

Teacher Working Conditions Survey



Time.



Facilities and Resources.



Empowerment.



Leadership.



Professional Development.

A Catalyst for Change for School Improvement

A Report on Guilford County Schools
Fall 2006



Table of Contents

List of Tables and Figures.....	3
Acknowledgements.....	4
Executive Summary.....	5
Introduction.....	7
History of the Initiative.....	8
Methods.....	9
Guilford County School at a Glance.....	9
Purpose of the Report.....	10
Literature Review.....	11
Addressing the Domains.....	13
Time.....	13
Facilities and Resources.....	16
Empowerment.....	18
Leadership.....	20
Professional Development.....	21
Data Across the Categories.....	25
School Education Levels.....	25
School Distinctions and Distinguishers.....	27
Discoveries.....	29
Student Achievement.....	29
Teacher versus Principal Perception.....	30
Comparing Large Urban Districts.....	31
Implications.....	32
Conclusion.....	35
Appendices.....	37
A. Standards for Working Conditions in North Carolina.....	37
B. School Scores.....	40
C. Recognized Schools.....	44
D. Figure 3 Explanation.....	46
E. Educational Terminology.....	47
F. Questions from the Teacher Working Conditions Survey.....	48
Notes.....	49

List of Tables and Figures

Tables

1. Comparison of Guilford County Schools to North Carolina Schools.....	10
2. Teacher Roles in Education Issues.....	18
3. Guilford County Schools: Student Demographics.....	23
4a. Teacher v. Principal Perception of Teacher Working Conditions- Domains.....	30
4b. Teacher v. Principal Perception of Teacher Working Conditions- Questions.....	30
5. Large Urban District Comparison.....	31
6. Large Urban District Principal v. Teacher Comparison.....	31
7. Teacher Experience.....	32

Figures

1. Hours of Non-Instructional Time.....	14
2. Job Influences.....	20
3. Professional Development Requests.....	22
4. Professional Development within the Last Two Years.....	22
5. New Project High Schools.....	27
6. Domains Affecting Student Learning.....	29

ACKNOWLEDGEMENTS

This report was written by La Toya S. Smith, an intern with the Guilford Education Alliance through the University of North Carolina at Greensboro Department of Political Science. This report is supported by Guilford Education Alliance but it also fulfills course requirements for the author's Masters in Public Affairs.

The author wishes to thank key organizations and individuals who have provided support and guidance in the development of this report: Staff from the Guilford Education Alliance: Dr. Margaret Arbuckle, Executive Director; Anne Cortes who assisted in organizing the teacher focus groups; and Stephanie Clifford; The Guilford County Association of Educators and its President Mark Jewell who provided the venue for teachers to discuss the implications of the survey; and the Center for Teaching Quality and its staff Scott Emerick who provided guidance on the collection and analysis of the data.

Access to the complete report on North Carolina that compares the Guilford County Schools responses to those of the entire state and individual schools and district data can be accessed via the website for the Center for Teaching Quality, <http://www.teachingquality.org/>

EXECUTIVE SUMMARY

Large school systems are complex institutions. They serve and employ thousands of people. There is tremendous pressure to meet educational standards so that every student is successful academically. Despite these pressures specific to educational institutions, the goals and purposes for employees of educational systems are not unlike those of other large organizations. Just as in any organization employing large numbers of people for certain purposes, educational organizations must address the issues of career service, measures of performance, competing standards, and public scrutiny. At the center of these parts are the employees. Employees and their attitudes toward their work performance and working conditions impact satisfaction and productivity.

Recognition that employee working conditions affect employee satisfaction and job performance is a premise that can be traced back to the Hawthorne experiments. These experiments transformed employee management into a social science. During these experiments, researchers concluded that work was not only physical, but also psychological. Experiments resulted in the recognition that productivity is affected by incentives, working conditions, and non-compensatory considerations. Ultimately, the experiments established that physical working conditions as well as human relations (leadership, time, empowerment) all factor into employee performance.¹ This notion inspired human resource departments within organizations to evaluate working conditions.

Recognizing that the employee attitudes reflect their working conditions, North Carolina Governor Mike Easley specifically wanted to evaluate the effects of teacher working conditions as a means of influencing the quality of our schools and their influence on student achievement outcomes. He implemented a survey for educators in North Carolina in 2002, and it has been performed every other year thereafter. The survey includes questions across five domains of teachers' work: time, facilities and resources, empowerment, leadership, and professional development.

Governor Easley's survey is an excellent resource for the state. It can be used as a blueprint that guides statewide, educational policy decisions. However, individual school districts can benefit from a comprehensive examination comparing their school district in relation to the state and comparable districts. The survey results can be used as a means of ascertaining the validity of Governor Easley's belief that "Teacher working conditions are student learning conditions."²

This report supports the governor's belief through an in depth examination of the Guilford County Schools' (GCS) district teacher working conditions. An analysis of 4,236 (70 percent of the county's educators) survey responses was done.³ The data demonstrate that not only do teacher working conditions affect student achievement, but they also play an integral role in teacher retention. This report examines GCS's performance across the five domains and across various educational categories. It brings light to areas of concern such as: student achievement, teacher versus principal perception of working conditions, and the inter-relationship that exists among the various domains in relation to teacher working conditions.

Analysis of Guilford County Schools' district results yields the following information:

1. Teachers Need More Time for Planning and Collaboration among Their Peers.
2. Teachers Need Access to Resources to Provide Quality Instruction
3. Teachers Should Be Able to Influence and Affect District Decision Making Relating to Student Achievement
4. Teachers Value Strong, Supportive Leaders at the District and School Level
5. Teachers Need Meaningful Continuing Education Experiences that Enhance Their Craft

These findings are explained in-depth within the body of this report. They provide the basis from which *Points for Consideration* for each domain are developed to aid the district in identifying and implementing strategies to improve the teacher working conditions.

School improvement is difficult, and developing the skills to design and implement reforms that are responsive to the most pressing working condition concerns of educators is a particularly daunting task. Many schools simply lack the time, capacity and commitment to fully understand and act on the data. Consequently, the effort to dramatically transform the organization and operation of schools to address these working conditions will be difficult and will take time and commitment.

To address organizational barriers to change, Guilford County schools must understand how the district and school culture and climate are impacting school reform efforts. School leaders should also consider what other exemplary school programs in other districts are successful in improving the working conditions that are of most concern to Guilford educators

Findings from this report further exhibit the relevance and significance of examining and improving teacher working conditions within Guilford County Schools.

It is unfortunate that teachers' perceptions of working conditions within the district are below the state average in every domain, but the situation is not irreversible. However, the district's high participation rate in the Teacher Working Conditions Survey is proof that the educators hold a vested interest in the improvement of the working conditions.

The call for this report and its presentation to the Guilford Association of Educators, the Board of Education and the Board of Directors of Guilford Education Alliance displays a genuine concern about teacher working conditions. The question now becomes: what will be done? There are areas where the district is strong and should continue its strides. But there are also areas where it is weak and must make improvements or it will lose teachers, or worse have minimal student growth. This report supports the importance of teachers becoming part of the conversation on improving their working conditions and student achievement. Teachers must be given access to the time and resources that can empower and lead them to be the catalyst for a positive change in a growing district.

INTRODUCTION

“Organizational development” is an involved process that is designed to change the beliefs, attitudes, values, and structure of an organization in order to better adapt to new technologies, markets, and challenges.¹ Among the principles of organizational development is the premise that working conditions influence employee production and satisfaction. Because of its unique structure and mission, organizational development is often not applied to the system of education. Therefore, educators encounter conditions that infringe upon their classroom success. Because they are left to overcome challenging working conditions, many choose to abandon schools and the profession altogether. Teachers exiting the profession have contributed to the national teacher shortage. As the shortage continues to increase, the connection between teacher working conditions and teacher recruitment and retention has become a subject for examination.

The past focus of recruitment and retention has been to address teacher motivation and preparation.² These measures include merit pay incentives and vigorous recruitment efforts. While these are important components of teacher staffing, they do not address the organizational structure that affects teaching outcomes. School systems are beginning to recognize that concentrating on teacher motivation or preparation in isolation of work structure is a formula that will produce dissatisfied teachers and lower student achievement rates. With this considered, many educational systems are evaluating the sociology of the organization to aid in their understanding of turnover. This premise includes three basic understandings that convey the importance of employee turnover relative to the organization: employee turnover is important because it impacts the effectiveness of the organization; it requires examination of turnover at the level of organization where it occurs; and examination of the conditions of the organization within which employees work.⁴ Essentially, employees leave jobs because they are unsatisfied.

In education, job dissatisfaction comes as a result of inadequate instructional and non-instructional time, insufficient amounts of teacher input in decisions that affect policy and curriculum, lack of administrative support, class size, and resource availability. In various education surveys, teachers have cited job dissatisfaction as the contributing factor to their decision to leave.⁵

According to North Carolina’s *System Level Teacher Turnover Report, 2004-2005*, the state’s teacher turnover average is 12.95 percent. It ranges from a high of 28.51 percent in Harnett County to a low of 3.96 percent in Clay County.⁶ Many of the teachers leaving the classroom are not abandoning the profession completely. Teacher movement from school to school is identified as migration but attrition is resignation from the field of education to pursue another field of work.⁷ Migration to another local school accounts for 20 percent, the largest portion of North Carolina teacher turnover. However, migration and attrition come at great expense to the district. The district loses instructional time in that many classrooms are staffed with substitutes and this affects student achievement. Regardless of its form, turnover places states, districts, and schools under constant pressure to supply new teachers to fill the growing demand created by turnover.

Districts, schools, and communities must evaluate teacher working conditions and determine not only what causes teachers to leave, but also, and perhaps more importantly, what affects their decisions to stay. Equipped with this information, administrators and legislators can determine reform strategies that improve teacher working conditions and the quality of the educational experience for students. North Carolina Governor Michael Easley has begun to arm the community and education organizations with the data necessary to spawn reform through his *Teacher Working Conditions Initiative*.

History of the Initiative

The *Teacher Working Conditions Initiative* began as a pilot survey conducted by the North Carolina Professional Teaching Standards Commission in 2001. Supported by the State Board of Education, the Commission performed research and held focus groups to develop 30 working conditions standards for schools across five domains: time, facilities and resources, empowerment, leadership, and professional development (see Appendix A). A 39-question survey was developed and made available to all licensed public school educators in 2002. In 2004, the second survey was conducted with significant changes. It was administered online and expanded to include 72 working conditions questions and eight demographic questions.

Following the 2004 survey the district and individual school reports for those with a minimum participation of 30 percent were generated. The results of both the 2002 and 2004 surveys exposed teacher dissatisfaction across the state. Teachers were most unhappy with the amount of time allotted for them to perform actual instructional duties. Even more disappointing than some of the findings, was the fact that many districts, including Guilford County, did not have enough participation in the 2004 survey to generate reports to use for improvement.

However, the 2004 survey brought attention to issues that made it obvious to state and local education agencies that not only was evaluation of teacher working conditions important, but also they were absolutely necessary. Among the changes influenced by the survey were the following initiatives⁸:

- Senate Bill 622 stating the *Teacher Working Conditions Initiative* would be conducted every other year as a component of the state budget.
- The development of a North Carolina Teacher Working Conditions Advisory Board to oversee, implement, and disseminate the findings of the survey.
- The State Board of Education revised the evaluation instrument used in principal evaluations and the focus of Master of School Administration programs. The instrument and M.S.A. standards now include teacher retention, support, and school climate.
- A report of best practices of schools included those with five hours per week of teacher planning time.

Methodology to Collect the Survey

The third survey was administered in between March 27 and May 1, 2006. Like the 2004 survey, it was administered online and included demographic, perception, and working conditions questions. Generally, participants chose from the following answers: strongly disagree, disagree, neither disagree nor agree, agree, or strongly agree. Answers were given values one through five respectively.

After the results were received, a statistical factor analysis was conducted to ensure the survey was well constructed and to create domain averages. To prevent overlap and redundancy, questions were placed in the category of the domain that it best described. Therefore, questions are domain specific and were only factored into one domain average.

The data within this report uses the 2006 survey results, which are based on the 2005-2006 school year, but other data used such as Adequate Yearly Progress information was based on the 2004-2005 data as the final 2005-2006 AYP data report was delayed by the State. This was because there was a delay in reporting state mathematics scores for the 2005-2006 school year. State data from the Department of Public Instruction, local data from Guilford County Schools, and data from the *Teacher Working Conditions* survey were evaluated and applied within this report, and the source of each data set is noted throughout the report.

Much of the analysis included within this report is a qualitative analysis of the survey results. The report does not include statistical analysis or “t tests” because Standard Deviations were unavailable for the districts used within the report. Therefore, it is not feasible to determine the statistical significance between Guilford County and other school districts’ means across the various domains. Nonetheless, the percentage of teachers responding to certain questions does provide the district with a starting point for making comparisons between GCS and other large urban districts within the state.

Data obtained from the survey was used to create individual school reports that are accessible online (www.northcarolinatwc.org). However, for a report on an individual school, there are required participation percentages. If 40 percent of a school’s educators did not participate, an individual school report was not generated. In addition, the school had to have at least five participants or an individual report was not compiled. For those schools that did not have the minimum participation, their reports are not available online and their numbers cannot be factored into the data on working conditions included in this report.

Guilford County Schools at a Glance

Guilford County had 93 percent of its schools (108 schools) meet the minimum requirements necessary to generate an individual report. Therefore, the information within this report represents the district and its schools. To understand the implications of the survey for the district, it is imperative that there is first an understanding of the district in the context of the North Carolina school system.

In the 2005-2006 school year, Guilford County Schools (GCS) is the third largest school district in the state of North Carolina. In 2005 -2006, the district’s enrollment was slightly over 68,000 students, and it employed over 8,000 people.⁹ It has a very diverse student population that is steadily growing. With its increasing population, GCS understands the need to recruit and retain quality teachers. The *Teacher Working Conditions* survey gives information to the district to evaluate where it is and where it needs to go to keep this growing district adequately staffed.

Table1. Comparison of Guilford County Schools to North Carolina Schools

	Guilford County Schools	North Carolina Schools
Number of Teachers	6,116	114,626
Number of Survey Responses	4,236	75,653
Percent of Teachers Responding	70%	66%
Average Salary	\$39,569	\$43,211
Student Membership	68,722	1,346,681
Per Pupil Expenditure	\$7,129.17	\$7,006
Percent Non-White	55.4%	42.4%
Percent of Free & Reduced Lunch	46%	50.64%
Percent Making AYP	54%	48%

*First four entries are teacher information. Numbers are based on the 2004-2005 school year. Numbers based on information from NC Department of Public Instruction.

Purpose of the Report on Teacher Working Conditions

The ultimate goal of education is student academic achievement and success. Therefore, everything done within the realm of education should be to promote and enhance student achievement. The aim of this report is to provide an analysis of the Guilford County School district teachers’ responses on the *Teacher Working Conditions* survey. It will compare the district to the state and other comparable districts in North Carolina, particularly the other large urban districts. For this comparative analysis, the report will utilize the domains identified in the survey that impact Teacher Working Conditions: Time, Facilities and Resources, Empowerment, Leadership, and Professional Development, and address the major findings from the district for each domain. This report examines the implications that teacher working conditions have on student achievement, and it will also address its link to teacher turnover and retention. Throughout the report, Governor Easley’s statement that teacher working conditions are student learning conditions will be considered in the context of analysis.

The report concludes with recommendations for the district, schools, and community stakeholders. It supports research findings that satisfied teachers are more likely to be effective teachers. It is recognized that student achievement is not solely influenced by the teacher standing in front of the classroom “teaching”, but all of the factors that he or she must deal with in order to impact student achievement. Administrators and stakeholders must realize that teachers need to be equipped with the time, facilities and resources, empowerment, leadership, and professional development to educate their students. An infringement upon any of the areas

has the possibility to affect all areas. Therefore, each domain has to be addressed to better teacher working conditions and foster student achievement.

LITERATURE REVIEW

Since the early 1980's there has been an increasing concern over a national teacher shortage. The graying of the educational workforce and the increased number of educators approaching retirement has diminished the teacher pool. Making this reality even more problematic is the growing student population. Because enrollment is steadily increasing, hiring and retaining teachers becomes a problem of supply and demand. How does the educational system keep up with the exploding student populations and attempt to attract and retain qualified teachers particularly with the challenge that the teaching profession has low salaries and few amenities as compared to many other professions? Currently, the system is facing many challenges. Too many classrooms are not being staffed with teachers who enter the profession, remain in the classroom and make teaching a career. Many leave after a few years of teaching. Their leaving results in even greater challenge as it becomes difficult to promote school standards and missions when school administrators have to reinforce expectations to a new staff each year. As instances of teacher attrition grow, administrations must focus on not only recruiting teachers to schools but also keeping them there and nurturing their growth in the profession. Solely focusing on teacher recruitment will not make school systems successful in ending the retention crisis. The answer lies in identifying why teachers leave, and more importantly, what administrators must do to encourage them to stay.

Richard Ingersoll examined the problem of teacher turnover in his article "Teacher Turnover and Teacher Shortages: an Organizational Analysis" (2001). He used an organizational perspective to examine the shortage and its implication for school staffing. Working from an organizational development framework, he developed a threefold, interrelated premise of turnover and shortages. The premise identifies that understanding at several levels of the organization is a key to determining how to address turnover and shortages. His premise is that understanding how turnover impacts the effectiveness of the organization, the structure of the organization, as well as the characteristics and conditions within which employees work, can facilitate identifying ways to address this serious concern. According to Ingersoll, when school systems are equipped with this level of understanding, they are able to identify that teacher shortages are not merely affected by turnover but also by retention.

Ingersoll used the Schools and Staffing Survey, SASS, and the Teacher Follow-up Survey, TFS, to identify that it is not a lack of quality teachers that is affecting teacher demand but rather an inability to keep teachers in the classroom. In addition, he examines the role of school characteristics and organizational conditions in teacher turnover. His analysis reported that 42 percent of all departures were attributed to job dissatisfaction. As job dissatisfaction was discovered to be a prominent source of turnover, Ingersoll sought methods to decrease turnover. Based on the data collection, the findings implied that improved organizational conditions and community cohesion would decrease instances of teacher turnover. The data analysis

demonstrates that teacher turnover is very much a phenomenon created by school staffing problems. School staffing problems are caused by an excessive demand of teachers resulting in a “revolving door”, or instances of large numbers of teachers exiting the profession for reasons other than retirement (Ingersoll, 2001).

In examining the importance of teacher working conditions, research shows that teacher-working conditions are linked to student achievement as well as student, teacher, and community cohesion. Educational psychologists have identified that schools are more likely to be successful when there is a sense of unity and community. Teachers who are more satisfied with their working conditions tend to stay within those schools and build relationships and professional attachments. Teacher attachment has an effect on the overall school community and student performance. Therefore, an investment in improving the teacher working conditions would be an investment in decreasing teacher turnover and increasing student achievement.

AN ANALYSIS OF TEACHER WORKING CONDITIONS by DOMAINS on the SURVEY

The *Teacher Working Conditions Initiative and Survey* not only reveals areas that are in need of improvement, but also demonstrates areas where the district is advancing and should continue in order to maintain growth. In 2004, Guilford County did not have the required thirty percent participation rate needed to generate an individual report for each school. However in 2006, seventy percent of the district's educators and administrators took the survey. The increase in participation alone exhibits that administrators and educators feel they have a vested interest in the conditions of their schools. This interest provides a gateway for improving the existing conditions. This portion of the report will analyze the five domains addressed in the survey and give information on each one's importance.

However before discussing the specific domains, it is important to consider the overall challenges of School Improvement.

Overall Improvement

School Improvement is difficult, and developing the skills to design and implement reforms that are responsive to the most pressing working condition concerns of educators is a particularly daunting task. Many schools staff simply lacks the time, capacity and commitment to fully understand and act on the data. However, Guilford County Schools has a deep understanding of how to use data in analyzing student performance. The challenge is to use the Teacher Working Conditions data as a means to address our overall concerns about student achievement and the need to continuously identify ways to improve it. The effort to dramatically transform the organization and operation of schools to address these working conditions will be difficult and will take considerable time but can be worth it in the long run.

To address organizational barriers to change, Guilford County school leadership must understand how the district and school culture and climate are impacting school reform efforts. School leaders should also consider what other exemplary school programs are finding success improving the working conditions of most concern to Guilford educators. Many of these potential reform strategies from schools in North Carolina and across the country can be accessed at www.teacherworkingconditions.org.

The Domains:

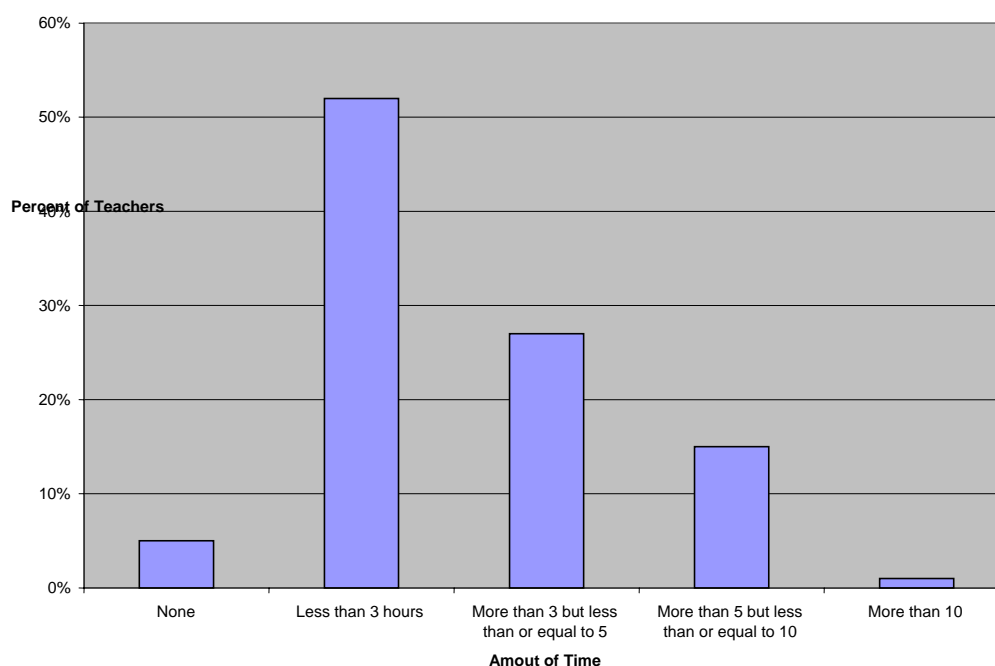
Time: Teacher Efficacy Relates to Instructional AND Non-Instructional Time

Time is an essential component of teaching. Quality teaching is time-dependent. Teacher collaboration, lesson planning, the establishment and follow through of best practices, parent conferencing, and instruction are dependent upon time. The more time devoted to these duties

throughout the school day, the less stress placed upon teachers, and the better able they are to perform their job. However, time is the area in which the state and the district continue to fail educators. Time has the lowest domain average (2.79) but can have the highest level of influence among the other domain areas. If there is inadequate time in the day, teachers are not able to maximize their resources, become empowered through participation in development and non-instructional committees, lead in mentoring programs, participate in professional development, or communicate with parents.

The majority of time in an American schoolteacher's day is designated for instruction. Teachers are informed that they should teach from beginning class bell to ending class bell. While direct instruction comprises a large part of education, it is not the only component. There are other responsibilities such as parent conferencing, grading papers, assessing student achievement, preparing materials, and creating innovative lessons. When are these responsibilities addressed and what time is allotted for them?

Figure 1. Hours of Non-Instructional Time During the School Day



*Chart relates response to following question: "In an average week of teaching, how many hours do you have for non-instructional time during the school day?"

If these important activities are part of the schoolteacher's duties, and there is not time provided within the day for them to be completed, when are they done? Many educators are forced to allow their workload to infiltrate their home life. Over sixty percent of the educators surveyed spent between five and ten hours a week *outside of the regular school day* performing school related activities. Thirty-six percent of them are spending over ten hours a week.

Teachers are dissatisfied with the amount of time they have within the workday.

Class size, collaboration, and non-instructional duties are all elements that affect teachers' time throughout the day. All three components can influence teacher dissatisfaction. GCS reports average class sizes within the district as follows: kindergarten through 5th grade 20; 6th grade through 8th grade 22; and 9th through 12th grade 17. However, there are important factors to consider including: school enrollment, number of teachers, and population of students with special needs. Perhaps it is more effective to consider the range of class sizes in reporting the averages for class size can range from as small as five to as many as 32. Many times, teachers' classes are above the reported district averages making it difficult to address the individual needs of students. Based on survey responses, more than 50 percent of GCS educators do not feel they have reasonable class sizes that allow them to meet the instructional needs of all of their students.

Teaching load and performance of non-instructional duties affect the time teachers have during the workday.

Teachers (34%) believe they have sufficient non-instructional time during the school day. However, 52 percent do not believe they have sufficient non-instructional time during the school day. Their dissatisfaction is attributed to a lack of individual and collaborative planning. This is time that can be used for lesson preparation and evaluation as well as mentoring and professional development. Because teachers are required to perform an increasing number of non-instructional tasks, time for instructional duties is limited. Only 37 percent of educators believe they are protected from duties that interfere with educating students.

Points for Consideration

Time is an important factor in education. Guilford County is not supplying teachers with the adequate amount of time to do their job efficiently or effectively. Not only is Guilford County's time average lower than the state average in 2006, but it is also lower than the state average two years ago (2.95). Administration and policymakers have to make a concerted effort to improve time in order to impact teacher working conditions. The following are points for consideration to aid in enhancing time allotted in Guilford County Schools.

- Monitor class sizes and evaluate productivity of various class sizes. Implement changes where possible to decrease class size.
- Individual and collaborative planning should be provided for within the school calendar. Included in collaborative planning should be designated mentor-mentee meeting times. Mentoring teachers should be assigned to teachers who have the same planning time to allow for collaboration, evaluation, and support. If mentoring is to be a rewarding and beneficial process, mentors should be free of other committee duties in order to maximize time developing the mentoring relationship.

- Provide schools (particularly middle and high schools) with a full-time or permanent substitute to diminish instances of teacher coverage and student distribution during teacher absences.
- Evaluate scheduling and the school day. Do the hours of operation affect student achievement? Organize the school day to maximize student performance. Implement traditional scheduling if it proves to foster student achievement.
- Protect teachers from non-instructional duties (i.e. cafeteria, bus, and hall duty and teacher coverage). Seek and use community involvement in all areas possible to prevent teacher overload.

In Summary:

Efforts should be made to carve out additional time embedded within the school day to allow for more collaboration with colleagues and uninterrupted planning time to improve instruction. To the greatest extent possible, additional time should overlap with mentors and mentees, team teachers and other educators who can help teachers improve instructional practices. Early-release or late start time that is designated as planning time and protected from interruptions and other professional responsibilities should be provided. Guilford County should consider opportunities to engage teacher assistants, substitutes, paraprofessionals and even properly trained community volunteers to free-up teachers from non-instructional duties that severely limit available planning and collaborative time.

Complete an analysis not only on the quantity, but the quality of non-instructional time available. Administrators and teacher leaders should collaborate to create structures which ensure that available planning time is used effectively. The structure might focus on the overlap of planning periods for team teachers and mentor-mentee teachers, or protocols and agendas for using meeting time efficiently, or tools for measuring progress toward goals for planning time. Teachers and administrators should create a system to understand and improve the quality of available planning time.

Facilities and Resources: Teachers Must Have Access to Resources to Provide Quality Education

An environment that is safe, clean, and adequately equipped provides for satisfaction and achievement. GCS employees are most satisfied with the facilities and resources they have available to aid in job performance. This domain received an average of 3.59. It is the area of the school system with which employees are most satisfied. GCS spends approximately \$10 million dollars a year on capital outlay or building, expanding, renovating, and replacing schools. In addition, the voters approved school bond issues in 2000 and 2003 to build new schools to address the consistently growing school population. Because general restoration and facility quality is addressed, the majority of the respondents agreed or strongly agreed on every question concerning the facilities and resources.

Although there is an overwhelming general satisfaction with this domain, there are three areas that can be addressed for continued growth. When given the statement: “Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.”, forty- three percent of the responses ranged from “strongly disagree” to “neither disagree nor agree”. Thirty-eight percent of teachers expressed the same range of response concerning working in a school environment that is clean and well maintained. The final statement that had 37 percent in the strongly disagree to neither disagree nor agree range was: “Teachers have adequate professional space to work productively”.

Teachers are generally pleased with their work environment.

Guilford County has made a substantial commitment to develop a safe, clean learning environment. This commitment must continue. While most teachers are satisfied with the infrastructure, the district does have many buildings that were built in the 1960s and must continue to update and maintain these structures. Molded and mildewed ceiling tiles, gaping holes, and other infrastructure problems must be addressed and remedied as soon as possible.

Teachers need access to supplies, equipment, and space to do their job effectively.

Broken copy machines and paper shortages are realities within the district. They impede instruction and effect student achievement. Some schools have copy restrictions but want students exposed to various texts. Paper supplies run low or run out and teachers are forced to personally purchase copy paper for their classes.

Points for Consideration

Facilities and resources are an easily identifiable component of teacher working conditions. Often people notice the building and make correlations between the school and the esteem in which teachers, staff, and students are given. Therefore, facilities and resources must be well maintained in order to demonstrate a high regard for learning. Clean, well-maintained, and safe schools must always be a high priority.

- Provide teachers and paraprofessionals equal access to equipment and supplies necessary to raise student achievement.
- Build partnerships that can help to address access and utilization of technology. Focusing the efforts of many community leaders – Chambers of Commerce, community college, local businesses, as well as school leaders – to assess technology and equipment needs and to obtain funding and other support to address identified needs can allow districts to maximize available resources. Careful planning and continual training of staff (and sometimes students) will ensure that the investment pays off.
- District and school administrators should conduct regular facility maintenance assessments to identify maintenance issues and engage school staff and community members in devising solutions.

Empowerment: Teachers Should Be Able to Influence and Affect District Decision-Making Relating to Student Achievement

One of the characteristics of teaching is that it allows educators to have personal control of their classrooms. However, many of the policies and regulations that are set concerning education are implemented without teacher input, but teachers are expected to enforce them. Decisions concerning the budget, scheduling, curriculum, and textbook selections are made with little to no teacher input. In some instances, teacher input is requested, but it is not used. For example, teachers are consulted for textbook adoption, but the final choice is one that is solely up to the district. Teachers perceive that their opinions are not wanted or valued.

Empowerment is the second lowest domain for the district (3.21). Similar to time, it has the potential to affect the other domains. Valued workers tend to be more productive workers. Giving teachers a voice in the educational process gives them a vested stake in their schools and the district. Teachers have the most contact with students but have the least influence on the issues that impact their classrooms. While it is naïve to think that every teacher can have input on every policy, it is feasible and necessary to maximize their influence within their individual schools. Teachers are not asking to contribute outside of their frame of reference, but they would like for their views on instruction, student advancement, and professional development to be considered in the decision-making process. When given the statement: “Teachers are centrally involved in decision making about educational issues”, fifty-eight percent of teachers responses ranged from “strongly disagree” to “neither disagree nor agree”. If teachers are in the classroom everyday and they have the opportunity to test the effectiveness or ineffectiveness of different curricula, why can they not have an influence on the very issues that effect student achievement?

Outside of the influence they have in their classrooms, many teachers do not feel they are given a role in other educational issues. The following chart reports the role teachers perceive they have within Guilford County Schools across given areas.

Table 2 Teacher Roles in Education Issues

Survey Question	No Role At all	Small Role	Moderate Role
Selecting instructional materials and resources	5%	22%	36%
Setting grading and student assessment practices	9%	19%	31%
Determining the content of in-service professional development programs	21%	31%	30%
Establishing and implementing policies about student discipline	17%	29%	28%
School improvement planning	9%	27%	33%

*Data within this table reflects GCS teacher responses to TWC survey questions. Available answer choices were no role at all; small role; moderate role; large role; and primary role.

Teacher empowerment does not suggest that teachers are the only experts on educational issues, but it does acknowledge that teachers are skilled professionals who possess firsthand information that can be used to maximize student achievement.

The district and individual schools are not capitalizing on the role teachers have in education.

The majority of teachers' responses to questions regarding their role in education issues range from having "no role" to a "moderate role". Recognizing that the combination of District Administration, Principals and Site Based Management Teams are involved in making decisions regarding education issues, all with the Board of Education's approval, it can be argued that a small to moderate role for the teachers is adequate. However, because teachers are responsible on the "front line" for the implementation of all the decisions, involving teachers in the decision making process can result in greater satisfaction and thereby better outcomes in the classroom.

The question with the highest percentage of "primary role" responses addressed the issue of devising teaching techniques, and only 13% of educators believed they held a primary role in that aspect of education. Teachers are capable of selecting instructional materials, planning school improvement, and determining what areas are addressed during in-service staff development. Since each of these issues is within teachers' range of capability, teachers should be able to be more of a resource on the policies implemented in these areas.

Individual schools should ensure teachers are aware of and involved in the school improvement process.

Site based decision-making is carried out by members of the school improvement team. Members of the team are supposed to be elected to guarantee that they represent teacher concerns within the school. When asked if school improvement team members are elected, twenty one percent of GCS educators said they were not and thirty-one percent said they did not know, totaling 52% of teachers who are unaware of how teachers are selected to participate in the Site Based Management process. If teachers are not informed of who is making the decisions within their school, they are not likely to express their concerns. Efforts should be made to ensure that teachers know who is on the School Improvement Team. Teachers who do not know to whom they should express their concerns are not empowered.

Teacher advancement should not be limited to administration.

Every employee wants the opportunity to advance within the organization. Most professions allow for advancement opportunities; however, educational organization advancement often means exiting the classroom. Forty-six percent of educators agreed that there are opportunities for advancement (other than administration) within the teaching profession. Of that forty-six percent only seven percent strongly agreed with the statement. Teachers should be able to assume roles within the school that give them leadership opportunities in the educational process. As in any other profession, with authority comes greater responsibility, and teachers should be compensated for this additional responsibility when given.

Points for Consideration

Empowered teachers can be informed contributors in areas most beneficial for students. An empowered teacher is able to give an assessment of the issues most affecting student

achievement and an empowered teacher has a voice in affecting change to boost student achievement.

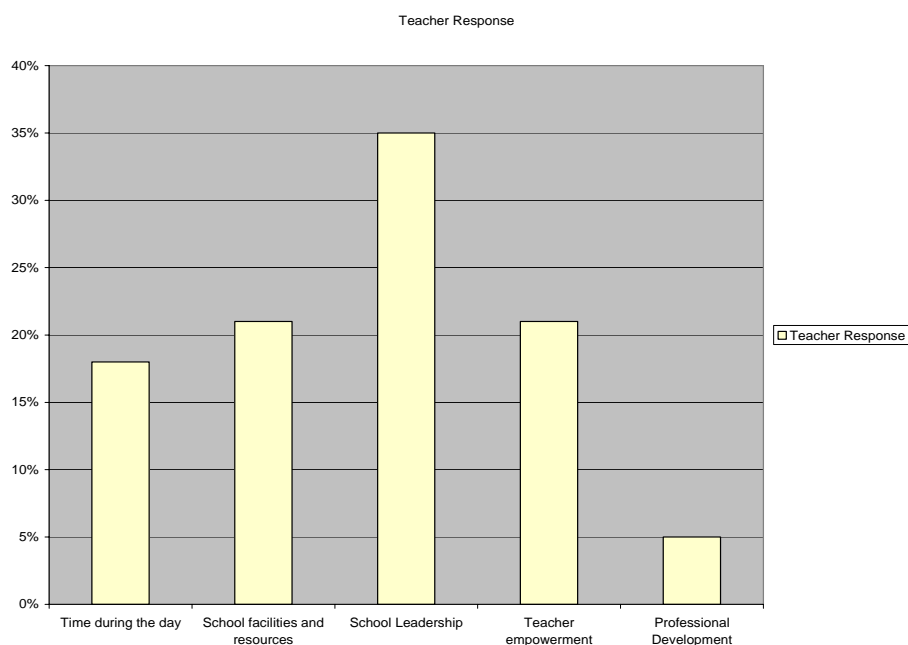
- Teacher input should be part of school and district decisions concerning enhancing student achievement and teachers' professional development.
- Advancement opportunities for teachers should be within teaching.
- Adequate resources (time and opportunities) should be provided for teachers to address issues and concerns within their classes and schools.

Leadership: Teachers Value Strong, Supportive Leaders

"I can handle the rest of it if I know I have someone who is in the trenches with me." GCS Middle School Teacher

One of the most critical factors affecting organizational progress is organizational leadership. Effective leadership establishes the organization's vision and recruits, motivates, and supports people who will work towards achieving organizational goals. The superintendent and his administration serve as the leaders at the district level of the school system. Principals are the organizational leadership in the schools. More importantly principals are the most vital factor affecting individual teacher retention. Regardless of other working conditions, teachers are more likely to remain in a school where they feel valued, respected, and supported by the school leadership. Conversely, when these important factors are not provided, teachers are prone to leaving.

Figure 2 Job Influences



**Response to the question: Which aspect of your work environment most affects your willingness to keep teaching at your school?

Guilford County teachers are satisfied with school leadership.

With an average of 3.43, the leadership domain had the second highest domain average. This suggests that overall teachers are generally satisfied with the performance of school administrators. For most of the questions within this domain, teachers responded positively. However, in recognizing that school leadership, from the central offices to the individual school principals, establishes the climate of schools and districts, leadership must be a continued domain of focus.

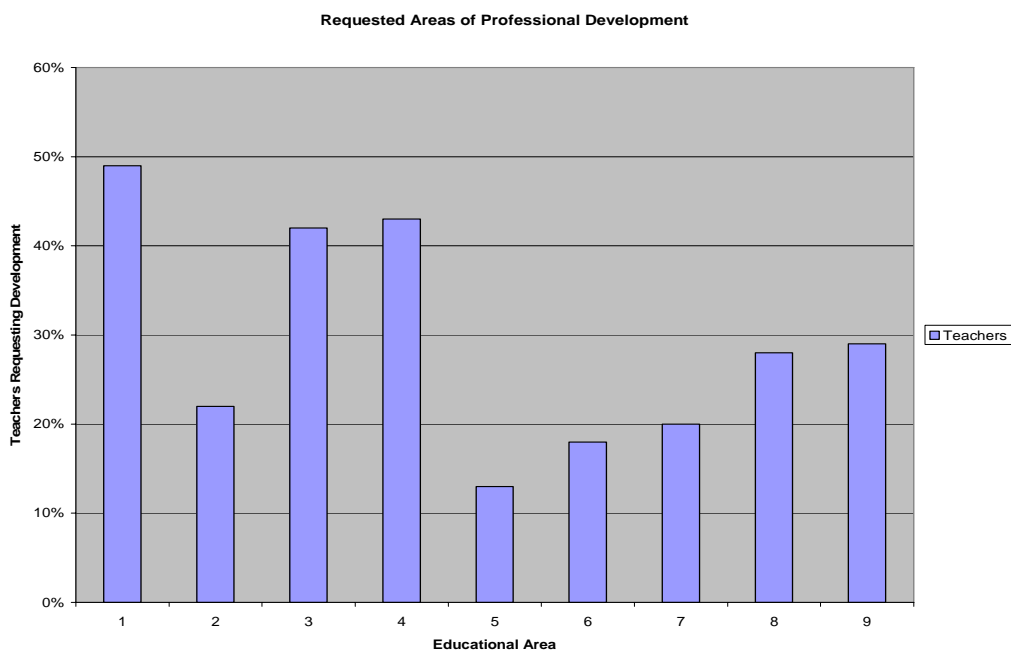
Points for Consideration

- Administrators should actively seek out professional development that improves their knowledge and skills to address their school's greatest areas of need highlighted by the working conditions survey.
- School leaders should seek out external experts and local colleagues with ideas regarding scheduling strategies to improve the amount of collaborative time available for teachers
- School leaders should seek out external experts and local colleagues to provide guidance on ways the District can provide consistent enforcement of the code for student conduct.
- District leaders should actively promote and provide necessary resources for principals to participate in professional development activities on these key issues.
- School leaders should be encouraged to participate in the North Carolina Principals' Executive Program and to convene regularly to support each other and share strategies that address working conditions across schools.
- District and school leadership should create opportunities, both formal and informal, for teachers to influence, design, create, and implement school and district policies and procedures. In particular specific areas that could involve greater teacher involvement include the selection of professional development opportunities, recruiting new teachers and the development of school discipline policies.

Professional Development: Teachers Have Meaningful Continuing Education Experiences that Enhance Their Craft

It is essential and beneficial to provide workers with opportunities that facilitate growth and refine the skills they use to perform their job. Professional development provides teachers the opportunities to enhance their skills to promote student achievement. Key to professional development is not only providing the experiences but also ensuring the experiences are meaningful and useful. In selecting professional development opportunities, the district must be confident that the experience will focus on content relevant to student achievement and it will provide techniques and ideas that teachers can use in the classroom. In essence, professional development should be tailor-made to fit the need of teachers within individual schools.

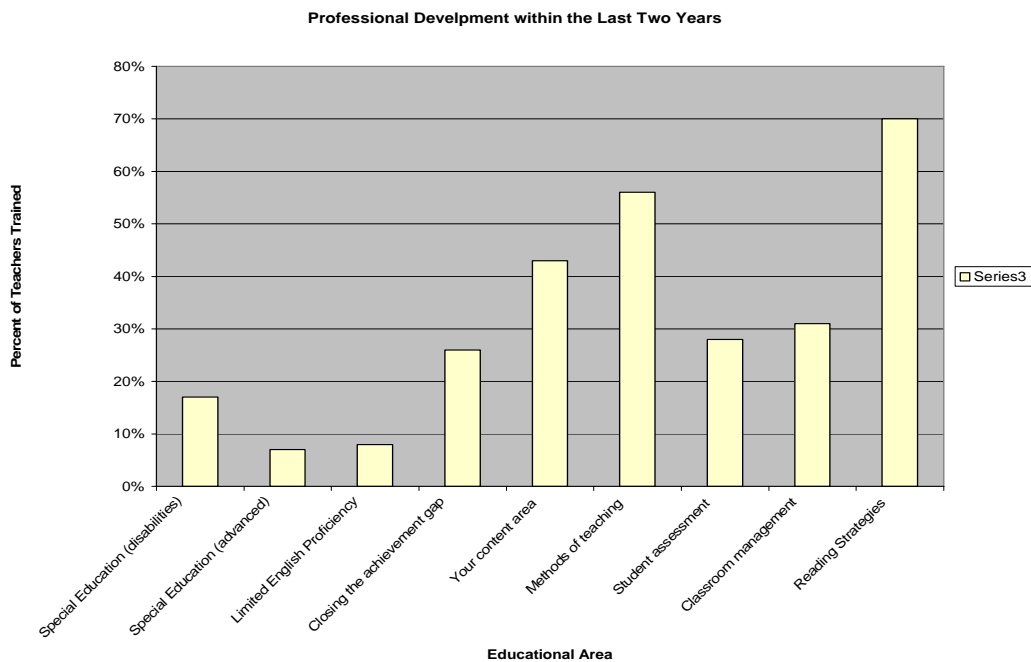
Figure 3 Professional Development Requests



**Responses to the following question: In which of the following areas, if any, do you need additional support to effectively teach your students?
+Refer to Appendix D for specific areas.

Considering that these are the areas of need, does the district provide or require career development that is aligned to teacher needs?

Figure 4 Professional Development within the Last Two Years



**Response to the following question: In the past 2 years, have you had 10 hours or more of professional development in any of the following areas?

The amount of training received and the areas of training needed are not coordinated as reported in this survey. It is absolutely necessary that the district align teacher needs with career development training in order to reap substantial benefit of professional development. Too often staff development opportunities do not address the needs of individual schools.

Teachers want to participate in professional development that provides instructional strategies they can use in the classroom.

Fifty-nine percent of GCS educators believe that professional development provides teachers with the knowledge and skills most needed to teach effectively. Because teachers are isolated in their own individual classrooms, they are unable to glean information and strategies from other professionals. Professional development provides for the sharing of information and practices within the field that have been tried and found to successful.

Teachers should participate in professional development that reflects the dynamics they encounter within the classroom.

Guilford County Schools' student population is culturally diverse, and this is continuously growing. As the student population is representative of various cultures, learning styles, and behaviors, it is important that teachers are well trained in areas that will promote achievement across all areas.

Table 3 Guilford County Schools: Student Demographics

Student/Demographics	Number or Percent
Languages/Dialects	97
Student Cultural and Ethnic Groups	106
Special Education Students	10,369
Accelerated Learners	10,507
Students on Free/Reduced Lunch	46%

Information as reported by Guilford County Schools, 2004 - 2005.

Teachers are in the classroom and know what areas need to be addressed to enhance their ability to reach the greatest number of students. As classrooms become more diverse, teachers seek professional development that will enhance student achievement. Teachers should be allowed and required to use their expertise and experience to request staff development to meet their needs.

Points for Consideration

Professional development should be tailored to meet the needs of teachers and students. It should be a meaningful way of enhancing and renewing teachers' skills and knowledge. Since teachers are in the classroom catering to the needs of student populations, they should be able to have some authority in requesting the staff development that would be most useful to them. Professional development would not only enhance teacher instruction, but it would also empower teachers to advance within their profession.

- Professional development should be meaningful and useful.
- Professional development should be aligned with state, district, and school standards.
- Professional development should draw from the wealth of resources available within the district and allow for collaboration.
- Enhancing professional development directly affects student achievement by providing opportunities for teachers to improve instruction.
- Appropriate and needed staff development would result in more satisfied and highly qualified teachers and therefore more highly achieving students.

AN EVALUATION OF THE DATA ACROSS VARIOUS SCHOOLS AND DOMAINS

Teachers are as diverse a population as the students they teach. However, differences in ethnicity gender, level of education, or years of experience did not exhibit a significant difference in teachers' concerns on the *Teacher Working Conditions* survey. Generally, teachers across Guilford County express the same concerns regarding teacher-working conditions. While demographic information does not seem to have a momentous effect on perception, variance occurred across educational levels among the schools. Teachers working at an elementary or secondary school in the district had a higher average job satisfaction number than those working at the middle school level.

The difference in job satisfaction has implications on student achievement (as determined by standardized tests) in that middle school students are the most tested population within the school system. Elementary schools only test third through fifth graders; high schools test specific subject areas; but all middle school students are tested. With this considered, administration must analyze and evaluate the reasons for the low job satisfaction rate among middle school teachers. In addition, administration must evaluate how job dissatisfaction affects student performance.

Across the Levels

Analysis of the disaggregated data, exhibits the same trends. However, it is necessary to further dissect and categorize the information grouping schools across various levels. Schools are categorized by educational levels as well as by specific distinctions they have been given within the district. Teachers in each level, elementary, middle, and high schools, evaluate the domains individually the same manner as the total county. Time is the area with which teachers are most dissatisfied. Facilities and resources is the area which teachers are most satisfied. While the domains rank the same, there is some inconsistency among the average. Interestingly, middle schools have the lower average of the three levels and non-traditional or new project high schools have higher overall averages that outperform the district and state's averages.

Elementary Schools

Because there are so many elementary schools, they comprise a wide range of scores in perceptions of working conditions. Sixty-two of the districts sixty-five elementary schools participated in the survey and their working conditions averages are within the range of 2.59, Kirkman Park, and 3.97, Morehead Elementary (See Appendix B for scores for each school for each domain). Although there were a few elementary schools that performed below the district average of 3.28, fifty-six percent met or surpassed that average. The schools in which teachers working conditions scores were greater than the district average also had above average scores in the area of leadership. This indicates that principals who are tuned in to the needs of their staff are able to create and maintain working conditions that keep their employees satisfied.

Middle Schools

Middle schools comprise the most tested level within any school system. The quality of teacher working conditions has the potential to have detrimental effects on student achievement. Past *Teacher Working Conditions* survey results have found an inextricable link between leadership and student achievement. In fact, in past surveys, leadership at the middle school level was the major predictor of AYP status. In 2004, the *Center for Teaching Quality* reported that for every one point increase in the leadership domain, middle schools were 6.7 times more likely to achieve AYP. With this in mind, ten of the twenty middle schools with sufficient information to generate a report had leadership domain averages that exceeded the district average of 3.43. Six of those ten had averages that surpassed the state leadership domain average of 3.60. In terms of AYP/ABC distinction, the following schools were recognized: Aycock, 3.12; Jamestown, 2.89; Kernodle, 3.48; Mendenhall, 3.71; Northwest, 3.58; and Southwest, 3.4.

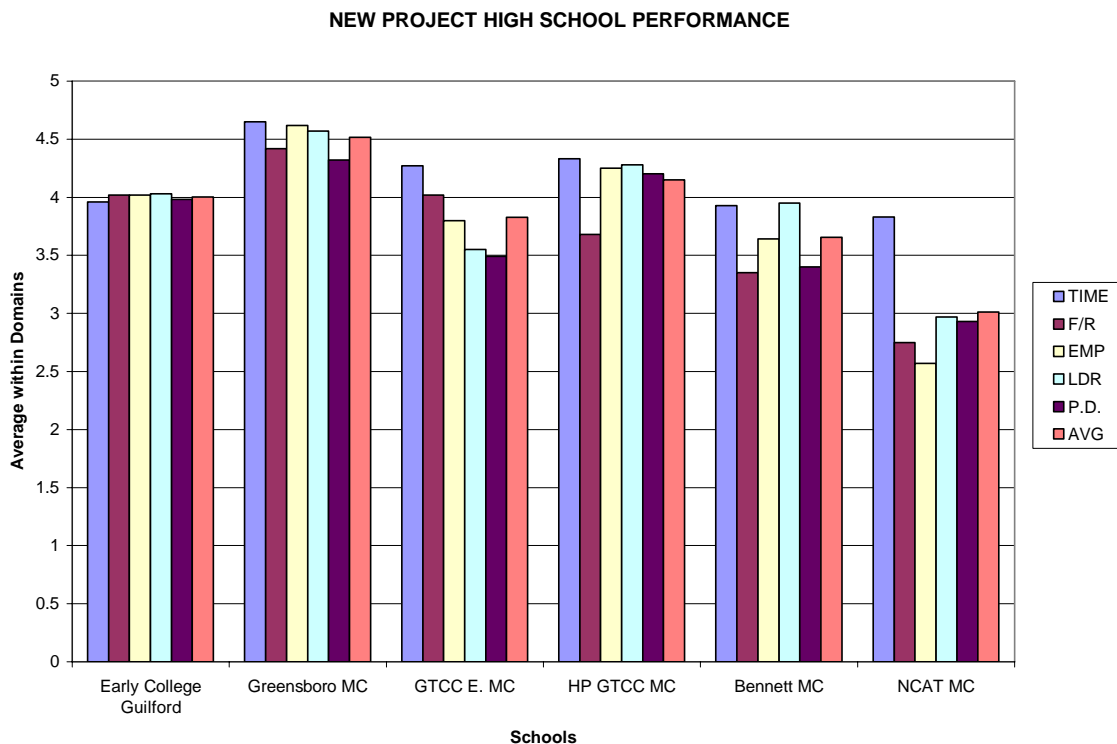
Middle schools' average score range was from 2.35 at Jackson to 3.74 at Penn- Griffin. This school level was the only area to have domain averages that fell below 2.00. This should be the signal to the district and the school that there is a need for examination, monitoring, and adjustments.

High Schools

High schools are deemed as the high stakes area among the school educational levels. Although high school students are not tested to the degree of middle school students, they are under pressure to meet the demands of graduation rates and college entrance exams. Domain averages among high school teachers fall into the same pattern, but unlike elementary and middle school averages, no domain falls below an average of three for high school teachers as a collective.

Another point of interest with high school averages is the facilities and resources domain. Although it is still the highest, it is a difference of 0.14 to 0.20 between high schools and elementary and middle schools respectively.

A large influence on high schools' average on the teacher working conditions survey is the new project high schools. No other educational level has nontraditional schools that are a component of their average. There are eight new project high schools within the district and their overall average score is 3.85. The implication is smaller class sizes that provide individualized attention and instruction not only foster an environment for student achievement, but it also increases teacher satisfaction in working conditions. The success of new project high schools supports the premise that a change of mental attitude can improve productivity. Although no school environment would be completely stress free, there is obviously less stress with flexible hours, increased non-instructional time, decreased non-instructional duties, smaller class sizes, and a collaborative environment that creates a more content and productive worker.



**8

*Averages across the five domains for New Project high Schools.

Distinctions and Distinguishers

As student assessment has become increasingly important on a district, state and national level, distinctions have emerged as a way to recognize schools that reach higher levels of proficiency, as identified by the *No Child Left Behind Act*. In addition, Guilford County Schools has developed programs that distinguish certain schools such as Mission Possible that is aimed at attracting and retraining teachers at hard-to-staff schools.

Mission Possible Schools

For the 2006 – 2007 school year Guilford County added another group of targeted schools. Mission Possible Schools are schools that are high risk or highly impacted and in most cases are struggling to meet the standards set by *No Child Left Behind*. Specifically, these schools have not met Adequate Yearly Progress. The Mission Possible program in an effort to recruit, retain, and reward teachers. The comprehensive support program is for teachers in selected schools and focuses on high quality staff development and smaller class sizes in language arts and math.

Examining the data within these seventeen schools, nine elementary, four middle, and six high schools, the findings are very similar to the analysis available for the three school educational levels. Eight of the nine elementary schools identified have an overall average of 3.43. Their average meets the district mean. The high schools follow with a mean of 3.09. However, only

one school in this category surpasses the district average and that is the Middle College at Bennett, which is a new project high school. Although Bennett is not the only new project high school in the category, it does demonstrate the trend of the new project high schools demonstrating higher teacher satisfaction rates. The lowest average belongs to the three of four Mission Possible middle schools. Their average is 2.95. The interesting dynamic for both the middle and high schools is their lowest domain is empowerment, not time.

It will be important to assess the impact of the Mission Possible program on Teacher Working Conditions in these schools in future years.

Honor Schools

Adequate Yearly Progress (AYP) is a component of the *No Child Left Behind Act*. It is a measurement of the yearly progress of students achieving grade level performance or proficiency in the areas of reading and mathematics on the state test. There are three distinctions used to recognize schools meeting AYP. The distinctions are *Schools of Excellence*, *Schools of Distinction*, and *Schools of Progress* (Appendix C).

If the ultimate goal is student achievement, then the evaluation of the highest level of schools meeting student proficiency and their teachers' scores on the Working Conditions Survey are necessary. There are seventeen schools within the GCS system which are recognized with the highest distinction: *Schools of Excellence*. Eleven of seventeen of these schools have domain averages that surpass that of the district. The implication is teachers who are satisfied are able to devote more time to becoming effective within the classroom and boost student achievement.

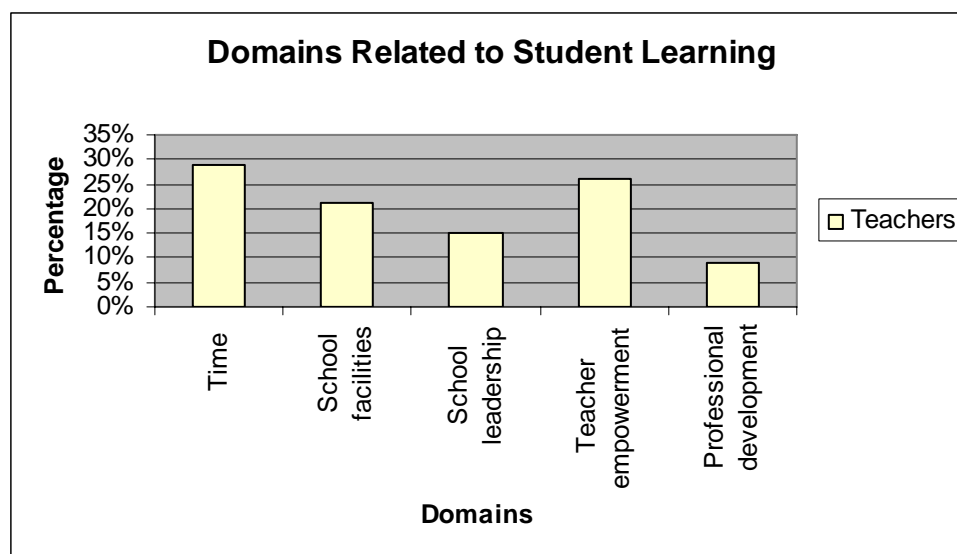
DISCOVERIES

The teacher working conditions survey results supply information that is useful for understanding several issues affecting student achievement. Teacher working conditions influence student achievement. There is also variance in teacher and principal perception and differences among large urban districts in North Carolina.

Student Achievement

Although the United States leads the global economy, in terms of student performance and achievement the country ranks twenty-fourth internationally for math and reading literacy. Contributing to the country's rank are the working conditions of America's teachers. In this report we have identified teachers' concerns about the various domains impacting their working conditions. Interestingly, teachers cite time as the factor most influencing student success.

Figure 6 Domains Affecting Student Learning



*Chart states percentage of teachers thinking regarding domain's affect on ability to effectively teach students.

Past teacher working conditions surveys have found that time is the only domain that has a direct correlation to student achievement.

Although student achievement data was not available for the reported school year when this report was developed, previous data reflected that leadership was the single greatest predictor of AYP status at the middle school level and it was a meaningful predictor of student achievement at the high school level.

Teacher versus Principal Perception

Leadership within organizations has the potential to determine and alter effectiveness within the organization. There are two levels in the area of instructional leadership within individual schools. Essentially, teachers and principals are responsible for educating students. Because educators and administrators are vital to the educational process, it is imperative that they are united on addressing pertinent issues. However, examination of the data reveals that a great difference exists between teacher and principal perception of teacher working conditions. Principals' responses across the five domain areas were always higher than teachers' responses.

Table 4a Teacher v. Principal Perception of Teacher Working Conditions

Working Condition Domain	Teacher Domain Average	Principal Domain Average	Teacher-Principal Difference
Time	2.79	4.20	-1.42
Facilities/Resources	3.56	4.43	-0.86
Empowerment	3.21	4.35	-1.14
Leadership	3.36	4.46	-1.10
Professional Development	3.24	4.10	-0.87
AVERAGE	3.24	4.31	1.08

As in the overall survey, the data shows that teachers and principals perceive time allotment in different ways. In fact, it is the area with the most variance in perception.

Table 4b Teacher v. Principal Perception of Teacher Working Conditions

Question	Teacher	Principal
The non-instructional time provided for teachers in my school is sufficient.	32.2%	84.0%
Teachers are protected from duties that interfere with their essential role of educating students.	34.5%	90.5%
School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	40.4%	100.0%

*Data reflects the percentage of teachers and principals who agreed with each statement based on survey results.

These three issues are important in that teachers need non-instructional time to plan lessons and collaborate with other teachers to devise best practices. Time reserved for duties that have little or nothing to do with instruction infringes upon time that could be spent teaching or preparing for the classroom. Furthermore, the amount of administrative paperwork required of teachers can often detract from their primary role as educator. However, if principals do not perceive the same problems in this area, they will not do anything to improve the situation. Although, some discrepancy between management (principals) and workers (teachers) can be expected, there is disparity between teacher and principal responses in every question across every domain that must be addressed. This exhibits an apparent need to transform perceptions and practices.

Comparing the Large Urban Districts

Guilford County Schools is a unique district. Demographically, economically, and academically, it is extremely diverse. Other districts within the state may be comparable in size or similar in composition, but none is similar in both characteristics. Although there is not one district to which Guilford County is solely compared, there are several used to evaluate and measure the district's growth. The districts that are similar in size, location, and composition to GCS are Charlotte-Mecklenburg (CMS), Wake County (WCPS), and Winston Salem-Forsyth County (FCS).

Table 5 Large Urban District Comparisons

DISTRICT	RESPONSES	PCT. OF TEACHERS	TIME	F/R	EMPWR	LDR	PD
CMS	4336	46	3.2	3.6	3.22	3.51	3.36
GCS	4236	70	2.85	3.59	3.25	3.43	3.27
WCS	6256	76	3.05	3.74	3.45	3.58	3.36
WSFC	3316	74	3.04	3.66	3.48	3.45	3.5

**Averages are those reported for each district in the Teacher Working Conditions Survey results.

Not only is there a difference in the domain averages among the four large urban districts, but also when analyzing the differences between principal responses and teacher responses within the districts, the data is still quite compelling. While GCS teachers still experience less satisfaction, the principals' perception is equal to or surpasses those within other districts.

Table 6 Large Urban Principal v. Teacher Comparison

Domains	CMS_P	CMS_T	GCS_P	GCS_T	WCS_P	WCS_T	WSFC_P	WSFC_T
Time	4.02	3.15	4.2	2.79	3.95	3	4.1	2.99
Fac/Res	3.96	3.58	4.43	3.56	4.29	3.71	4.32	3.63
Empwr	4.2	3.28	4.35	3.21	4.24	3.41	4.37	3.44
Ldrshp	4.45	3.46	4.13	3.36	4.48	3.53	4.49	3.58
Prof. Dev	3.77	3.35	4.1	3.24	3.83	3.34	4.05	3.47

IMPLICATIONS

In their analysis of past data, the *Center for Teaching Quality* developed six key findings. Based on analysis of this year's data for Guilford County, four of the findings are of significant importance. If educational stakeholders evaluate these findings and use them as a starting point for improvement, they will enhance teacher-working conditions and increase student achievement.

Teacher Working Conditions Affect Teacher Retention

As indicated by the five domains (time, facilities and resources, empowerment, leadership, and professional development), teaching is a field that is comprised of interrelated factors that influence working conditions. Change that occurs in one domain has the potential to affect other domains. The survey results indicate that time is an important element in education. Perhaps, time, or the lack of it, does not affect any group as much as it affects the novice teacher. Placing a new teacher into an environment that is not supportive and does not give her time to improve her craft is creating pressure that can seem insurmountable.

Mentoring Programs

Peer Mentoring programs have become an effective tool for addressing teacher turnover. With proper implementation, mentoring programs are resources that can strengthen leadership and solidify support systems. Generally, teachers who are new to a school and have less than three years of experience are assigned an experienced (six or more years) teacher as their mentor.

Table 7 Guilford County Schools Teacher Experience

Years of Teaching Experience	Percentage of Teachers in the District
Less than 1	12%
3-5	12 %
6-10	12%
11-15	13%
16-20	10%
Over 20	22%

Mentors assigned to new teachers are responsible for providing support in the areas of instructional strategies, curriculum, and acclimation to the school environment. Essentially, they are charged with the task of making the transition into teaching a supported, guided process.

While districts may have a centralized mentoring program, mentoring throughout the school year is managed as a site based initiative. Guilford County Schools has a new teacher orientation program, Right Start. It targets teachers with less than six months of teaching experience or newly hired Visiting International Faculty (VIF) teachers. It does provide some support

throughout the year, but the bulk of the mentoring experience must be done at the individual school.

The mentoring experience is important because it can mold new teachers' experiences and future decisions about education. Mentoring allows for networking, collaborating, and the building of support systems. Through the mentoring relationship, new teachers are afforded the opportunity to observe best practices, ask questions with immediate feedback, and learn from a veteran teacher. Eighty-seven percent of GCS teachers' responses indicated they were assigned a formal mentor their first and second years of teaching. At least half of those assigned found their mentor "had helped a lot" or was "critical/important" to their development in the following areas: instructional strategies, classroom management, school district policies, completion of paperwork, and social support. Shortcomings of mentoring programs are aligned with the weakened areas of teacher job satisfaction. Time, or the lack of it, is the weakest area of the district's mentoring programs. The survey indicates that vast numbers of mentored teachers have neither planned activities nor instruction with their mentors, nor have they been observed by or observed their mentors.

Although mentors are influencing teacher development, they are not influencing retention. Sixty percent of GCS teachers attribute their mentoring experience as "making no difference at all" to being only "somewhat important" in deciding to continue teaching at individual schools. As research indicates that more and more teachers are choosing to leave the profession within their first five years of teaching, there must be a greater focus aimed at keeping new teachers in the classroom.

Perceptions of Working Conditions Reflect the Reality of School Conditions

Teacher Working Conditions survey questions relate teachers' perceptions of their schools. The data gives representative information regarding the realities of different schools. It relates what the teachers and students are experiencing in the school environment. Student access to resources and supplies is affected by teacher access to facilities and resources. There must be an equal distribution of resources if the district wants to ensure the success of all students.

A Stark Contrast Exists Between Principal and Teacher Perception of Teacher Working Conditions

A common cliché, especially in education, is: "Make sure we are on the same page." When it comes to teacher and principal perception of teacher working conditions, these groups are not on the same page. Principals are much more positive about the existing state of affairs than are teachers. The greatest implication of this is if principals are looking at everything through rose-colored glasses, it will be difficult, if not impossible for them to prioritize teacher working condition areas that need improvement that affect student achievement. It is necessary that teachers and principals perceive these areas realistically or the goal for which the school is striving will not be clear.

Many Aspects of Working Conditions Have the Potential to Affect Other Conditions

Not one of the five domains is a solitary unit. Although the questions were categorized as specifically as possible, there are thin lines distinguishing the categories. In fact, the domains identified are more intricate webs woven together than separate boxes. Leadership provides organizational improvement, and organizations cannot grow if the employees feel undervalued. The employees must feel some sense of empowerment to be able to grow and growth occurs in large part through professional development. One domain affects the other. Changing one domain has the potential to positively affect others. Therefore, it is necessary to analyze teacher-working conditions with the possible effects on the total education process constantly in mind.

CONCLUSION

Teacher working conditions are an important component of student achievement as teacher working conditions are student learning conditions. The Guilford County School district focus is to enhance student achievement; therefore, steps to improve teacher-working conditions will set the district on the right path. Generally, teachers are satisfied with the school facilities where they work. However, strides can still be made in the areas of time, facilities and resources, empowerment, leadership, and professional development. Progress in each of these areas will ensure that GCS is a district in which teachers, as well as students, are able to strive, achieve, and excel.

The *Teacher Working Conditions* survey is a tool that exposes the district and schools' strengths and areas needing improvement. As a district, Guilford County has areas of strength. Seventy percent of the teachers the county employs know that they hold an important stake in our educational system and participated in Governor Easley's survey to guarantee that their school and district had a blueprint for improvement. 70 percent of these teachers believe that GCS is a good place to teach and learn.

Nonetheless, the district has areas that also require attention. In all five domains, the district is below the state average. The district must use the survey findings to empower its schools, district, and communities in order to enhance working conditions and student achievement and diminish teacher turnover.

Survey results are only beneficial when used. It is unfortunate that 69 percent of the teachers surveyed did not agree that their individual schools previously used the *Teacher Working Conditions* survey as a tool for improvement. The district, as well as individual schools, must make this data available for educational stakeholders to use to alter and improve the conditions in which teachers work and students learn. Administrative staff must use the information to meet the demands of those who have firsthand knowledge of student and teacher needs. It is also necessary to supply the time, resources, and career development necessary to ensure that schools are teaching communities that are equipped for success.

The advantage of the Teacher Working Conditions survey is that it examines a problem that often goes unnoticed. Inasmuch, the existence of data compels districts, schools, and communities to notice and improve teacher-working conditions in order to increase student achievement. Because the data is available, the community, district, and schools have the ability to be a catalyst for change and improve teacher-working conditions. This process has already begun through the generation of this report. The report has already served as a center for discussion. The Guilford Education Alliance has organized community task force meetings with teacher and community participants at which discussion has been focused on assisting the district in using the information to boost student achievement.

It is apparent that teacher working conditions matter, and to improve them it will take a unified effort from the community, districts, and schools. The community can be a catalyst for change

by remaining visible in the educational process. As a whole, the community must realize the correlation between education and business, politics, and the economy.

Louis Gerstner relates the importance of evaluating teacher working conditions in the following quote: “If teaching remains a second-rate profession, America’s economy will be driven by second-rate skills. We can wake up today – or have a rude awakening sooner than we think.”¹ In addition to relating the importance of teacher working conditions, the community can ensure that the conditions and quality of distribution is conducive to the success of all students. Low income, minority schools must receive the same quality of instruction and resources as other schools in the district.

The district responsibility in improving teacher working conditions is *to use the results* of the teacher working conditions survey. This is both at a district and individual school level. Schools must be held accountable for improving teacher working conditions in order to foster student achievement. The district should implement strategies for schools with below average teacher scores on the Teacher Working Conditions survey. Schools can improve the working conditions by making sure that all employees are aware of the survey results and have provisions for improvement incorporated into the school improvement plan.

The findings in this report validate the importance of teacher working conditions. If there is truly a commitment to close achievement gaps and increase student proficiency, there must be a commitment to improvement at the most basic level. Teacher working conditions are the beginning of student achievement. They have implications on everything from the facilities where students are taught to the instruction students receive. The Guilford County community, our Guilford County School District, and schools should continue to examine and work to improve teacher-working conditions in order to be a catalyst for change in student success.

APPENDIX A. STANDARDS FOR WORKING CONDITIONS IN NORTH CAROLINA SCHOOLS¹

Use of Time

In schools that are dedicated to recruiting, nurturing, and retaining teachers, the following working conditions are evident:

- There is scheduled time in the day for teachers to focus on development of successful curriculum, classroom management, strategies, and techniques to individualize instruction for student success.
- Teachers have student loads that allow them to meet the educational needs of all students.
- Teachers are not assigned duties that interfere with their primary job of educating students.
- Planning time is provided for all teachers K-12.
- New teachers are provided effective mentors. There is time for the new teachers and the mentor to work together during the day, both within and outside the classroom.
- Standards and expectations for teachers are organized, simplified and streamlined to allow teachers to focus on developing skills that are most important for successful instruction.
- Teachers have time to collaborate with highly skilled, dedicated colleagues.

Facilities and Resources

In schools where teachers are productive, creative, and satisfied, the following working conditions are in place:

- There is space for each teacher to work with students and with colleagues; there is also space for the teachers to work quietly and individually.
- Teachers have necessary office and instructional supplies and access to funds for purchasing supplies, which allows them to involve students in meaningful work.

- Teachers have access to current technology that allows them to prepare students to be successful.
- Teachers have assistance for the clerical aspects of their jobs.
- Teachers have help from educational support personnel such as tutors, family specialists, psychologists, nurses, counselors, administrators, social workers, mental health professionals, and others. This assistance allows teachers to meet all the needs of their students.
- Schools have community and business partnerships that support the learning process.
- Teacher salaries and supplements are competitive with equivalent professions.

Leadership

Schools where teachers are enthusiastic and effective show evidence of the following:

- The principal is a strong and supportive leader with a clear vision of the central mission of the school. The principal utilizes the leadership potential of the teachers.
- All stakeholders (including teachers) participate in the decision-making process.
- There is a high level of leadership and support from the school board, central office, and parent, as well as from government officials, such as county commissioners, state legislator, the Superintendent of Public Instruction, the State Board of Education, and the Department of Public Instruction.
- Teachers are the recognized leaders of their classrooms and are supported in their classroom-based decisions and initiatives.
- School leaders at all levels shield educators from disruptive distractions in order to ensure that teachers can focus on what is best for their students and for learning.

Empowerment

In schools where teachers are effective and where turnover is low, there is evidence of the following:

- There are many avenues available for educators to express their concerns and propose solutions.
- Reasoned educational risk-taking is encouraged and supported.

- Teachers are recognized as educational experts and are trusted to make sound professional decisions.
- Within the educational community there is an atmosphere of mutual respect, where each professional is empowered to do his/her work.

Professional Development

In schools where learning is valued, teachers are encouraged and supported in their efforts to develop their skills and knowledge:

- Sufficient resources are available to allow teachers to take advantage of important professional development opportunities.
- Professional growth of teachers is valued as the basis for improving student achievement.
- A variety of types of learning opportunities are recognized as valuable, including study groups and teacher research.
- The design and choice of professional development activities are research-based.
- Professional development is based on individual, school, and district goals.

APPENDIX B. School Scores

Elementary Schools								
School	Number of Responses	Percentage of Staff	TIME	FAC/REC	EMPWR	LDRSHP	PROF DEV	AVG
Alamance	47	78	2.49	2.99	2.82	3.18	2.91	2.88
Allen Jay Elementary	46	96	2.85	3.49	3	3.01	3.29	3.13
Archer Elementary	35	46	3.32	3.56	3.35	3.66	3.6	3.50
Bessemer Elementary	29	69	2.62	3.49	3	3	3.48	3.12
Bluford Elementary	33	89	3.1	3.59	3.9	3.8	3.45	3.57
Brightwood Elementary	47	73	3.32	4.07	3.52	3.87	3.8	3.72
Brooks Global	38	100	2.58	3.08	3.28	3.54	2.81	3.06
C Wiley Accel/Enrich	29	94	3.14	3.36	2.84	2.79	3	3.03
Ceasar Cone Elementary	32	65	2.42	3.42	2.54	2.77	2.95	2.82
Clara J Peck Elementary	30	79	3.05	3.29	3.37	3.53	3.53	3.35
Claxton Elementary	46	96	2.49	3.16	3.67	4.11	3.28	3.34
Colfax Elementary	42	65	2.24	4	2.99	3.16	3.16	3.11
Crossroads Elementary*	4	100						
Cyrus P. Frazier Elementary	40	78	3.01	3.39	3.15	3.17	3.29	3.20
David D Jones Elementary	38	73	3.22	3.95	3.34	3.52	3.23	3.45
Edwin A. Alderman Ele	38	93	2.87	3.93	3.47	3.88	3.82	3.59
Erwin Montessori	27	79	2.76	3.47	2.94	2.98	3.3	3.09
Fairview	39	81	3.11	4	4.11	4.07	3.75	3.81
Florence Elementary	35	70	2	3.73	2.57	3.11	2.93	2.87
General Greene Ele	37	93	2.36	3.74	3.49	3.44	3.23	3.25
Gillespie Park Ele	28	85	3.49	4.06	4.05	4.21	3.3	3.82
Guilford Primary	34	87	3.02	3.77	3.57	3.87	3.64	3.57
Hunter Elementary	36	71	3.52	3.78	3.84	3.93	3.82	3.78
Irving Park Elementary	40	80	2.63	3.69	2.96	2.98	3.25	3.10
James Y Joyner Ele	31	82	3.11	3.57	2.77	3.03	3.07	3.11
Jamestown Elementary	31	74	2.85	3.28	3.35	3.43	3.02	3.19
Jefferson Ele	44	73	2.37	3.86	3.11	3.4	3.15	3.18
Jesse Wharton Ele	42	62	2.34	3.45	3.11	3.3	2.7	2.98
John Van Lindley Ele	31	72	3.09	3.78	3.52	3.87	3.33	3.52
Johnson Street	31	72	3.12	3.3	3.1	3.24	3.27	3.21
Julius I. Foust	29	78	3.26	3.61	3.18	3.33	3.65	3.41
Kirkman Park Ele	15	43	2.64	2.64	2.45	2.44	2.8	2.59
Laughlin Primary	25	86	3.35	3.49	3.78	3.81	3.19	3.52
Madison Elementary	30	75	3.42	3.66	3.63	3.94	3.69	3.67
Mclver Special Educ	12	40	2.87	3.41	2.93	3.38	3.02	3.12
McLeansville Elem	24	100	3.47	4.15	3.49	3.77	3.58	3.69
Millis Road Ele	18	50	2.79	3.95	2.66	2.83	3.04	3.05
Monticello Brown-Sum	50	96	2.79	4.24	3.19	3.52	3.46	3.44
Montlieu Ave Ele*	9	19						
Morehead Elem	39	100	3.7	3.85	4.06	4.43	3.79	3.97
Murphey Trad Acad	33	92	2.79	3.02	3.38	3.46	3.29	3.19
Nathanael Greene Ele	33	100	2.38	3.49	3.21	3.86	3.23	3.23
Northwood Elementary	37	69	2.82	3.41	3.09	3.17	3.27	3.15
Oak Hill Ele	37	88	2.93	3.52	3.52	3.53	3.61	3.42
Oak Ridge Ele	40	80	2.6	3.81	3.42	3.81	3.15	3.36
Oak View Elementary	51	93	3	3.51	3.89	4.03	3.8	3.65

Parkview Village Elem	40	87	3.2	3.43	3.44	3.66	3.76	3.50
Peeler Open Ele	32	97	2.98	3.69	3.06	3.27	3.39	3.28
Pilot Elementary	45	67	2.03	3.59	2.79	2.85	3.03	2.86
Pleasant Garden Ele	32	71	2.79	3.7	3.41	3.66	3.22	3.36
Rankin Elementary	53	79	2.72	3.68	2.99	3.35	3.7	3.29
Sedalia Elementary	31	86	2.7	3.45	3.5	4	3.32	3.39
Sedgefield Elementary	35	80	2.77	3.13	2.61	2.67	3.15	2.87
Shadybrook Ele	40	98	2.76	3.91	3.75	3.71	3.38	3.50
Southern Elementary	32	100	3.38	3.92	3.8	3.85	3.59	3.71
Southwest Elementary	45	83	3.32	4.4	3.58	3.85	3.68	3.77
Sternberger Ele	35	100	2.4	3.4	3.42	3.77	2.76	3.15
Stokesdale Ele	22	55	2.6	3.56	3.34	3.47	2.98	3.19
Summerfield Ele	41	79	2.76	3.82	3.8	3.85	3.59	3.56
Sumner Elementary	46	94	2.8	3.68	3.72	3.83	3.27	3.46
Triangle Lake Ele	31	70	3.14	3.58	2.99	2.69	3.1	3.10
Union Hill Elem	40	100	2.78	3.53	3.28	3.5	3.33	3.28
Vandalia Elementary	23	66	3.37	4.14	3.66	3.7	3.44	3.66
WM Hampton Ele*	9	23						
Waldo Falkener Ele	44	75	3.16	3.96	3.31	3.34	3.45	3.44
Washington Annex*	11	28						
Washington Elementary	21	70	3.46	3.75	4.01	4.28	3.73	3.85
Averages	2250	77	2.90	3.62	3.32	3.50	3.33	3.33

Middle Schools

SCHOOL	Number of Responses	Percentage of Staff	TIME	FAC/REC	EMPWR	LDRSHP	PROF DEV	AVE
Allen Middle	61	92	2.57	3.49	3.05	3.02	3.36	3.10
Allen Jay Middle	42	72	3.14	3.97	3.64	3.71	3.47	3.59
Aycock Middle	32	52	2.68	3.71	3.04	3.12	3.09	3.13
Brown Summit	14	70	3.67	3.52	3.26	3.29	3.6	3.47
Easten Middle	78	100	3.05	3.84	3.74	3.85	3.18	3.53
Ferndale	43	64	2.53	3.45	2.89	2.9	2.96	2.95
Guilford Middle	58	73	2.92	3.52	3.34	3.4	3.24	3.28
Jackson Middle	31	54	2.51	3.23	1.97	1.82	2.22	2.35
Jamestown Middle	51	60	2.18	3.5	3.09	2.89	2.97	2.93
Johnson Street Global Studies								
Kernodle Middle	48	64	3.06	4.3	3.43	3.48	3.59	3.57
Kiser Middle	47	60	2.85	3.66	3.63	3.58	3.16	3.38
Laurin Welborn Mid*	21	31						
Lincoln Academy	30	58	2.85	3.39	3.31	3.53	2.94	3.20
Mendenhall	66	89	2.74	3.79	3.57	3.71	3.44	3.45
Northeast Middle	52	74	2.43	3.48	3.2	3.08	2.94	3.03
Northwest Middle	50	57	2.88	3.61	3.41	3.58	3.3	3.36
Oak Hill Ele	37	88	2.93	3.52	3.52	3.53	3.61	3.42
Otis Hairston Mid	70	100	3.5	3.77	3.37	3.67	3.39	3.54
Penn-Griffin Middle	37	65	3.47	4.09	3.59	3.62	3.95	3.74
Southeast Middle	44	57	3.04	4.02	3.38	3.6	3.83	3.57
Southwest Middle	43	55	3.01	4.13	3.19	3.44	3.41	3.44
AVERAGES	955	68	2.90	3.70	3.28	3.34	3.28	3.30

High Schools								
School	Number of Responses	Percentage of Staff	TIME	FAC/RES	EMPWR	LDRSHP	PROF. DEV	AVG
Ben L. Smith High	65	52	2.55	3.42	2.62	3.08	2.91	2.92
Dudley High	72	64	2.75	3.46	2.85	2.94	2.91	2.98
Early College Guilford	9	82	3.96	4.02	4.02	4.03	3.98	4.00
Eastern Guilford High	40	51	2.78	3.39	2.7	3.08	3.12	3.01
Gateway Education Center	38	67	2.88	3.93	3.97	3.94	3.38	3.62
Greensboro MC	12	92	4.65	4.42	4.62	4.57	4.32	4.52
Grimsley High	69	58	2.29	3.45	2.74	2.88	2.88	2.85
GTCC E. Middle Coll	7	58	4.27	4.02	3.8	3.55	3.49	3.83
HP GTCC Mid Coll	11	100	4.33	3.68	4.25	4.28	4.2	4.15
HP Central	74	62	2.88	3.1	2.91	3.03	3.01	2.99
Lucy Ragsdale High	75	71	2.81	3.15	3.31	3.59	3.09	3.19
Mclver Special Educ	12	40	2.87	3.41	2.93	3.38	3.02	3.12
Middle College @ Bennett	9	64	3.93	3.35	3.64	3.95	3.4	3.65
Middle College @ NC A&T	6	50	3.83	2.75	2.57	2.97	2.93	3.01
Northeast High	38	43	2.57	2.93	2.77	2.77	2.59	2.73
Northwest High	81	60	2.35	3.37	2.47	2.93	3.07	2.84
PJ Weaver Edu Cnt	42	72	3.23	3.46	3.56	3.91	3.48	3.53
Page High	72	59	2.68	3.47	2.98	3.06	3.02	3.04
SCALES	2	5						
Southeast High	88	96	2.25	3.21	2.66	3.08	3.18	2.88
Southern High*	20	26						
Southwest High*	31	33						
T. Wingate Andrews High	84	82	2.67	3.11	2.99	3.28	3.01	3.01
Western High	75	74	2.44	3.46	2.92	3.32	2.97	3.02
AVERAGES	1032	61	3.09	3.46	3.20	3.41	3.24	3.28

New Project High Schools						
SCHOOL	TIME	F/R	EMP	LDRSHP	PD	AVERAGE
Early College Guilford	3.96	4.02	4.02	4.03	3.98	4.00
Greensboro MC	4.65	4.42	4.62	4.57	4.32	4.52
GTCC E. MC	4.27	4.02	3.8	3.55	3.49	3.83
HP GTCC MC	4.33	3.68	4.25	4.28	4.2	4.15
Bennett MC	3.93	3.35	3.64	3.95	3.4	3.65
NCAT MC	3.83	2.75	2.57	2.97	2.93	3.01
AVERAGE	4.16	3.71	3.82	3.89	3.72	3.86

Guilford County Schools						
Mission Possible Schools						
SCHOOL	TIME	FACILITIES/REOURCES	EMPOWERMENT	LEADERSHIP	PROFESSIONAL DEVELOPMENT	AVERAGE
<i>Elementary</i>						
Fairview	3.11	4	4.11	4.07	3.75	3.81
Foust	3.26	3.61	3.18	3.33	3.65	3.41
Gillespie Park	3.49	4.06	4.05	4.21	3.3	3.82
Hampton						
Kirkman Park	2.64	2.64	2.45	2.44	2.8	2.59
Oak Hill	2.93	3.52	3.52	3.53	3.61	3.42
Parkview	3.2	3.43	3.44	3.66	3.76	3.50
Washington	3.46	3.75	4.01	4.28	3.73	3.85
Wiley	3.14	3.36	2.84	2.79	3	3.03
AVERAGE	3.15	3.55	3.45	3.54	3.45	3.43
<i>Middle</i>						
Ferndale	2.53	3.45	2.89	2.9	2.96	2.95
Hairston	3.5	3.77	3.37	3.67	3.39	3.54
Jackson	2.51	3.23	1.97	1.82	2.22	2.35
Welborn						
AVERAGE	2.85	3.48	2.74	2.80	2.86	2.95
<i>High</i>						
Andrews	2.67	3.11	2.99	3.28	3.01	3.01
Bennet MC	3.93	3.35	3.64	3.95	3.4	3.65
Central	2.88	3.1	2.91	3.03	3.01	2.99
Dudley	2.75	3.46	2.85	2.94	2.91	2.98
NC A&T MC	3.83	2.75	2.57	2.97	2.93	3.01
Smith	2.55	3.42	2.62	3.08	2.91	2.92
AVERAGE	3.10	3.20	2.93	3.21	3.03	3.09

APPENDIX C. HONOR SCHOOLS

Honor Schools of Excellence 2005

Schools	Growth Obtained	Proficiency Percentage	Average Teacher Working Conditions Survey
Brooks Global	Expected	95.7	3.06
Colfax	Expected	96	3.11
Erwin Montessori	High	93.3	3.09
Florence Elementary	High	93.1	2.87
General Green Elementary	Expected	91.6	3.25
Millis Road Elementary	Expected	95	3.05
Morehead Elementary	High	93.2	3.96
Nathanael Greene Elementary	High	91.8	3.23
Oak Ridge Elementary	High	96.9	3.36
Pilot Elementary	Expected	94.7	2.86
Pleasant Garden Elementary	Expected	90	3.36
Shadybrook Elementary	Expected	92.8	3.50
Southwest Elementary	Expected	95.9	3.77
Stokesdale Elementary	High	92.5	3.19
Summerfield Elementary	High	97.7	3.55
Brown Summit Center	High	97.3	3.47
Kernodle Middle	High	96	3.57
Northwest Middle	Expected	95	3.36
Southwest Middle	Expected	90.8	3.44
Early College at Guilford	High	98.6	4.00

Schools of Distinction

School	Growth Obtained	Proficiency Percentage	Average Job Satisfaction
Brightwood Elementary	Expected	80.6	3.72
Falkener Elementary	High	87.0	3.44
Gibsonville Elementary	Expected	85.0	3.87
Guilford Primary	Expected	81.7	3.57
Hunter Elementary	High	81.4	3.79
Irving Park Elementary	Expected	87.7	3.10
Jamestown Elementary	High	82.2	3.19
Madison Elementary	Expected	85.3	3.67
Murphey Traditional	Expected	83.0	3.19
Peck Elementary	High	85.7	3.35
Sedalia Elementary	Expected	84.4	3.39
Sedgefield Elementary	Expected	82.6	2.87
Southern Elementary	Expected	84.0	3.71
Aycock Middle	Expected	82.3	3.13
Jamestown Middle	Expected	88.9	2.93
Mendenhall Middle	Expected	84.7	3.45
Northwest High	Expected	85.4	2.84

High Poverty/Met AYP

School	Reading Percentage	Math Percentage	Average Job Satisfaction
Alderman	85	87.9	3.60
Archer	82.3	87.2	3.50
Fairview	72.2	80.5	3.81
Falkener	81.9	92.2	3.44
Foust	75.4	79.9	3.41
Hunter	73.6	89.3	3.79
Peck	85.1	86.3	3.35
Sedgefield	76.9	88.4	2.87
Vandalia	75.0	83.3	3.66

APPENDIX D. Figure 3 explanation

Requested Areas of Professional Development
Figure 3
(Attach to Excel Documents)

1	Special Education (students with disabilities)
2	Special Education (academically gifted students)
3	Limited English Proficiency
4	Closing the Achievement Gap
5	Your Content Area
6	Methods of Teaching
7	Student Assessment
8	Classroom Management Techniques
9	Reading Strategies

APPENDIX E. GLOSSARY

ABC program – the North Carolina accountability system, based on student growth; growth indicated the rate at which students learned throughout the year

Achievement Level – one, two, three, or four, with four being the highest, score obtained on the state standardized tests

Adequate Yearly Progress (AYP) – the growth needed in the proportion of students who achieve state standards of academic proficiency; component of the *No Child Left Behind* act

Honor School of Excellence – schools making expected or high growth based on AYP, 90-100% of scores were at or above achievement level three on the state standardized tests

Local Education Agency – school system

Mission Possible – teacher incentive program designed to attract and retain teachers for select schools and reward teachers' for results

Proficiency Rate – the number of students within a school who perform at or above grade level on the state standardized tests

Schools of Distinction - have made expected or high growth, 80-89% of scores were at or above achievement level three on the state standardized tests

Schools of Progress - have made expected or high growth 60-70% of scores at or above achievement level three

APPENDIX F. QUESTIONS FROM THE TEACHER WORKING CONDITIONS SURVEY

The table below contains questions from the Teacher Working Conditions survey that are referenced within the report. Teacher responses ranged from: strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree. The percentage of teachers whose responses are within each range is identified within the table. The domain each question references is identified in parentheses.

Survey Question	SD	D	N	A	SA
Teachers have reasonable class sizes, affording them time to meet the educational needs of all students. (Time)	15%	35%	7%	35%	8%
Teachers are protected from duties that interfere with their essential role of educating students. (Time)	17%	32%	14%	31%	6%
The non-instructional time provided for teachers in my school is sufficient. (Time)	19%	33%	13%	29%	5%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. (Facilities/Resources)	11%	24%	8%	44%	13%
Teachers have adequate professional space to work productively. (Facilities/Resources)	7%	19%	11%	51%	12%
Teachers are centrally involved in decision making about educational issues. (Empowerment)	12%	27%	19%	36%	7%
Opportunities for advancement within the teaching profession (other than administration) are available to me. (Empowerment)	8%	17%	28%	39%	7%
The school leadership consistently supports teachers. (Leadership)	6%	16%	20%	42%	16%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students. (Leadership)	10%	23%	18%	37%	12%
Sufficient funds and resources are available to allow teachers to take advantage of professional development activities. (Professional Development)	16%	29%	18%	32%	6%
Adequate time is provided for professional development. (Professional Development)	5%	20%	18%	48%	9%
At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement. (Core Question0)	6%	11%	52%	26%	5%

NOTES

Executive Summary

¹ www.mgmtguru.com/mgt301/301_Lecture/Page10.htm

² North Carolina Teacher Working Conditions Survey Results. *Teacher Working Conditions are Student Learning Conditions*. 2004. The Southeast Center for Teaching Quality.

³ The North Carolina Teacher Working Conditions survey results are available online at www.northcarolinatwc.org.

Introduction

1 Wikipedia. en.wikipedia.org/wiki/Organizational_Development

2 Conley, Sharon, Samuel B. Bacharach, and Scott Bauer. The school work environment and teacher career dissatisfaction. *Educational Administration Quarterly*. 1989. 25:1. 58-81

4 Ingersoll, Richard. Teacher turnover and teacher shortages: an organizational analysis. *American Educational Research Journal*. 2001. 38.3 499-534.

5 Mills, Helen, Duane Moore, and William G. Keane. "Addressing the teacher shortage: a study of mentoring programs in Oakland County, Michigan" *Clearing House*. 2001. 74.3 124-127.

6 North Carolina Teacher Turnover Report. North Carolina Department of Public Instruction

7 Odell, Sandra and Douglas P. Ferraro. Teacher mentoring and teacher retention. *Journal of Teacher Education*. 1992. 43:3. 200-204

8 Governor Michael Easley's Teacher Working Conditions Initiative. Summary of Teacher Working Conditions Findings. <http://www.northcarolinatwc.org/TWCFeb2006combinedppt.ppt>

9 Guilford County Schools website. www.gcsnc.com/community2/aboutGCS%20rev.htm

Conclusion

1 The Teaching Commission. 2006. *Teaching at Risk: Progress & Potholes*.

Appendix A.

1 Standards for Working Conditions in North Carolina. North Carolina Professional Teaching Standards Commission.

For more information on Teacher Working Conditions, see:

- Visit the official web site for the **North Carolina Teacher Working Conditions Initiative** : www.northcarolinatwc.org
- Learn more from the **Center for Teaching Quality** about teacher working conditions efforts going on around the country: <http://www.teachingquality.org/twc/twcbriefs.htm>

-
- Access resources to analyze data and use it to inform your school's improvement efforts by using the **Teacher Working Conditions Toolkit** : <http://www.teacherworkingconditions.org/>
 - Read a 2003 policy brief from the **National Clearinghouse on Educational Facilities** on how school facilities influence teacher working conditions: http://www.21csf.org/csf-home/Documents/Teacher_Survey/Teacher_survey_9-9-03.pdf
 - Review research on teacher turnover from the **Center for the Study of Teaching and Policy** : <http://depts.washington.edu/ctpmail/Reports.html#Turnover> – including additional research from **Richard Ingersoll** on the factors in schools which impact teacher attrition: http://depts.washington.edu/ctpmail/PDFs/Brief_three.pdf
- 