Guide for Organizing Around
TEACHING & LEARNING CONDITIONS

Using TELL Data to Improve Conditions for Students

Revised April 2016
ABOUT THE GUIDE

This Guide references the results from the 2016 TELL Oregon Survey available online at [www.telloregon.org](http://www.telloregon.org). The intent of the Guide is to help OEA members and education partners develop an understanding of the TELL Oregon Survey results in their schools and school district. The Guide may also help local OEA leaders develop and implement a process for members to:

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 educators, principals, district administrators and community members to support continuous improvement of teaching and learning conditions in each and every Oregon school and district.

Goals of the TELL Oregon Results

- 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.
- Use the data to inform continuous improvement in schools and districts and advocate for resources and supports at the local and state policy level.
Helpful Reminders in Examining the TELL Oregon Data

**Importance of Survey Participation**

*Teacher voice matters.* The TELL Oregon survey has very real, immediate and relevant reasons for educator participation.

- The survey gives “*voice*” to educators about the supports and resources they need to help each and every student learn and achieve.

- **Collective educator voices** from across the state have the potential to inform administrators, parents, community members, and district and state policy makers about the ongoing supports necessary in educating students.

- Now in its second round, Oregon is one of just 12 states collecting comprehensive data from educators about all the conditions needed to create a positive environment for student learning.

- The TELL Oregon survey is a step toward helping others understand the complexity of teaching and learning and the resources necessary to prepare Oregon students for their future.

- TELL survey data has supported critical conversations around teaching and learning conditions in schools and districts, which led to positive change. See “Experiences from the Field,” page 10, for details.

**What We Know about Teaching Conditions**

- **Teaching conditions matter for teachers.** Teachers with positive perceptions of teaching conditions are much more likely to stay at their current school than are teachers with negative perceptions.

- **Teaching conditions are student learning conditions – conditions matter for kids.** The New Teacher Center analyzed the relationship between survey responses aggregated to school-level, and student performance as measured by student achievement. There are significant correlations between Time, Leadership, Decision Making, Facilities and Resources and higher school level achievement.

- ** Principals and teachers have different perceptions of their teaching conditions.** Everyone sees things differently, not just administrators and teachers. Elective teachers have different perceptions than core subject teachers. Elementary teachers view conditions differently than high school teachers, and early-career teachers have an outlook on their school that differs from veteran teachers.

- **Different perceptions emphasize the need to open the dialogue about issues and find common ground.**

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**Background on Using Survey Results**

*In preparation for reviewing the data for your school district, take a moment to read and discuss with other teachers, “Effectively Using the Survey Results.”* This article explains how to examine district and school data successfully.

Respond to the prompts on the sheet “*Take-Aways and Reflection.*” What are the most important points of the article and what ideas should be kept in mind when using the results?
TELL Oregon Survey:
Effectively Using the Survey Results

// The New Teacher Center

Teaching conditions are critical to educator success and satisfaction. The TELL Oregon Survey provides data to schools and districts in Oregon about whether educators have the supportive school environments necessary for them to be successful with students. This unique data represents the perceptions of those who understand these conditions best—the educators who experience them every day. But assessing teaching conditions is not like looking at other more neutral and quantifiable data points like student test scores, class size, etc. Getting honest, authentic input and dialogue, especially in schools where the basic building blocks of positive conditions—trust, time and leadership—are not in place can be challenging. Using information in a positive way toward school improvement is critical. Please consider the following factors when analyzing and using the TELL Oregon Survey.

1. Teaching conditions are an area for school improvement, not accountability.

Because teaching and learning conditions are about schools, no one individual should be held solely accountable for the status of the school culture. Rather, data gathered should be used to guide school improvement planning with schools, rather than assessed on their progress toward implementing collectively developed reforms. If individual school administrators or teachers are assessed in these areas, this survey should serve as one of multiple data artifacts. Individuals can be encouraged to create specific performance goals about their role in creating and implementing data-driven strategies to improve teacher working conditions that are part of the school improvement plan.

2. Teaching conditions are not about any one individual and it will take a community effort to improve.

The principal holds a unique and important place within the school community and can have a significant impact on the professional culture in which teachers work. However, many aspects of teaching conditions are beyond the principal’s control. Broader social trends, federal, state and district policies all impact how educators view and operate within their school and classroom. Conditions are about schools, not about individuals. So no one person should be viewed as responsible for creating or reforming school culture alone. No questions on this survey were about the principal. All questions were about school leadership, defined specifically as an individual, group of individuals or team within the school.

3. Perceptual data are real data.

While the survey results are perceptual data from educators about the presence of important teaching conditions, it does not mean it is not “valid” or as important as other data sources. Educator perceptions of the culture and context of their school have been linked in a number of studies to student learning, future employment plans, efficacy and motivation. Analyzing and using this information to improve schools is critical and needs to be a part of reform efforts at the school and district levels. Educators’ perceptions are their reality. However, other data should be used to triangulate these findings and provide a better understanding of these perceptions such as instructional expenditures, proportion of teachers working out of field, teacher/pupil ratio, etc.

4. Conversations need to be structured and safe.

Conversations about teaching and learning conditions are often the lifeblood of staff rooms. Having data-driven dialogue about the findings of the survey, the root causes of educator perceptions, and potential reforms requires structure, facilitation, ground rules and the ability to separate issues from individuals. These are not easy conversations, and they become harder if they are not tackled systematically when all can participate in a meaningful and safe way.

5. Identify and celebrate positives as well as considering areas for improvement.

Educators have tremendous pride in the work they do and all want to work in a school that allows them to do their best work. And all schools have successes to draw upon as they assess and improve their context. Ensuring that positives are acknowledged and celebrated, while issues are identified and addressed, is an important part of moving forward.

6. Create a common understanding of what defines and shapes teaching and learning conditions.

Anything and everything might be considered a part of and an influence on teaching and learning conditions. Research shows that broader social trends, media coverage, respect for the profession, local and state policies, etc. can all influence teachers’ perceptions of their conditions and ultimately their motivation and efficacy as educators. The survey provides input from educators on a host of important
research-based teaching conditions. Other areas may be worthy of further investigation, such as teaching assignments, curricular support, assessments and accountability, parent and community support, etc. These questions and responses are a starting point, not an ending point for understanding what is important to teachers for them to do their best work.

7. Focus on what you can solve.

Many issues that shape teaching conditions within a school or district are outside of their control, such as federal and state assessment policies, funding, etc. School improvement planning should focus on areas that can be addressed by the school community. District barriers to school-based solutions should be identified and constructive conversations across schools could occur locally. Other influences such as federal and state policy, broader social and community context, are areas for the school to think about in concert with others. A plan with solutions that cannot be reached through the efforts of the school community is not likely to be successful.

8. Solutions can be complex and long term.

Teaching and learning conditions are cumulative and engrained. It took many years and faculty members to create them and it will take a similar amount of time to reform them. Some solutions may be inexpensive and simple to address, like having a more consistent means of communicating amongst the faculty, while others are resource intensive (class size reduction, integration of technology) or long range (building trust, creating authentic Professional Learning Communities). A school improvement plan must pay attention both to short and long term issues to successfully improve the school environment.

YOUR TURN

Effectively Using the Survey Results
Take-Aways and Reflections

Which factors do you view as being most critical for your success? Explain how you might use the information in your context.

Were there any factors that you disagree with? What was the main source of conflict for you?

Which factor(s) do you think would be the easiest to use at your school? Why?

Which factor(s) do you think would be the most difficult to implement at your school? Why?
Accessing Data on the TELL Oregon Website
www.telloregon.org

To learn how to locate state, district and school information, review the power point (PPT) slides “Using the TELL Oregon Survey Results” on the OEA website at: www.oregoned.org/whats-new/guide-for-organizing-around-teaching-learning-conditions. The PPT slides outline how to download summary information and detailed results for the state, districts and schools that met the baseline participation requirement.

Reviewing Your District and School Data
Identify Top Issues

As a place to start in determining areas of need, access your district summary or school summary depending on your interest. A ‘snapshot’ activity that you can use with members in your region, district, or school to look at the TELL results follows below. This suggested exercise is a place to start in understanding how you may begin to think about and use the data to problem solve issues.

1. Go to the TELL Oregon web site and click on your School Summary results icon and download and print a copy. If you are working with members you may want to print enough copies for each person. You will need two different pens (e.g. red and green for this activity).

2. Begin by reviewing the items in the first construct/category “Time.” Identify the two areas where there is high agreement and circle them in green. Compare your school rating to your district rating. Is there consistency in the rating or are there differences? Look at your school and district rating in comparison to the state rating or other school levels across the state (i.e. elementary, middle or high school).

3. Repeat the same exercise for the two areas that show low levels of agreement about conditions and circle those in red.

4. Review each item and discuss the red and green items.

   •  The green items provide you a listing of conditions that appear to be going well in your school as indicated by the educators who participated in the survey. The red items provide you a listing of conditions that may be of concern in your school.

5. In reviewing your list of green and red items, what other information should be considered in identifying top issues?

   •  Remember: Your item of focus does not have to be your highest or lowest score. Educators know the context of a school. Use that knowledge to choose an item of greatest impact to explore.

   •  What percentage of educators completed the survey? How might this impact selection of a priority issue?

   •  How strongly did people feel about a particular teaching condition? Access the Detailed Report which gives the percentage on Strongly Agree, Agree, Disagree, Strongly Disagree and Don’t Know (DK).

6. Repeat for each construct/category. Reminder: This exercise is a place to start in examining the TELL data for your school and district. Becoming familiar with your data provides the opportunity to open the dialogue about issues and find common ground to improve the learning environment for students.
As you begin to think about and explore an issue involved in specific working conditions, it may be helpful to select a strategy for analyzing the issue and engaging others in thinking about the issues.

Two possible strategies follow. They can be used separately or together since they complement each other.

1. **The “Graphic Organizer” approach** (Appendix A). This is a process for discussing, “What’s working? What’s not working? What’s ideal? What are the challenges to the ideal?” Use the back pages of this guidebook for examples and blank template, or use some of the questions from the template as a place to start discussions.

2. **The “Individual Item Prompt” approach.** On the TELL Oregon web site, go to the “Tools” drop down and access the “Individual Item Prompts.” You will find a series of prompts for nearly every question in the survey. These prompts can be used to guide reflective, collaborative conversations about specific school conditions and may provide a starting point for discussion and conversation on issues that have been identified. A sample “Item Prompt” is listed below.

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**Sample Prompt (edited): 2.1B:** Teachers have time available to collaborate with their colleagues.

Collaborative environments contribute greatly to the management of time in a school. That being said, working collaboratively can be very challenging. Faculty need time to develop trust and confidence among one another. This is especially important for faculty new to the school. Groups need assigned leadership to encourage equity of voice and topic. Teacher groups need regular guidance, support, and time in order to have a clear vision of desired goals and objectives.

The administration may be providing opportunities for Professional Learning Communities (PLCs) to meet, but not all educators experience high quality, meaningful PLCs. Additionally, if relationships are strained between colleagues, PLCs are largely ineffective. Getting together as a group does not equate to productive collaboration. There must be support and participation from the administration, teachers and instructional assistants to help facilitate and encourage the productivity of collaborative groups.

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**Successes from the Field**
Read more highlights, pages 10-11

**South Lane**

South Lane Education Association used the TELL survey results to engage in a collaborative discussion with the district administration on strengthening the relationships between staff and the administration with a goal of improving morale. The Superintendent convened several meetings with staff to identify ways to improve the relationship between the administration and the staff. The TELL survey results were also used to elevate the need for improving the maintenance and physical condition of one of the schools. By collaboratively discussing the survey results and developing a plan of action, the maintenance of the school improved.

**Beaverton**

The Beaverton Education Association (BEA) used the TELL survey results to facilitate productive conversations between building representatives and building administrators on improving teaching and learning conditions. The BEA Executive Board members guided building representatives through an in-depth analysis of two categories on the survey, comparing their building results with district results. The BEA building representatives identified strengths and weaknesses supported by the data and developed two improvement goals for their school. A principal and a BEA representative modeled a productive conversation by sharing data and discussing goals in front of the BEA Representative Assembly. Representatives then had their conversations with principals and reported back the results to BEA leadership. This process helped strengthen the collaborative relationship between building BEA representatives and their administrators.
At this point, you may have identified a number of issues you believe need to be addressed. At the same time, educators only have so much time and energy in a school year. It’s important to narrow the focus of your work down to one or two issues. But which issues?

First, determine your criteria.

For example:

- Will addressing your chosen issue be of interest among educators?
- Can a difference be made in a timely fashion?
- Does the decision-making around this issue sit within district administration? State? Society?
- Does action around this issue have the potential for collaboration and educator involvement? Community involvement?
- Will it build leadership in your Association?
- Will it inspire members to get involved?
- Will it give educators a sense of their “voice” being heard?
- Can it be tied into other work of the Association? (Bargaining, grievance resolution, professional committees work, etc)

**ASSESSING YOUR CAPACITY TO TAKE ACTION**

Another piece to consider as you narrow down your focus is your current capacity. As you think about next steps, consider the following questions:

1. What was the level of TELL Survey participation from members in your school and district?
2. How will you share out the results?
3. What do your members think about the results?
4. What do administrators think about the results?
5. Is there a committee such as site council or a school improvement committee already in place that may help in developing a strategy to address issues? How might you partner with the committee?
6. Is your community and school board aware of the survey results? How might they be involved?
7. What issues are you already working on and how can the TELL survey results provide additional data to inform the work?
8. What local association processes do you already have in place that might be used to develop an action plan?

Use the Criteria Chart (page 17) to rate your identified issues against your chosen criteria. This process will allow you to rank your issues and then choose one that is “actionable.”

See Appendix B for a sample of the criteria chart.

**Sharing the Results**

Think about how you will summarize the survey results with your educators. Your summary can be tailored for your audience. Possible pieces to include may be:

1. The level of participation in your school/district.
2. Issues you are already working on (or that are being addressed by a group such as your school improvement committee or labor/management committee).
3. Issues that stood out for their potential for celebration or as areas of concern.
4. Issues that show growth in a certain area since the baseline 2014 results.
5. Issues that might be addressed in interest-based conversations at the bargaining table.

Remember to close the loop by having a way to collect feedback about the results from your members/educators and administrators. It may give you an idea of the direction you want to take in goal setting.
After reviewing and prioritizing issues, you will be ready to consider goal setting. It will be important to choose a goal that has a clear objective and will result in real improvement in lives of teachers and students.

**GOAL SETTING**

Once you have decided on the issue you wish to address, you will need to set some goals or objectives. You might consider using the SMART goal method (Specific, Measurable & Observable, Attainable, Result-oriented, Timely). Make sure you include what you will look for as a measure of success in addressing the issue.

As soon as your goal is crafted, it is important to identify who the decision-maker(s) are around this issue. Who will be able to implement the policy, fund the initiative, change the schedule, support the new structure, etc.?

Next identify who you can involve as your allies in the conversation. Who outside of your Association might support addressing this issue? There are many stakeholders in education. Make sure you are inclusive of the educational community as you address school/district issues.

See Appendix C for a sample of a SMART goal.

**ORGANIZING: PLANNING ACTION**

Simply stated, organizing is people gathering together to accomplish common goals. This may be a step by step forwarding of a vision or changing someone’s mind. In many cases, organizing around conditions of teaching and learning will begin with critical conversations.

Once you determine your goal, identify your decision-maker(s) and allies, it is time to determine step by step how to achieve the goal.

As you brainstorm your strategies to address the issue, you may want to consider using the SMART goal “Result” indicators to help you focus your work. The most effective plans only use 1-2 strategies at a time. You can use a Strategies/Results table to help you narrow down your ideas. Be sure to adjust and monitor effectiveness as your plan moves forward.

**Other pieces to an organizing plan include:**

1. WHO will need to be involved in the action? Primary? Secondarily?
2. HOW will you address the issue? (Keep the number of strategies low)
3. WHAT resources do you need?
4. WHEN will the steps be completed?

**COMMUNICATION:** How will the work be communicated to those involved secondarily? With the public?

See Page 19 (Appendix D) for a sample of a Strategy/Results Table and Page 20 (Appendix E) for a sample Organizing Plan.

**ASSESSMENT AND EVALUATION**

Using the pre-established measurement, make sure you schedule time to assess and evaluate the work being done. Another round of the TELL survey will give comparable data, as will other feedback sources. Make sure to communicate and celebrate positive steps and achievements of the team!
Experiences from the Field
Real Life Examples of Organizing Using 2014 TELL Data

After the TELL 2014 results were published, many educators throughout the state used their data as an impetus for broader conversations regarding the climate, conditions, and culture of their schools and how these factors affect student learning. Teams of community members, teachers, principals, administrators, and policymakers used the data as one point of reference in planning for and taking action toward instructional improvement.

Below are some testimonials showing how different education associations and school districts used the findings to inform school and district level decisions about scheduling, professional development offerings, opportunities to support and cultivate teacher leadership, collaboration, and investments in facilities and resources. The diverse work presented here demonstrates the flexibility of the TELL survey findings as an entry point into complex discussions about the learning conditions in Oregon schools.

DAVID DOUGLAS

The David Douglas Education Association used the TELL survey results to identify and communicate district professional learning needs. A collaborative team of administrators and teachers critically examined the data to look for trends and to identify teacher professional learning needs. The data revealed a need for professional learning in the Common Core State Standards and assessment literacy. Coupled with additional educator data, David Douglas launched a district-wide professional learning plan to deepen classroom assessment for student learning practices K-12. The plan was widely accepted and embraced by leadership and teachers because it explicitly referred back to the teacher data from the TELL survey, showing all members of the district the relationship between data and action.

ELGIN

When results were published, the Elgin Education Association President sat down with district administration to discuss the data. Both parties were very interested in the information provided by the survey. The President says, “We had already been discussing implementing some changes within the district and the survey really reinforced the conversation.” Specifically the group looked at class size, prep time, and use of teacher time outside the classroom. When scheduling for the 2014-2015 school year, the administration created smaller class sizes. Additionally, the staff had been working on curriculum development and was paid an extra stipend for their work outside of regular hours. After the discussions, the principals were very mindful of the value of educator’s time when assigning meetings or extra duties.

MADRAS

Madras Education Association (MEA) leaders were concerned about the teaching and learning conditions and general climate of their school district. They felt like Madras students deserved better. The Madras Education Association President met with Oregon Education Association staff, the MEA school site representatives, and a local community member to discuss the TELL results and to formulate a plan to improve the situation. School Board elections were approaching and the group decided to create messaging around their educators’ vision for Madras schools. They used the survey results to create three priorities:

A. Madras needs equitable treatment of students.
B. Madras educators are treated as trusted professionals.
C. Everyone’s voice is heard and honored: educators, parents, community and students.

The local association used the priorities to create key questions for the school board candidate forums and a critical school board meeting. The effort resulted in a new education-friendly community member elected to the school board. The MEA intends to keep using the TELL data and continue to work on the three priorities.
NORTH CLACKAMAS

During the 2013-2014 school year, educators and administration had been having many conversations around the lack of shared leadership at several school sites. Educators suggested the morale was negatively impacted at the sites without shared leadership. When the 2014 TELL results were published, educators included the data in key conversations with district administration to support their concerns. These conversations resulted in district administration making changes, resulting in improved working conditions at the school sites with negative school climates.

PLEASANT HILL

The Pleasant Hill Education Association leadership used the TELL results to have a conversation about class size at the bargaining table. The discussion carried into each building as staff worked with administrators to address the issue. Additional staff has been added to the high school since then, especially to offset the larger classes like physical education (where they had been reaching 40-50 in a class). The elementary school created and met the goal to keep class sizes under 30. Educators have been thrilled with classes averaging around 25 students.

PORTLAND

The Portland Association of Teachers’ contract established the Instructional Program Council, a professional development committee with educator, administrative, and union representatives. This committee dedicated a standing business item in its monthly meeting to look at some of the identified teaching and learning conditions from the TELL survey. Review of TELL results specific to a particular worksite was also included as a standing agenda item for the monthly building representative/administrator meetings held at each worksite.

REDMOND

The Redmond Education Association Executive Board was very interested in using the conditions addressed in TELL questions as a basis for interest-based bargaining conversations. They had identified professional development as a topic of interest and started with the TELL results as a resource around that topic. The local Association then put together a bargaining survey, with some targeted questions around teaching and learning conditions. With the current data and the 2014 TELL data as a baseline, the bargaining team felt confident that they had accurate educator perceptions to share at the table.

SHERIDAN

At the beginning of the school year, the Sheridan Education Association President and the newly hired Superintendent extensively reviewed the TELL survey results. They reviewed each area of need and identified how during the year, they would collaboratively address the issues. Although the general membership expressed interest on some of the issues identified the TELL survey results, the Association leaders knew it would be hard to get members to voluntarily add more work to their already enormous workloads. Many of the issues identified through the survey were being addressed by the work of two district teams-their Collaboration Grant Planning Committee and the Teaching and Learning Team. In addition, the local school board is engaged in the Lighthouse Project, in cooperation with the Oregon School Boards Association (OSBA). They used these existing committees to focus on issues identified in the TELL survey.

Educator participation, including early career educators, was evident with the Collaboration Grant Committee. The committee often met inside the work day but if additional time was needed, members were compensated. This demonstrated to many educators that their input was not only important, but valued. The local Association leaders credit the collaborative attitude of the new superintendent as key for their progress on Sheridan’s teaching and learning conditions. Because of this collaborative model and the in-depth conversations around teaching and learning conditions early on, they finished bargaining their contract in just three sessions.
## What is working/not working? EXAMPLE

<table>
<thead>
<tr>
<th>ITEM to EXAMINE</th>
<th>POSITIVE FACTORS</th>
<th>EFFECT ON SCHOOL/MY TEACHING</th>
<th>MOVING FORWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have time available to collaborate with their colleagues.</td>
<td>District gives protected work days and ½ days for PLCs.</td>
<td>Dedicated, protected group planning time</td>
<td>Expand my interaction to include folks from other schools to get more input and ideas.</td>
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<td></td>
<td>Front office is good about turning away parents who come unannounced.</td>
<td>Keeps my time protected. Allows me more time to plan with colleagues</td>
<td>Be prepared to maximize this planning time.</td>
</tr>
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<td></td>
<td>Administration does a good job of only calling collaborative meetings, and gives us notice.</td>
<td>The collaborative meetings are more engaging and welcomed. My time is protected.</td>
<td>Sincerely thank the front office staff for their help.</td>
</tr>
<tr>
<td>CHALLENGING FACTORS</td>
<td>Kids are coming to me during my planning time to get additional help.</td>
<td>It is helping the kids, but hurting my planning and preparation with colleagues.</td>
<td>Thank the administration. Reinforce the steps they are taking. Be committed to engaging in the meetings when they are called.</td>
</tr>
<tr>
<td></td>
<td>Subs are not available so we often have to cover other classes during our planning.</td>
<td>Often unexpected and really hurts my planning time and scheduling of important activities with colleagues.</td>
<td>Designate specific days of the week as off-limits to students</td>
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<td></td>
<td>Work is directed by administrators rather than authentically developed with fellow teachers.</td>
<td>The work feels inauthentic. Hampers the group’s ability to be responsible to individual needs.</td>
<td>Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?</td>
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<td></td>
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<td></td>
<td>Ask administration to allow the group to be self-directed. Invite administration to participate in the process.</td>
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What is working/not working?

ITEM TO EXAMINE

POSITIVE FACTORS

EFFECT ON SCHOOL/MY TEACHING

MOVING FORWARD

CHALLENGING FACTORS

EFFECT ON SCHOOL/MY TEACHING

MOVING FORWARD

APPENDIX A
## What is Ideal? What are the Challenges?

**Item 2.1 B: Teachers have time available to collaborate with their colleagues.**

<table>
<thead>
<tr>
<th>WHAT WOULD THE IDEAL LOOK LIKE?</th>
<th>WHAT ARE THE CHALLENGES?</th>
<th>OVERCOMING CHALLENGES?</th>
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<tbody>
<tr>
<td>Teachers never have to cover other teachers' classes.</td>
<td>Not practical.</td>
<td>Put a rotation in place for teacher coverage so the amount of times each teacher is called on is equitable. Compensate teachers who do cover other classes.</td>
</tr>
<tr>
<td>Teachers are never asked to a last minute meeting for a child study/local screening meeting.</td>
<td>There will be times teachers must cover for one another.</td>
<td>Reflect on the meeting process and improve the efficiency of the process. Mandate teachers are notified ahead of time. Teachers are chosen that work with the child. The process is equitable for teachers.</td>
</tr>
<tr>
<td>School team/grade level/subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.</td>
<td>Scheduling all parties ahead of time and keeping everyone up to speed.</td>
<td>Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.</td>
</tr>
<tr>
<td></td>
<td>Skill of facilitator, relationships.</td>
<td></td>
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<td></td>
<td>Needs of staff are different.</td>
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</tbody>
</table>
What is Ideal? What are the Challenges?

<table>
<thead>
<tr>
<th>WHAT WOULD THE IDEAL LOOK LIKE?</th>
<th>WHAT ARE THE CHALLENGES?</th>
<th>HOW DO WE OVERCOME THE CHALLENGES?</th>
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<tr>
<td>Item:</td>
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**Criteria Chart: EXAMPLE**

<table>
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<tr>
<th>Item 1D</th>
<th>TELL Item—all received under 30% agreement</th>
<th>Dealing with this issue inspires members to get involved</th>
<th>Resolution will build association leadership</th>
<th>Resolution has potential for staff/admin collaboration</th>
<th>Resolution will positively affect a large portion of members</th>
<th>Resolution can be achieved quickly (within two months)</th>
<th>Total Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2.1e</td>
<td>Efforts are made to minimize the amount of routine paperwork teachers are required to do.</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Q2.1b</td>
<td>Teachers have time available to collaborate with colleagues.</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Q4.1g</td>
<td>Community members support teachers, contributing to their success with students.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Q5.1d</td>
<td>School administrators consistently enforce rules for student conduct.</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Q6.1e</td>
<td>The faculty has an effective process for making group decisions to solve problems.</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

* Note: A score of 1 means the criteria is not achieved. A score of 5 indicates the criteria is achieved.
Criteria Chart

<table>
<thead>
<tr>
<th>Issue 1D</th>
<th>TELL Item—all received under 30% agreement</th>
<th>Our Local’s Criteria</th>
<th>Total Score</th>
<th>Rank</th>
</tr>
</thead>
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</tbody>
</table>

*Note: A score of 1 means the criteria is not achieved. A score of 5 indicates the criteria is achieved.*
### SMART Goals: EXAMPLE

<table>
<thead>
<tr>
<th><strong>Issue:</strong> Only a 24% rate of agreement for “Teachers have time available to collaborate with their colleagues.”</th>
<th><strong>GOAL:</strong> Beginning in September 2015, the district will implement strategies to allow teachers the time they need to collaborate with colleagues, (as evidenced by an 85% rate of agreement with the statement, “Teachers have time available to collaborate with their colleagues” on the TELL survey in 2016.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> Make it Specific: <em>State exactly what you wish to.</em></td>
<td>Who: The District  What: Gives time to collaborate with colleagues  How: By implementing strategies  When: In September 2016</td>
</tr>
<tr>
<td><strong>M</strong> Make it Measurable: <em>How will you know the goal is achieved?</em></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong> Make it Achievable: <em>Is this an issue you have control over? Is the decision-maker at the school? District office? State?</em></td>
<td>The district has the capacity to create a structure to meet this condition.</td>
</tr>
<tr>
<td><strong>R</strong> Make it Relevant and Results-Oriented: <em>WHY are you doing this and how will you know it has been accomplished?</em></td>
<td>Samples:  - Results in real improvement in the lives of educators and students  - Allows educators to feel empowered  - Allows for collaborative relationships to be strengthened  - Excites people  - Builds educators as leaders in the profession and/or their local association</td>
</tr>
<tr>
<td><strong>T</strong> Make it Timely</td>
<td>Measurement will happen with the Spring 2016 TELL survey</td>
</tr>
</tbody>
</table>
### Strategy/Results: EXAMPLE

<table>
<thead>
<tr>
<th>Result indicators →</th>
<th>Strategies under consideration:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Results in real improvement in the lives of educators and students</td>
</tr>
<tr>
<td>Teachers and Administration will determine content for each meeting</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers will be released from class to attend collaboration time. Teachers who have prep will sub for them and be compensated.</td>
<td>No</td>
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<tr>
<td>Switch to a block schedule to offer collaboration time.</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers will choose their own meeting time and set their meeting agenda. Meeting summaries will be given to administration.</td>
<td>Yes</td>
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<tr>
<td>No students allowed in the building before and after school.</td>
<td>No</td>
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<tr>
<td>Early release schedule implemented with that time dedicated to collaboration.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Strategy/Results: EXAMPLE**
## Organizing Plan: EXAMPLE

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Top Strategies</th>
<th>Actions</th>
<th>Who and When</th>
<th>Resources Needed</th>
<th>Results Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning in September 2016, the district will implement strategies to allow teachers the time they need to collaborate with colleagues (as evidenced by an 85% agreement rate on TELL question 2.1b).</td>
<td>Teachers will choose their own meeting time and self-direct their meetings. Meeting summaries will be given to administration.</td>
<td>Determine meeting space and time.</td>
<td>Input from entire group. Facilitator reserves space by Sept. 15.</td>
<td>Space suitable for group meetings.</td>
<td>Educators meet consistently for 2 months in a row.</td>
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<td></td>
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<td>Educators and administrators will understand clear meeting structure and processes.</td>
<td>District will offer training at Sept 15 staff meeting.</td>
<td>Training/trainer for staff on collaborative meeting process and expectations.</td>
<td>Teachers feel ownership of the process and accomplish the bulk of the agenda.</td>
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<td></td>
<td>Team roles assigned: Facilitator and recorder</td>
<td>Group self-selects as soon as group is assigned. Educators in these roles take the training by Sept 30.</td>
<td>Facilitator and recorder trainings district-wide.</td>
<td>Facilitators and recorders feel confident in their roles and perform them consistently.</td>
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<td>Teachers and administration will collaborate on meeting content.</td>
<td>Weekly educator facilitator/admin meeting to set agenda based on educator needs.</td>
<td>Facilitator and Administrator</td>
<td>Meeting times calendared.</td>
<td>Log of collaborative agendas</td>
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<td></td>
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<td>Collect educator input</td>
<td>Staff</td>
<td>Email or hardcopy input venue</td>
<td>Staff participation</td>
</tr>
<tr>
<td>GOAL</td>
<td>Actions</td>
<td>Top Strategies</td>
<td>Resources Needed</td>
<td>Who and When</td>
<td>Results Indicators</td>
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