

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Review Item:**

TELL Kentucky Survey Data Update

### **Applicable Statute or Regulation:**

KRS 156.557, 703 KAR 5:225, 704 KAR 3:345

### **History/Background:**

***Existing Policy.*** Recently, the New Teacher Center released a report on a cross-state analysis they have done on the 2012-13 TELL Survey results. See Attachment A.

The report reflects that educators across the nine states:

- Agree that they have the resources and supplies necessary to support learning;
- Differ widely on perception of support provided by school leaders;
- Generally view leadership opportunities for teachers within their school;
- Perceive the presence of community support and community involvement;
- Agree that conditions are in place to manage student conduct and support learning;
- Are encouraged to be innovative in the classroom; however, they also report challenges receiving assessment data in time to inform instructional choices;
- Agree that professional development is differentiated or evaluated but responses varied widely; and
- View time as the condition with the most constraints.

The New Teacher Center (NTC) pointed out the following issues when comparing data across states:

- The NTC hopes that this analysis helps states better understand and interpret their own TELL/teaching conditions survey results. They hope this document serves as Kentucky's "national" bar to put its own aggregate state findings in context. It is formative and meant to help prioritize and spur the type of dialogue that gets to root causes and potential changes in policy and practice.
- NTC has been very clear that contextual differences across Kentucky influence perception greatly—north/south, right-to-work/collective bargaining, local control vs. state-oriented—and surely contributes to differences across states. That is why

NTC only discusses “meaningful” differences in the document and focuses most conversation on trends that all partner states have in common.

- NTC reported construct means to try to minimize any confusion with reports from within states, and also to help focus less on agreement and more on whether a state was meaningfully different than the overall average. Implications and recommendations are very broad and about trends seen in all nine states. Pull boxes highlight some of the efforts underway in Kentucky and other states in order to utilize the data to influence policy.

At the August 7 KBE study session, the New Teacher Center (NTC) represented by Ann Maddock discussed findings from additional analyses since the June KBE meeting and guided board members through discussions related to possible policy implications. The following areas of focus emerged from the KBE discussion.

- New Teacher Support
- Managing Student Conduct
- Community Engagement and Support

Since the August meeting, the Next Generation Professionals Delivery Plan strategies of Human Capital Management and TELL/Use of Data have been reviewed related to these areas of focus. An update on the work to-date to address areas of focus will be shared at the October meeting.

**Impact on Getting to Proficiency:**

The ongoing analysis of TELL data is important as districts move to systemic change and consider educator effectiveness. Results from the TELL Kentucky Working Conditions Survey reflect a high rate of teacher satisfaction with their working conditions and the data is integral to improving student achievement and teacher and leader effectiveness.

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**Commissioner of Education**

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