2013 Kentucky TELL Survey

The Kentucky Department of Education (KDE) and a coalition of education stakeholders working with the New Teacher Center (NTC), administered the second iteration of the Kentucky Teaching, Empowering, Leading, and Learning Survey (TELL Survey). The TELL Survey assess whether educators across the state report having the resources and supports necessary to facilitate effective teachings. Findings from this initiative will inform school improvement planning.

State respondent rate was 86.6%.

Henderson County respondent rate was 85.61%

Across the state of Kentucky over 43,700 educators responded to the survey. All survey areas show an increase in the rates of agreement between the 2011 and 2013 survey administrations. The area of Instructional Practices and Supports indicates the highest overall rate of agreement and also demonstrates large increase between surveys. Educators report the lowest rates of agreement on items related to time. To receive data, a school must meet or exceed the 50 percent response rate and at least 5 respondents. All results may be viewed online at www.tellkentucky.org

Henderson County Highest Indicators (all in the 90th percentile):

➢ The curriculum taught in the schools is aligned with Common Core Standards
➢ The school leadership facilitates using data to improve student learning
➢ Professional learning opportunities are aligned with the school's improvement plan
➢ Teachers use assessment data to inform instruction
➢ Teachers are held to high professional standards for delivering instruction

Henderson County Growth Indicators:

➢ Providing input on how the school budget will be spent
➢ The selection of teachers new to the school
➢ Determining the content of in-service professional development programs
➢ Efforts are made to minimize the amount of routine paperwork teachers are required to do.
➢ Establishing student discipline procedures

TELL Survey (Kentucky Teaching, Empowering, Leading, and Learning) Survey

Time

Henderson Co.

Question	State	2013	2011
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	64.0%	66.0%	64.3%
b. Teachers have time available to collaborate with colleagues.	72.7%	62.8%	59.6%
c. Teachers are allowed to focus on educating students with minimal interruptions	70.7%	54.8%	62.4%
d. The non-instructional time provided for teachers in my school is sufficient.	67.4%	53.2%	49.2%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	56.4%	39.7%	35.2%
f. Teachers have sufficient instructional time to meet the needs of all students.	68.6%	63.8%	61.1%
g. Teachers are protected from duties that interfere with their essential role of educating students	74.2%	61.2%	58.3%

Facilities and Resources

Henderson Co.

Question	State	2013	2011
a. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	82.0%	80.5%	84.6%
b. Teachers have access to reliable communication technology, including phones, faxes and email.	94.0%	92.4%	96.6%
c. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	84.6%	80.1%	85.2%
d. Teachers have sufficient access to a broad range of professional support personnel.	83.9%	85.4%	87.3%
e. The school environment is clean and well maintained.	85.4%	75.6%	84.0%
f. Teachers have adequate space to work productively.	87.1%	78.6%	81.9%
g. The physical environment of classrooms in this school supports teaching and learning.	88.9%	78.6%	85.6%
h. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	75.6%	71.6%	83.6%

Teacher Leadership   Henderson Co.

Question	State	2013	2011
a. Teachers are recognized as educational experts.	84.8%	72.3%	73.9%
b. Teachers are trusted to make sound professional decisions about instruction.	84.9%	72.3%	71.2%
c. Teachers are relied upon to make decisions about educational issues.	83.5%	73.2%	71.3%
d. Teachers are encouraged to participate in school leadership roles.	89.6%	87.8%	84.9%
e. The faculty has an effective process for making group decisions to solve problems.	74.8%	69.4%	64.8%
f. In this school we take steps to solve problems.	82.7%	75.4%	79.4%
g. Teachers are effective leaders in this school.	87.2%	81.6%	80.0%
a. Selecting instructional materials and resources	81.5%	77.4%	N/A
b. Devising teaching techniques	88.0%	80.1%	N/A
c. Setting grading and student assessment practices	81.9%	71.3%	N/A
d. Determining the content of in-service professional development programs	54.4%	39.6%	N/A
e. Establishing student discipline procedures	65.9%	52.9%	N/A
f. Providing input on how the school budget will be spent	37.2%	24.5%	N/A
g. The selection of teachers new to this school	42.6%	33.4%	N/A
h. School improvement planning	66.9%	61.4%	N/A

Community Support and Involvement

Henderson Co.

Question	State	2013	2011
a. Parents/guardians are influential decision makers in this school	70.4%	59.8%	66.1%
b. This school maintains clear, two-way communication with the community.	88.2%	83.4%	84.4%
c. This school does a good job of encouraging parent/guardian involvement.	87.8%	83.5%	83.5%
d. Teachers provide parents/guardians with useful information about student learning.	94.6%	83.5%	92.3%
e. Parents/guardians know what is going on in this school.	85.1%	77.2%	78.2%
f. Parents/guardians support teachers, contributing to their success with students	70.5%	67.5	65.9%
g. Community members support teachers, contributing to their success with students.	82.3%	80.2%	78.1%
h. The community we serve is supportive of this school.	85.0%	78.5%	78.1%

Managing Student Conduct

Henderson Co.

Question	State	2013	2011
a. Students at this school understand expectations for their conduct.	87.4%	82.1%	84.5%
b. Students at this school follow rules of conduct.	74.8%	61.9%	67.8%
c. Policies and procedures about student conduct are clearly understood by the faculty.	85.1%	80.8%	86.3%
d. School administrators consistently enforces rules for student conduct.	73.5%	61.4%	66.5%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	82.7%	68.7%	75.4%
f. Teachers consistently enforce rules for student conduct.	80.3%	74.0%	76.4%
g. The faculty work in a school environment that is safe.	93.3%	83.3%	91.7%

School Leadership   Henderson Co.

Question	State	2013	2011
a. The faculty and leadership have a shared vision.	83.6%	73.3%	79.7%
b. There is an atmosphere of trust and mutual respect in this school.	74.5%	63.3%	64.5%
c. Teachers feel comfortable raising issues and concerns that are important to them.	72.1%	63.7%	61.8%
d. The school leadership consistently supports teachers	79.6%	69.0%	71.5%
e. Teachers are held to high professional standards for delivering instruction.	94.1%	93.4%	92.8%
f. The school leadership facilitates using data to improve student learning.	95.2%	95.9%	95.5%
g. Teacher performance is assessed objectively.	90.0%	87.3%	87.3%
h. Teachers receive feedback that can help them improve teaching.	86.6%	83.0%	86.7%
i. The procedures for teacher evaluation are consistent	89.7%	87.3%	89.0%
j. The school improvement team provides effective leadership at this school.	83.7%	75.6%	78.0%
k. The faculty are recognized for accomplishments.	80.7%	79.4%	78.5%
The school leadership makes a sustained effort to address teacher concerns about:			
a. Leadership issues	79.1%	72.9%	70.2%
b. Facilities and resources	85.4%	80.8%	80.3%
c. The use of time in my school	79.8%	68%	64.4%
d. Professional development	81.7%	76.7%	73.4%
e. Teacher leadership	85.0%	80.4%	75.6%
f. Community support and involvement	86.9%	87.0%	80.7%
g. Managing student conduct	80.1%	67.2%	70.8%
h. Instructional practices and support	88.6%	83.3%	82.7%
i. New teacher support	84.2%	80.5%	73.3%
a. Teachers on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)	90.6%	91.1%	85.4%
b. Parents on the school council are	83.7%	84.8%	84.0%

representative of the diversity within the school community.			
c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).	88.8%	82.7%	83.1%
d. The school council makes decisions that positively impact school staffing and schedules.	85.8%	78.7%	79.5%
e. Overall, the school council provides effective leadership in this school.	87.5%	80.7%	79.4%

Professional Development   Henderson Co.

Question	State	2013	2011
a. Sufficient resources are available for professional development in my school.	77.3%	79.1%	80.5%
b. An appropriate amount of time is provided for professional development	84.7%	80.2%	85.1%
c. Professional development offerings are data driven.	86.0%	87.3%	85.4%
d. Professional learning opportunities are aligned with the school's improvement plan.	92.8%	94.1%	93.5%
e. Professional development is differentiated to meet the needs of individual teachers.	65.2%	55.8%	55.0%
f. Professional development deepens teachers' content knowledge	75.0%	73.1%	70.4%
g. Teachers have sufficient training to fully utilize instructional technology.	73.5%	72.4%	66.1%
h. Teachers are encouraged to reflect on their own practice	91.0%	87.7%	90.0%
i. In this school, follow up is provided from professional development	70.2%	68.0%	68.0%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77.7%	70.7%	66.9%
k. Professional development is evaluated and results are communicated to teachers.	61.2%	59.0%	58.1%
l. Professional development enhances teachers' ability to implement instructional	82.8%	79.2%	80.1%

strategies that meet diverse student learning needs.			
m. Professional development enhances teachers' abilities to improve student learning.	86.5%	83.2%	83.3%

Instructional Support   Henderson Co.

Question	State	2013	2011
State assessment data are available in time to impact instructional practices.	64.4%	58.8%	61.6%
b. Local assessment data are available in time to impact instructional practices.	88.5%	85.8%	86.4%
c. Teachers use assessment data to inform their instruction.	94.4%	93.5%	91.9%
d. The curriculum taught in this school is aligned with Common Core Standards.	97.7%	98.7%	91.9%
e. Teachers work in professional learning communities to develop and align instructional practices.	89.9%	86.8%	85.5%
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86.2%	84.1%	81.4%
g. Teachers are encouraged to try new things to improve instruction.	93.6%	90.1%	89.5%
h. Teachers are assigned classes that maximize their likelihood of success with students.	74.1%	65.9%	68.6%
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	83.5%	71.9%	67.4%

Overall   State   Henderson Co.

	State	Henderson Co.	
Overall, my school is a good place to work and learn.	85.2%	77.1%	78.5%
At this school, we utilize the results from the 2011 TELL Kentucky Survey as a tool for school improvement.		72.1%	N/A