Leveraging the TELL Oregon Survey

Oregon School Boards Association
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Today’s Objectives

✓ Help you better understand the intent and potential for the TELL Oregon Survey
✓ Connect the TELL survey with the Council on Educator Advancement work
✓ Learn how districts are promoting the TELL Survey and using the results
✓ Prepare for the 2018 Survey
TELL Survey
Background
The TELL survey is a voluntary, anonymous, online statewide survey taken by teachers and building level licensed administrators and staff.

The acronym TELL stands for:
- Teaching,
- Empowering,
- Leading, and
- Learning.
Provide additional data on teaching and learning conditions for the purposes of school and district improvements.

Help inform state level policy.
Retention

- Conditions that matter most in deciding to stay include the school’s culture, the principal’s leadership and relationships among peers Johnson, Kraft and Papay (2011).
- Teaching and learning conditions predict plans to leave a school, independent of school demographics Ladd (2009).
Teaching and Learning Conditions Matter

Student Learning

- Teaching and learning conditions predict student achievement in mathematics, and to a lesser degree, in reading (Ladd, 2009)
- Student conduct management, demands on time, professional autonomy and professional development — are significant predictors of student learning gains and student perceptions of rigor and support (Ferguson & Hirsch, 2014)
TELL measures 8 constructs linked to teacher retention and student achievement:

- Use of Time
- Community Support and Involvement
- Facilities and Resources
- Managing Student Conduct
- Teacher Leadership
- School Leadership
- Professional Development
- Instructional Practices and Support
## TELL Constructs Defined

<table>
<thead>
<tr>
<th>Construct</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Time</strong></td>
<td>Available time to plan, to collaborate, to provide instruction, and to eliminate barriers in order to maximize instructional time during the school day</td>
</tr>
<tr>
<td><strong>Facilities and Resources</strong></td>
<td>Availability of instructional, technology, office, communication, and school resources to teachers</td>
</tr>
<tr>
<td><strong>Community Support &amp; Involvement</strong></td>
<td>Community and parent/guardian communication and influence in the school</td>
</tr>
<tr>
<td><strong>Managing Student Conduct</strong></td>
<td>Policies and practices to address student conduct issues and ensure a safe school environment</td>
</tr>
<tr>
<td><strong>Teacher Leadership</strong></td>
<td>Teacher involvement in decisions that impact classroom and school practices</td>
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<tr>
<td><strong>School Leadership</strong></td>
<td>The ability of school leadership to create trusting, supportive environments and address teacher concerns</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Availability and quality of learning opportunities for educators to enhance their teaching</td>
</tr>
<tr>
<td><strong>Instructional Practices &amp; Support</strong></td>
<td>Data and support available to teachers to improve instruction and student learning</td>
</tr>
</tbody>
</table>
Results in 2016

18,266 responses (54.3%)
16,651 Teachers
353 Principals
192 Assistant Principals
1,070 Other staff
93 schools w/100% response rate
Three Reports Available on TELL Oregon Website

Detailed

Summary

Comparison to
## TELL Construct Averages, 2014 & 2016

<table>
<thead>
<tr>
<th>Construct</th>
<th>2014</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Time</td>
<td>43</td>
<td>55</td>
<td>+11</td>
</tr>
<tr>
<td>Community Support &amp; Involvement</td>
<td>77</td>
<td>80</td>
<td>+3</td>
</tr>
<tr>
<td>Facilities &amp; Resources</td>
<td>71</td>
<td>76</td>
<td>+5</td>
</tr>
<tr>
<td>Managing Student Conduct</td>
<td>80</td>
<td>78</td>
<td>-2</td>
</tr>
<tr>
<td>Teacher Leadership</td>
<td>75</td>
<td>79</td>
<td>+4</td>
</tr>
<tr>
<td>School Leadership</td>
<td>76</td>
<td>79</td>
<td>+3</td>
</tr>
<tr>
<td>Professional Development</td>
<td>62</td>
<td>69</td>
<td>+7</td>
</tr>
<tr>
<td>Instructional Practices &amp; Support</td>
<td>77</td>
<td>80</td>
<td>+3</td>
</tr>
</tbody>
</table>
Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?

- School Leadership: 27
- Use of Time: 18
- Instructional Practices & Support: 15
- Teacher Leadership: 12
- Managing Student Conduct: 10
- Facilities & Resources: 9
- Community Support & Involvement: 8
- Professional Development: 2
TELL Oregon and the Council on Educator Advancement
Governor’s Council on Educator Advancement

2013-15 Investments

- Educator Workforce Diversification
- Educator Preparation Clinical District Partnerships
- New Teacher & Administrator Mentoring
- Educator Evaluation & Effectiveness & Common Core State Standards
- Closing Achievement Gaps for Culturally & Linguistically Diverse Students
- School District Collaboration Grants
- Development and Sharing of Formative Assessments
- Early Learning Professional Development

2015-17 Investments

- TeachOregon: Educator Preparation Clinical District Partnerships
- New Teacher & Administrator Mentoring
- School District Collaboration Grants
- Leadership Initiative
- Oregon Balanced Assessment Initiative
Governor’s Council on Educator Advancement-Opportunities for Improvement

1. Discrete versus integrated work
2. Local context
3. Needs of the users
4. High-quality professional learning
5. Culturally responsive practices
6. PK-20 system
7. Leveraged resources to extend impact
Governor’s Council on Educator Advancement

What if the State could create a framework that sets the stage for local innovation and flexibility; one that creates space for educators and education leaders to work hand in hand to develop strategies that meet students where they are and inspire them to fulfill their full potential?

What if State investments were more effectively and equitably deployed to catalyze collaborative, home grown, and student-centered solutions to increase achievement and preparedness for the future?
Governor’s Council on Educator Advancement
Governor’s Council on Educator Advancement- SB 182

• Replaces the Network for Quality Teaching and Learning Advisory with an Educator Advancement Council charged with duties related to distributing resources for professional learning supports;
• Renames the Network Fund to become the Educator Advancement Fund;
• Sets into motion planning and development of educator networks across the state that can:
  • Leverage resources from other partners; and
  • Be more responsive to local professional learning needs identified by educators.
Alignment of the TELL Oregon Survey with Council Recommendations
Governor’s Council on Educator Advancement

Recommendation 8:

Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.

Aligned TELL Constructs: Time, facilities + resources, managing student conduct, teacher leadership, school leadership, professional development, instructional practices and support, and new teacher support.
Governor’s Council on Educator Advancement

Recommendation 9:
Create opportunities to develop, enhance, and recognize teacher leadership.

Aligned TELL Constructs: Teacher leadership, school leadership, professional development, new teacher support
Governor’s Council on Educator Advancement

Recommendation 3:
Support all novice teachers with induction and mentoring supports during their first two years.

Aligned TELL Constructs: new teacher support
Governor’s Council on Educator Advancement

Recommendation 5:

Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.

Aligned TELL Constructs: professional development, instructional practices + support, new teacher support
Governor’s Council on Educator Advancement

Recommendation 6: Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes.

Aligned TELL Constructs: teacher leadership, school leadership, professional development, instructional practices + support, new teacher support
Promoting and Using the TELL Survey: A Local Example
Cascade Middle School (Bend, OR)

USING TELL DATA TO HELP OUR SCHOOL CONTINUE TO IMPROVE!

• “Is this TELL data ‘valuable’ or just another survey?”

• 2014 VS 2016 (noticing trends) TELL summary document

• Recommended Potential Fix within each of the (8) TELL categories

• Eight groups of 2-3 to review & present to staff

• Looking forward to 2018 results to continue work!
2016 TELL Oregon Data
Cascade Middle School

INTRODUCTION
From 2014 to 2016, Cascade Middle School has witnessed a number of various changes. The school has worked through a large-scale drop in student population (from ~900 to ~600), a boundary change, staff turnover & position changes, standards-based grading, a wholesale schedule change, iPads, and much more. Within each of the eight (8) TELL categories, we aim to breakdown the improvements and declines (as reported by CMS teachers) in an effort to utilize the data to help continue Cascade Middle School’s continued growth.

OVERALL
For starters, Cascade Middle School teachers reported that CMS “is a good place to work and learn” at a higher rate in 2016 (83.3%) compared to 2014 (72.2%). A great start!!

#1 TIME
CMS Staff members reported that they had “time available to collaborate with colleagues” at an 87.5% agreement rate (compared to 77.8% in 2014). Despite this collaboration time, teachers still (like most other schools in the state/district) felt like more instructional/planning time was/is needed.

POTENTIAL FIX: Time is typically #1 on the needs list for educators. We need to continue to be creative with how we provide time to support our teachers. There doesn’t seem to be a quick fix to this problem.

#2 FACILITIES & RESOURCES
Teachers reported much higher marks in “access” to various technology and other day-to-day devices used in the classroom compared to 2014. However teachers reported needing a higher access to (or availability) for tech-savvy support personnel.

POTENTIAL FIX: Continue to develop “in-house” staff/personnel who can assist with technology needs while advocating for district to continue funding tech-support positions at an increased rate.
What are your key observations and remaining questions?
Governor’s Council on Educator Advancement

The quality of a student’s educational experience is directly related to the quality of our educators.

We already know high-quality preparation and ongoing, effective professional learning and supports for educators are critical variables that translate into better student learning and higher achievement.
Thank you for your time and interest!

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