



Alexandria City Public Schools Preliminary Results of the 2016 Teaching, Empowering, Leading, and Learning (TELL) Survey.

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TELL Survey Background

TELL ACPS Survey

What the TELL ACPS Survey IS:

A statistically valid and reliable instrument to assess whether educators have working conditions in their school that support effective teaching.

What the TELL ACPS Survey Is NOT:

An assessment of the morale of teachers or their happiness with specific policies. The survey does not provide information as to why teachers perceive conditions as they do, which is best ascertained through data-driven dialogue as part of the school improvement planning process.

TELL measures 8 constructs linked to teacher retention and student achievement:



TELL Constructs

| Construct | Description |
|-----------------------------------|---|
| Use of Time | Available time to plan, to collaborate, to provide instruction, and to eliminate barriers in order to maximize instructional time during the school day |
| Facilities and Resources | Availability of instructional, technology, office, communication, and school resources to teachers |
| Community Support & 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 & Support | Data and support available to teachers to improve instruction and student learning |

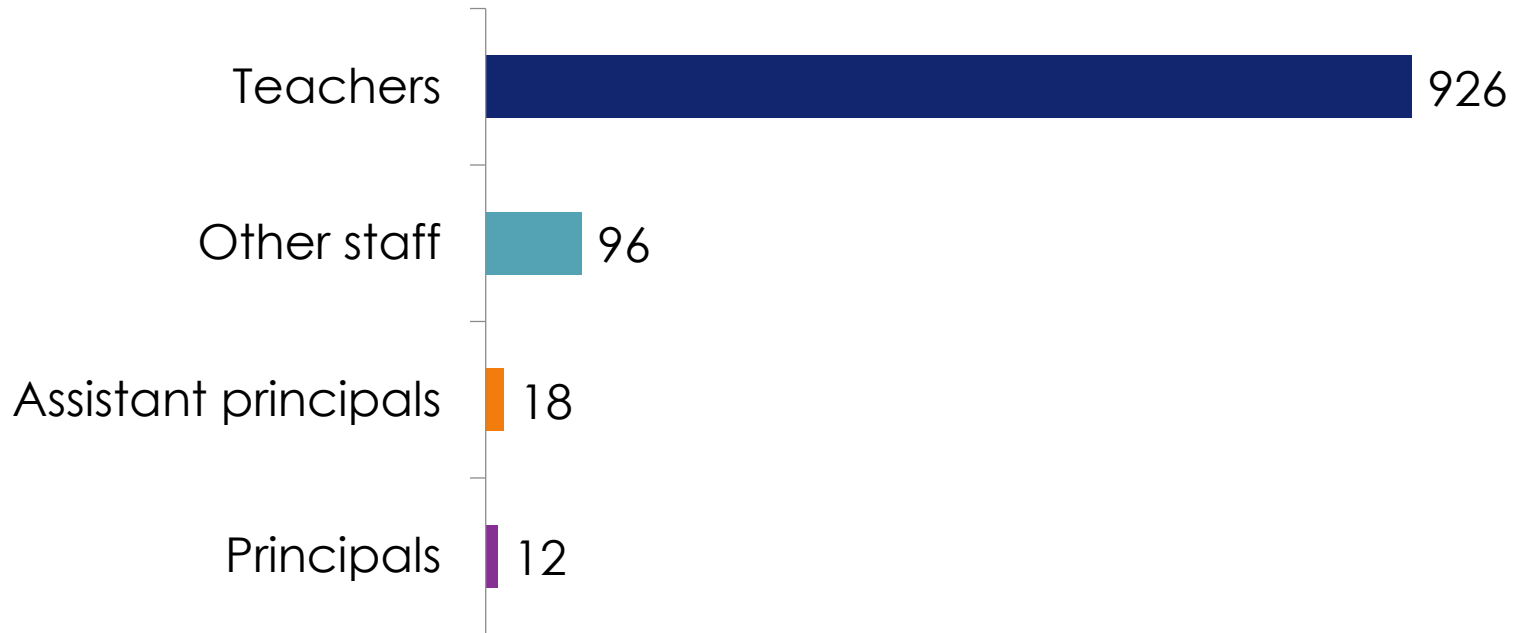


2016 Survey Respondents

2016 Responses by Role

Total Respondents: 1,052

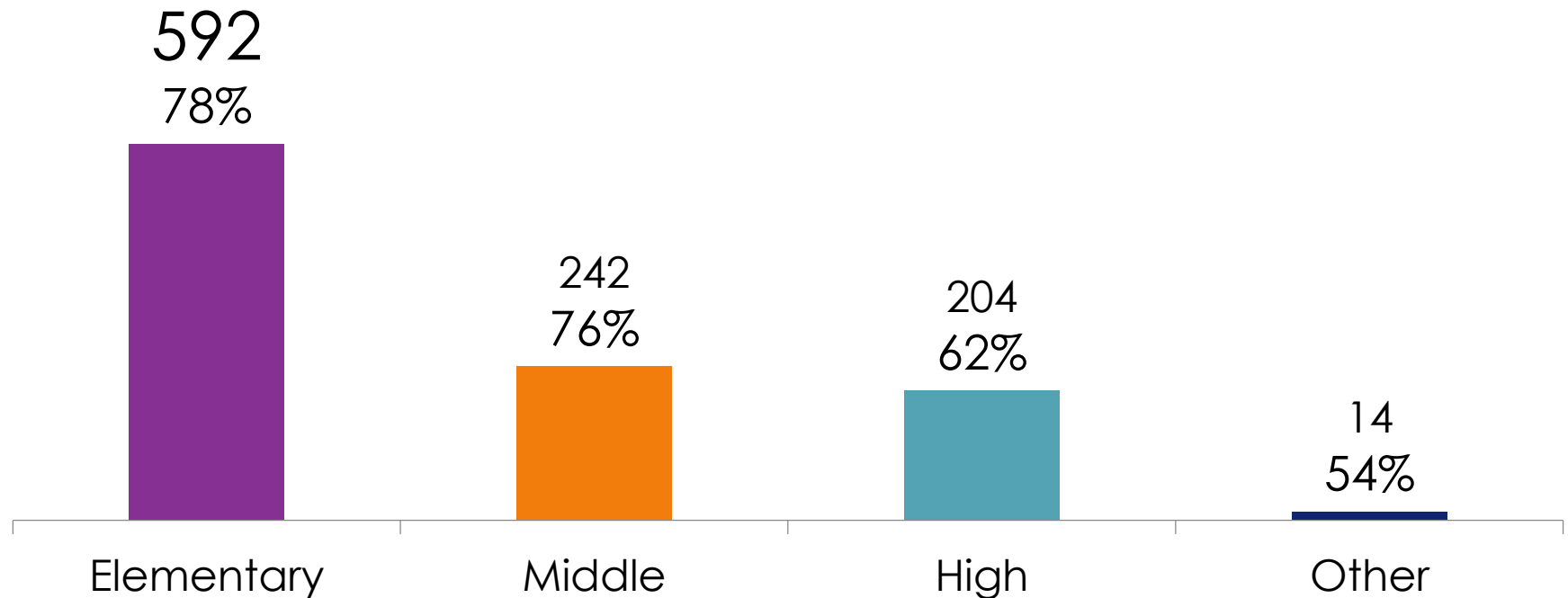
Overall Response Rate: 74%



2016 Responses by School Level

Total Respondents: 1,052

Overall Response Rate: 74%



Note: Bar percentages indicate level-specific response rate



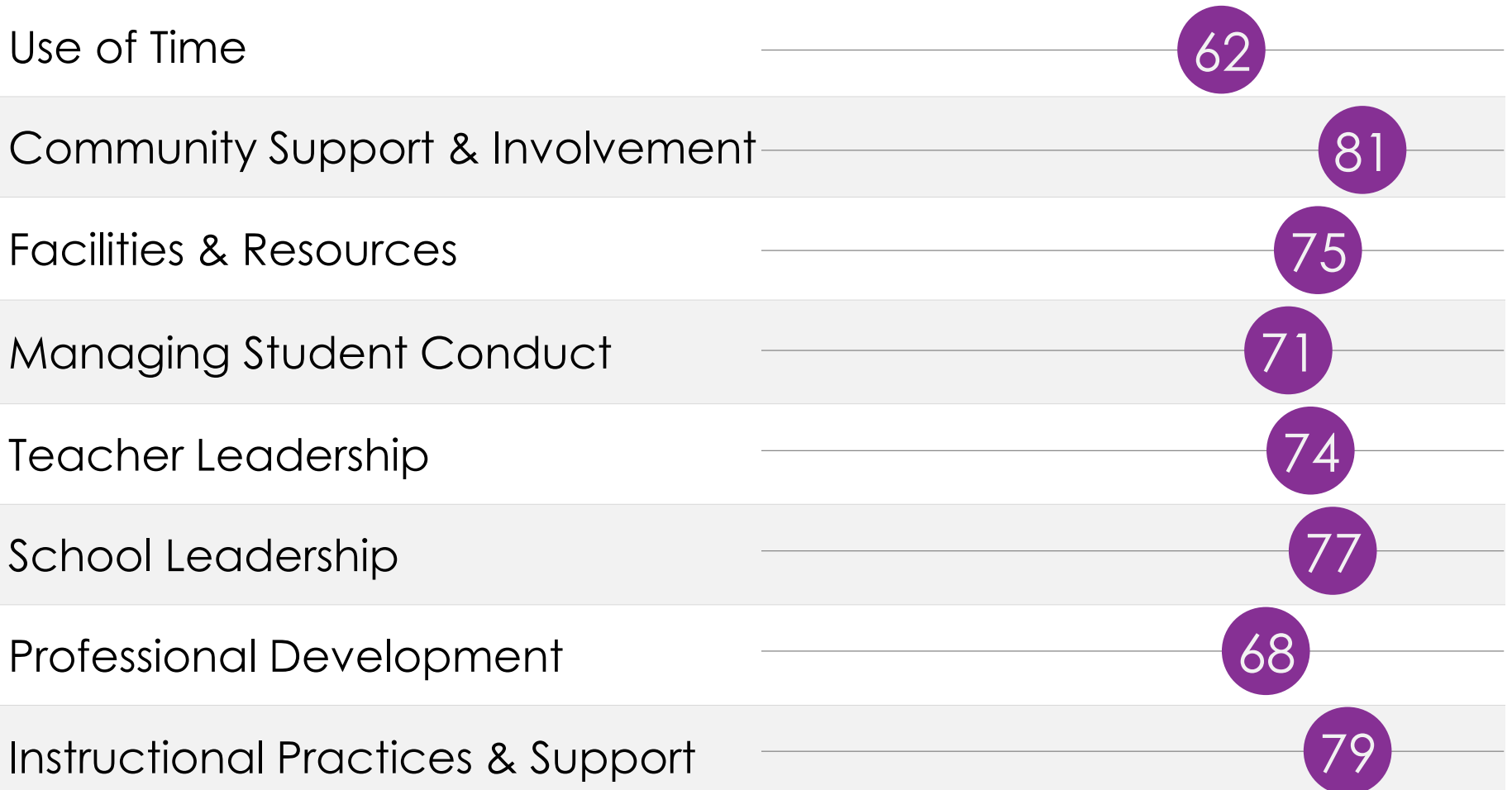
Survey Results by Construct

Rate of Agreement

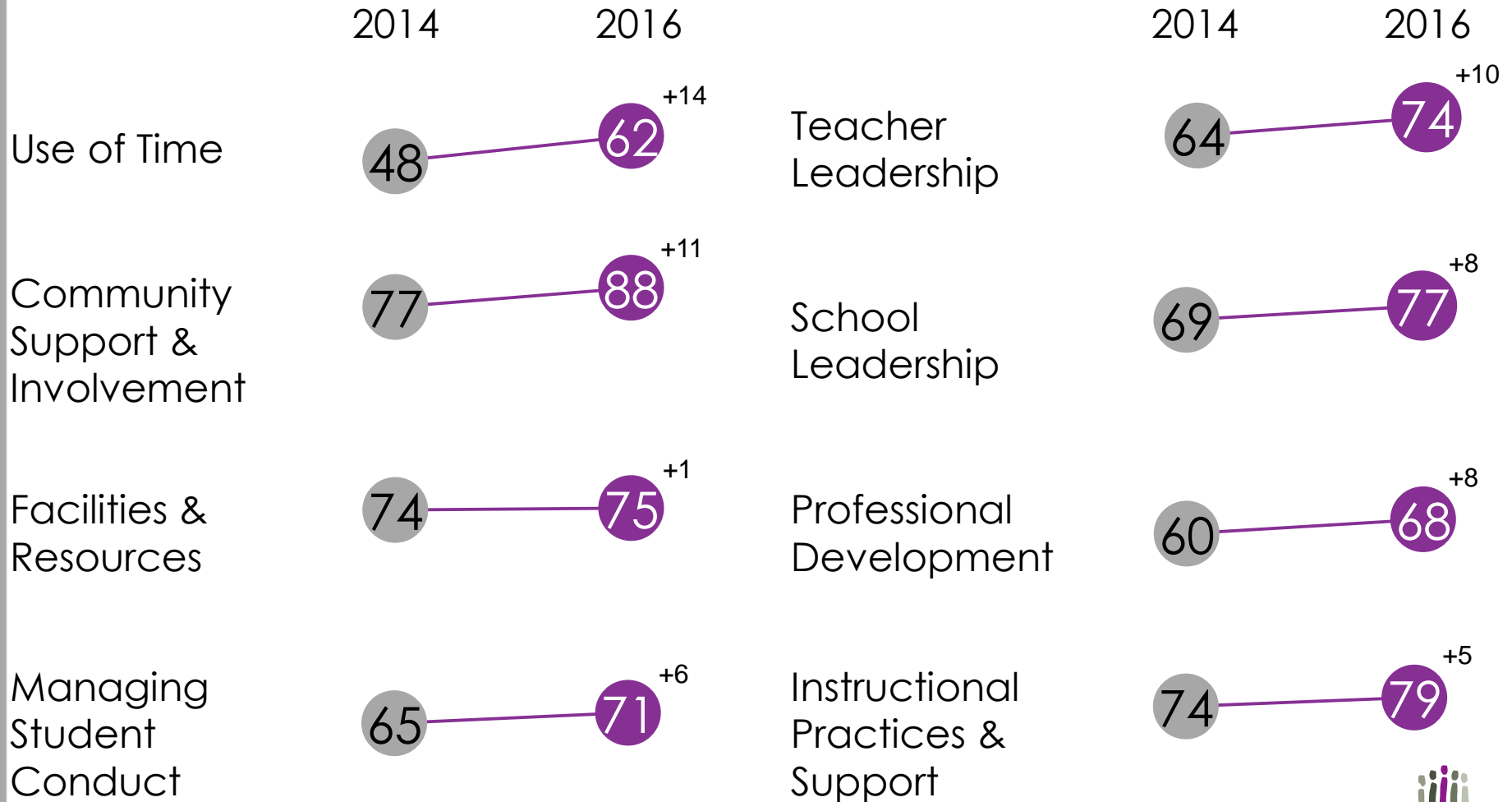
Calculations

- All calculations are done at the respondent level and then aggregated to school, district, and state level
- At the Item Level:
 - Percentage of respondents indicating 'Agree' or 'Strongly Agree' for the given survey question
- At the Construct Level:
 - Average rate of agreement across items within the given construct
 - Ex. Respondent indicates 'Agree' or 'Strongly Agree' for 4 out of 8 items within a construct, their Rate of Agreement (RA) for the given construct is 50%

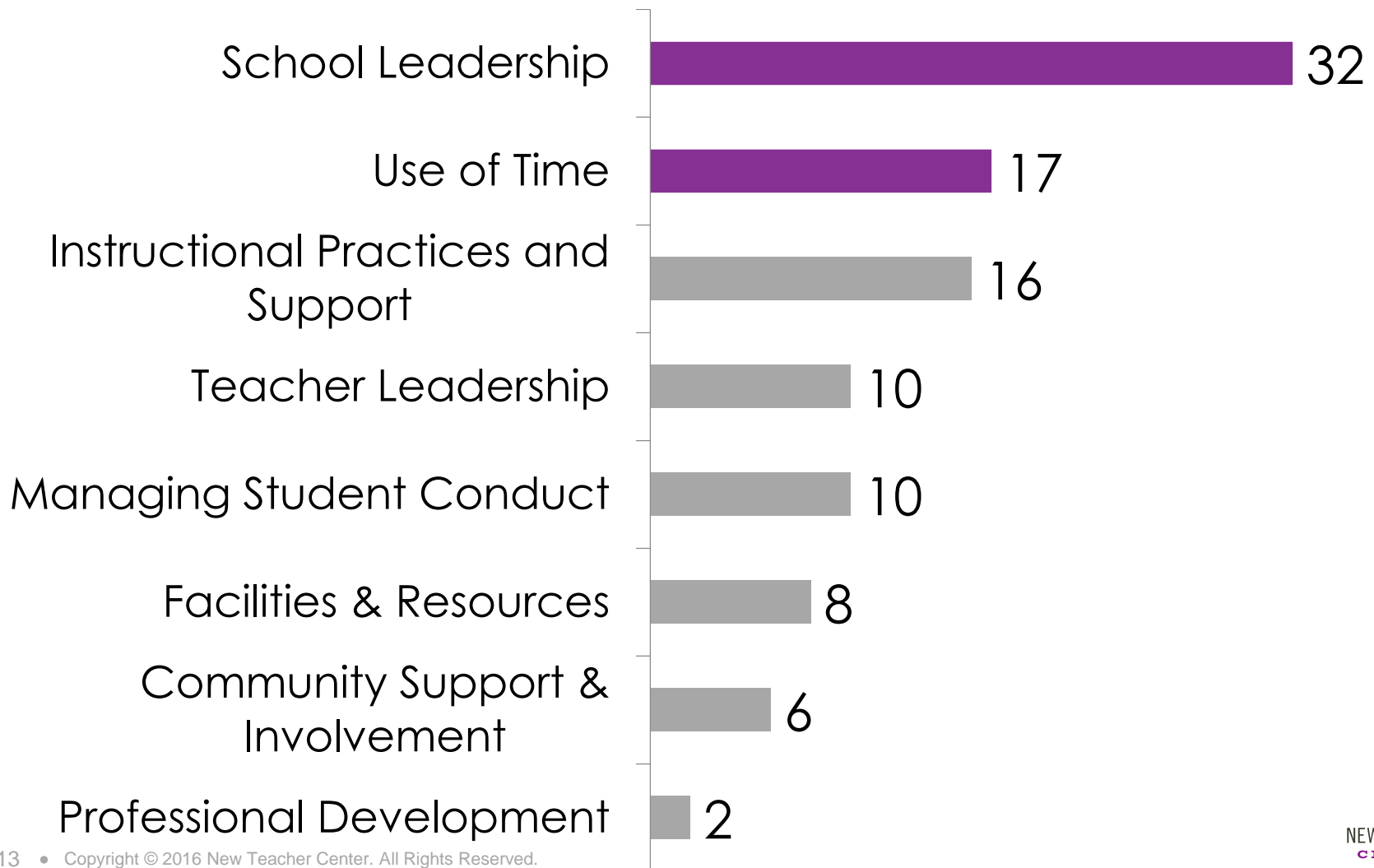
2016 TELL Construct Averages



TELL Construct Averages, 2014 & 2016



Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?



TELL Constructs Takeaways

Use of Time

- Lowest construct, but also greatest improvement (+14%) compared to 2014
- Indicated as one of the most important constructs for willingness to continue teaching at current school

Teacher Leadership

- Improved 10 percentage points compared to 2014

School Leadership

- Indicated as the most important construct for willingness to continue teaching at current school

Community Support and Involvement

- Highest rated construct overall



Survey Results by Item

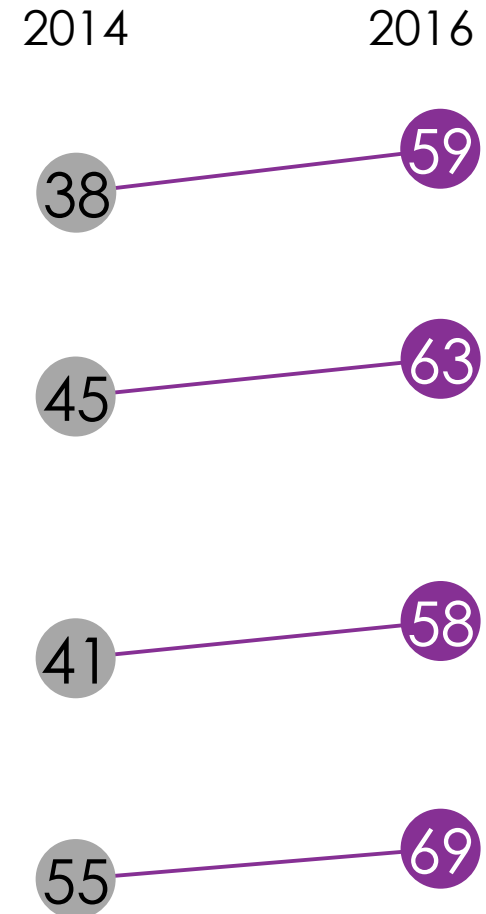
Use of Time

Efforts are made to minimize the amount of routine paperwork teachers are required to do.

Teachers have time available to collaborate with colleagues.

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

The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.

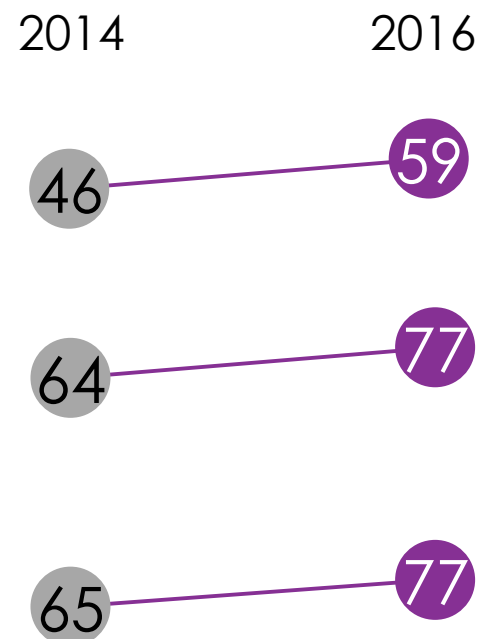


Teacher Leadership

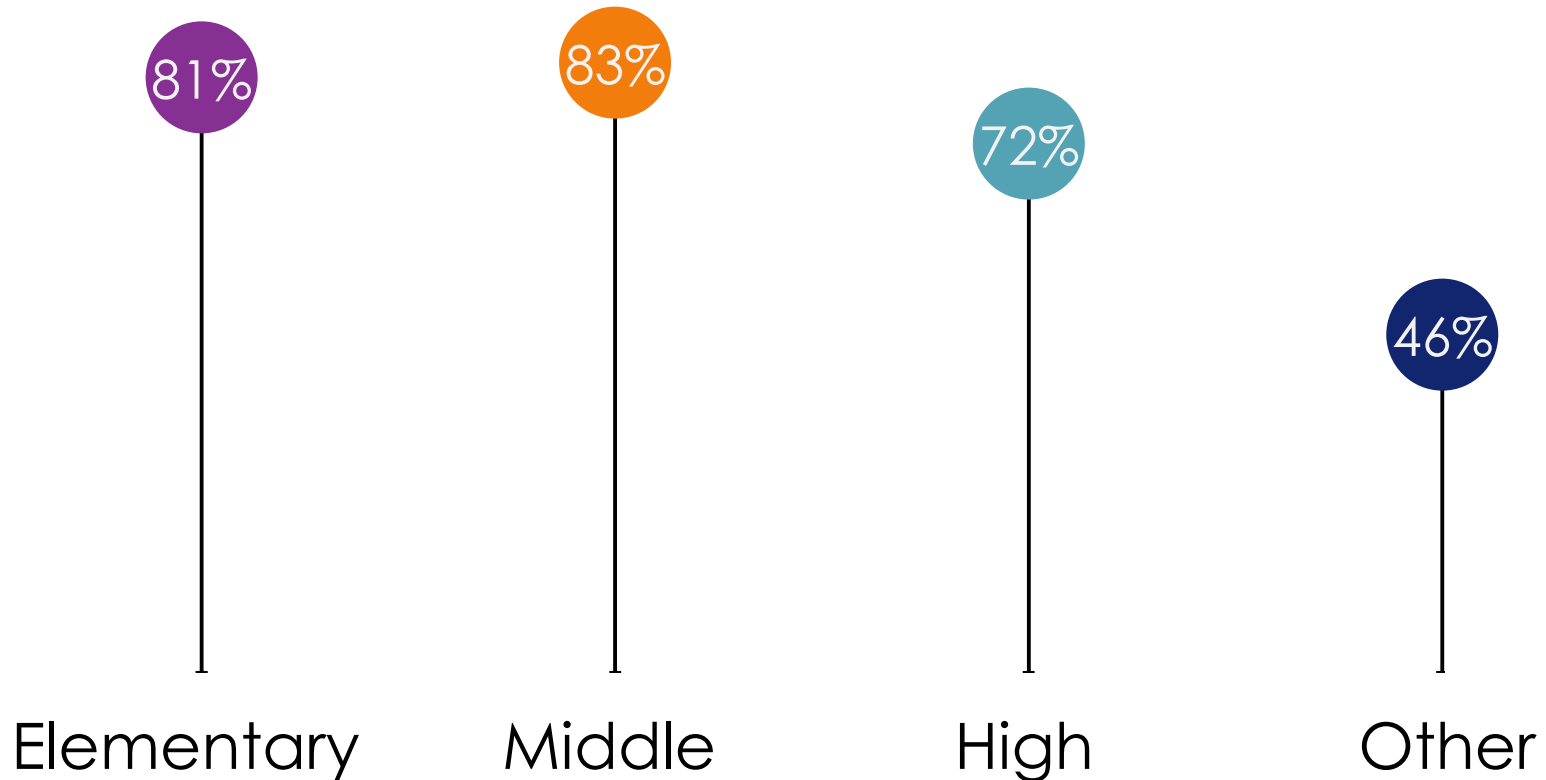
Teachers have an appropriate level of influence on decision making in this school.

Teachers are trusted to make sound professional decisions about instruction.

Teachers are recognized as educational experts.



“Overall, my school is a good place to work and learn’ by Grade Level



Additional Item-Level Changes

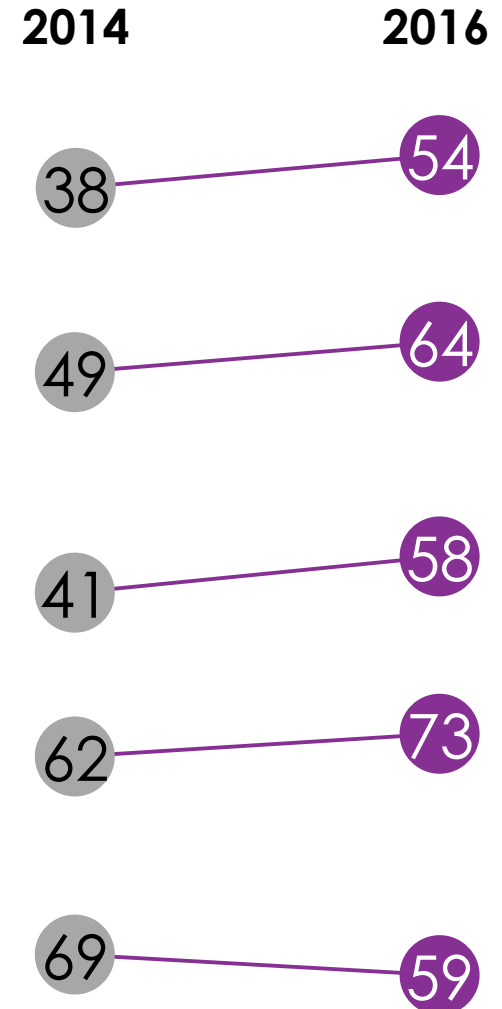
Professional development is differentiated to meet the needs of individual teachers.

Professional development deepens teachers' content knowledge.

Teachers have autonomy to make decisions about instructional delivery.

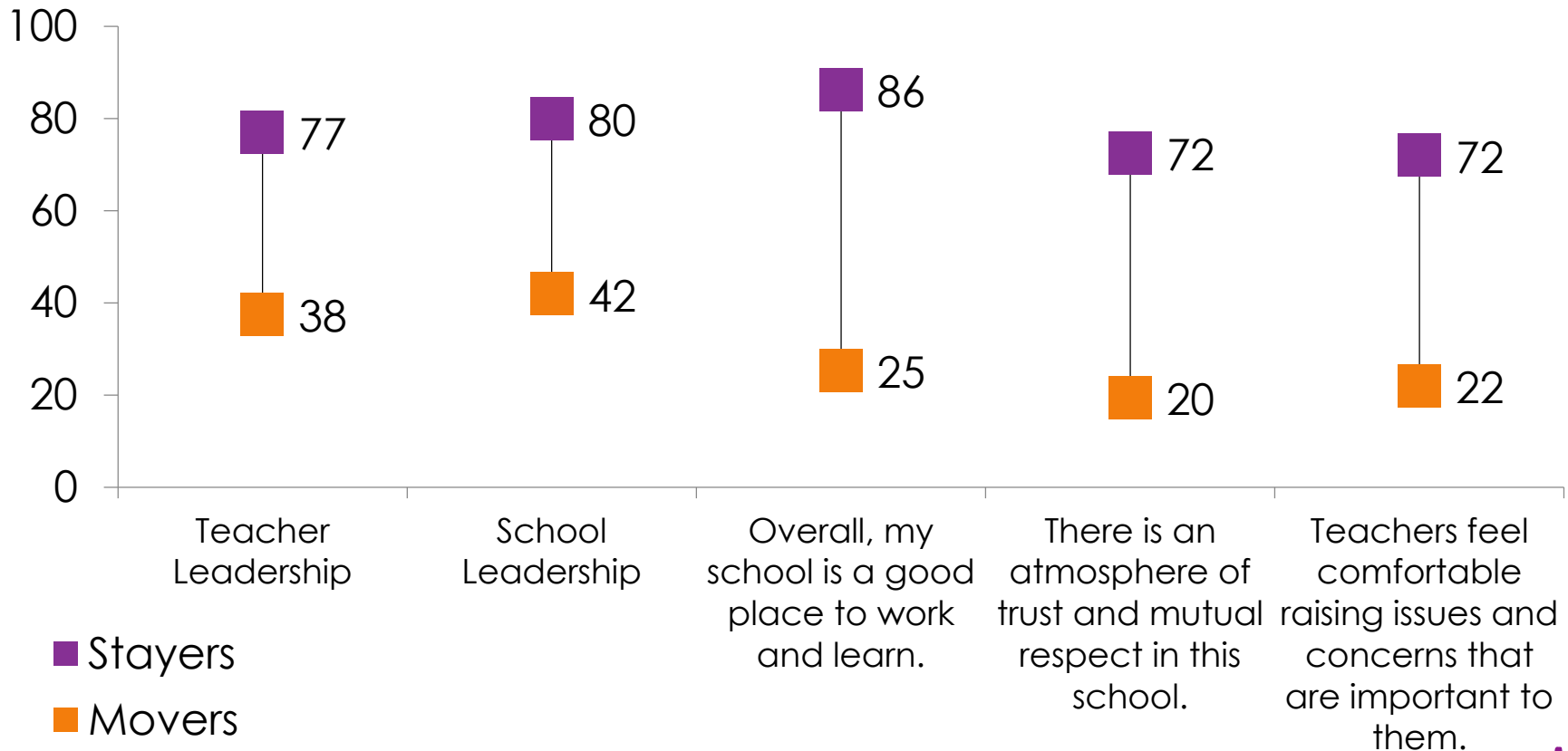
School administrators support teachers' efforts to maintain discipline in the classroom.

The school environment is clean and well maintained.*



**Item that decreased the most from 2014 to 2016*

Responses for those planning to stay differed from those who **plan to move** to a different school:



2016 Results Highlights

- **All TELL constructs improved compared with 2014**
- Both *School* and *Teacher Leadership* indicated as important areas
 - Both areas improved compared with 2014
 - Educators identify school leadership as the most important factor influencing their decision to stay or leave their school.
- *Use of Time* improved compared with 2014, both in terms of the individual items and educators perceptions of leadership making an effort to address concerns about the use of time in their school.



Thank You.