Board Certification⁸	5	5	6	5	4	4

⁷ All information in these charts taken from the N.C. School Report Cards available online at <http://www.ncreportcards.org/src/>. Data from the 2008-09 school year is the most recent data available. Information for the 2009-10 school year was not available at the writing of this report.

⁸ A total of 592 GCS teachers have earned National Board Certification. http://www.gcsnc.com/news/news_detail.aspx?n_id=1024

Teacher Turnover in Guilford County

Guilford County's teacher turnover rate in 2008-09⁹ was 12.87%. Six hundred forty-five of the more than 5,000 teachers employed in our district left at the end of the 2008-09 school year. This was slightly above the state average of 12.72% and in the middle of the state's other urban districts, which ranged from 10.73% in Winston-Salem/Forsyth County to 16.98% in Durham County.

Guilford County saw a decrease in teacher turnover from 15.70% in 2007-08 to 12.87% in 2008-09. While all of the North Carolina urban districts saw a decrease, none was as large as Guilford's.

It is likely that the recent economic conditions in our state contributed in some degree to the reduction in teacher turnover. North Carolina saw its overall unemployment rate grow from 4.8% at the start of the 07-08 school year to 11.0% at the end of the 08-09 school year.¹⁰ In the nation as a whole, however, the unemployment rate in education rose only from 3.4% to 6.1%.¹¹

Teacher Turnover Data

	Guilford	NC	Cumberland	Durham	Winston-Salem/Forsyth	Charlotte-Mecklenburg	Wake
2008-09 Turnover Information¹²							
Total Teachers	5,010	98,985	3,759	2,326	3,970	8,996	9,319
Teachers Leaving	645	12,595	589	395	426	1,194	1,036
Leaving with Tenure	196	4,478	159	120	167	312	338
Turnover Rate	12.87%	12.72%	15.67%	16.98%	10.73%	13.27%	11.12%
Historical Turnover Information¹³							
Turnover Rate 06-07	13.33%	12.31%	13.78%	16.70%	10.12%	15.82%	10.03%
Turnover Rate 07-08¹⁴	15.70%	13.85%	17.54%	17.38%	12.10%	14.57%	11.67%
Five-year Average¹⁵	13.46%	12.93% ¹⁶	14.58%	17.56%	10.36%	14.85%	10.48%

⁹ The 2008-09 school year is the most recent data available. The 2009-10 data was not available as of the writing of this report.

¹⁰ Data from the Bureau of Labor Statistics: August 2007 unemployment rate for N.C. was 4.8%; June 2009 unemployment rate for N.C. was 11.0%. http://data.bls.gov/PDQ/servlet/SurveyOutputServlet?data_tool=latest_numbers&series_id=LASST37000003. The unemployment rate for the Greensboro-High Point metropolitan statistical area was slightly worse at 4.9% in August 2007 and 12.0% in June 2009. <http://data.bls.gov/cgi-bin/surveymost>

¹¹ Data from the Bureau of Labor Statistics - Unemployment rate for education and health sector. http://data.bls.gov/PDQ/servlet/SurveyOutputServlet?series_id=LNU04032240&data_tool=XGtable

¹² All data from *Teacher Turnover Report: Annual Report on the Reasons Teachers Leave 2008-09* <http://www.ncpublicschools.org/docs/stateboard/meetings/2009/09/tcp/09tcp07.pdf> except where noted.

¹³ *Teacher Turnover Report: Annual Report on the Reasons Teachers Leave 2007-08* <http://www.ncpublicschools.org/docs/stateboard/meetings/2008/12/tcp/12tcp05.pdf>

¹⁴ NC DPI changed the method through which turnover rates were calculated starting in the 2007-08 school year. Comparisons to prior years should be made with caution. For more information see: <http://www.ncpublicschools.org/docs/stateboard/meetings/2008/12/tcp/12tcp05.pdf>

¹⁵ Five-year turnover average 2004-09 from *Teacher Turnover Report: Annual Report on the Reasons Teachers Leave 2008-09* <http://www.ncpublicschools.org/docs/stateboard/meetings/2009/09/tcp/09tcp07.pdf>

¹⁶ Five-year N.C. teacher turnover average(2004-09) from Brandon Patterson, Assistant Director of Educator Recruitment and Development, N.C. Department of Public Instruction, phone call June 28, 2010.

2010 Teacher Working Conditions Survey Results: Summary Findings for Guilford County Schools

1. Guilford County Schools shows marked improvement from 2008 to 2010, but remains below the state average in most areas of the survey.
2. GCS' responses have improved but are not as positive as many of our peer districts.
3. Teachers believe class sizes are too big, but they feel more positive about the amount of time provided for planning and collaboration.
4. Teachers report an increase in reliable access to communications technology and the Internet, but are concerned over access to supplies and the ability of the physical environment to support teaching and learning.
5. There is impressive improvement in the area of professional development although there is still a need to differentiate based on teacher needs and to provide more training in utilizing technology.
6. Teachers feel supported overall by school administrators but feel less supported in dealing with student conduct.
7. Teachers see a shared vision at their school and believe the School Improvement Teams are providing effective leadership, but overall do not feel empowered in key decision-making areas or comfortable in raising issues and concerns that are important to them.
8. New teachers report low levels of quality interaction with their mentors, many mentors are in different grade or content areas, and little time is spent aligning their lesson planning with state and local curriculum.
9. GCS teachers report good support from the community and the district is on par with the state in all community involvement questions.
10. Principal and teacher perceptions of working conditions continue to vary widely, with principals viewing conditions more positively than teachers. Gaps in key areas are smaller than they were in 2008.

Explanation of Findings¹⁷

1. Guilford County shows marked improvement from 2008 to 2010, but remains below the state average in most areas of the survey.

- Of the 35 questions which were common between the 2008 and 2010 surveys, GCS improved in 34 of the questions, and had only a slight dip (from 79.2 to 78.8% agreement) in the remaining question.
- Examples of the growth in Guilford County between 2008 and 2010 are shown below. See Appendix B for the results on all 35 comparison questions.

TWC Survey Prompt	Percentage of Teachers Who Agreed		
	GCS - 2008	GCS - 2010	2008-2010 Difference
Sufficient resources are available for professional development in my school	52.5%	79.4%	+26.9
The School Improvement Team provides effective leadership at this school	54.0%	78.7%	+24.7
Teachers are relied on to make decisions about educational issues	52.0%	75.9%	+23.9
The non-instructional time provided for teachers in my school is sufficient	40.1%	58.0%	+17.9

- GCS' results were below the state average in 62 of the 81 questions analyzed.
 - Some of the differences were negligible, for example, 96.1% (GCS) vs. 96.2% (NC) in the response of teachers providing parents with useful information regarding student learning.
 - Other areas showed troublesome disparities; for example, 75.5% (GCS) vs. 83.1% (NC) agree that school leadership makes a sustained effort to address teacher concerns regarding new teacher support.
- Examples of the differences between Guilford and the state average are in the chart below. See Appendix B for a comparison of GCS and the State of NC in all 81 questions.

TWC Survey Prompt	Percentage of Teachers Who Agreed			
	GCS - 2008	GCS - 2010	NC - 2010	GCS and NC Difference
Teachers feel comfortable raising issues and concerns that are important to them	N/A ¹⁸	62.4%	70.9%	-8.5
Teachers have autonomy to make instructional decisions about instructional delivery (i.e. pacing, materials, and pedagogy)	N/A	68.7%	77.2%	-8.5
There is an atmosphere of trust and mutual respect in this school	60.8%	64.7%	72.7%	-8.0
The school leadership makes a sustained effort to address teacher concerns about new teacher support	58.2%	75.5%	83.1%	-7.6

¹⁷ All data from the NC Teacher Working Conditions website unless otherwise noted: <http://ncteachingconditions.org/>

¹⁸ N/A indicates a question not asked on the 2008 survey.

2. GCS' responses have improved but are not as positive as many of our peer districts.

- On 23 of the 81 questions analyzed, GCS is below all five of our peer districts.
- On an additional 17 questions our responses were below four of our five peer districts.
- Examples of the differences among the six urban districts are in the chart below. See Appendix B for a comparison of the six districts in all 81 questions.

TWC Survey Prompt	Percentage of Teachers Who Agreed						
	GCS	NC ¹⁹	CCS	CMS	DPS	WCPSS	WSFCS
Professional development is differentiated to meet the needs of teachers	57.9%	65.0%	70.4%	61.6%	62.5%	65.0%	65.6%
School administrators consistently enforce rules for student conduct	64.2%	71.4%	71.4%	67.7%	68.5%	69.1%	70.1%
In this school we take steps to solve problems	77.5%	82.3%	82.6%	78.5%	79.6%	83.3%	80.4%
There is an atmosphere of trust and mutual respect	64.7%	72.7%	70.0%	65.3%	70.3%	73.6%	68.7%

3. Teachers in Guilford County believe class sizes are too big, but they feel more positive about the amount of time provided for planning and collaboration.

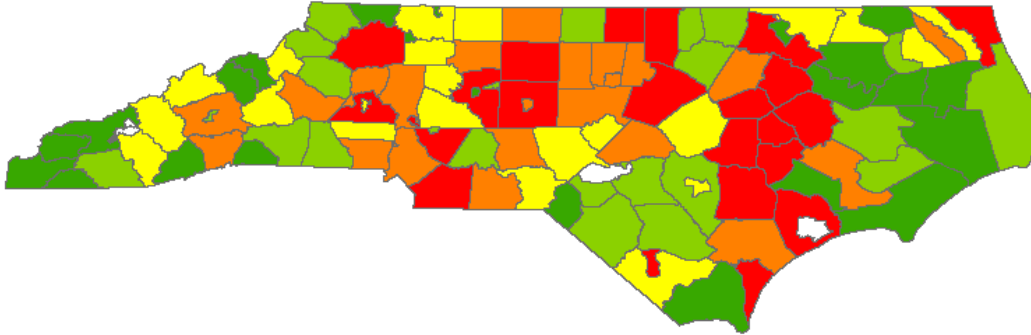
- Guilford County teachers report a slight increase in the percentage of teachers who believe class sizes are reasonable, but this figure is still far below the state average.
- There was considerable growth around GCS teacher perception of time for planning and collaboration, although we are over five percentage points below the state average.

TWC Survey Prompt	Percentage of Teachers Who Agreed		
	GCS - 2008	GCS - 2010	NC - 2010
Class sizes are reasonable such that teachers have the time available to meet the needs of all students	53.6%	55.4%	61.7%
Teachers have time to collaborate with colleagues	54.2%	69.0%	73.2%
The non-instructional time provided for teachers in my school is sufficient	40.1%	58.0%	63.5%

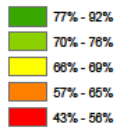
¹⁹ NC = State of North Carolina Average; CCS = Cumberland County Schools; CMS = Charlotte-Mecklenburg Schools; DPS = Durham Public Schools; WCPSS = Wake County Public School System; WSFCS = Winston-Salem/Forsyth Schools

Maps provided by the New Teacher Center. See all available maps at the official Teacher Working Conditions Survey website: <http://ncteachingconditions.org/2010maps>.

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

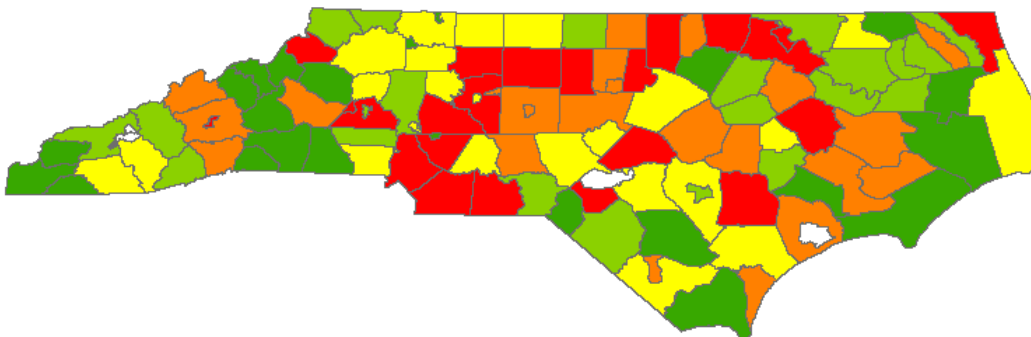


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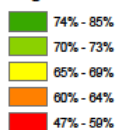


2010 Rate of Agreement

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



Legend



2010 Rate of Agreement

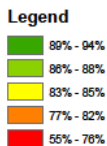
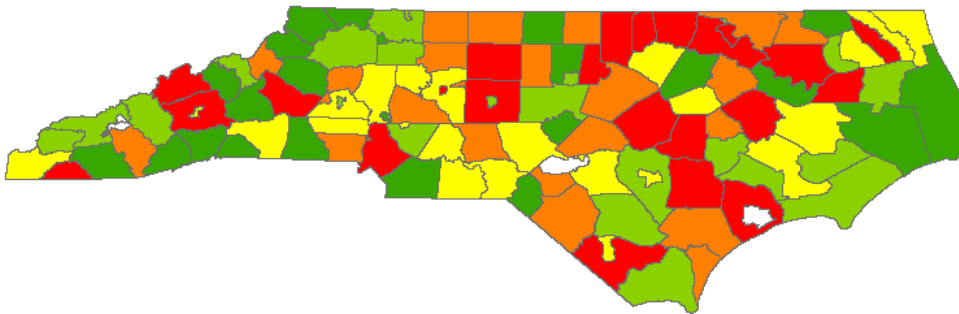
4. Teachers report an increase in reliable access to communications technology and the Internet, but are concerned over access to supplies and the ability of the physical environment to support teaching and learning.

- At least 90% of GCS teachers have access to reliable phones, faxes, e-mail, and Internet connection; this is better than the state average. However, less than 80% report sufficient access to instructional technology. This is a decrease from 2008 and is slightly below the state average.
- Less than 3/4 of teachers have sufficient access to basic office items such as photocopiers, paper, and pens, although GCS has improved in this area since 2008.

TWC Survey Prompt	Percentage of Teachers Who Agreed		
	GCS - 2008	GCS - 2010	NC - 2010
Teachers have access to reliable communication technology, including phones, faxes, and e-mail	82.9%	91.4%	89.2%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices	86.7%	90.0%	81.3%
Teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access	79.2%	78.8%	79.6%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	68.1%	73.6%	80.2%

Maps provided by the New Teacher Center. See all available maps at the official Teacher Working Conditions Survey website: <http://ncteachingconditions.org/2010maps>.

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



2010 Rate of Agreement

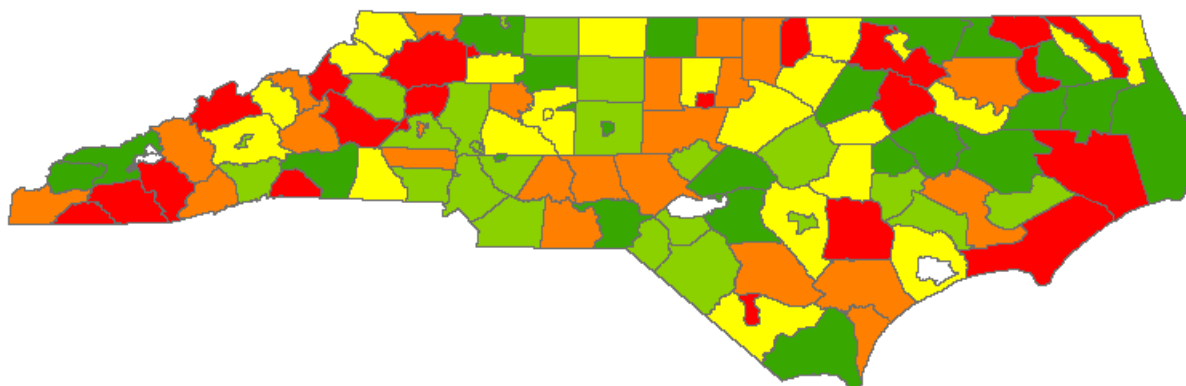
5. There is much improvement in the area of professional development although there is still a need to differentiate based on teacher needs and to provide more training in utilizing technology.

- GCS had sizeable growth since 2008 in all five survey prompts regarding professional development which were surveyed in both 2008 and 2010.
- The goals of School Improvement Plans are driving the choices in professional development.
- More opportunities are needed in utilizing technology, and in providing professional development tailored to the needs of individual teachers.

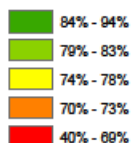
TWC Survey Prompt	Percentage of Teachers Who Agreed		
	GCS - 2008	GCS - 2010	NC - 2010
Sufficient resources are available for professional development in my school	52.5%	79.4%	77.6%
An appropriate amount of time is provided for professional development	64.4%	80.8%	77.8%
Professional development deepens teachers' content knowledge	62.4%	73.8%	78.5%
Teachers have sufficient training to fully utilize instructional technology	54.8%	66.6%	74.5%
In this school, follow up is provided from professional development	64.6%	72.4%	76.0%
Professional development is differentiated to meet the needs of individual teachers	N/A ²⁰	57.9%	65.0%
Professional learning opportunities are aligned with the school's improvement plan	N/A	92.3%	91.7%

²⁰ N/A indicates a question not asked on the 2008 survey.

Sufficient resources are available for professional development in my school.



Legend



2010 Rate of Agreement

6. Teachers feel supported overall by school administrators but feel less supported in dealing with student conduct.

- Nearly 75% of teachers believe the administrators of their school consistently support them. This is an improvement from 2008, but is still below the state average.
- When it comes to managing student conduct, teachers do not feel supported by their administration although there is great improvement since 2008.

TWC Survey Prompt	Percentage of Teachers Who Agreed		
	GCS - 2008	GCS - 2010	NC - 2010
The school leadership consistently supports teachers	63.3%	73.6%	78.6%
School administrators consistently enforce rules for student conduct	49.3%	64.2%	71.4%
School administrators support teachers' efforts to maintain discipline in the classroom	59.3%	73.7%	80.8%

- The gap between what educators from different schools experience can be great. Middle and high school teachers consistently report more negative perceptions in the area of managing student conduct.

TWC Survey Prompt	Percentage of GCS Teachers Who Agreed		
	Elementary	Middle	High
Students at this school follow rules of conduct	73%	59%	53%
School administrators consistently enforce rules of student conduct	70%	54%	58%
Teachers consistently enforce rules for student conduct	89%	71%	59%

7. Teachers see a shared vision at their school and believe the School Improvement Teams are providing effective leadership, but overall teachers do not feel empowered in key decision-making areas or comfortable in raising issues and concerns that are important to them.

- GCS improved by over thirteen percentage points in teachers reporting that faculty and staff have a shared vision at their school.
- There was a marked increase (nearly twenty-five percentage points) in the belief that the School Improvement Team is providing effective leadership.
- There was improvement in the percentage of teachers who feel trusted and empowered, but the figures are still below the state averages.

TWC Survey Prompt	Percentage of Teachers Who Agreed		
	GCS - 2008	GCS - 2010	NC - 2010
The faculty and staff have a shared vision	64.6%	77.8%	83.0%
The school improvement team provides effective leadership at this school	54.0%	78.7%	82.7%
There is an atmosphere of trust and mutual respect in this school	60.8%	64.7%	72.7%
The faculty has an effective process for making group decisions to solve problems	55.4%	69.2%	76.3%
Teachers feel comfortable raising issues and concerns that are important to them	N/A	62.4%	70.9%
Teachers have an appropriate level of influence on decision-making in this school	N/A	60.5%	67.7%

- Teachers see limited roles for themselves in key decision-making areas.

Percentage of GCS teachers who believe they have *no* role or only a *small* role in these important areas

Establishing student disciplinary procedures	36%
Determining the content of in-service professional development	49%
Providing input on how the budget will be spent	60%
Selection of new teachers	76%

8. New teachers report low levels of quality interaction with their mentors, many mentors are in different grade or content areas, and little time is spent aligning their lesson planning with state and local curriculum.

- There were several disconcerting results from the questions asked only of new teachers in GCS.
- Nearly 2/5 of new teachers say they were never observed by their mentor.
- Nearly 2/5 of new teachers had mentors who were in a different grade or content area.
- Nearly 1/3 of new teachers never spend time aligning their lesson plans with state and local curriculum.

Percentage of New GCS Teachers Who Report:	
38%	They were never observed teaching by their mentor teacher
56%	They never observed their mentor teaching
43%	They spend less than one time per month aligning their lesson planning with the state and local curriculum <i>(28% of this figure includes new teachers who never spent time doing this)</i>
59%	They had a mentor teacher in their same content area
60%	They had a mentor teacher in their same grade level

- Only 3/4 of GCS teachers believe school leaders work to address concerns over new teacher support. This is a big increase from 2008, but is still below the state average and all of the other five urban districts.

Percentage of teachers who agree that “The school leadership makes a sustained effort to address teacher concerns about new teacher support”

GCS - 2008	GCS - 2010	NC ²¹	CCS	CMS	DPS	WCPSS	WSFCS
58.2%	75.5%	83.1%	85.5%	78.9%	82.1%	83.8%	81.4%

²¹ 2010 data for NC = State of NC average; CCS = Cumberland County Schools; CMS = Charlotte-Mecklenburg Schools; DPS = Durham Public Schools; WCPSS = Wake County Public School System; WSFCS = Winston-Salem/Forsyth Schools

9. GCS teachers report good support from the community and the district is on par with the state in all community involvement questions.

- Community support and involvement was a construct included by the state in the TWC survey for the first time in 2010.
- GCS was just below the state average in all areas except one. GCS was slightly ahead of the state average in encouraging parent/guardian involvement.

TWC Survey Prompt	Percentage of Teachers Who Agreed	
	GCS - 2010	NC - 2010
Parents/guardians are influential decision-makers in this school	68.9%	72.3%
This school maintains clear, two-way communication with the community	87.7%	89.3%
This school does a good job of encouraging parent/guardian involvement	90.2%	90.0%
Teachers provide parents/guardians with useful information about student learning	96.1%	96.2%
Parents/guardians know what is going on in this school	84.3%	86.2%
Parents/guardians support teachers, contributing to their success with students	71.7%	74.4%
Community members support teachers, contributing to their success with students	81.3%	83.6%
The community we serve is supportive of this school	81.6%	85.2%

10. Principal and teacher perceptions of working conditions continue to vary widely, with principals viewing conditions more positively than teachers. Gaps in key areas are smaller than they were in 2008.

- There is an average gap of 19 percentage points between principals and teachers on the TWC survey, and a gap of 20 or more percentage points on 33 questions.
- The greatest differences came in questions dealing with class sizes and teacher assignments, teachers being protected from instructional disruptions, student conduct, and teacher leadership around decision-making and addressing issues and concerns.
- While perceptions remain divided, there has been improvement since the 2008 survey.
- Review the perception gap on important questions below; see a full listing of questions in Appendix B.

TWC Survey Prompt	Percentage Who Agreed in 2010		Difference Between Teachers & Principals	
	Teachers	Principals	2010	2008
Class sizes are reasonable such that teachers have the time available to meet the needs of all students	54%	86%	-32	-30
The non-instructional time provided for teachers in my school is sufficient	56%	90%	-34	-47
Teachers are protected from duties that interfere with their essential role of educating students	64%	95%	-31	-46
School administrators consistently enforce rules for student conduct	61%	100%	-39	-44
The school leadership supports teachers' efforts to maintain discipline in the classroom	71%	100%	-29	-38
The school leadership makes a sustained effort to address teacher concerns about managing student conduct	71%	100%	-29	-38
Professional development is differentiated to meet the individual needs of teachers	56%	85%	-29	N/A ²²
Teachers are relied upon to make decisions about educational issues	74%	99%	-25	-41
Teachers feel comfortable raising issues and concerns that are important to them	61%	96%	-35	N/A

²² N/A indicates a question which was not on the 2008 survey.

School Profile: Montlieu Elementary Academy of Technology

There is much to be proud of in Guilford County. The district has made great strides in the past two years. One GCS school which is in the midst of a remarkable transformation is Montlieu Elementary Academy of Technology. Just two years ago the school was identified as a low-performing school by the State of North Carolina; this year it is a district leader in improving academic performance with a 17.2 point gain in its composite score.²³

Montlieu is a pre-kindergarten through fifth grade school located in High Point. The school has approximately 450 students and just over 40 certified staff members. During the 2009-10 school year, Montlieu had outstanding results in both the Teacher Working Conditions survey and the statewide ABC assessments. The school boasts double-digit improvement in the percentage of students at or above grade level in reading, math, and science. In the telling statement "Overall, my school is a good place to work and learn," the rate of agreement among Montlieu's teachers jumped from 5.9% in 2008 to an amazing 71.1% in 2010.

Achievement Growth at Montlieu²⁴

Subject	Percentage of Students Proficient			
	2007-08	2008-09	2009-2010	Change Since 2008
Reading	27%	33.5%	46.3%	+19.3
Math	36.5%	52.6	71.4%	+34.9
Science	N/A ²⁵	22.4%	49.3%	+26.9 ²⁶

Teacher Working Conditions at Montlieu²⁷

TWC Survey Prompt	Montlieu 2008	Montlieu 2010	Montlieu Change Since 2008	All GCS Elementary Schools 2010	All GCS Schools 2010
The faculty and staff have a shared vision	21.2%	86.4%	+65.2	79%	77.8%
The faculty has an effective process for making group decisions to solve problems	20.6%	82.2%	+61.6	71%	69.2%
Teachers have time available to collaborate with colleagues	24.2%	89.1%	+64.9	67%	69%
Teachers are relied on to make decisions about educational issues	20.6%	77.3%	+56.7	76%	75.9%

²³ To review the presentation of preliminary EOG and EOCT results provided to the Guilford County Board of Education on July 13, 2010 please see: <http://www.gcsnc.com/0910eoc.htm>.

²⁴ Source: NC School Report Cards. See <http://www.ncreportcards.org/src/> for the full report cards for each school year.

²⁵ Science data not available for the 2007-08 school year.

²⁶ This growth is for one school year, not two years as is shown with reading and math.

²⁷ Source: <http://ncteachingconditions.org/>

What is happening at Montlieu to cause these phenomenal changes? The school's principal, Jill Hall²⁸, has just completed her first year at the school. She attributes the improvement to many critical factors, but three stand out: 1) a faculty and staff fully invested in the school and its students; 2) a School Improvement Plan which targets three high need areas: literacy, math, and the school environment; and, 3) an infusion of targeted resources to meet the unique needs of Montlieu.

Montlieu has seen a great deal of turnover in recent years in both administrative and teaching staff. Two years ago the teacher turnover rate was 18% when GCS and the state's were 12%.²⁹ Ms. Hall has worked to build trust and commitment during the past year and to bring about stability. She raves about the quality of the teachers currently at Montlieu, saying she would "put her staff against any in the state."

When Hall came to Montlieu in July 2009 the staff started with a fresh School Improvement Plan (SIP). Each teacher and administrator worked on a team for one of the SIP goals. Each team wrote a step-by-step plan to achieve its goal. In the area of school environment, the school became fully committed to the district's Positive Behavior Intervention Support program (PBIS). Hall said this completely changed the dynamics and the culture of the school and identifies it as the most effective tool in helping Montlieu lower its suspensions from 400 in the 2008-09 school year to only 30 in the 2009-10 school year.

Many schools in crisis are inundated with professional development and other supports intended to increase teacher knowledge and student achievement. Montlieu did get extra resources from being a part of GCS' Enrichment Region, but most of the professional development was paid for by reallocating existing funds, including Title I dollars. At Montlieu they took great care to customize the supports to the needs of the individual teachers, primarily through using academic coaches who identified the teacher's current situation and planned the process for the teacher to gain skills to be more successful. Hall said it only made sense to provide the resources each individual teacher needed rather than to blanket them with general professional development. She said she "did for teachers what she asked teachers to do for kids": *differentiate*.

The Montlieu teachers operated under extreme pressure according to Hall, but "with the pressure came the support." In addition to the professional development, Montlieu has worked to increase partnerships and other ties to the school's community. The first big effort came from a new alliance with High Point University. The university's education students come to Montlieu weekly to serve as student mentors and math and literacy tutors. The "Reading Buddy Program" has been a hit with the kindergarten through fifth grade students who look forward to having a college student read with them each week. The university also helps plan field trips and participates in Montlieu's Family Fun Nights. Montlieu has plans in coming years to expand the network of community partnerships and also to rebuild the school's PTA, which has not been strong in recent years.

When asked where Montlieu will go from here, Hall emphasized the need to celebrate the achievements but to remember that there is still a long way for Montlieu to go, "we're flying high, but we're not there yet." On top of all that has been going on, Montlieu has also recently changed its name to reflect the new magnet focus that will go into effect in 2010-11. Montlieu is transitioning from a math and science magnet to one focused on technology. This change doesn't worry Hall, who says that they have spent a year crafting a model that works and in approaching their new technology theme the school will choose "professional development and devices that support good instruction."

²⁸ All data and quotes from July 29, 2010 phone call with Jill Hall, Montlieu principal, unless otherwise noted.

²⁹ Source: 2007-08 NC School Report Cards <http://www.ncreportcards.org>

Feedback from Teacher Focus Groups

To examine the survey results at a deeper level, Guilford Education Alliance conducted focus groups with teacher leaders from across the district. The teachers applied their knowledge and expertise to deepening and expanding understanding of the survey results, how working conditions affect success in our schools every day, and what action steps to propose.

The teachers were impressed with the positive momentum of the district over the past two years and many teachers confirmed this improvement exists within their individual schools. The thrust of the discussion centered on these areas:

- **Communication:** The teachers overwhelmingly named communication as the key to the improvement in the district. Teachers felt the district, and specifically Superintendent Green, has made communicating with stakeholders a priority. They called the communication “transparent and regular” and affirmed its most important benefits: building relationships and both solving and preventing problems.
- **Professional Development and Non-Instructional Time:** The teachers applauded the increased efforts around professional development and acknowledged that great strides had been made in carving out non-instructional time for teachers. The downside is this time is too often filled with meetings, especially in the elementary schools. Many teachers formally have time away from their students but still have little time dedicated to planning and collaboration.
- **Technology and Instructional Supplies:** The availability, reliability, training in, and use of technology varies widely across the district. Some teachers described constant access to the latest instructional technology for themselves and their students, while others were frustrated in trying to get basics like photocopiers and color printers. Many talked about running out of basic supplies, such as paper and printer ink, before the end of the school year.
- **Leadership:** The teachers affirmed that strong and positive leadership is the foundation to all meaningful improvement. As teachers discussed the leaders in their district and individual schools it was apparent that they viewed their principals and school system leaders as lynchpins. Teachers are critically important, but without good leaders the true and lasting systemic change will not occur.

The teachers were asked to identify recommendations for Guilford County Schools continued improvement. Chief among them were:

- **Build upon the successful communication efforts begun over the past two years.** Continue the e-mail updates, website information, and other strategies to improve the collective knowledge of the district and community. Constant communication is critical to uniting the education community and building the trust necessary for success.
- **Work towards more equity and balance in both technology and facilities.** There needs to be more consistency in what opportunities are available to teachers and ultimately, their students. GCS should work to have fewer and smaller gaps among schools within our county.
- **Provide more opportunities for teachers to observe each other.** The focus group members described the tremendous benefits gained from watching other educators and learning new strategies to improve their own instructional practices. GCS teachers want release time to observe other teachers in their school and district, and visit and observe master practitioners in other school systems.
- **Recruit and support strong school administrators.** The gap in school leadership is as vivid as the gap in technology. Some schools have principals who support open and honest dialogues and work for true change in their schools; others foster fear and mistrust. The district must devote resources to mentoring and developing the best leaders for our schools. The potential for principals to advance good working conditions is significant.

Principal Perceptions and Working Conditions

A previous section of this report examines the differences between teacher and principal perceptions of the working conditions found within a school. Another portion of the TWC survey affords principals the opportunity to share opinions on their own working conditions. These questions address how principals spend their time as school leaders, the quality of the resources and staff at their schools, the level of influence the principals feel in key decision-making areas, and the amount of support the principals receive from the district office. Ninety-three of Guilford's 120 principals responded to this section of the survey, for an overall response rate of 77.5%.³⁰

Guilford Education Alliance applauds Superintendent Green for making this data available. The district-level responses are not available on the public TWC website. Sharing this data publicly is further evidence of GCS' desire for transparency and informed decision-making.

In general, GCS principal responses were below overall averages for the state.

TWC Survey Prompt <i>(for principals only)</i>	Percentage of Principals Agreeing	
	GCS 2010	NC 2010
My school receives instructional resources commensurate with other schools in the district	82%	88%
My school receives instructional resources commensurate with student needs	80%	87%
Principals are actively involved in district decision-making about educational issues	77%	84%

The biggest differences, however, were not in overall rates of agreement, but rather in the degree of agreement. Principals could agree or strongly agree with statements; some of the biggest differences between Guilford and the state appear when you break the responses down to this level.

TWC Survey Prompt <i>(for principals only)</i>	Overall Agreement (Strongly Agree + Agree)		Strongly Agree		Agree	
	GCS	NC	GCS	NC	GCS	NC
Principals are trusted to make sound professional decisions about instruction in this district	85%	92%	20%	42%	65%	50%
In this district we take steps to solve problems	97%	93%	29%	42%	68%	52%
The district involves principals in decisions that directly impact the operations of my school	80%	87%	25%	41%	55%	46%
The district provides constructive feedback to principals toward improving performance	97% ³¹	92%	23%	42%	73%	51%
The district encourages cooperation among schools	95%	93%	38%	57%	57%	43%

³⁰ The data for these questions was provided by Guilford County Schools from an analysis done by the New Teacher Center. This data is not available on the NC Teacher Working Conditions website.

³¹ Numbers do not always add up to 100% due to rounding during analysis.

Principals are also questioned about the areas in which they “need additional support to lead your school more effectively.” Several areas stand out as worth considering when GCS plans future professional development for its administrators. In these five areas at least 40% of those responding indicated they need more support.

Top Areas in Which GCS Principals Want Additional Support

Topic	Percentage of Principals Who Need Further Support
Teacher remediation/coaching	52%
Teacher evaluation	42%
Creating positive learning environments	41%
Working with parents and the community	40%
Student assessment	40%

As important as professional development is for teachers, it is no less important for the administrators who lead our schools.

Of the 93 principals who responded to the survey, 19 of them indicated they were new principals. These principals had an additional set of questions to examine their experiences as novice administrators. New principals struggle with some of the same issues as new teachers in GCS, including having quality interactions with their mentors. GCS responses for new principals were much more positive than the state average, but there is still room for improvement.

Novice Principals in GCS

Percentage of new GCS principals whose mentor is not in the same school level	20%
Percentage of new GCS principals whose mentor does not work in our district	46%
Percentage of new GCS principals whose mentor doesn't work in a school within 50 miles	43%
Percentage of new GCS principals who were never observed by their mentor at their school	33%
Percentage of new GCS principals who never engaged in school improvement planning with their mentors	47%

Recommendations from Guilford Education Alliance

A Look Back at 2008

Guilford Education Alliance has reported to the community on the Teacher Working Conditions Survey results since the 2006 survey. After the 2008 survey we made six recommendations we believed would bring about positive change for our schools. Before we consider where we need to go in 2010, we want to examine the recommendations made for 2008.

The six recommendations from 2008:

1. *Training for principals in transformational leadership should be expanded.*
2. *A focus on teacher working conditions must be a priority in this competitive climate to recruit and retain teachers in our district. Guilford County's continuing to be behind the state average in all domains of the survey is problematic in recruiting teachers.*
3. *The district must ensure the implementation of the state law allowing for planning time and duty-free lunch time for all teachers. This requires attention to scheduling.*
4. *Continued attention to facilities is critical.*
5. *Teachers must be involved in school and district decisions that impact instruction.*
6. *Developing and maintaining a school climate of professional trust and respect is critical to enhancing student achievement.*

While progress has been made in all six areas, we believe there is still room for growth in all recommendations but particularly in four, five, and six. The TWC data and our teacher focus groups show that we still have many unmet needs. For example:

Recommendation	TWC Survey Prompt	GCS - 2008	GCS-2010
4	The school environment is clean and well maintained	68.8%	79.6%
4	The physical environment of classrooms in this school supports teaching and learning	N/A ³²	82.9%
5	Teachers are trusted to make sound professional decisions about instruction	66.6%	77.2%
5	Teachers are relied upon to make decisions about educational issues	52.0%	75.9%
5	Teachers have autonomy to make decisions about instructional delivery	N/A	68.7%
6	The faculty and school leadership have a shared vision	64.6%	77.8%
6	There is an atmosphere of trust and mutual respect in this school	60.8%	64.7%
6	Teachers feel comfortable raising issues and concerns that are important to them	N/A	62.4%

³² N/A indicates a question not included on the 2008 survey.

2010 Recommendations

1. **Continue to build trust with all education stakeholders through clear and constant communication.**
 - a. Teachers see great value in the outreach from district leaders over the past two years. Continue this effort by proactively sharing information with all stakeholders.
 - b. Build on this effort by encouraging principals to develop similar practices at the school level. While all schools have a website and may have newsletters, more substantive and timely communications are key to developing good relationships within a school.
2. **Weigh all important considerations when making decisions on instructional technology.**
 - a. There is too broad of a gap between the “haves” and “have not’s” in our system. Although strict equality is neither possible nor necessarily desirable, there should be more care given to balancing the technology provided at individual schools.
 - b. While priority may be given to the use of technology in grades or subjects which are a part of the ABC assessments, care must be taken that all subjects have the opportunity to utilize technology into their course of study.
 - c. Hardware and software are important but are not enough. Our schools need ongoing professional development in how to appropriately integrate the technology into our curriculum. As staff changes, as technology changes, our training must keep up.
3. **Plan professional development to meet not only the overall needs of our schools, but also the individual needs of our teachers.**
 - a. The TWC survey data reveals that School Improvement Plans are driving the professional development in our district. That is important and appropriate to a certain degree. We must recognize, however, that teachers come to our schools with different experiences and knowledge which may not always perfectly match the needs of the students they teach. Teachers need to have a portion of their professional development address their own strengths and weaknesses as educators.
 - b. Some of the most important professional development can come from other expert teachers. GCS could serve as a model to other North Carolina districts by creating opportunities for teachers to observe master teachers, have guided reflection on that experience and plan how to best incorporate observed best practices back into classrooms. This is a cost effective way to share best practices and proven strategies for meeting the needs of our students.
4. **Don’t reinvent the wheel: provide opportunities to share best practices within GCS.**
 - a. Schools across GCS are overcoming educational challenges every day. Our district needs opportunities for school leaders to share winning models with schools that have not made it over similar hurdles. One example is providing planning and collaboration time for teachers. Some schools have done this while others struggle to meet the legislative goal of meaningful, duty-free planning and lunch time. Plans may not transfer exactly, but having a starting point from which to work could save precious time.
 - b. This idea builds on the previous recommendation where we urged GCS to allow teachers the opportunity to learn from each other. This is just as important for principals.
5. **Provide a clearer and more complete picture of working conditions within our schools.**
 - a. The data available on the TWC website and within this report is enlightening, but is only a starting point. Schools no longer have domain averages to begin their analysis and must dig more deeply to uncover the messages of the survey. The bulk of this work must be done by schools in order to be owned by the schools; however, district leadership has an important role to play and can assist its schools by providing customized analysis of survey results – how Mission Possible schools or magnet schools compare to each other, for example. This could serve as the basis for the sharing we recommended in #4.
 - b. In addition, GCS could provide professional development in helping schools use the valuable tools on the TWC website.

Appendix A: Standards for Working Conditions in North Carolina Schools

The following standards for teacher working conditions were developed by the N.C. Professional Teaching Standards Commission. These areas were the basis for the previous Teacher Working Conditions surveys and inform the recently revised teacher and administrator evaluations.

As of the writing of this report there are no published state-wide standards for the new areas of the survey – Community Support and Involvement, Managing Student Conduct, and Instructional Practices and Support.

For more information on working conditions standards visit <http://ncptsc.org/>.

Use of time

In schools that are dedicated to recruiting, nurturing and retaining teachers, the following working conditions are evident:

- There is scheduled time in the day for teachers to focus on development of successful curriculum, classroom management, strategies, and techniques to individualize instruction for student success.
- Teachers have student loads that allow them to meet the educational needs of all students.
- Teachers are not assigned duties that interfere with their primary job of educating students.
- Planning time is provided for all teachers K-12.
- New teachers are provided effective mentors. There is time for the new teachers and the mentor to work together during the day, both within and outside the classroom.
- Standards and expectations for teachers are organized, simplified and streamlined to allow teachers to focus on developing skills that are most important for successful instruction.
- Teachers have time to collaborate with highly skilled, dedicated colleagues.

Facilities and Resources

In schools where teachers are productive, creative, and satisfied, the following working conditions are in place:

- There is space for each teacher to work with students and with colleagues; there is also space for the teachers to work quietly and individually.
- Teachers have necessary office and instructional supplies and access to funds for purchasing supplies which allows them to involve students in meaningful work.
- Teachers have access to current technology that allows them to prepare students to be successful.
- Teachers have assistance for the clerical aspects of their jobs.
- The school environment is safe. The health of teachers, staff members and students is a top priority. The school is a secure place for the entire learning community.
- Teachers have help from educational support personnel such as tutors, family specialists, psychologists, nurses, counselors, administrators, social workers, mental health professionals, and others. This assistance allows teachers to meet all the needs of their students.
- Schools have community and business partnerships that support the learning process.
- Teacher salaries and supplements are competitive with equivalent professions.

Leadership

Schools where teachers are enthusiastic and effective show evidence of the following:

- The principal is a strong and supportive leader with a clear vision of the central mission of the school. The principal utilizes the leadership potential of the teachers.
- All stakeholders (including teachers) participate in the decision-making process.
- There is a high level of leadership and support from the school board, central office, and parents, as well as from government officials, such as county commissioners, state legislator, the Superintendent of Public Instruction, the State Board of Education, and the Department of Public Instruction.
- Teachers are the recognized leaders of their classrooms and are supported in their classroom-based decisions and initiatives.
- School leaders at all levels shield educators from disruptive distractions in order to ensure that teachers can focus on what is best for their students and for learning.

Empowerment

In schools where teachers are effective and where turnover is low, there is evidence of the following:

- There are many avenues available for educators to express their concerns and propose solutions.
- Reasoned educational risk-taking is encouraged and supported.
- Teachers are recognized as educational experts and are trusted to make sound professional decisions.
- Within the educational community there is an atmosphere of mutual respect, where each professional is empowered to do his/her work.

Professional Development

In schools where learning is valued, teachers are encouraged and supported in their efforts to develop their skills and knowledge:

- Sufficient resources are available to allow teachers to take advantage of important professional development opportunities.
- Professional growth of teachers is valued as the basis for improving student achievement.
- A variety of types of learning opportunities are recognized as valuable, including study groups and teacher research.
- The design and choice of professional development activities are research-based.
- Professional development is based on individual, school, and district goals.

Appendix B: Data Tables for Survey Results

Data in these tables and throughout this report can be accessed online at <http://ncteachingconditions.org>. Additional analysis provided by Eric Hirsch and Andrew Sioberg of the New Teacher Center.

Comparison of Teacher Perceptions by School Level (Elementary, Middle, High School, and Small/Special Schools³³)

Data reflects percentage of teachers who agree with the statement

Guilford County Schools Rate of Agreement by School Level				
2010 NCTWC Survey Question	Elementary	Middle	High	Small/Special
TIME				
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	57%	50%	54%	74%
Teachers have time available to collaborate with colleagues.	67%	75%	68%	66%
Teachers are allowed to focus on educating students with minimal interruptions.	69%	62%	65%	83%
The non-instructional time provided for teachers in my school is sufficient.	54%	61%	63%	64%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	46%	56%	60%	66%
Teachers have sufficient instructional time to meet the needs of all students.	62%	69%	72%	74%
Teachers are protected from duties that interfere with their essential role of educating students.	72%	62%	56%	72%
FACILITIES & RESOURCES				
Teachers have sufficient access to appropriate instructional materials.	82%	80%	73%	73%
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	83%	73%	75%	78%
Teachers have access to reliable communication technology, including phones, faxes and email.	91%	93%	93%	72%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	76%	73%	68%	85%
Teachers have sufficient access to a broad range of professional support personnel.	81%	81%	82%	84%
The school environment is clean and well maintained.	76%	85%	82%	79%
Teachers have adequate space to work productively.	86%	87%	81%	77%

³³ NC DPI definitions of school levels used. Any schools which did not fit into the general definitions were categorized using the following: K-8 schools are elementary and 6-12 schools are high schools. All other schools got the rating of "special schools," including all of the New Schools Project schools (at their request), special education schools, JDD schools, preschools and other schools that do not fall into the typical elementary, middle, high categories. Source: E-mail from Eric Hirsch, Director of Special Projects-New Teacher Center, July 25, 2010.

2010 NCTWC Survey Question	Elementary	Middle	High	Small/Special
The physical environment of classrooms in this school supports teaching and learning.	86%	81%	80%	74%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	91%	90%	89%	88%
COMMUNITY SUPPORT & INVOLVEMENT				
Parents/guardians are influential decision makers in this school.	67%	72%	71%	63%
This school maintains clear, two-way communication with the community.	88%	85%	88%	87%
This school does a good job of encouraging parent/guardian involvement.	90%	89%	91%	94%
Teachers provide parents/guardians with useful information about student learning.	98%	95%	95%	95%
Parents/guardians know what is going on in this school.	87%	82%	80%	87%
Parents/guardians support teachers, contributing to their success with students.	72%	69%	72%	77%
Community members support teachers, contributing to their success with students.	84%	75%	81%	84%
The community we serve is supportive of this school.	83%	77%	82%	88%
MANAGING STUDENT CONDUCT				
Students at this school understand expectations for their conduct.	87%	83%	77%	86%
Students at this school follow rules of conduct.	73%	59%	53%	80%
Policies and procedures about student conduct are clearly understood by the faculty.	86%	81%	80%	91%
School administrators consistently enforce rules for student conduct.	70%	54%	58%	82%
School administrators support teachers' efforts to maintain discipline in the classroom.	76%	67%	73%	91%
Teachers consistently enforce rules for student conduct.	89%	71%	59%	86%
The faculty work in a school environment that is safe.	92%	89%	86%	89%
TEACHER LEADERSHIP				
Teachers are recognized as educational experts.	78%	76%	77%	89%
Teachers are trusted to make sound professional decisions about instruction.	76%	79%	76%	90%
Teachers are relied upon to make decisions about educational issues.	76%	75%	75%	89%
Teachers are encouraged to participate in school leadership roles.	88%	87%	88%	84%

2010 NCTWC Survey Question	Elementary	Middle	High	Small/Special
The faculty has an effective process for making group decisions to solve problems.	71%	64%	69%	75%
In this school we take steps to solve problems.	79%	73%	79%	78%
Teachers are effective leaders in this school.	83%	79%	79%	80%
There is an atmosphere of trust and mutual respect in this school.	62%	57%	59%	66%
SCHOOL LEADERSHIP				
The faculty and staff have a shared vision.	79%	74%	78%	83%
There is an atmosphere of trust and mutual respect in this school.	64%	61%	68%	79%
Teachers feel comfortable raising issues and concerns that are important to them.	61%	59%	67%	73%
The school leadership consistently supports teachers.	74%	68%	76%	82%
The school leadership facilitates using data to improve student learning.	96%	95%	94%	91%
Teacher performance is assessed objectively.	84%	82%	82%	85%
Teachers receive feedback that can help them improve teaching.	85%	83%	85%	84%
The procedures for teacher evaluation are consistent.	86%	82%	82%	86%
The school improvement team provides effective leadership at this school.	81%	72%	79%	78%
The faculty are recognized for accomplishments.	80%	77%	86%	87%
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	80%	71%	76%	81%
The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	85%	81%	80%	80%
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	75%	68%	74%	76%
The school leadership makes a sustained effort to address teacher concerns about professional development.	81%	74%	78%	86%
The school leadership makes a sustained effort to address teacher concerns about teacher leadership.	81%	76%	79%	79%
The school leadership makes a sustained effort to address teacher concerns about community support and involvement.	87%	82%	84%	85%
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	76%	67%	71%	88%
The school leadership makes a sustained effort to address teacher concerns about instructional practices and support.	85%	82%	85%	86%
The school leadership makes a sustained effort to address teacher concerns about new teacher support.	75%	72%	77%	84%

2010 NCTWC Survey Question	Elementary	Middle	High	Small/Special
PROFESSIONAL DEVELOPMENT				
Sufficient resources are available for professional development in my school.	82%	75%	78%	77%
An appropriate amount of time is provided for professional development.	83%	77%	80%	82%
Professional development offerings are data driven.	89%	81%	86%	82%
Professional learning opportunities are aligned with the school's improvement plan.	94%	90%	91%	92%
Professional development is differentiated to meet the individual needs of teachers.	60%	53%	56%	73%
Professional development deepens teachers' content knowledge.	82%	68%	61%	87%
Teachers have sufficient training to fully utilize instructional technology.	69%	62%	65%	75%
Teachers are encouraged to reflect on their own practice.	90%	89%	90%	88%
In this school, follow up is provided from professional development.	76%	64%	71%	77%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	79%	75%	78%	87%
Professional development is evaluated and results are communicated to teachers.	64%	56%	63%	73%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	87%	83%	81%	94%
Professional development enhances teachers' abilities to improve student learning.	91%	87%	83%	95%
INSTRUCTIONAL PRACTICES & SUPPORT				
State assessment data are available in time to impact instructional practices.	81%	77%	75%	63%
Teachers use assessment data to inform their instruction.	97%	95%	91%	90%
Teachers work in professional learning communities to develop and align instructional practices.	85%	85%	86%	76%
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86%	83%	85%	86%
Teachers are encouraged to try new things to improve instruction.	90%	91%	92%	94%
Teachers are assigned classes that maximize their likelihood of success with students.	64%	57%	63%	76%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	67%	69%	70%	86%
Overall, my school is a good place to work and learn.	82%	82%	82%	83%

Comparison of Teacher and Principal Perceptions
(Data reflects percentage of respondents who agree with each statement)

2010 NCTWC Survey Question	Teachers	Principals	Difference
TIME			
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	54.0%	86.0%	-32.1
Teachers have time available to collaborate with colleagues.	67.4%	95.7%	-28.3
Teachers are allowed to focus on educating students with minimal interruptions.	65.1%	97.8%	-32.7
The non-instructional time provided for teachers in my school is sufficient.	55.5%	90.3%	-34.8
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	50.8%	95.7%	-44.9
Teachers have sufficient instructional time to meet the needs of all students.	65.3%	95.7%	-30.3
Teachers are protected from duties that interfere with their essential role of educating students.	64.4%	94.6%	-30.3
FACILITIES & RESOURCES			
Teachers have sufficient access to appropriate instructional materials.	77.7%	98.9%	-21.3
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	77.6%	90.3%	-12.7
Teachers have access to reliable communication technology, including phones, faxes and email.	91.4%	93.5%	-2.2
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	72.2%	94.6%	-22.4
Teachers have sufficient access to a broad range of professional support personnel.	80.2%	95.7%	-15.5
The school environment is clean and well maintained.	78.7%	96.8%	-18.1
Teachers have adequate space to work productively.	83.9%	92.5%	-8.6
The physical environment of classrooms in this school supports teaching and learning.	82.2%	94.6%	-12.4
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	89.8%	90.3%	-0.5
COMMUNITY SUPPORT & INVOLVEMENT			
Parents/guardians are influential decision makers in this school.	68.4%	82.4%	-14.0
This school maintains clear, two-way communication with the community.	87.3%	97.8%	-10.5
This school does a good job of encouraging parent/guardian involvement.	90.0%	93.5%	-3.5
Teachers provide parents/guardians with useful information about student learning.	96.5%	96.7%	-0.2
Parents/guardians know what is going on in this school.	83.8%	97.8%	-14.1

2010 NCTWC Survey Question	Teachers	Principals	Difference
Parents/guardians support teachers, contributing to their success with students.	71.0%	92.4%	-21.4
Community members support teachers, contributing to their success with students.	80.4%	96.8%	-16.3
The community we serve is supportive of this school.	80.9%	96.8%	-15.8
MANAGING STUDENT CONDUCT			
Students at this school understand expectations for their conduct.	82.3%	100.0%	-17.7
Students at this school follow rules of conduct.	62.7%	100.0%	-37.3
Policies and procedures about student conduct are clearly understood by the faculty.	83.0%	98.9%	-15.9
School administrators consistently enforce rules for student conduct.	61.1%	100.0%	-38.9
School administrators support teachers' efforts to maintain discipline in the classroom.	71.4%	100.0%	-28.6
Teachers consistently enforce rules for student conduct.	77.0%	92.4%	-15.4
The faculty works in a school environment that is safe.	89.1%	97.8%	-8.7
TEACHER LEADERSHIP			
Teachers are recognized as educational experts.	76.0%	100.0%	-24.0
Teachers are trusted to make sound professional decisions about instruction.	75.7%	100.0%	-24.3
Teachers are relied upon to make decisions about educational issues.	74.3%	98.9%	-24.6
Teachers are encouraged to participate in school leadership roles.	87.0%	98.9%	-11.9
The faculty has an effective process for making group decisions to solve problems.	67.3%	96.8%	-29.5
In this school we take steps to solve problems.	76.3%	98.9%	-22.6
Teachers are effective leaders in this school.	80.2%	95.7%	-15.5
There is an atmosphere of trust and mutual respect in this school.	58.5%	88.2%	-29.6
SCHOOL LEADERSHIP			
The faculty and staff have a shared vision.	76.4%	97.8%	-21.4
There is an atmosphere of trust and mutual respect in this school.	63.5%	92.5%	-29.0
Teachers feel comfortable raising issues and concerns that are important to them.	60.5%	95.7%	-35.2
The school leadership consistently supports teachers.	71.8%	98.9%	-27.1
The school leadership facilitates using data to improve student learning.	95.2%	98.9%	-3.7
Teacher performance is assessed objectively.	82.1%	100.0%	-17.9
Teachers receive feedback that can help them improve teaching.	83.3%	100.0%	-16.7
The procedures for teacher evaluation are consistent.	82.9%	100.0%	-17.1
The school improvement team provides effective leadership at this school.	77.7%	95.6%	-17.9
The faculty are recognized for accomplishments.	79.8%	95.7%	-15.8
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	75.8%	100.0%	-24.2

2010 NCTWC Survey Question	Teachers	Principals	Difference
The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	81.5%	98.9%	-17.4
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	71.7%	98.9%	-27.2
The school leadership makes a sustained effort to address teacher concerns about professional development	77.4%	98.9%	-21.5
The school leadership makes a sustained effort to address teacher concerns about teacher leadership.	78.5%	96.7%	-18.2
The school leadership makes a sustained effort to address teacher concerns about community support and involvement.	84.4%	96.7%	-12.4
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	71.4%	100.0%	-28.6
The school leadership makes a sustained effort to address teacher concerns about instructional practices and support.	83.4%	100.0%	-16.6
The school leadership makes a sustained effort to address teacher concerns about new teacher support.	74.1%	94.5%	-20.4
PROFESSIONAL DEVELOPMENT			
Sufficient resources are available for professional development in my school.	78.7%	85.9%	-7.2
An appropriate amount of time is provided for professional development.	80.0%	91.4%	-11.4
Professional development offerings are data driven.	85.7%	94.6%	-8.9
Professional learning opportunities are aligned with the school's improvement plan.	92.0%	95.7%	-3.7
Professional development is differentiated to meet the individual needs of teachers.	55.8%	84.9%	-29.1
Professional development deepens teachers' content knowledge.	71.5%	97.8%	-26.3
Teachers have sufficient training to fully utilize instructional technology.	64.8%	78.3%	-13.4
Teachers are encouraged to reflect on their own practice.	89.3%	96.7%	-7.4
In this school, follow up is provided from professional development.	70.9%	90.2%	-19.3
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	76.8%	93.5%	-16.7
Professional development is evaluated and results are communicated to teachers.	60.6%	80.2%	-19.6
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	83.8%	98.9%	-15.1
Professional development enhances teachers' abilities to improve student learning.	87.1%	98.9%	-11.8

2010 NCTWC Survey Question	Teachers	Principals	Difference
INSTRUCTIONAL PRACTICES & SUPPORT			
State assessment data are available in time to impact instructional practices.	77.2%	82.8%	-5.6
Teachers use assessment data to inform their instruction.	95.1%	98.9%	-3.8
Teachers work in professional learning communities to develop and align instructional practices.	83.6%	93.5%	-9.9
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	84.0%	94.6%	-10.6
Teachers are encouraged to try new things to improve instruction.	90.1%	98.9%	-8.8
Teachers are assigned classes that maximize their likelihood of success with students.	60.2%	100.0%	-39.8
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	68.4%	90.2%	-21.8
Overall, my school is a good place to work and learn.	81.0%	86.0%	-5.0

**NC TWC Comparison Data:
Guilford County 2008 vs. 2010
and
Guilford County vs. the State of NC and Other Urban NC Districts**
(Data reflects percentage of respondents who agree with each statement)

2010 NCTWC Survey Prompt	Guilford 2008	Guilford 2010	NC *	CCS	DPS	WSF	CMS	WCPSS
TIME								
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	53.6%	55.4%	61.7%	70.6%	58.6%	59.2%	58.5%	51.0%
Teachers have time available to collaborate with colleagues.	54.2%	69.0%	73.2%	76.6%	78.2%	70.4%	75.9%	83.6%
Teachers are allowed to focus on educating students with minimal interruptions.	N/A +	66.7%	70.7%	69.9%	67.5%	64.6%	68.0%	72.3%
The non-instructional time provided for teachers in my school is sufficient.	40.1%	58.0%	63.5%	68.7%	59.0%	57.1%	57.2%	64.5%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	49.6%	52.7%	54.4%	58.8%	55.7%	50.3%	48.1%	49.8%
Teachers have sufficient instructional time to meet the needs of all students.	N/A	66.6%	68.8%	70.0%	61.1%	60.9%	66.5%	66.2%
Teachers are protected from duties that interfere with their essential role of educating students.	N/A	65.6%	70.0%	72.2%	66.2%	67.0%	63.0%	71.2%
FACILITIES & RESOURCES								
Teachers have sufficient access to appropriate instructional materials.	70.9%	79.1%	82.2%	85.2%	74.2%	79.9%	77.7%	85.1%
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	79.2%	78.8%	79.6%	88.4%	63.1%	77.6%	69.1%	84.4%
Teachers have access to reliable communication technology, including phones, faxes and email.	82.9%	91.4%	89.2%	92.1%	75.6%	90.3%	80.8%	92.3%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	68.1%	73.6%	80.2%	81.8%	68.6%	80.1%	70.5%	81.0%
Teachers have sufficient access to a broad range of professional support personnel.	N/A	81.4%	82.7%	87.3%	78.3%	84.7%	78.3%	85.3%
The school environment is clean and well maintained.	68.8%	79.6%	85.9%	90.9%	86.6%	82.1%	83.4%	88.5%

2010 NCTWC Survey Prompt	Guilford 2008	Guilford 2010	NC *	CCS	DPS	WSF	CMS	WCPSS
Teachers have adequate space to work productively.	69.6%	84.4%	86.8%	89.2%	85.1%	86.0%	86.0%	87.7%
The physical environment of classrooms in this school supports teaching and learning.	N/A	82.9%	88.3%	91.1%	86.1%	89.0%	85.6%	89.5%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	86.7%	90.0%	81.3%	86.4%	66.7%	84.2%	59.9%	92.2%
COMMUNITY SUPPORT & INVOLVEMENT								
Parents/guardians are influential decision makers in this school.	N/A	68.9%	72.3%	67.1%	69.0%	69.5%	65.4%	80.0%
This school maintains clear, two-way communication with the community.	N/A	87.7%	89.3%	87.6%	86.3%	89.3%	86.5%	90.9%
This school does a good job of encouraging parent/guardian involvement.	N/A	90.2%	90.0%	87.7%	88.6%	91.4%	88.5%	91.4%
Teachers provide parents/guardians with useful information about student learning.	N/A	96.1%	96.2%	95.6%	94.9%	96.3%	95.1%	97.0%
Parents/guardians know what is going on in this school.	N/A	84.3%	86.2%	85.0%	83.8%	84.7%	83.0%	89.7%
Parents/guardians support teachers, contributing to their success with students.	N/A	71.7%	74.4%	69.8%	69.7%	71.6%	68.6%	82.7%
Community members support teachers, contributing to their success with students.	N/A	81.3%	83.6%	80.1%	77.5%	82.7%	78.7%	85.6%
The community we serve is supportive of this school.	N/A	81.6%	85.2%	80.6%	78.6%	82.7%	78.4%	88.9%
MANAGING STUDENT CONDUCT								
Students at this school understand expectations for their conduct.	N/A	83.3%	85.6%	83.9%	82.7%	85.0%	83.5%	85.7%
Students at this school follow rules of conduct.	N/A	65.2%	71.5%	66.3%	61.2%	68.8%	65.5%	75.0%
Policies and procedures about student conduct are clearly understood by the faculty.	N/A	83.6%	85.0%	86.1%	82.4%	84.3%	84.7%	83.3%
School administrators consistently enforce rules for student conduct.	49.3%	64.2%	71.4%	71.4%	68.5%	70.1%	67.7%	69.1%
School administrators support teachers' efforts to maintain discipline in the classroom.	59.3%	73.7%	80.8%	77.6%	77.7%	79.9%	74.5%	79.7%
Teachers consistently enforce rules for student conduct.	N/A	77.2%	80.4%	81.5%	76.1%	79.1%	79.9%	79.5%
The faculty work in a school environment that is safe.	74.6%	90.0%	93.1%	92.4%	88.9%	93.1%	90.1%	93.1%

2010 NCTWC Survey Prompt	Guilford 2008	Guilford 2010	NC *	CCS	DPS	WSF	CMS	WCPSS
TEACHER LEADERSHIP								
Teachers are recognized as educational experts.	N/A	77.7%	82.9%	83.1%	80.6%	79.8%	74.8%	83.9%
Teachers are trusted to make sound professional decisions about instruction.	66.6%	77.2%	83.8%	84.0%	78.8%	80.5%	75.3%	85.4%
Teachers are relied upon to make decisions about educational issues.	52.0%	75.9%	82.1%	82.9%	78.3%	79.0%	75.3%	83.9%
Teachers are encouraged to participate in school leadership roles.	N/A	87.8%	90.6%	87.9%	90.1%	91.8%	89.5%	92.3%
The faculty has an effective process for making group decisions to solve problems.	55.4%	69.2%	76.3%	77.7%	72.5%	76.3%	71.0%	76.8%
In this school we take steps to solve problems.	62.0%	77.5%	82.3%	82.6%	79.6%	80.4%	78.5%	83.3%
Teachers are effective leaders in this school.	N/A	80.9%	86.4%	84.5%	83.2%	84.2%	83.4%	87.1%
Teachers have an appropriate level of influence on decision-making in this school	N/A	60.5%	67.7%	65.4%	64.7%	67.1%	61.0%	70.4%
SCHOOL LEADERSHIP								
The faculty and school leadership have a shared vision.	64.6%	77.8%	83.0%	82.1%	79.8%	80.6%	78.7%	82.5%
There is an atmosphere of trust and mutual respect in this school.	60.8%	64.7%	72.7%	70.0%	70.3%	68.7%	65.3%	73.6%
Teachers feel comfortable raising issues and concerns that are important to them.	N/A	62.4%	70.9%	67.5%	71.9%	69.8%	63.0%	71.5%
The school leadership consistently supports teachers.	63.3%	73.6%	78.6%	75.4%	76.5%	76.4%	72.1%	78.8%
Teachers are held to high professional standards for delivering instruction.	84.6%	92.0%	93.7%	93.9%	90.9%	93.3%	93.0%	93.5%
The school leadership facilitates using data to improve student learning.	N/A	95.3%	94.5%	94.7%	91.4%	95.7%	93.2%	94.9%
Teacher performance is assessed objectively.	N/A	83.3%	87.6%	87.0%	83.3%	85.7%	77.2%	90.3%
Teachers receive feedback that can help them improve teaching.	74.1%	84.5%	86.1%	86.3%	81.1%	84.0%	79.6%	86.9%
The procedures for teacher evaluation are consistent.	72.8%	83.9%	85.8%	85.5%	81.9%	83.0%	75.3%	87.7%
The school improvement team provides effective leadership at this school.	54.0%	78.7%	82.7%	81.3%	75.1%	81.9%	77.6%	84.9%
The faculty are recognized for accomplishments.	N/A	81.2%	84.7%	81.9%	87.5%	83.9%	82.4%	87.0%
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	58.8%	77.1%	79.9%	77.2%	75.5%	78.6%	75.3%	81.4%

2010 NCTWC Survey Prompt	Guilford 2008	Guilford 2010	NC *	CCS	DPS	WSF	CMS	WCPSS
The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	66.2%	82.7%	86.6%	85.5%	83.9%	85.7%	82.0%	87.1%
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	58.5%	73.5%	79.0%	80.0%	77.0%	75.8%	71.4%	79.2%
The school leadership makes a sustained effort to address teacher concerns about professional development.	65.2%	78.8%	83.6%	84.1%	82.0%	83.3%	80.5%	84.8%
The school leadership makes a sustained effort to address teacher concerns about teacher leadership.	N/A	79.8%	85.0%	83.7%	82.6%	85.1%	81.1%	86.4%
The school leadership makes a sustained effort to address teacher concerns about community support and involvement.	N/A	84.9%	87.6%	85.4%	85.2%	88.0%	84.4%	87.6%
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	N/A	73.0%	79.4%	78.9%	76.6%	78.2%	74.7%	78.3%
The school leadership makes a sustained effort to address teacher concerns about instructional practices and support.	N/A	84.5%	88.2%	88.0%	84.8%	87.2%	83.3%	89.1%
The school leadership makes a sustained effort to address teacher concerns about new teacher support.	58.2%	75.5%	83.1%	85.5%	82.1%	81.4%	78.9%	83.8%
PROFESSIONAL DEVELOPMENT								
Sufficient resources are available for professional development in my school.	52.5%	79.4%	77.6%	88.9%	69.5%	83.2%	79.0%	76.8%
An appropriate amount of time is provided for professional development.	64.4%	80.8%	77.8%	85.5%	70.0%	80.5%	78.2%	76.0%
Professional development offerings are data driven.	N/A	86.2%	84.6%	87.2%	75.5%	86.1%	82.6%	86.1%
Professional learning opportunities are aligned with the school's improvement plan.	N/A	92.3%	91.7%	91.6%	85.8%	91.9%	90.6%	92.8%
Professional development is differentiated to meet the individual needs of teachers.	N/A	57.9%	65.0%	70.4%	62.5%	65.5%	61.6%	65.0%
Professional development deepens teachers' content knowledge.	62.4%	73.8%	78.5%	82.7%	74.9%	78.4%	75.3%	75.8%
Teachers have sufficient training to fully utilize instructional technology.	54.8%	66.6%	74.5%	83.4%	67.0%	75.9%	67.8%	72.3%
Teachers are encouraged to reflect on their own practice.	N/A	89.9%	91.2%	92.7%	85.4%	91.8%	89.2%	91.3%
In this school, follow up is provided from professional development.	64.6%	72.4%	76.0%	80.9%	66.0%	71.7%	71.8%	75.0%

2010 NCTWC Survey Prompt	Guilford 2008	Guilford 2010	NC *	CCS	DPS	WSF	CMS	WCPSS
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	N/A	78.2%	79.1%	83.6%	77.7%	78.4%	78.1%	80.7%
Professional development is evaluated and results are communicated to teachers.	N/A	62.3%	66.1%	72.3%	58.1%	62.1%	63.7%	67.9%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	N/A	84.8%	86.5%	90.5%	81.2%	85.9%	83.9%	85.1%
Professional development enhances teachers' abilities to improve student learning.	N/A	88.1%	89.2%	91.3%	84.8%	89.1%	86.4%	87.7%
INSTRUCTIONAL PRACTICES & SUPPORT								
State assessment data are available in time to impact instructional practices.	N/A	78.0%	76.0%	83.4%	72.8%	80.0%	73.6%	73.9%
Local assessment data are available in time to impact instructional practice.	N/A	92.0%	87.5%	90.3%	83.9%	91.2%	85.0%	87.8%
Teachers use assessment data to inform their instruction.	N/A	95.1%	93.5%	93.6%	89.9%	94.2%	93.9%	93.9%
Teachers work in professional learning communities to develop and align instructional practices.	N/A	84.7%	86.7%	84.5%	90.8%	93.4%	87.5%	95.5%
Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	N/A	85.1%	86.0%	87.8%	83.7%	87.0%	83.0%	90.3%
Teachers are encouraged to try new things to improve instruction.	N/A	90.8%	93.1%	91.6%	87.6%	93.1%	89.0%	93.4%
Teachers are assigned classes that maximize their likelihood of success with students.	N/A	62.8%	68.3%	71.9%	62.2%	65.6%	61.9%	67.4%
Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	N/A	68.7%	77.2%	73.2%	59.1%	70.7%	66.0%	75.7%
Overall, my school is a good place to work and learn.	72.7%	81.9%	84.7%	81.9%	82.4%	84.5%	78.7%	85.5%

* NC = State of NC; CCS = Cumberland County Schools; DPS = Durham Public Schools; WSF = Winston-Salem/Forsyth Schools; CMS = Charlotte-Mecklenburg Schools; WCPSS = Wake County Public School System

+ N/A indicates a question not included on the 2008 version of the survey. Of the 81 questions analyzed for the 2010 survey, 35 were also on the 2008 survey.

Appendix C: Using the TWC Data

Administrator Evaluations

The new principal evaluation process incorporates the important results from the TWC survey into the annual administrator review.³⁴ The evaluation identifies seven standards by which principals are assessed. These standards include a focus on Instructional Leadership, Cultural Leadership and other critical areas. In every one of the seven standards, data from the TWC survey is a suggested artifact. Using the TWC data is specifically required in multiple standards.

Excerpts from *N.C. School Executive: Principal Evaluation Process*³⁵
Standard 1: Strategic Leadership

c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan	... and <input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives <input type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan	... and <input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education <input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives	... and <input type="checkbox"/> Incorporates principles of continuous improvement and creative 21 st century concepts for improvement into the School Improvement Plan	

³⁴ A new evaluation process for assistant principals was piloted in 2009-10. Information available at: <http://www.ncpublicschools.org/profdev/training/assistant-principal/>

³⁵ Complete version of the principal evaluation tool available at: <http://www.ncptsc.org/Principal%20Evaluation%20Booklet%20-%20Fill%20In%20Forms.pdf>

Standard 3: Cultural Leadership

a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands characteristics of a collaborative work environment within the school <input type="checkbox"/> Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school	... and <input type="checkbox"/> Designs elements of a collaborative and positive work environment within the school <input type="checkbox"/> Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies <input type="checkbox"/> Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment	... and <input type="checkbox"/> Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school <input type="checkbox"/> Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their Consideration <input type="checkbox"/> Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources	... and <input type="checkbox"/> Establishes a collaborative work environment which promotes cohesion and cooperation among staff <input type="checkbox"/> Facilitates the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills	

Tools for School and District Use

The purpose of the Teacher Working Conditions Survey is increased success in our schools. The data has been used in a wide range of ways by individual schools and entire districts, but many people find the vast amount of information difficult to digest.

With the release of the 2010 survey results the New Teacher Center strived to provide both more accessible and usable data, as well as tools which educators and community members could utilize to help inform their own school improvement.

The user-friendly tools described below³⁶ are available at the official TWC survey website. Included with the tools are completed samples to guide schools in how they would use the tools. ***We strongly urge schools to begin their analysis by reviewing the valuable resources provided at this website.***

- **Drill Down presentation:** This presentation walks through a method for narrowing the focus of the survey data. It provides a brief overview of the 2010 district findings along with a comparison of 2008 data. The presentation tools include carefully described steps for utilizing accompanying handouts and worksheets, as well as a scripted process for engaging in reflective analysis of specific survey questions.
- **N.C. Teacher Working Conditions Handouts:** A link on the TWC survey website provides the materials that accompany the Drill Down Presentation. The packet includes goals and objectives along with scripted discussion points around the drill down process.
- **N.C. Teacher Working Conditions Worksheets:** Blank versions of the tools used in the Drill Down Presentation and Handouts links can be found on the website. These versions were designed to accelerate the drill down process and keep the focus on the survey results and reflective process. These tools can be used in concert with the North Carolina Teacher Working Conditions Handouts.
- **Construct Item Worksheets:** This particular set of tools is designed to help a participant move deeper into the survey data. Once a particular construct has been chosen (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, or Instructional Practices and Support), participants can utilize these tools to think through individual survey items that fit within each of the constructs. Working through these tools, participants can further refine their thinking down to an individual item for closer examination and discussion.
- **Individual Item Prompts:** In collaborative settings finding a common starting point can be challenging. To assist with this process, a series of discussion prompts were created for each of the survey questions to provide participants with a starting point to begin productive conversations. The prompts are designed to target conversations around the specific item of focus and to encourage critical thinking about the factors influencing that condition across the school. These tools are to be used following the construct item worksheets once specific survey items have been identified.
- **2010 Parent Guide to School Improvement:** A ready-to-print handout that can be easily shared with parents/guardians to help increase their knowledge on the TWC survey and ways in which they can support the use of this important data to inform improvement at their school.
- **Improving TWC – Lessons from North Carolina Schools:** A user-friendly research report from Learn NC and the New Teacher Center on improving working conditions. Includes case studies on how four N.C. schools made huge improvements in their schools.

³⁶ Source: NC Teacher Working Conditions website: <http://ncteachingconditions.org>

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