

Understanding Teaching Conditions

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Welcome, Introductions, and Agenda

From this session, we hope that you will have...

- Useful information about the topic to inform your equitable access work
- Specific ideas on how to tie what you learned into your equitable access plan. (In fact, we may even have some annotated excerpts from the six plans we're about to review to share with you during these sessions.)
- A better sense of how other states are approaching the issue
- Knowledge of relevant GTL Center tools and resources
- Excitement about the possibilities!

Objectives

- To understand what teaching conditions are and why the quality of teaching conditions matters
- To discover how teaching conditions data can be used at the state, district, and school levels to create a more positive teaching and learning environment
- To understand how to use various types of teaching conditions data (snapshot and detailed data) to promote educator effectiveness and professional growth
- To explore resources that support effective school improvement planning based on teaching conditions data

Agenda

- What Are Teaching Conditions?
- Why Are Teaching Conditions Important?
- Types of Teaching Conditions Data (Jigsaw Activity)
- Whole-Group Discussion on the Pros and Cons of Each Type of Data Collection Method (Jigsaw Debrief)
- Incorporating Teaching Conditions Within Your State's Equitable Access Plan

Quick Discussion Activity

- What is your role?
- Scenario
 - A: Think about your favorite job
 - B: Think about your least favorite job
- Questions
 - What was the environment like in that job?
 - What could have made that job more enjoyable?

What Are Teaching Conditions?

Transitioning to the School Setting

- What are the words, phrases, or conditions that come to you when we use the term *teaching conditions*?
 - Have each person take five sticky notes.
 - Write one idea per sticky note.
- Place the sticky notes on the teaching conditions poster. Look for patterns and start to shape the wall into a natural order of information.

What Are Teaching and Learning Conditions?

Time

Facilities and Resources

Community Support and Involvement

Managing Student Conduct

Teacher Leadership

School Leadership

Professional Development

Instructional Practices and Support

Why Are Teaching Conditions Important?

Why Do Teaching Conditions Matter?

1. **It's About Kids**

It's About Kids

- Multiple components of the teaching environment (i.e., student conduct, demands on time, autonomy, professional development) are predictive of the following:
 - Student learning gains
 - Student perceptions of support and rigor
- Teacher working conditions can influence how effective a teacher is in a given context.

Sources: Boyd et al., 2011; Ferguson & Hirsch, 2014b; Johnson, 2006; Johnson, Kraft, & Papay, 2012; Ladd, 2011

Why Do Teaching Conditions Matter?

- 1. It's About Kids**
- 2. It's About Keeping Effective Teachers**

It's About Keeping Effective Teachers

- Teacher working conditions affect the following:
 - Teachers' satisfaction with their jobs
 - Teachers' motivation and efficacy (teacher attrition and teacher retention)
- Considerations:
 - Teacher retention maintains instructional cohesion in a school.
 - Teacher attrition can be costly.

It's About Keeping Effective Teachers

North Carolina Survey Item	Future Employment Plans of Educators		Stayers Minus Movers
	Stayers <i>n</i> = 74,954 82.3%	Movers <i>n</i> = 6,906 7.6%	
School Leadership	76.0%	34.8%	41.2%
Teacher Leadership	70.3%	37.0%	33.3%
Managing Student Conduct	82.8%	50.4%	32.4%
Instructional Practices and Support	69.6%	40.7%	29.0%
Time	72.0%	47.1%	24.9%
Community Support	76.3%	51.6%	24.7%
Professional Development	65.9%	41.3%	24.6%
Resources	84.1%	65.2%	18.9%

Types of Teaching Conditions Data

Purposes of Data Collection Methods

Macro-Level Approaches:

Anonymous Survey and Practice Rubric

- Scan multiple conditions quickly.
- Identify which conditions are in most need of improvement.
- Compare school teaching conditions.
- Function electronically and without formal group meeting.

Micro-Level Approach:

Guided Discussions

- Involve deep investigation of one specific school condition.
- Have potentially great contextual detail.
- Require a group setting.
- Involve topics that are potentially sensitive for participants and that require extra attention.

Jigsaw Activity

■ Directions

1. Divide into groups (indicated below).
2. Read overview of data collection method.
3. Work through the corresponding activity.

■ Groups

- Anonymous surveys of teachers (Handouts 2a–2e)
- Teaching conditions rubrics (Handouts 3a–3d)
- Micro-level approach: Guided discussions (Handouts 4a–4f)

Whole-Group Discussion on Pros and Cons of Each Type of Data Collection Method

Jigsaw Debrief

- In what ways do the data enhance your understanding of the conditions across a state, district, or school?
- How do these data inform conversations that you may have at the district level for supporting an initiative?
- What policies (at the state, district, or school level) can be changed to affect the specific teaching?

Incorporating Teaching Conditions Within Your State's Equitable Access Plan

Incorporating Teaching Conditions Within Your State's Equitable Access Plan

- Discuss ways in which you can incorporate teaching conditions within your state's equitable access plan.
- Use **Handout 6: Next Steps** to help facilitate your thinking.

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