

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Discussion of TELL Kentucky Survey Results

History/Background:

Existing Policy. The TELL Kentucky Working Conditions Survey has been administered every two years since 2011, with the most recent in 2015. The New Teacher Center, a national organization that specializes in assisting states with improving student learning by accelerating the effectiveness of teachers and school leaders, assisted the Kentucky Department of Education in administering the survey and will continue to provide support in developing resources and tools for local school boards, school councils, districts and schools.

The TELL Kentucky Survey assessed the eight teaching condition areas of Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development and Instructional Practices and Support. Additionally, questions about induction were asked of novice teachers (those in their first three years in the profession) and principals were surveyed about supports they receive from their school district. Research by the New Teacher Center has demonstrated these conditions are essential elements of student achievement and teacher retention. The survey was customized for the state of Kentucky and included questions specific to school-based decision making councils.

Attached for the board's review is a report on the preliminary findings from the 2015 TELL Kentucky Survey prepared by staff at the New Teacher Center (Attachment A). It summarizes key findings from the preliminary analyses of the survey data. Ann Maddock of the New Teacher Center will be present at the June meeting to provide highlights of the 2015 TELL Kentucky Survey administration and results.

Since the TELL Kentucky Survey was administered in 2011, the following actions have taken place to support improvement in the state:

- KDE has increased awareness and stressed the importance of the TELL data by adding questions to the Comprehensive District Improvement Planning Process requiring districts to indicate how they are using their TELL data.
- In partnership with the Kentucky Association of School Administrators, districts have been made aware of how TELL data will be used to inform the Principal Professional Growth and Effectiveness System.
- Every office within KDE has woven the TELL data into discussions with stakeholder groups and field staff.
- School and district educators are using the TELL data in their network meetings and leadership academies to inform instructional improvement.
- KDE has used TELL data with persistently low-achieving schools for targeted intervention as referenced in 703 KAR 5:180.
- The results of the TELL Kentucky Survey have provided key data points supporting

- potential policy recommendations and decisions (e.g., professional learning).
- Institutions of Higher Education and the Education Professional Standards Board have worked with faculty to highlight TELL data and the implications for in-service and pre-service for teachers.
 - The results of the TELL Kentucky Survey will provide data for Kentucky's Equity Plan and the Principal PGES working conditions goal.

Impact on Getting to Proficiency:

When the results of the TELL Kentucky Working Conditions Survey reflect a high rate of teacher satisfaction with their working conditions, there is a high correlation to student achievement. The TELL survey data will be used as evidence to ensure every student is taught by an effective teacher and every school is led by an effective principal.

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Commissioner of Education

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