

Ways to Utilize the 2010 FCPS Working Conditions Survey


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Before We Get Started...

- Do you have a copy of your schools' summary report with you?
 - If not, let us know
- Think about the results and answer the questions on the 'Do You Agree' sheet

		Do You Agree?		In Your School Y / N	In Your District Y / N
	Time	Educators have more time available for instruction, planning and collaboration than they did in 2008.	<input type="checkbox"/>	<input type="checkbox"/>	
	Resources	The faculty works in a school environment that has more instructional, technological and other resources than they did in 2008.	<input type="checkbox"/>	<input type="checkbox"/>	
	Community Engagement	We have more supportive and reciprocal relationships with parents/guardians and the community we serve than in 2008.	<input type="checkbox"/>	<input type="checkbox"/>	
	Empowerment	Leadership conditions are in place that contribute to more trusting, supportive school environments, problem solving and decision making than in 2008.	<input type="checkbox"/>	<input type="checkbox"/>	
	Leadership	School leadership makes a more sustained effort to address teacher concerns about a variety of teaching and learning conditions issues than they did in 2008.	<input type="checkbox"/>	<input type="checkbox"/>	
	Professional Development	More high quality professional development opportunities are available to licensed educators now than in 2008.	<input type="checkbox"/>	<input type="checkbox"/>	

FCPSWCS Training Objectives

- Become familiar with your school data from the 2010 survey results.
- Participate in a drill down process to move through the data in an orderly and efficient manner.
- Have practice conversations around data results using survey item worksheets.
- Understand a process for presenting this information at your school.
- Gain a level of comfort in interpreting and disseminating WCS data.
- Anticipate challenges to unpacking this information at your school.

Next Action Steps

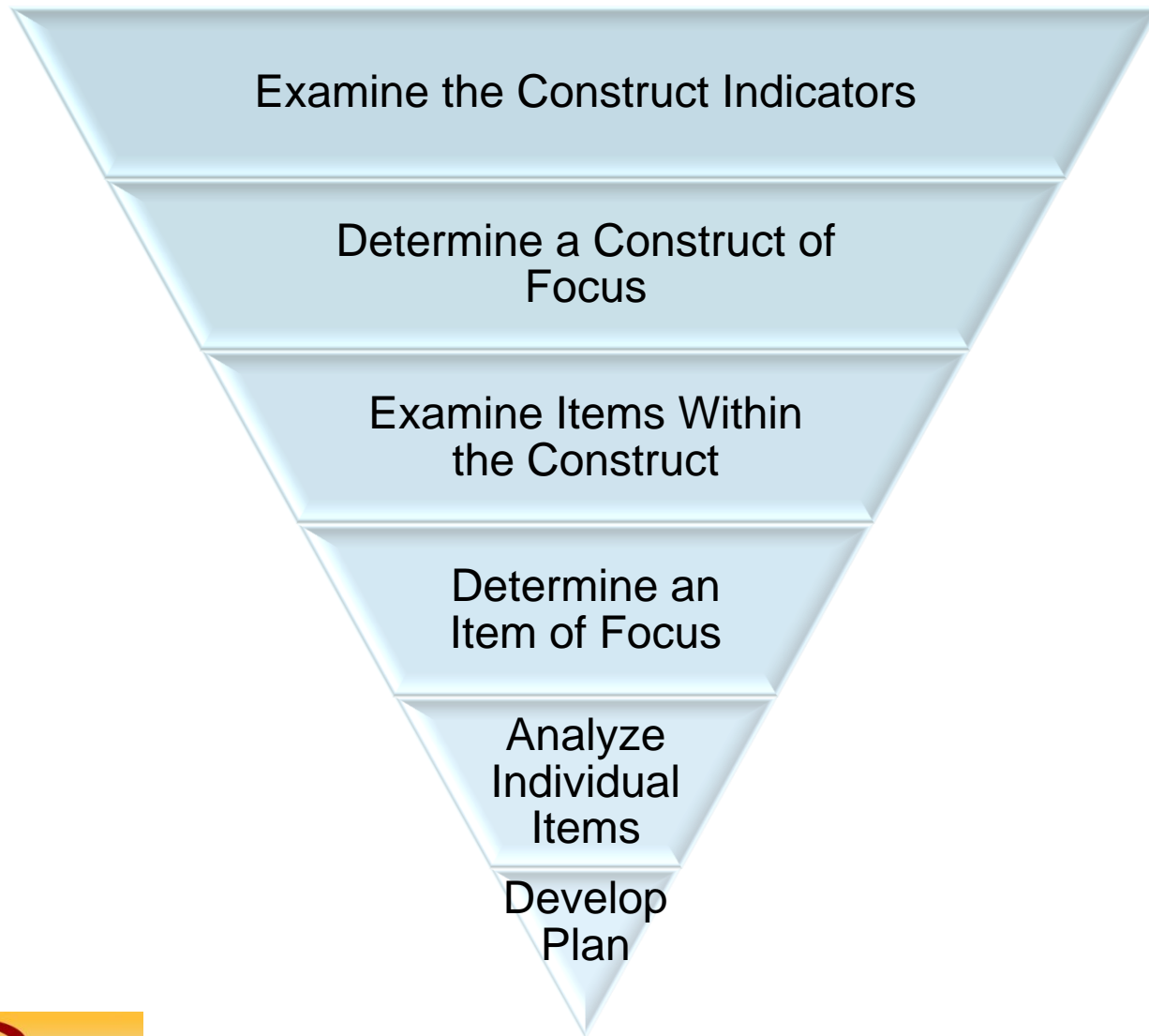
Following This Training

- Develop a process for reflecting upon this data with your school community.
- Disseminate WCS learning with all members of your school community.
- Allocate time to initiate a process for identifying issues based on the WCS data.
- Engage in meaningful conversations over time about how this data reflects the context of your school.
- Use the survey findings to inform and design school improvement plans.
- Share best practices in utilizing the data in meaningful and productive ways with colleagues across the district.

Norms for the Discussion

- Equity of Voice
 - All voices are heard
- Active Listening
 - Really listen to what people are saying
 - Avoid side conversations
 - Stop internal monologues
- Safety to Share Different Perspectives
 - Welcome all ideas, suggestions, or thoughts on the topic
 - Respectfully discuss differing opinions
- Confidentiality
 - Avoid specific names or titles
- Other? _____

FCPSWCS Data Drill Down



What We Learned in 2008

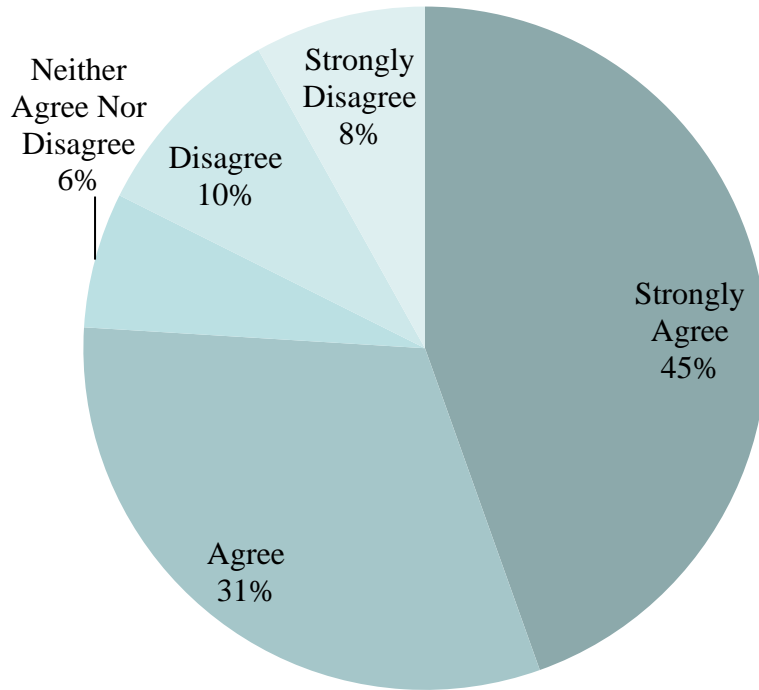
- It matters for kids.
 - All five working conditions factors were statistically significant in explaining achievement across subjects and school levels.
- It matters for teacher retention.
 - Teachers with positive perceptions of their working conditions are much more likely to want to stay at their current school than teachers who are more negative, particularly in the areas of leadership and empowerment.
- Principals and teachers see things differently.
 - Understanding perspectives can improve dialog.

About the 2010 FCPS WCS Survey

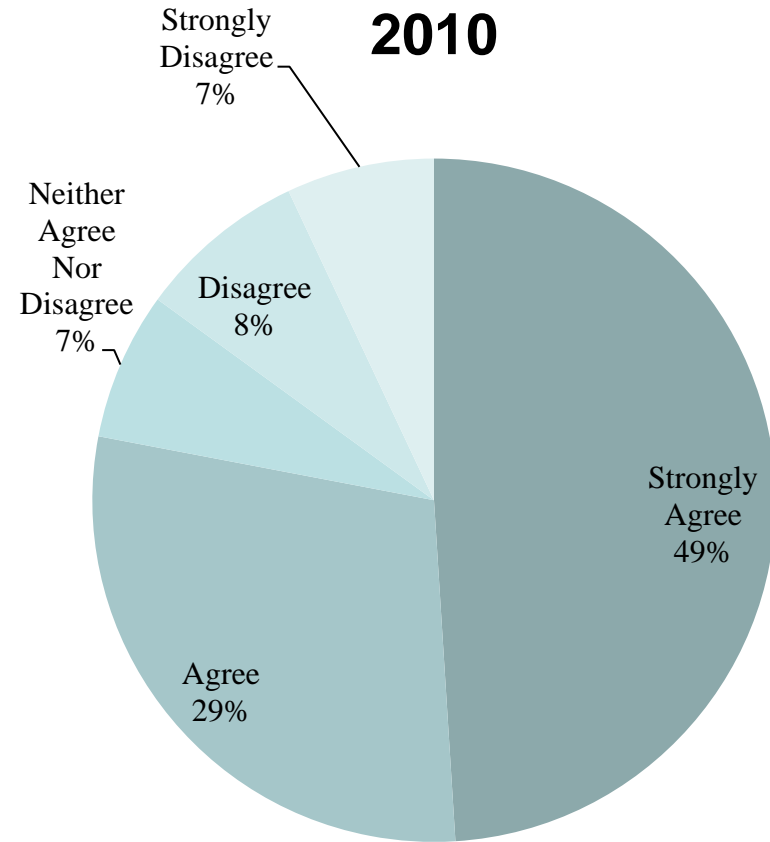
- Responses from 11,000 FCPS educators (75%) including over 9,188 teachers, 170 principals, 280 assistant principals, and 1,122 other educational professionals.
- Up from 58% with 8,600 educators responding in 2008.
- 194 schools achieved at least a 35% response rate. 190 were at 40% or above. 180 schools over 50%

Overall, my school is a good place to work and learn.

2008

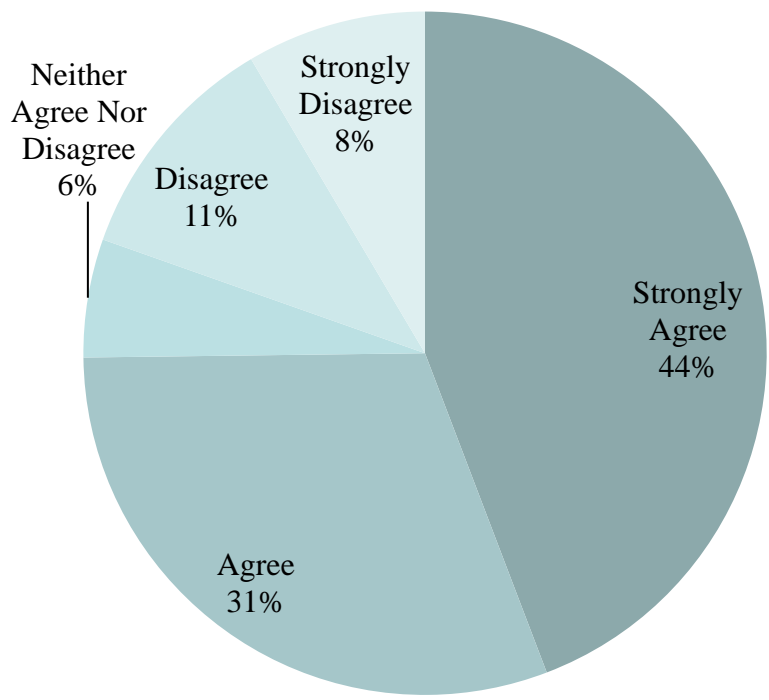


2010

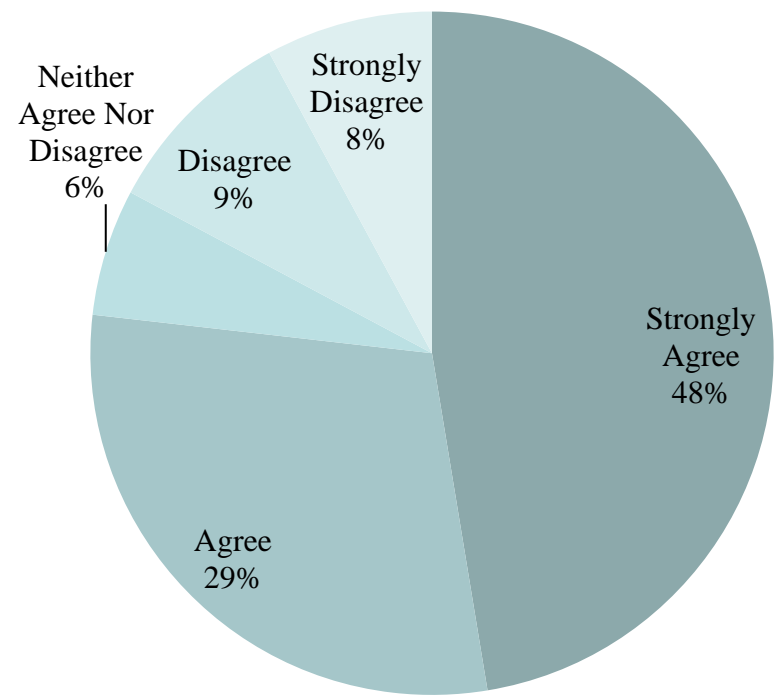


I am satisfied working in my current school.

2008



2010



'Do you Agree'

Worksheet Answers

- When comparing the results from 2008 with 2010, where the questions were the same in both years, all but two questions showed growth.
 - 2 % decline in student class size
 - 1 % decline that parents/guardians are influential decision makers at the school
- On the district level of the 'Do you Agree' Worksheet, every question was a 'yes'.

Things to be proud of...

- The incredible increase in participation in the survey.
- Nearly all comparable conditions showing improvement is a testament the district has to improving its teacher working conditions.
- Even more impressive is that these gains occurred during a significant economic recession where virtually all areas of public education were affected though cuts in staff, funding, and resources.

Find the Connector

Predicted Comparison	Construct	2010 FCPSWCS Connector	School	School Level	Actual Comparison
<input type="checkbox"/>	Time	The non-instructional time provided for teachers in my school is sufficient.	_____ S – SL: _____	<input type="checkbox"/>	
<input type="checkbox"/>	Resources	Teachers have sufficient access to appropriate instructional materials and resources.	_____ S – SL: _____	<input type="checkbox"/>	
<input type="checkbox"/>	Student Conduct and Safety	The rules for student conduct are enforced consistently.	_____ S – SL: _____	<input type="checkbox"/>	

Predicted Comparison

Predicted Comparison	Construct	2010 FCPSWCS Connector	School	School Level	Actual Comparison
6	Time	The non-instructional time provided for teachers in my school is sufficient.	_____	_____	<input type="checkbox"/>
2	Resources	Teachers have sufficient access to appropriate instructional materials and resources.	_____	_____	<input type="checkbox"/>
1	Student Conduct and Safety	The rules for student conduct are enforced consistently.	_____	_____	<input type="checkbox"/>

Plug in the Numbers

Predicted Comparison	Construct	2010 FCPSWCS Connector	School	School Level	Actual Comparison
6	Time	The non-instructional time provided for teachers in my school is sufficient.	45.7	45.3	<input type="checkbox"/>
2	Resources	Teachers have sufficient access to appropriate instructional materials and resources.	77.1	83.0	<input type="checkbox"/>
1	Student Conduct and Safety	The rules for student conduct are enforced consistently.	76.5	71.1	<input type="checkbox"/>

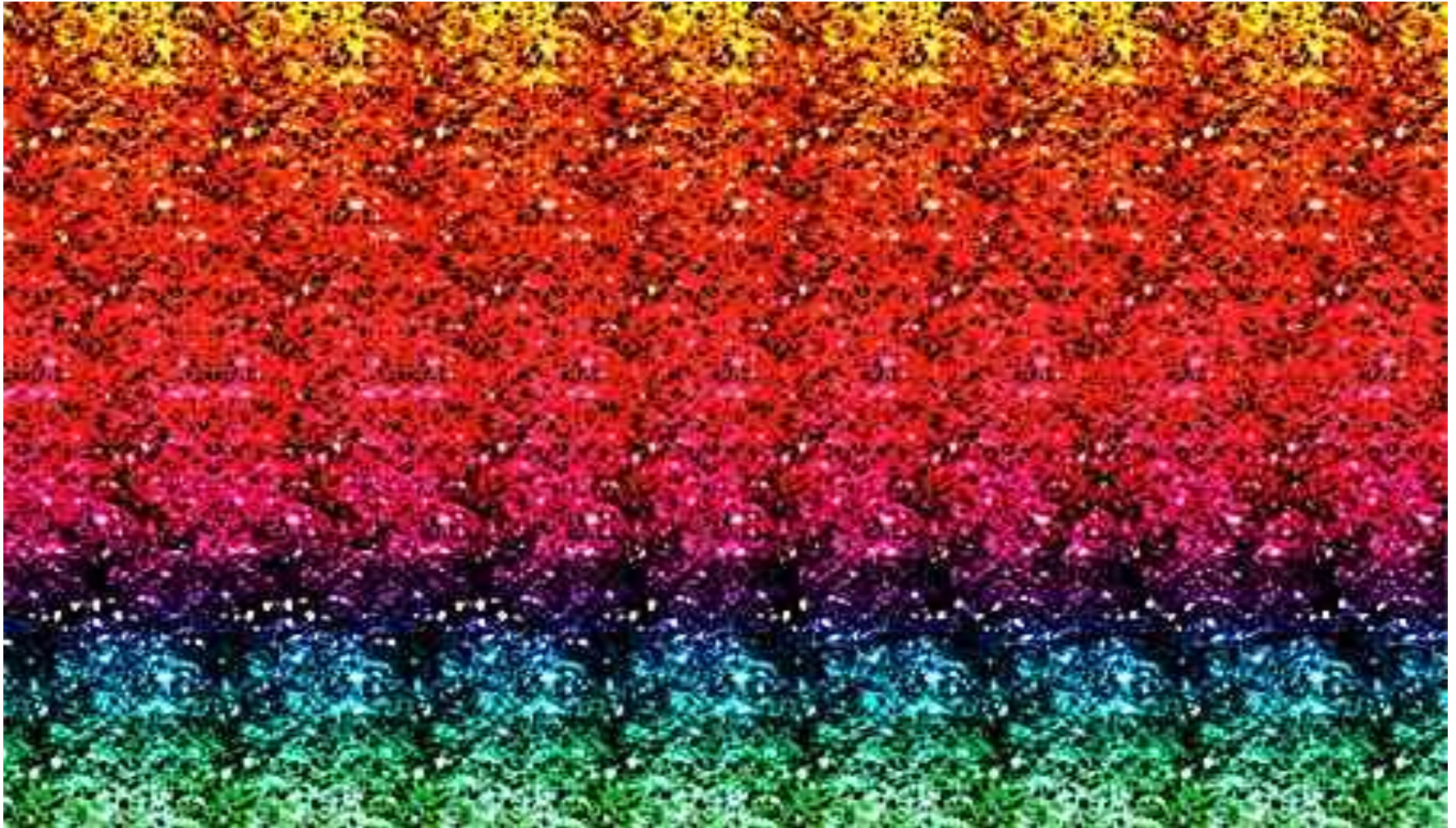
School Minus School Level

Predicted Comparison	Construct	2010 FCPSWCS Connector	School	School Level	Actual Comparison
6	Time	The non-instructional time provided for teachers in my school is sufficient.	45.7	45.3	<input type="checkbox"/>
			S - SL: <u>+ .4</u>		
2	Resources	Teachers have sufficient access to appropriate instructional materials and resources.	77.1	83.0	<input type="checkbox"/>
			S - SL: <u>-5.9</u>		
1	Student Conduct and Safety	The rules for student conduct are enforced consistently.	76.5	71.1	<input type="checkbox"/>
			S - SL: <u>+ 5.4</u>		

Revised Comparison

Predicted Comparison	Construct	2010 FCPSWCS Connector	School	School Level	Actual Comparison
6	Time	The non-instructional time provided for teachers in my school is sufficient.	45.7	45.3	3
			S - SL: <u>+.4</u>		
2	Resources	Teachers have sufficient access to appropriate instructional materials and resources.	77.1	83.0	6
			S - SL: <u>-5.9</u>		
1	Student Conduct and Safety	The rules for student conduct are enforced consistently.	76.5	71.1	2
			S - SL: <u>+5.4</u>		

It's How You See Things



Which Construct Do I Want to Explore Further?

Reflecting and Selecting Which Constructs do I Examine Further?

Read through the following prompts and reflect on the school data you just received.

1. In which constructs did your school have the most positive working conditions?
 - What are some possible reasons for this?
2. In which constructs did your school have the least positive working conditions?
 - What are some possible reasons for this?
3. Are there any constructs or focus areas in which your school's results are significantly different than the district or level?
 - Look for both positives and negatives. Positives should be acknowledged, and can be illuminating when thinking through areas of concern.
 - NOTE: Questions above 50% agreement are indicating that a majority of teachers at your school perceive the condition is in place, but this does not imply there is nothing to work on in this area. Conversely, lower agreement does not mean everything in the school surrounding this topic is in terrible condition. It is important to think of survey results as a vehicle to begin conversation and reflection about the conditions of your school.
 - Are any of the areas surprisingly negative?
 - Are those areas of dissatisfaction unique to your school or is this an area of concern for

Find the 'Construct Item Worksheet' and the 'How Do I Interpret the Item' Handout

How do I Interpret the Item Data?

The examples

Once you have decided upon a construct, we need to examine each item within that section. Data provided in the summary report is displayed in the same manner as in the construct section.

Below is an example of data in the format you will be seeing.

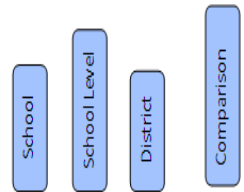
TIME example				
Item	Please rate how strongly you agree or disagree with the following statements:	% Agree		
		School	School Level	District
Q2.1	a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	19.6	53.6	50.1
	b. Teachers have time available to collaborate with their colleagues.	57.8	62.8	65.4
	c. The non-instructional time provided for teachers in my school is sufficient.	47.8	45.3	48.6
	d. Teachers are protected from duties that interfere with their essential role of educating students.	58.7	59.8	57.3

Construct Item worksheet

a.

b.

c.



S - SL: _____ S - D: _____

S - SL: _____ S - D: _____

S - SL: _____ S - D: _____

Worksheets for Each Construct Are Online

EMPOWERMENT	School	School Level	District	Ranking
a. Teachers are involved centrally in decision making about educational issues.	S – SL: _____	_____	S – D: _____	<input type="checkbox"/>
b. Teachers are trusted to make sound professional decisions about instruction.	S – SL: _____	_____	S – D: _____	<input type="checkbox"/>
c. Teachers are respected as educational experts.	S – SL: _____	_____	S – D: _____	<input type="checkbox"/>
d. Teachers in this school are confident they will be able to motivate their students.	S – SL: _____	_____	S – D: _____	<input type="checkbox"/>
e. The faculty has an effective process for making group decisions and solving problems.	S – SL: _____	_____	S – D: _____	<input type="checkbox"/>

How Do I Interpret the Item?

TIME example		% Agree		
Item	Please rate how strongly you agree or disagree with the following statements:	School	School Level	District
		Q2.1	a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	19.6
	b. Teachers have time available to collaborate with their colleagues.	57.8	62.8	65.4
	c. The non-instructional time provided for teachers in my school is sufficient.	47.8	45.3	48.6
	d. Teachers are protected from duties that interfere with their essential role of educating students.	58.7	59.8	57.3
	e. Efforts are made to reduce the amount of routine administrative paperwork that teachers are required to do.	45.7	46.7	46.5

TIME Item WS example


a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.


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


School	School Level	District	Area of Focus
19.6	53.6	50.1	
S - SL: <u>-34.0</u> *	S - D: <u>-30.5</u>	<input checked="" type="checkbox"/>	
58.7	59.8	57.3	
S - SL: <u>-1.1</u>	S - D: <u>+1.4</u>	<input type="checkbox"/>	


A Detailed Report is Also Available Online


Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

 Strongly disagree

 Somewhat disagree

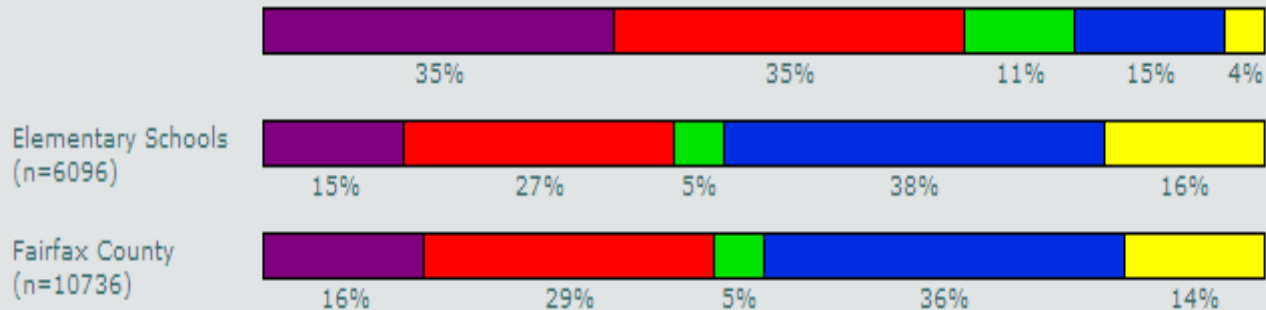
 Neither disagree nor agree

 Somewhat agree

 Strongly agree

[n=] Total # respondents for the bar

a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.



Take 5

- During the break, place one sticky on the consensogram above the item number you have decided you would like to look at further.

Two Methods for Examining Individual Items

- A written process for Analyzing an Item
- Individual Item Prompts for guiding reflective conversations

Process for Analyzing an Identified Item

What is working?

What is not working?

What would be ideal?

What are challenges to achieving the ideal?

‘What is working/not working’ Example and blank worksheets

What is working/not working? EXAMPLE

ITEM EXAMINED	POSITIVE FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO EXPLOIT
2.1.8 Teachers have time available to collaborate with their colleagues.	District gives protected work days and 1/2 days for PLCs	Dedicated, protected group planning time	Expand my interaction to include folks from other schools to get more input and ideas Be prepared to maximize this planning time
	Front office is good about turning away parents who come unannounced	Keeps my time protected. Allows me more time to plan with colleagues	Sincerely thank the front office staff for their help.
	Administration does a good job of only calling meetings when it is absolutely necessary, and gives us notice.	The meetings are more engaging and welcomed. My time is protected.	Thank the administration. Reinforce the steps they are taking. Be committed to engaging in the meetings when they are called.
CHALLENGING FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO MITIGATE	
Kids are coming to me during my planning time to get additional help	It is helping the kids, but hurting my planning and preparation with colleagues	Designate specific days of the week as off-limits to students	
Subs are not available so we often have to cover other classes during our planning	Often unexpected and really hurts my planning time and scheduling of important activities with colleagues	Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?	

What is working/not working?

ITEM EXAMINED	POSITIVE FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO EXPLOIT
CHALLENGING FACTORS	EFFECT ON SCHOOL/MY TEACHING	STEPS TO MITIGATE	

'What is Ideal? What are the Challenges'

Example and blank worksheets

What is Ideal? What are the Challenges?

Item: 2.1 B Teachers have time available to collaborate with their colleagues.

WHAT WOULD THE IDEAL LOOK LIKE?	WHAT ARE THE CHALLENGES?	HOW DO WE OVERCOME THE CHALLENGES?
Teachers never have to cover other teachers' classes.	Not practical. → There will be times teachers must cover for one another	Put a rotation in place for teacher coverage so the amount of times each teacher is called on is equitable. Reward teachers who do cover other classes.
Teachers are never asked to a last minute meeting for EC.	Knowing when manifestations are due → Scheduling all parties ahead of time and keeping everyone up to speed	Reflect on the meeting process and improve the efficiency of the process. Mandate teachers are notified ahead of time. Teachers are chosen that work with the child. The process is equitable for teachers.
School team/grade level/subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.	Skill of facilitator, relationships → Needs of staff are different	Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.

What is Ideal? What are the Challenges?

Item:

WHAT WOULD THE IDEAL LOOK LIKE?	WHAT ARE THE CHALLENGES?	HOW DO WE OVERCOME THE CHALLENGES?

Individual Item Prompts

- Are used to guide reflective, collaborative conversations about specific school conditions.
- Are available on-line.
- Are not the only questions to ask, but provide a starting point for dialog.

Individual Item Prompt Activity

- In each group, assign a:
 - Facilitator
 - Recorder
 - Reporter
- In your groups:
 - Discuss the prompts provided
 - Document important findings from the discussion
 - Be prepared to share out some of your thoughts

Set Some Goals

School Improvement Initiative	
Objective:	
What actions and responsibilities must teachers accept to achieve the objective?	
What actions and responsibilities must administrators accept to achieve the objective?	
Do we need staff development or resources to support the objective? If so, what kind and when?	
How can we assess progress?	

Anticipating Challenges

- Facilitating this work
- Addressing limited collaborative time.
- Addressing equity issues.
- Having a fierce conversation.

Questions and Evaluation Sheet

Meeting Evaluation

Your feedback is important to continuously improve our dialogue and address teaching and learning conditions.

Please rate the following from Strongly Disagree to Strongly Agree:

- | | |
|---|-------------|
| 1. The presentation was clear and easy to understand. | SA A N D SD |
| 2. The presenters were prepared. | SA A N D SD |
| 3. We utilized the FCPS Working Conditions Survey data to engage in data driven dialogue. | SA A N D SD |
| 4. All educators were engaged in the dialogue and activities. | SA A N D SD |
| 5. Presenter/participant interaction was sufficient. | SA A N D SD |
| 6. The materials provided were easy to understand. | SA A N D SD |
| 7. I was given enough time to do the activities. | SA A N D SD |

Some things I thought were very helpful:

Some things I thought could use improvement:

Contact Us

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