



Highlights: TELL Oregon

Oregon State Board of Education

April 9, 2015

Ann Maddock , New Teacher Center

Colleen Mileham, OEA Center for Great Public Schools

Hilda Rosselli , Oregon Education Investment Board

AGENDA

- Background -Hilda Rosselli
- Oregon Specific Findings-Ann Maddock
- OEA TELL Toolkit—Colleen Mileham
- School District Use of the TELL Results—Colleen Mileham
- Other State Policies—Ann Maddock
- What's Next—Hilda Rosselli

TELL Oregon Partners





Purpose of the TELL

The purpose of TELL Oregon is to document and analyze how teachers and other educators view the teaching and learning conditions at their school. By taking the survey, educators have provided data to help identify supports needed to strengthen student learning and to ensure student success.

Goals of the TELL Oregon Survey

1. Determine whether educators in schools and districts across the state have the resources and supports necessary to provide the most effective teaching and learning environment for students.
2. Use the data to inform continuous improvement in schools and districts and advocate for resources and supports at the local and state policy level.

Keep in Mind...

1. Teaching conditions are an area for school improvement, not accountability.
2. Teaching conditions are not about any one individual and it will take a community effort to improve.
3. Perceptual data are real data.
4. Conversations need to be structured and safe.
5. Identify and celebrate positives as well as considering areas for improvement.
6. Create a common understanding of what defines and shapes teaching and learning conditions.
7. Focus on what you can solve.
8. Solutions can be complex and long term.

Tell Oregon-A Great Response from the Field!

➤ 19,373 OR Educators (59.4 percent) responded!

- 17,418 Teachers
- 588 Principals
- 236 Assistant Principals
- 1,131 other education professionals (school counselors, school psychologists, social workers, etc.)

➤ 784 of 1,265 schools (62 percent) met or exceeded the 50 percent participation threshold!



February 24 – March 24, 2014, take the anonymous survey and
Let your voice be heard!
www.telloregon.org
Toll free help desk: 1-800-310-2964

TEACHERS & ADMINISTRATORS!
This is your chance to influence the school improvement planning process and TELL education leaders what you need as an educator to ensure success for each and every student.

TELL Oregon
Leading, Inspiring, Justice and Learning

Survey runs February 24 – March 24, 2014

what? TELL Oregon is an online, anonymous school survey.
who? The TELL Oregon Survey is for all school-level, licensed educators and administrators.
where? Access the TELL Oregon web by Internet connection.
why? The results of the survey are an important part of an ongoing process for enhancing school improvement planning.

RESPONSES ARE ANONYMOUS! The school names and the survey results will be shared with the local Board of Education. They will not be shared with the state or federal government.

Help! (Q&A): During the survey window, the help desk answers all your questions on phone, online, through, or chat.

Every public school teacher and principal in Oregon has the opportunity to shape the future of our schools. This survey gives teachers and administrators the chance to tell us what our students need to thrive in the 21st century. We must act on the wisdom of the educators who work with children every day in our schools, and the survey will be their voice to lead!

— Bill Surver, Deputy Superintendent of Public Instruction

There's no doubt learning is critical for every student in Oregon to live an improving the future of our great state. This Oregon effort does that learning with students who inspire the future of our state, to make those who are working for improvement public schools that inspire those students. We all encourage every teacher and administrator to make the time to complete the survey. We're all in this together. We're all in this together. We're all in this together. We're all in this together.

— Linda Gooding, President, Oregon Education Association

OSIA
OREGON EDUCATION

NTC's Teaching Conditions Constructs

1. TIME
2. SCHOOL LEADERSHIP
3. TEACHER LEADERSHIP
4. FACILITES & RESOURCES
5. PROFESSIONAL DEVELOPMENT
6. COMMUNITY ENGAGEMENT & SUPPORT
7. INSTRUCTIONAL PRACTICES & SUPPORT
8. MANAGING STUDENT CONDUCT
9. NEW TEACHER SUPPORT

Set of Core Questions which are research-based and externally validated.

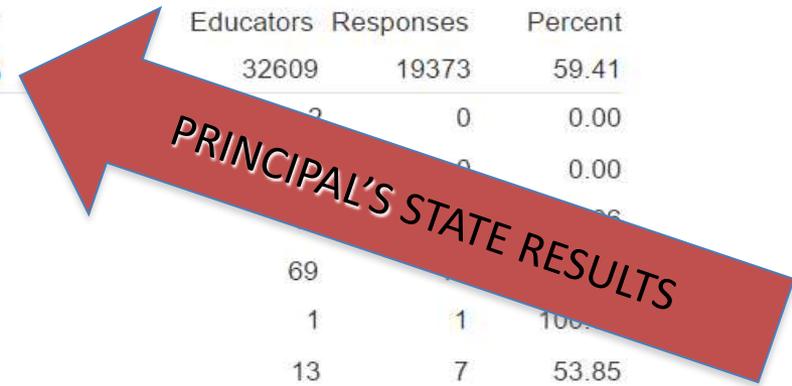
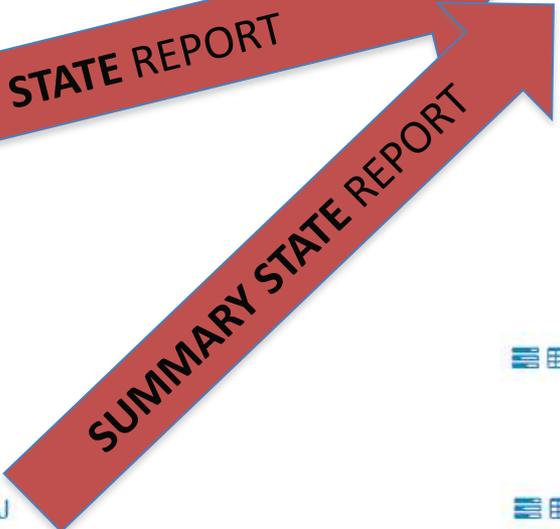
The unit of analysis is the school-not any individual.

Survey can be customized to address teaching conditions specific to client.

To see results reports for particular campuses within a district, click on the district name to expand the list of schools.

Reports for TELL Oregon 2014

Name	Reports	Educators	Responses	Percent
OREGON PUBLIC SCHOOLS		32609	19373	59.41
Adel SD 21			0	0.00
Adrian SD 61			0	0.00
Alsea SD 65				0.00
Annex SD 29		69		
Arlington SD 3		1	1	100.00
Arock SD 81		13	7	53.85
Ashland SD 5		2	0	0.00
Ashwood SD 8		176	90	51.14
Astoria SD 1		1	1	100.00
Athena-Weston SD 29RJ		123	35	28.46
Baker SD 5J		37	22	59.46
Bandon SD 54		127	47	37.01
Banks SD 13		49	11	22.45
Beaverton SD 48J		65	40	61.54
Aloha High		2067	1895	91.68
Aloha-Huber Park School		105	96	91.43
Arco Iris Spanish Immersion School		56	47	83.93
Arts and Communication Magnet Academy		10	10	100.00
		32	32	100.00



To see results reports for particular campuses within a district, click on the district name to expand the list of schools.

Reports for TELL Oregon 2014

Name	Reports	Educators	Responses	Percent
OREGON PUBLIC SCHOOLS	  	32609	19373	59.41
Adel SD 21		2	0	0.00
Adrian SD 61		25	0	0.00
Alsea SD 7J		17	8	47.06
Amity SD 4J		69	19	27.54
Annex SD 29		1	1	100.00
Arlington SD 3		13	7	53.85
Arock SD 81		2	0	0.00
Ashland SD 5	 	176	90	51.14
Ashwood SD 8		1	1	100.00
Beaverton SD 1		123	35	28.46
Athena SD 29RJ	 	37	22	59.46
Baker SD 5J	 	127	47	37.01
Bandon SD 54		49	12	24.49
Banks SD 13	 		40	61.54
Beaverton SD 48J	 	2067	1895	91.68
Aloha High	 	105	96	91.43
Aloha-Huber Park School	 	56	47	83.93
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DETAILED DISTRICT REPORT

SUMMARY DISTRICT REPORT

DETAILED SCHOOL REPORT

SUMMARY SCHOOL REPORT

How to View & Download School DETAILED Results

REPORT NAVIGATION

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

Print to PDF

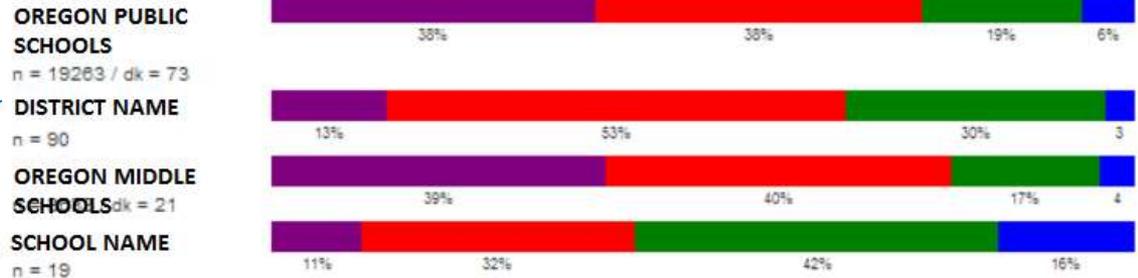
RELATED REPORTS

- [School Summary Results](#)
- [Back to results](#)

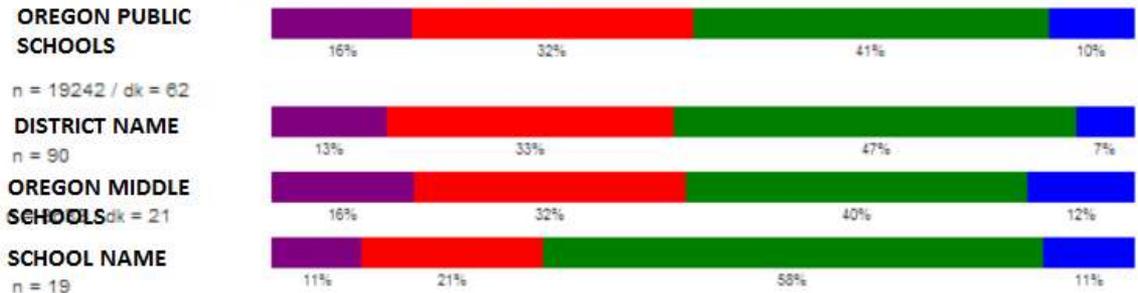
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

■ strongly disagree
 ■ Disagree
 ■ Agree
 ■ strongly agree
 n = number of responses
 dk = number of "don't know" responses

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



b. Teachers have time available to collaborate with colleagues.



download

district

like type

school

School-Level Results

REPORT NAVIGATION

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

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RELATED REPORTS

[School Summary Results](#)

state

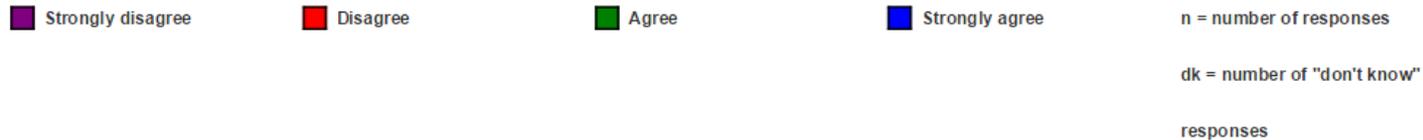
district

like type

school

School Leadership

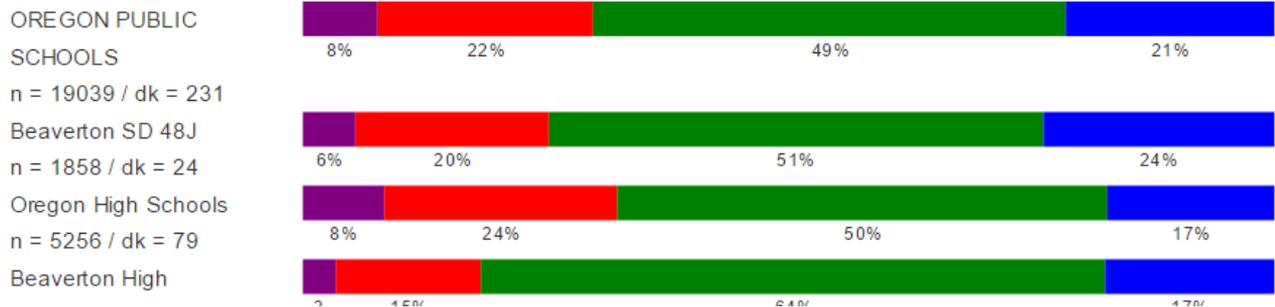
Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.



a. The faculty and leadership have a shared vision.



b. There is an atmosphere of trust and mutual respect in this school.



Guides are Available on the "Tools" Tab

Data Use Guide

School Guide for Using TELL Data

District Guide for Using TELL Data



Managing Student Conduct*

Questions Related to the Construct of Managing Student Conduct	Percent Agree 2014
The faculty work in a school environment that is safe.	91.8
Students at this school understand expectations for their conduct.	87.4
School administrators support teachers' efforts to maintain discipline in the classroom.	81.2
School administrators consistently enforce rules for student conduct.	71.3

***This construct was the highest RA overall.**

Community Support and Involvement*

Questions Related to the Construct of Community Support and Involvement	Percent Agree 2014
Teachers provide parents/guardians with useful information about student learning.	90.2
This school does a good job of encouraging parent/guardian involvement.	83.2
This school maintains clear, two-way communication with the community.	82.5
The community we serve is supportive of this school.	82.1
Parents/guardians know what is going on in this school.	75.6
Community members support teachers, contributing to their success with students.	73.9
Parents/guardians support teachers, contributing to their success with students.	67.5
Parents/guardians are influential decision makers in this school.	60.8

***Educators report the second highest rates of agreement for the construct.**

Instructional Practices and Support

Questions Related to the Construct of Instructional Practices and Support	Percent Agree 2014
Teachers believe what is taught will make a difference in students' lives.	93.3
Teachers require students to work hard.	91.9
Teachers are encouraged to try new things to improve instruction.	87.8
Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	61.9
Teachers are assigned classes that maximize their likelihood of success with students.	55.6
State assessment data are available in time to impact instructional practices.	52.3

Overall, more than three-quarters of educators agree that necessary instructional supports are in place.

Professional Development

Questions Related to the Construct of Professional Development	Percent Agree 2014
Professional learning opportunities are aligned with the school's improvement plan.	82.8
Professional development enhances teachers' abilities to improve student learning.	73.9
In this school, follow up is provided from professional development.	51.9
Professional development is differentiated to meet the needs of individual teachers.	41.3
Professional development is evaluated and results are communicated to teachers.	37.4

The area of Professional Development demonstrated the most range of all constructs.

Time

Questions Related to the Construct of Professional Development	Percent Agree 2014
Teachers are protected from duties that interfere with their essential role of educating students.	61.9
Teachers have time available to collaborate with colleagues.	51.1
Teachers are allowed to focus on educating students with minimal interruptions.	48.7
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	46.3
The non-instructional time provided for teachers in my school is sufficient.	37.1
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	24.6

Time is the lowest rated survey item (of the eight constructs) with the class size RA of 25% the lowest single item.

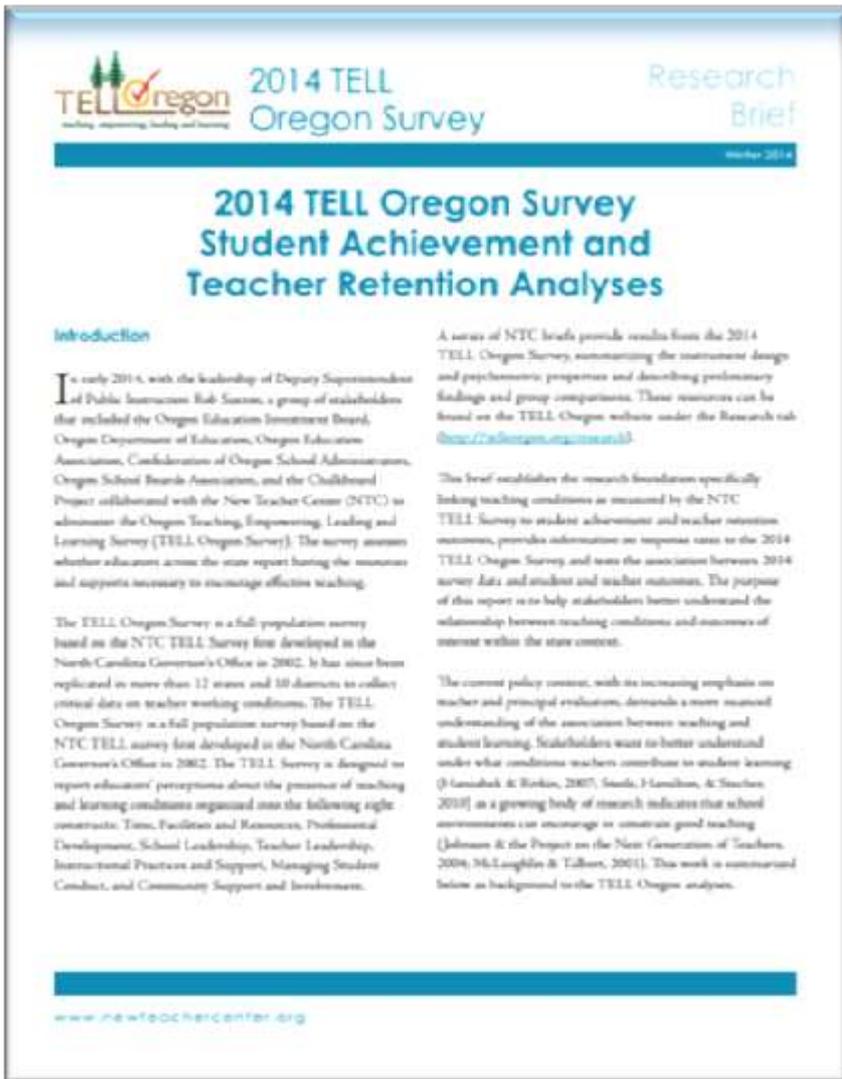
Stayers and Movers

Top Survey Questions of Difference	Percent Agree		Difference
	Stayers	Movers	
There is a atmosphere of trust and mutual respect in this school.	73.0	36.5	36.5
Teachers feel comfortable raising issues and concerns that are important to them.	70.9	37.8	33.1
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	70.6	37.7	32.9
The school leadership consistently supports teachers.	76.8	44.0	32.8
The faculty and leadership have a shared vision.	73.3	40.7	32.5

Teachers and Principals

Top Survey Questions of Difference	Percent Agree		Difference
	Teachers	Principals	
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	44.4	85.1	40.6
Teachers are assigned classes that maximize their likelihood of success with students.	53.4	88.9	35.5
Teachers are allowed to focus on educating students with minimal interruptions.	47.0	82.0	35.0
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	63.7	97.8	34.1
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	66.8	98.8	32.0

TELL Survey Results and Connections to Student Achievement

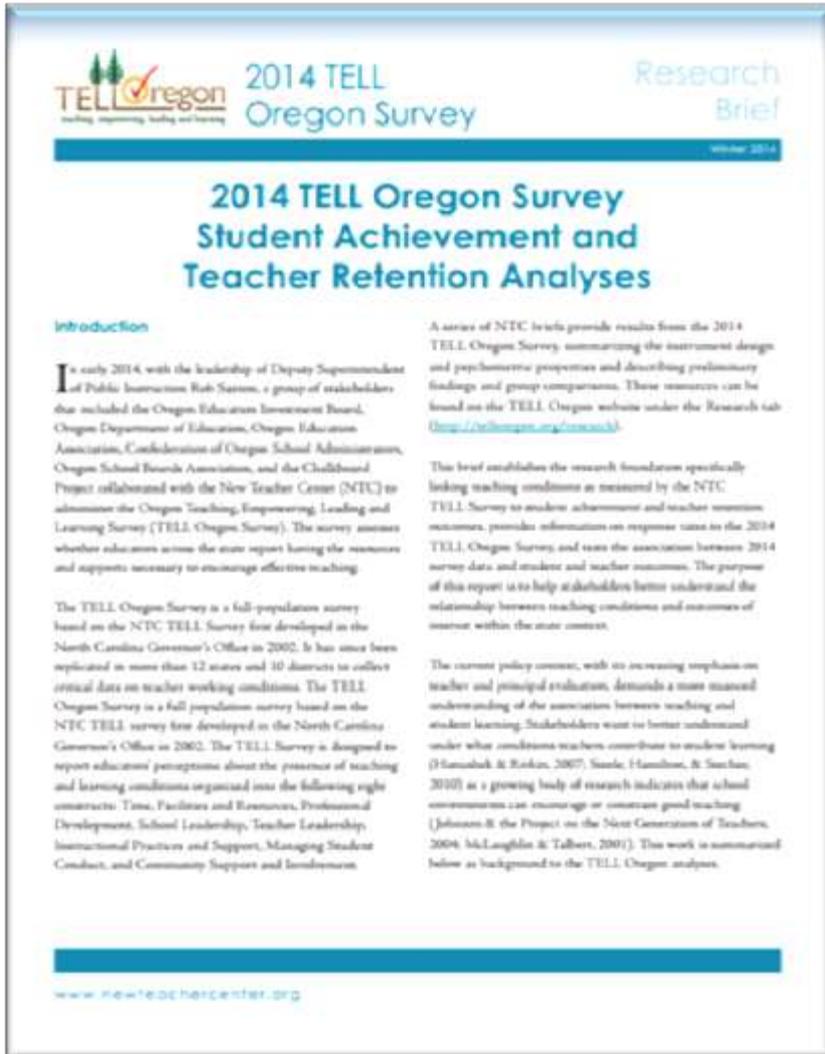


Specifically, three teaching conditions predict student achievement: at schools with strong or sufficient rates of agreement on the following TELL constructs, more students achieve proficiency on OAKS.

1. Community Support
2. Facilities and Resources
3. Time

These results are important because they show the impact of teaching conditions *while controlling for factors such as student poverty, total enrollment, and teacher experience at the overall state level.*

TELL Survey Results and Connections to Teacher Retention



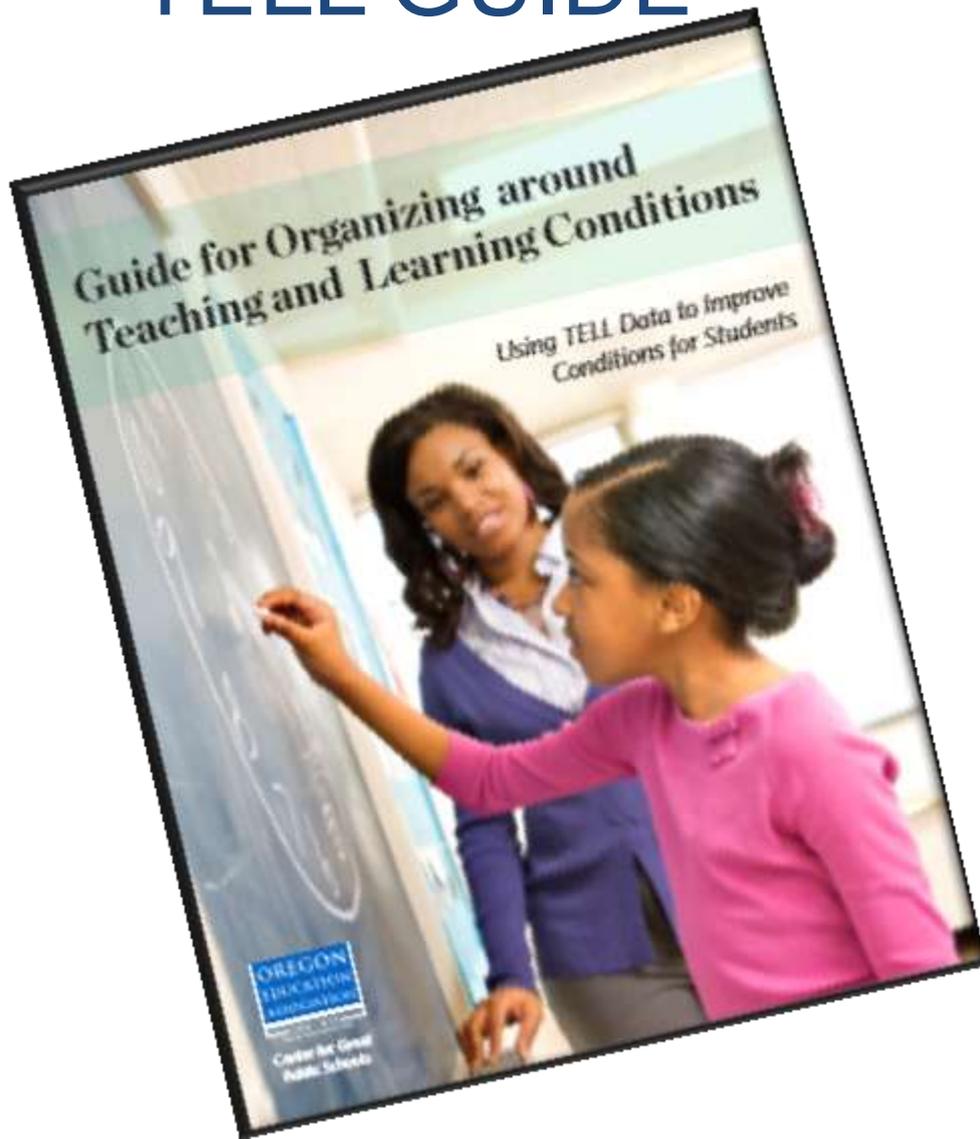
Two teaching conditions predict teacher retention:

1. Community Support
2. Teacher Leadership

Even after including the contributions of other factors such as student and teacher background characteristics, data suggest that in schools where teachers report higher levels of support from the community, fewer teachers choose to leave the classroom.

**HOW IS THE TELL SURVEY BEING
USED IN OREGON?**

OEA-Center for Great Public Schools TELL GUIDE



- 1) Reflect on the overall status of teaching conditions as identified by educators;
- 2) Use the TELL data to review differences within and across schools in their district;
- 3) Consider potential strategies and solutions to improve conditions; and
- 4) Collaboratively work with fellow teachers, principals, district administrators and community members to support continuous improvement teaching and learning conditions in each and every Oregon school and district.

Tell Guide-Steps for Using the TELL Data

- Reminders about effectively using survey results
- How to access data on TELL Oregon site
- How to identify top issues
- Thinking about priority issues
- Assessing capacity to take action on an issue

Use at the State Level

- Use by ODE in Educator Effectiveness, Educator Mentoring, and CCSS work
- Use by ODE to monitor impact of Strategic Investments, especially in the area of professional growth
- Include in workshops for School Board members and at COSA
- Use by ODE and OEIB to track progress on Strategic Plans

POLICY IDEAS FROM OTHER STATES

Kentucky

- State Board of Education adopted state standards (and rubric) to assess teaching conditions
- KBE now requires TELL data in annual school and district improvement plans
- The use of TELL data in assistance to persistently low performing schools is required
- Administrators, local school boards, and school improvement teams, etc. all receive training on use of their TELL data
- In the annual principal evaluation the state requires demonstration of use of TELL data
- IHEs use the TELL results in placement of teacher candidates
- KDE uses TELL data in its ESEA Waivers and in its Equity Plan to USDoE in June 2015
- www.tellkentucky.org

Colorado

- TELL Survey Codified in state law
- CDE integrates TELL data into school improvement plans as per statute
- CDE uses data in annual analysis of new teacher support
- The TELL Survey is used as a way to assess roll-out of new evaluation system of teachers
- CDE using the TELL results in its Equity Plan to USDoE in June 2015
- www.tellcolorado.org

Tennessee

- Integral in RttT grant
- Focused on persistently low performing schools
- Use of data in school improvement plans
- www.telltennessee.org

North Carolina

- State Board of Education adopted state standards for teaching conditions
- Codified in state law (which includes survey administration and research)
- Statute requires use of data in annual school and district improvement plans
- Legislation requires use of data in assistance to persistently low performing schools
- Administrators receive training on improving teaching conditions as part of MSA programs
- In the annual principal evaluation the state requires demonstration of use of survey data
- Legislation regarding instructional planning time
- DPI using the results in its Equity Plan to USDoE in June 2015
- www.ncteachingconditions.org

Maryland

- The TELL Maryland Survey is incorporated into the continuing budget for state of Maryland
- State Board of Education used TELL results in assessment of new teacher support
- Revised and approved new regulations addressing teacher induction
- MSDE provides professional development and teacher induction specific to TELL results by district
- www.tellmaryland.org

What's next for oregon?

Next on the Agenda

- Encourage districts to share their stories on how they are using it so other districts can emulate their success.
- Include highlights, stories, data links, and tools on the Oregon Educator Network.
- Include in OEIB Budget for next biennium.
- Add items related to equity gaps and how teachers' working conditions may impact retention of culturally and linguistically diverse educators.

Next on the Agenda

- Gather input on process to ensure even great success in 2016.
- Administer the TELL in Spring 2016.
- Wait for another cycle of data to be gathered before codifying in policy.