



TELL

TEACHING,
EMPOWERING,
LEADING AND
LEARNING

Kentucky

2017 Preliminary Survey Results

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TELL Survey Background

The TELL survey is a voluntary, anonymous, online survey taken by licensed educators and building level administrators.

The acronym TELL stands for:

- Teaching,
- Empowering,
- Leading, and
- Learning.



TELL Survey

The TELL Survey IS:

- A statistically valid and reliable instrument to assess whether educators have working conditions in their school that support effective teaching.

The TELL Survey Is NOT:

- An assessment of the morale of teachers or their happiness with specific policies.
- The survey does not provide information as to why teachers perceive conditions as they do, which is best ascertained through data-driven dialogue as part of the school improvement planning process.

TELL measures 8 constructs linked to teacher retention and student achievement:



TELL Constructs

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



2017 Survey Respondents

2017 Responses by Role

Total Respondents: **41,502**

Overall Response Rate: **91%**

Teachers
37,600



Principals
679



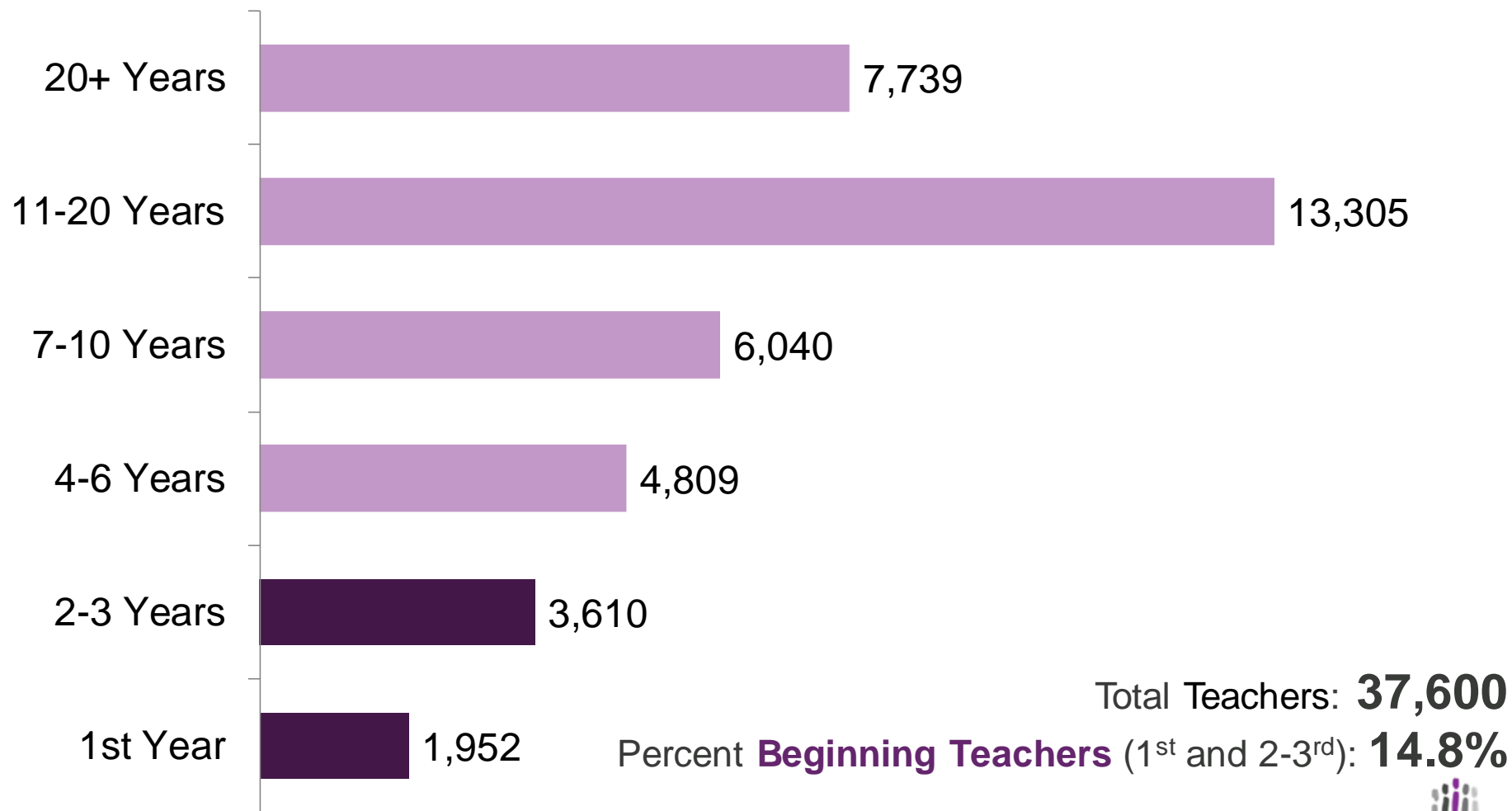
**Assistant
principals**
701



Other staff
2,522



2017 Responses by Teacher Experience

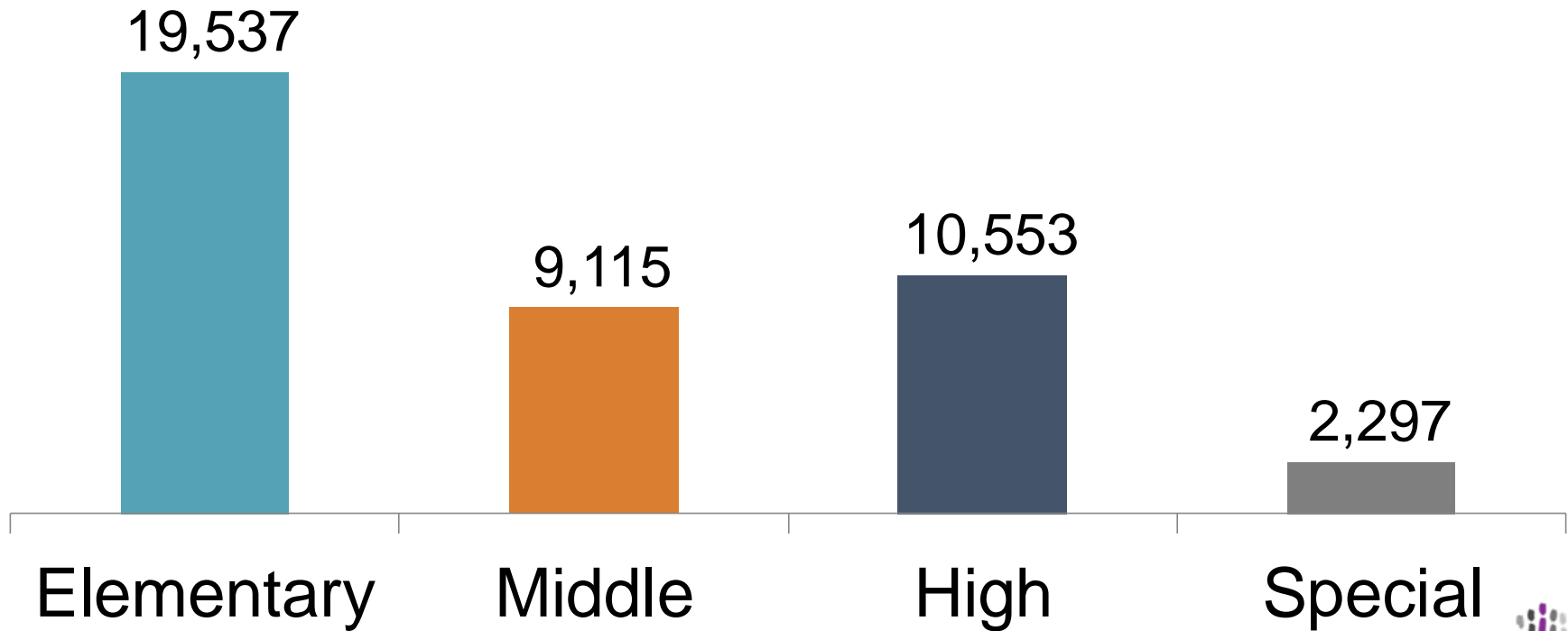


Note: 145 (0.4%) Teachers did not respond to this question

Number of Respondents and Response Rates by School Level

Total Respondents: **41,502**

Overall Response Rate: **91%**





Survey Results by Construct

Rate of Agreement

Calculations

- All calculations are done at the respondent level and then aggregated to school, district, and state level
- At the Item Level:
 - Percentage of respondents indicating 'Agree' or 'Strongly Agree' for the given survey question
- At the Construct Level:
 - Average rate of agreement across items within the given construct
 - Ex. Respondent indicates 'Agree' or 'Strongly Agree' for 4 out of 8 items within a construct, their Rate of Agreement (RA) for the given construct is 50%

2017 TELL KY Construct Averages

Use of Time

76

Community Support & Involvement

86

Facilities & Resources

88

Managing Student Conduct

83

Teacher Leadership

85

School Leadership

87

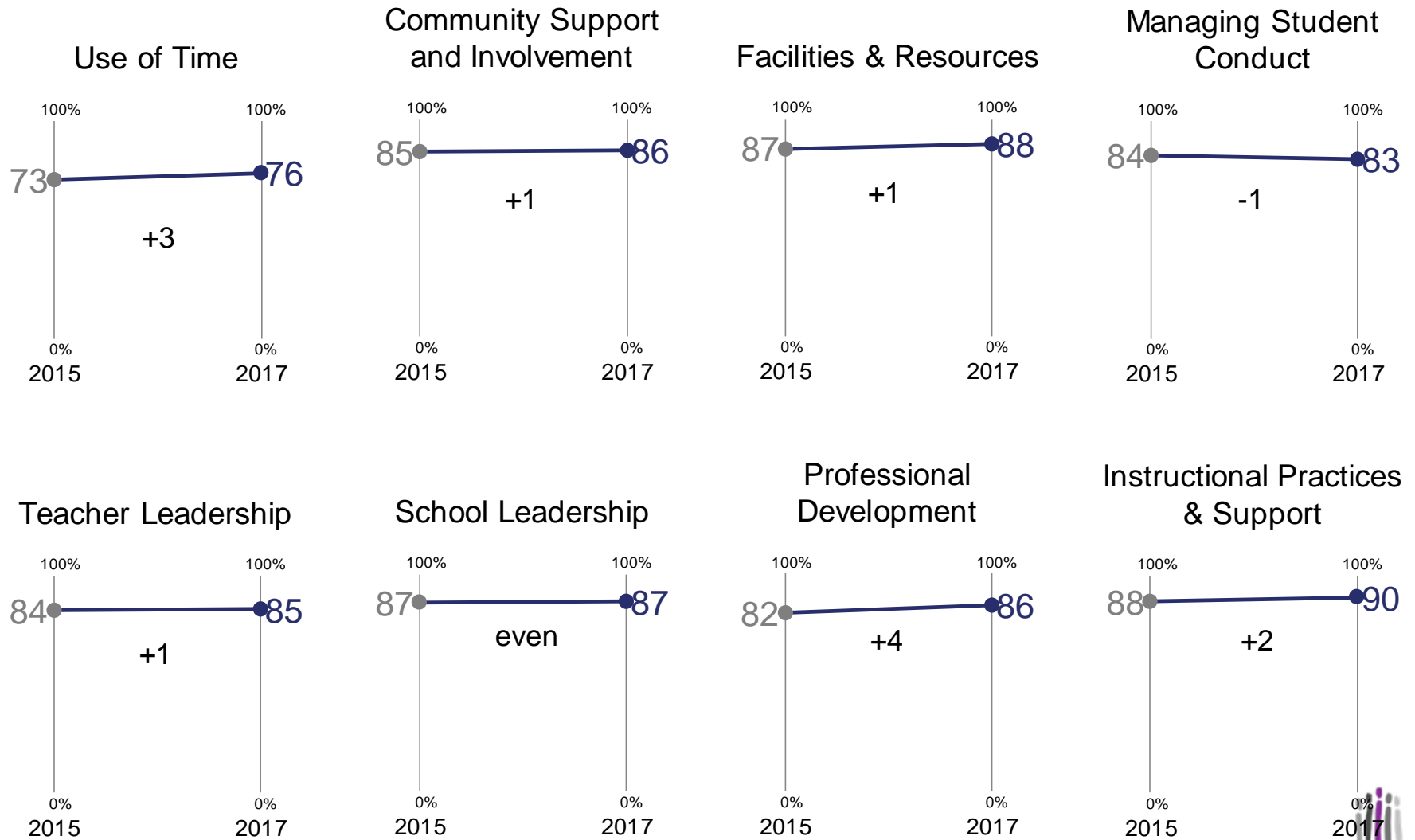
Professional Development

86

Instructional Practices & Support

90

TELL Construct Averages, 2015 & 2017



“Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?”



TELL Constructs Takeaways

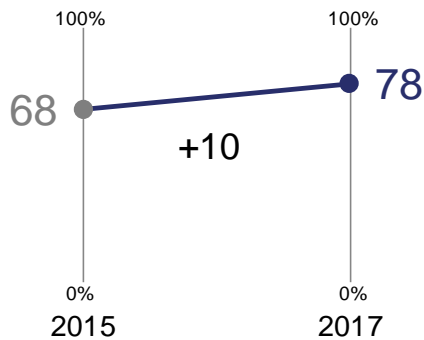
- ***Overall Composite: 85% (up 1% from 2015)***
- ***Professional Development: 86%***
 - Greatest Construct-level increase (+4%) from 2015
- ***Use of Time: 76%***
 - Still lowest rated construct, but gain of 3% since 2015
- ***Instructional Practices & Support: 90%***
 - Highest rated Construct in 2017 and up 2% from 2015
- ***Managing Student Conduct: 83%***
 - Only construct to decline from 2015 to 2017 (down 1%)



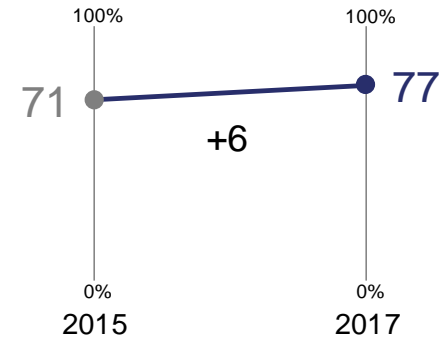
Survey Results by Item

Professional Development

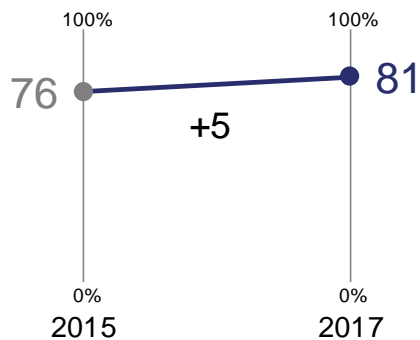
*Professional learning is evaluated and results are communicated to teachers.



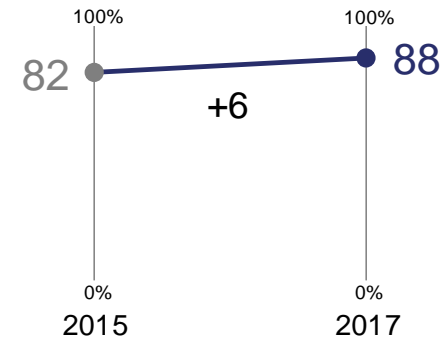
Professional learning is differentiated to meet the needs of individual teachers.



In this school, follow up is provided from professional learning.



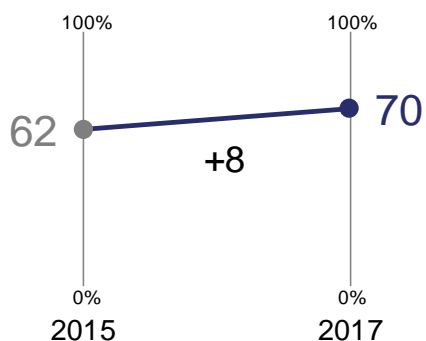
Sufficient resources are available for professional learning in my school.



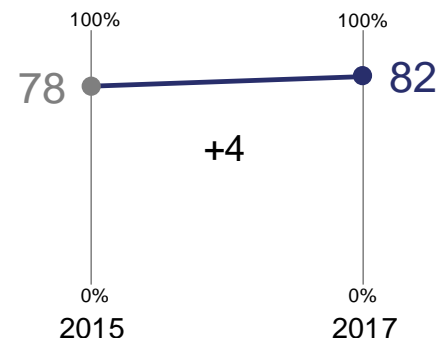
**Item showing greatest gain from 2015 to 2017*

Use of Time

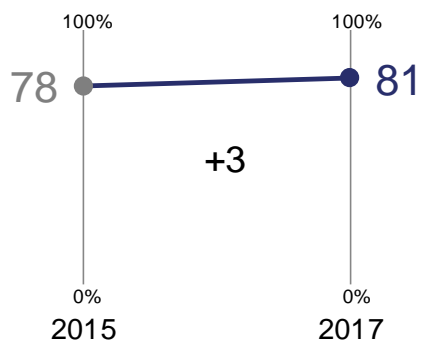
*Efforts are made to minimize the amount of routine paperwork teachers are required to do.



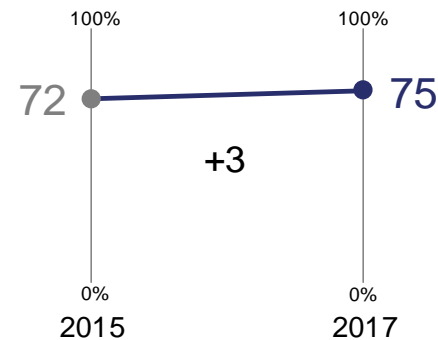
Teachers have time available to collaborate with colleagues.



Teachers are protected from duties that interfere with their essential role of educating students.



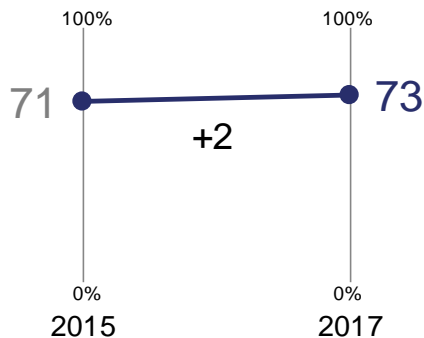
The non-instructional time provided for teachers in my school is sufficient.



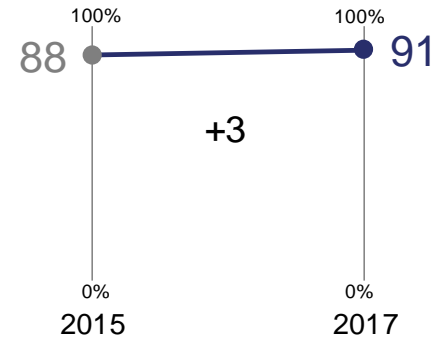
**Lowest rated item in 2017*

Instructional Practices & Support

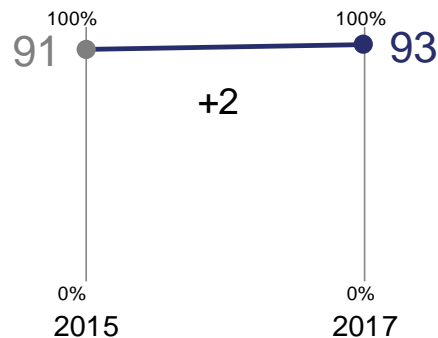
State assessment data are available in time to impact instructional practices.



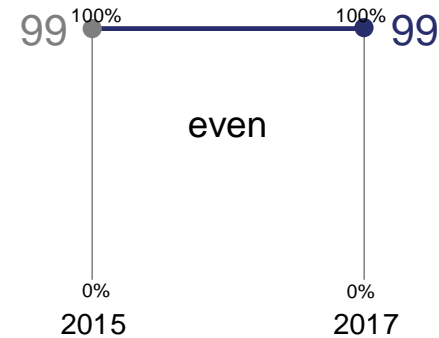
Provided supports translate to improvements in instructional practices by teachers.



Teachers work in professional learning communities to develop and align instructional practices.



*The curriculum taught in this school is aligned with Kentucky Academic Standards.



**Highest rated item in 2017*

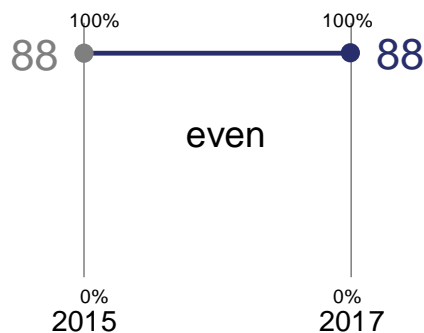
First Year Teachers

“Overall, the additional support I received as a new teacher...

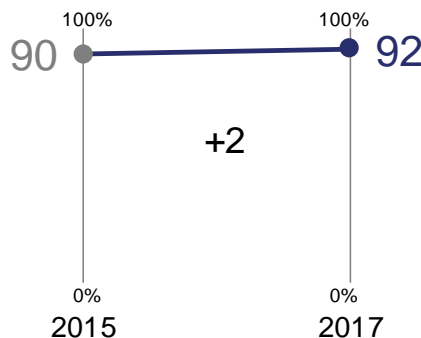
93%

reported they were
formally
assigned a
mentor

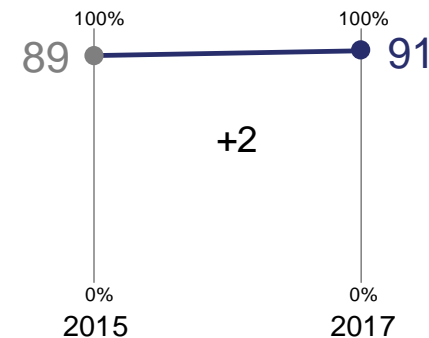
...has been **important in my decision to continue teaching at this school.**



...has helped me to **impact my students' learning.**

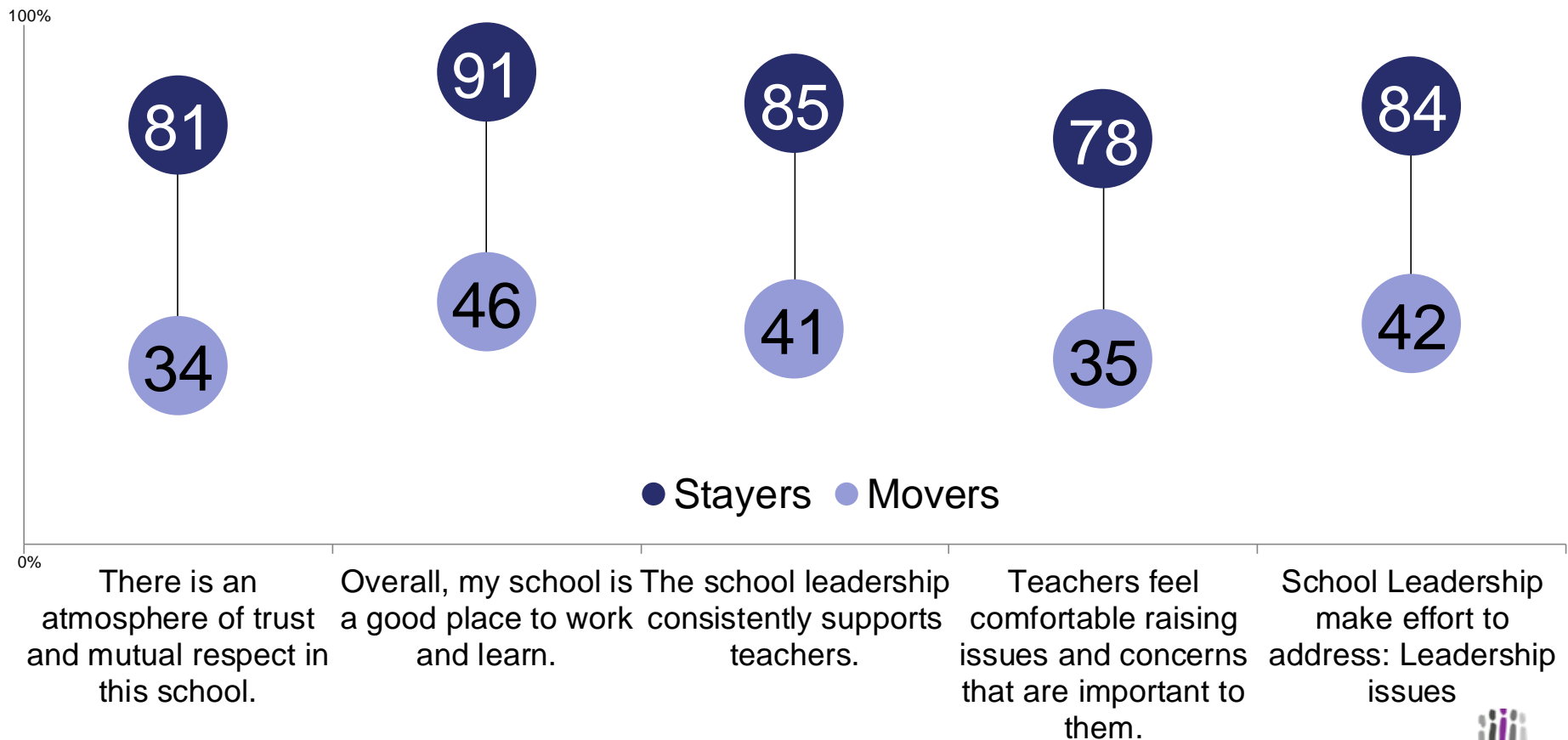


...improved my **instructional practice.**



Stayers vs. Movers

Survey items with the greatest disparity between educators who **plan to stay at their school** and those who **plan to move to a different school**:



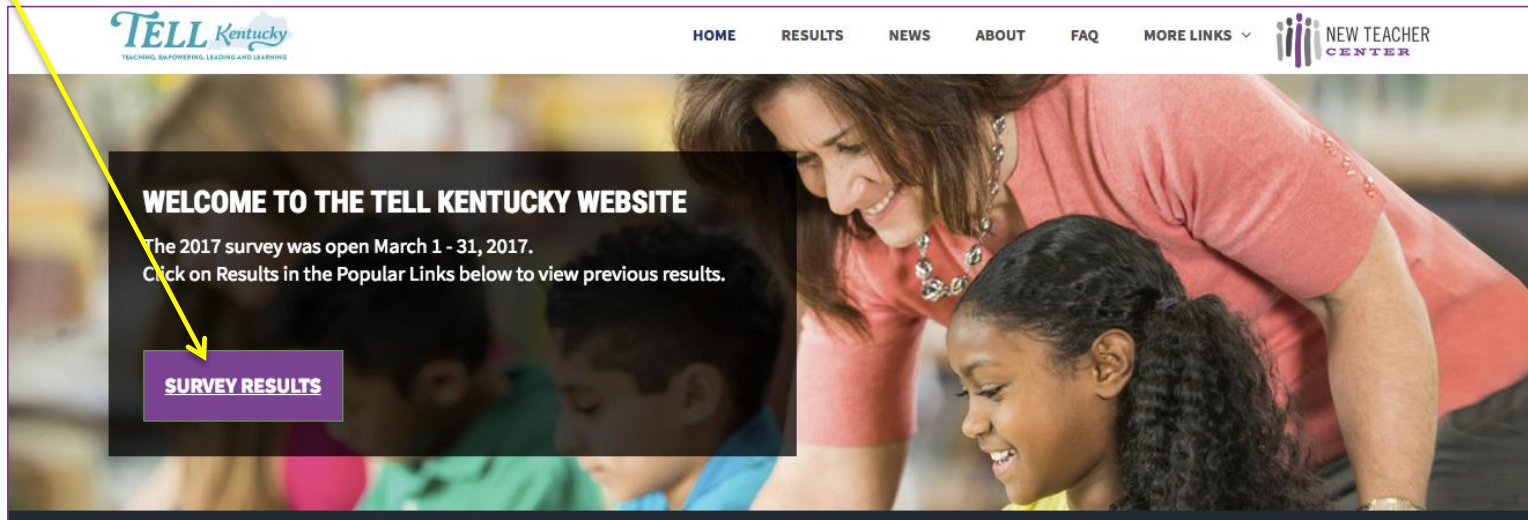
2017 Results Highlights

- ***Professional Development:***
 - Greatest growth from 2015 (+4%)
 - Construct increase driven by improved perceptions of:
 - PD evaluation results being communicated to teachers (+10%)
 - Follow-up provided from professional learning (+6%)
 - PD differentiated to meet needs of individual teachers (+6%)
 - Sufficient resources available for professional learning (+6%)
- ***Use of Time:***
 - Biggest challenge area (76%) but up 3% from 2015
 - Significant increase (+8%) related to the efforts made to minimize routine paperwork for educators (70%)
- ***Instructional Practices & Support:***
 - Highest rated construct – 90% of respondents agree they have positive conditions related to Instructional Practices & Support (+2% from 2015)
- ***School Leadership:*** the most important factor affecting teachers' willingness to continue teacher at their current school



Preliminary Data Reports and Resources

Where to View the Data



State Results' Icon

About

Testimonials

Winners' Circle

Web

Educators




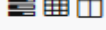
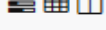
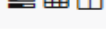
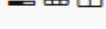

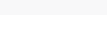
Please click the section below which corresponds to your school to see available reports. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available. That the surveys submitted by educators in such schools still count towards the district and state results.

Completed

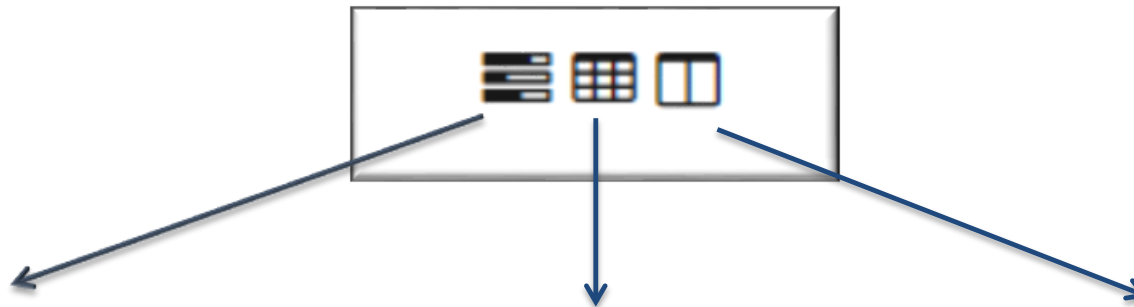
% Completed

District Results' Icon

corresponds to your school to see available reports.

	Educators	Completed	Percent
	50496	43761	86.66
	196	196	100.00
	223	223	100.00
	42	42	100.00
	265	240	90.57
	253	217	85.77
	26	26	100.00
	99	99	100.00
	42	35	83.33

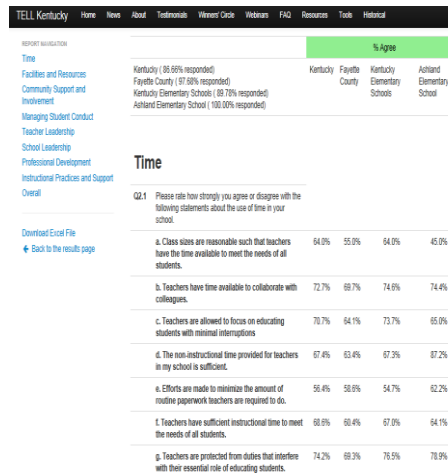
3 Types of Data Reports



Detailed

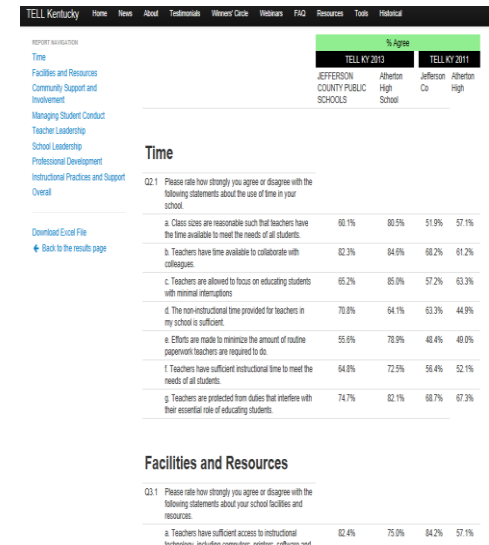


Summary



Facilities and Resources

Comparison



TELL KY Website Resources and Tools

The screenshot displays the TELL Kentucky website, which is a resource hub for educators. The top navigation bar includes links for HOME, RESULTS, NEWS, ABOUT, FAQ, MORE LINKS, and a NEW TEACHER CENTER icon. The main content area is divided into two columns. The left column, titled 'TELL Kentucky Tools', lists various resources: School Leaders (with links to District Leaders, Local School Boards, KEA District Leaders, KEA School Leaders, Site Based Decision-Making Councils, and Parents), Data Use Guide, Facilitator's Guide, Facilitator's Presentation, Facilitator's Addendum, Facilitator's Agenda, Participant's Packet, and Construct Indicator Worksheets. The right column, titled 'TELL Kentucky Guides', provides information for Central Office and District Leaders, Local School Boards, and Kentucky Education Association Local District Leaders. A sidebar on the right contains links to Kentucky Teaching Conditions Standards, History of the Kentucky Teaching Conditions Standards, TELL Kentucky research documents, and supporting documents from previous surveys. The bottom section of the page features a large text block about the 2017 TELL Kentucky Survey, including links to the poster, instruction letter, and letter to educators, as well as additional resources like the main survey, principal-only survey items, a press release, and a recording of a webinar.

TELL Kentucky Tools

School Leaders: In addition to the customized Guides located on the right of this page ([District Leaders](#), [Local School Boards](#), [KEA District Leaders](#), [KEA School Leaders](#), [Site Based Decision-Making Councils](#), and [Parents](#)), there is a comprehensive set of tools below to assist you through a series of activities that go beyond introductory examination of the TELL data.

The [Data Use Guide](#) helps ensure proper use of the TELL Kentucky results.

The [Facilitator's Guide](#) provides a carefully scripted method designed to support facilitators at the school level prepare for leading professional development on working conditions without having to develop a training from scratch.

The [Facilitator's Presentation](#) walks through a method for narrowing the focus of the survey data. The presentation tools include carefully described steps for utilizing accompanying handouts and worksheets, as well as a scripted process for engaging in reflective analysis of specific survey questions.

The [Facilitator's Addendum](#) includes goals and objectives along with scripted discussion points around the drill down process to accompany the Facilitator's Presentation. The [What's Working](#) and [What's Ideal](#) worksheets can be downloaded separately.

The [Facilitator's Agenda](#) provides the outline agenda for the Facilitator's Presentation.

The [Participant's Packet](#) contains blank versions of the tools used in the Facilitator's Presentation and Handouts. These versions were designed to accelerate the drill down process and keep the focus on the survey results and reflective process. The handouts describe the activities and the worksheets provide a framework to engage in the activities efficiently.

Construct Indicator Worksheets are designed to help a participant move deeper into the survey data. Once a particular survey construct has been chosen, participant survey items that fit within each of the constructs. Work their thinking down to an individual item for closer examination.

Individual Item Prompts assist with finding a common discussion prompts were created for each of the survey items to begin productive conversations. The prompts are designed to focus and to encourage critical thinking about the factors that influence the construct item work. Individual Item Prompts have been created for items in the survey.

TELL Kentucky Guides

For Central Office and District Leaders: NTC has developed a 90 minute activity designed for district leaders to look at their TELL data and begin the process of using the data for district improvement. Please download this document: [An Activity Guide for School District Leaders](#).

For Local School Boards: The Kentucky School Boards Association has developed a Guide designed for local school boards to use when examining their TELL data. Please download [The KSBA Facilitator's Guide](#).

For Kentucky Education Association Local District Leaders: KEA has developed a Guide designed for local school boards to use when examining their TELL data. Please download [The KEA Facilitator's Guide](#).

TELL Survey packets were mailed to each public school in Kentucky. These bundles included these three items:

2017 TELL Kentucky Poster
One copy of the poster is provided for schools to hang up in a place for teachers to see it.

2017 Instruction Letter
One copy of the instruction letter addressed to the school's KEA representative has information for setting up a meeting to distribute the TELL letter to educators.

2017 Letter to Educators
Letters with access codes for all educators at the school are included in the TELL packet.

Additional Resources:

[2017 TELL Kentucky Main Survey](#)

[2017 TELL Kentucky Principal-Only Survey Items](#)

[KDE Press Release about the 2017 TELL Survey](#)

[View the recording of the Post Survey Webinar.](#)

[Kentucky Teaching Conditions Standards](#)

[History of the Kentucky Teaching Conditions Standards](#)

TELL Kentucky research documents are found on the [research](#) page.

Supporting documents from previous TELL Kentucky surveys are saved on the [Archive](#) page.



For Additional Information...

**Please visit www.tellkentucky.org for
the latest news about the survey data and events**



Item-Level Results by Construct

Use of Time

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

71

Teachers have time available to collaborate with colleagues.

82

Teachers are allowed to focus on educating students with minimal interruptions

77

The non-instructional time provided for teachers in my school is sufficient.

75

Efforts are made to minimize the amount of routine paperwork teachers are required to do.

70

Teachers have sufficient instructional time to meet the needs of all students.

77

Teachers are protected from duties that interfere with their essential role of educating students.

81

Community Support and Involvement

Parents/guardians are influential decision makers in this school.

75

This school maintains clear, two-way communication with the community.

91

This school does a good job of encouraging parent/guardian involvement.

89

Teachers provide parents/guardians with useful information about student learning.

95

Parents/guardians know what is going on in this school.

87

Parents/guardians support teachers, contributing to their success with students.

76

Community members support teachers, contributing to their success with students.

85

The community we serve is supportive of this school.

88

Facilities and Resources

Teachers have sufficient access to appropriate instructional materials.	86
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	84
Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).	90
Teachers have access to reliable communication technology, including phones, faxes and email.	97
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	87
Teachers have sufficient access to a broad range of professional support personnel.	88
The school environment is clean and well maintained.	84
Teachers have adequate space to work productively.	90
The physical environment of classrooms in this school supports teaching and learning.	91
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	85
Teachers have sufficient access to the library and media facilities.	91

Managing Student Conduct

Students at this school understand expectations for their conduct.

87

Students at this school follow rules of conduct.

74

Policies and procedures about student conduct are clearly understood by the faculty.

85

School administrators consistently enforce rules for student conduct.

75

School administrators support teachers' efforts to maintain discipline in the classroom.

83

Teachers consistently enforce rules for student conduct.

81

The faculty work in a school environment that is safe.

94

Teacher Leadership

Teachers are recognized as educational experts.

87

Teachers are trusted to make sound professional decisions about instruction.

88

Teachers are relied upon to make decisions about educational issues.

87

Teachers are encouraged to participate in school leadership roles.

91

The faculty has an effective process for making group decisions to solve problems.

79

In this school we take steps to solve problems.

85

Teachers are effective leaders in this school.

89

Teachers have an appropriate level of influence on decision making in this school.

72

School Leadership

The faculty and leadership have a shared vision.

85

There is an atmosphere of trust and mutual respect in this school.

78

Teachers feel comfortable raising issues and concerns that are important to them.

76

The school leadership consistently supports teachers.

83

Teachers are held to high professional standards for delivering instruction.

94

The school leadership facilitates using data to improve student learning.

96

Teacher performance is assessed objectively.

92

Teachers receive feedback that can help them improve teaching.

90

The procedures for teacher evaluation are consistent.

92

The school improvement team provides effective leadership at this school.

87

The faculty are recognized for accomplishments.

84

Professional Development

Sufficient resources are available for professional learning in my school.

88

An appropriate amount of time is provided for professional learning.

88

Professional learning offerings are data driven.

90

Professional learning opportunities are aligned with the school's improvement plan.

95

Professional learning is differentiated to meet the needs of individual teachers.

77

Decision making about professional learning is guided by evidence from the growth and effectiveness system.

90

Professional learning deepens teachers' content knowledge.

84

Teachers have sufficient training to fully utilize instructional technology.

82

Teachers are encouraged to reflect on their own practice.

96

In this school, follow up is provided from professional learning.

81

Professional Development (cont.)

Professional learning provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.

86

Professional learning is evaluated and results are communicated to teachers.

78

Professional learning enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

90

Professional learning enhances teachers' abilities to improve student learning.

92

Teachers contribute to the planning, selection, and/or design of professional learning.

79

Instructional Practices and Support

State assessment data are available in time to impact instructional practices.

73

Local assessment data are available in time to impact instructional practices.

93

Teachers use assessment data to inform their instruction.

96

Teachers work in professional learning communities to develop and align instructional practices.

93

Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.

91

Teachers are encouraged to try new things to improve instruction.

95

Teachers are assigned classes that maximize their likelihood of success with students.

79

Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).

88

The curriculum taught in this school is aligned with Kentucky Core Academic Standards.

99

An appropriate amount of instructional time is spent on required local assessments in this school.

92