

Teaching **E**mpowering **L**eading & **L**earning

MARYLAND

Educators' Survey

Martin O'Malley, Governor Anthony Brown, Lt. Governor



Overview of TELL Maryland Survey Findings

Maryland State Board of Education

Eric Hirsch, New Teacher Center

Dec. 11, 2009

TELL Maryland Participation

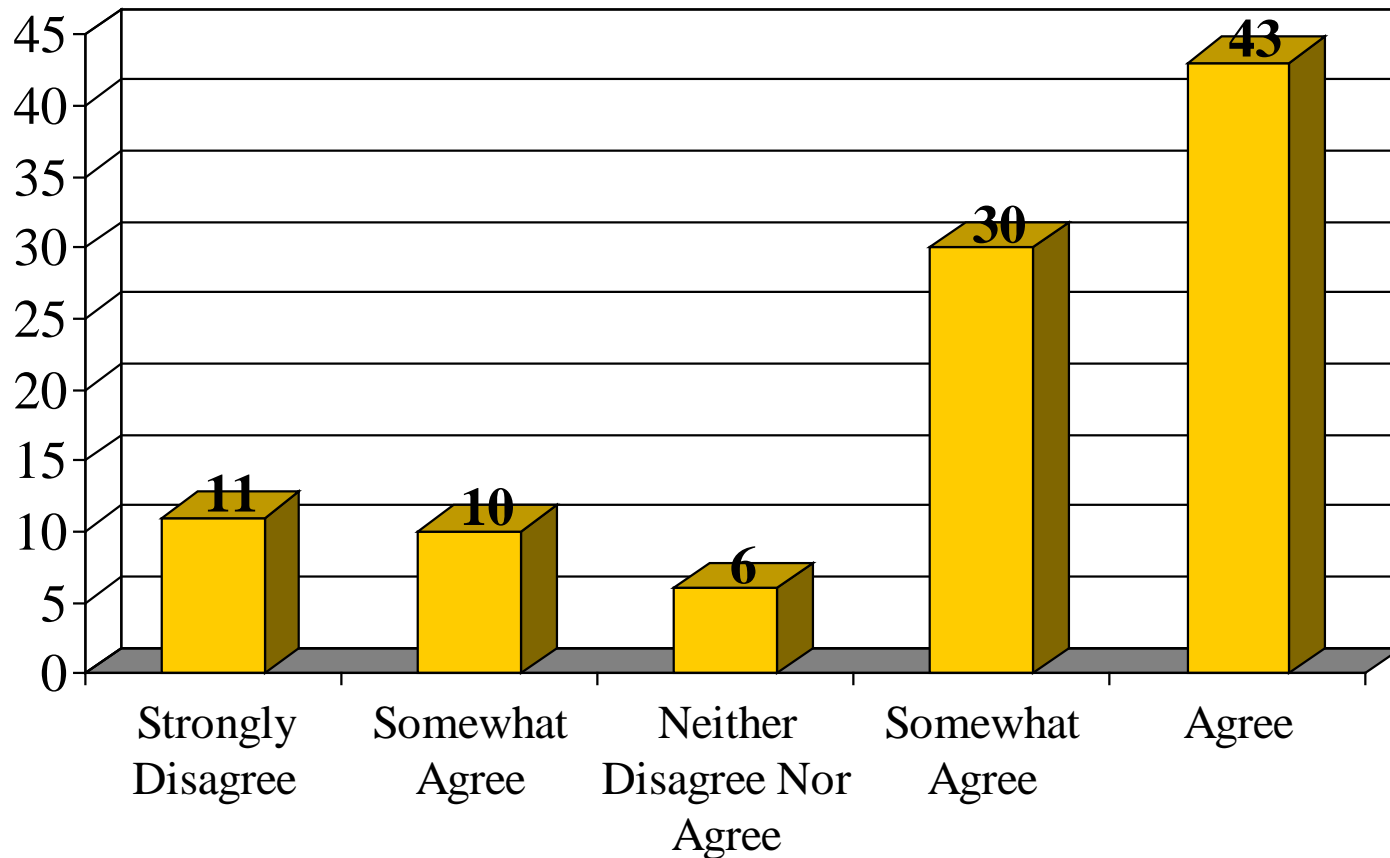
- Over 43,400 educators from across the state participated in the TELL Maryland survey
 - 38,145 Teachers (including instructional coaches, department heads, vocational, literacy specialist, etc.)
 - 971 Principals
 - 1,087 Assistant Principal
 - 3,245 Other Education Professional (school counselor, school psychologist, social worker, etc.)
- Data is now available for all districts and over 1,000 schools in which at least half of their educators responded, providing critical information for making school and district level decisions to improve Maryland schools

About the TELL Maryland Survey

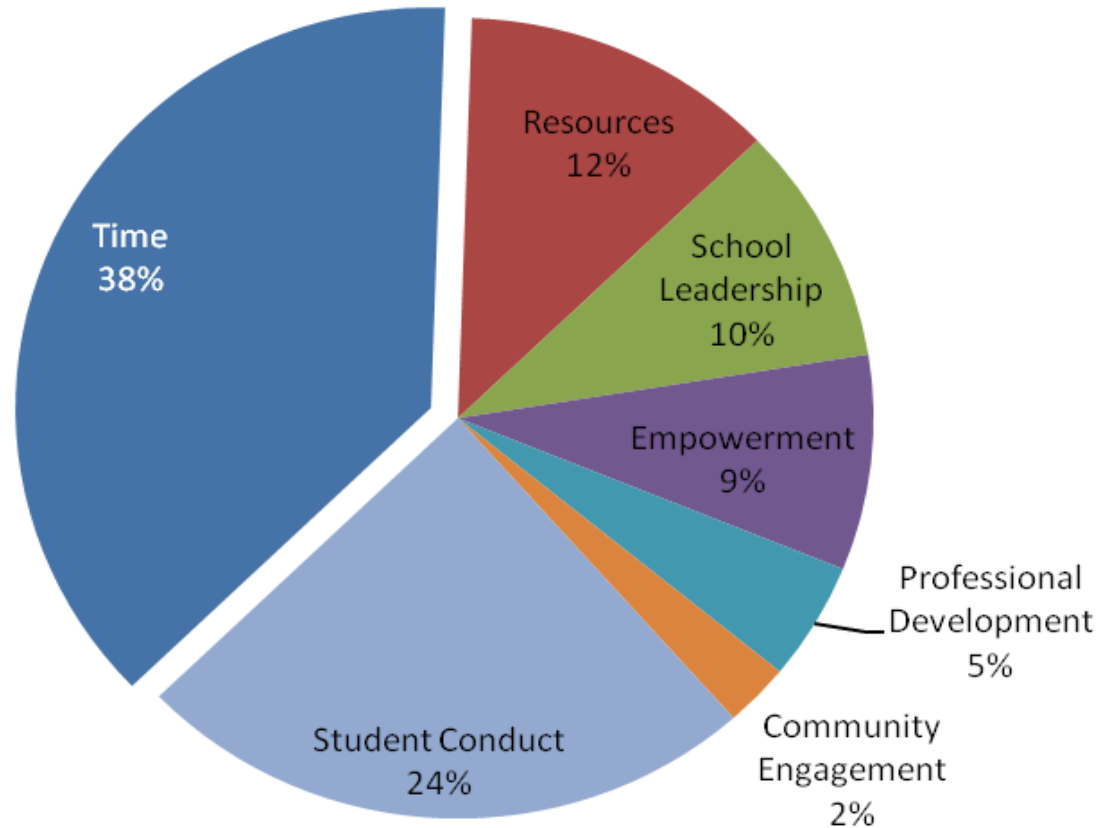
- The survey is NOT about accountability, its about school improvement
- This is NOT about any individual, and it will take a community effort to improve
- Perceptual data are real data
- Interpretation is both an art and a science

While 63% agree there is an atmosphere of trust and mutual respect in their school, Almost 10,000 survey respondents disagreed that they work in a trusting environment – what are the ramifications?

Maryland Educators Agree That Their School is a Good Place to Work and Learn



Teachers' Perception of Conditions Most Important to Improving Student Learning



Disparities in Teaching Conditions: Elementary Math

TELL Maryland Survey Factor	Lowest Quartile	Q2	Q3	Highest Quartile	Difference Between Highest and Lowest Quartile
Community Engagement	3.63	3.86	4.08	4.33	0.70*
Student Conduct	3.81	4.07	4.16	4.33	0.52*
Student Learning	4.16	4.26	4.35	4.45	0.29*
Leadership Support	3.72	3.84	3.91	4.00	0.28*
Leadership Effort	3.62	3.73	3.77	3.88	0.26*
Decision Making	2.72	2.80	2.81	2.96	0.24*
Resources	3.74	3.86	3.80	3.88	0.14*
Time	3.09	3.02	3.01	3.15	0.06
Professional Development	3.67	3.64	3.60	3.68	0.01

* Statistically significant difference between high and low performance on MSA at the $p < .05$ (two tailed)

Disparities in Teaching Conditions: Elementary Math

TELL Maryland Survey Item	Percentage Agreement				Difference Between Highest and Lowest Quartile
	Lowest Quartile	Q2	Q3	Highest Quartile	
Parents/Guardians are influential decision-makers in this school.	38.0	53.2	65.6	79.0	41.0
The community we serve is supportive of this school.	54.8	70.5	82.3	91.4	36.6
Students come to school ready to learn on a regular basis.	43.6	51.1	62.7	78.8	35.2
Students are caring towards one another.	54.8	72.2	81.5	89.7	34.9
Parents/Guardians and community members support teachers, contributing to their success with students.	51.5	62.2	74.9	84.8	33.3
Students at this school understand expectations for their conduct.	72.9	84.6	86.9	92.6	19.7
Teachers play a large or primary role in school improvement planning.	36.4	84.6	57.1	55.6	19.2
Teachers and staff work in a school environment that is safe.	76.9	88.1	90.8	95.1	18.2

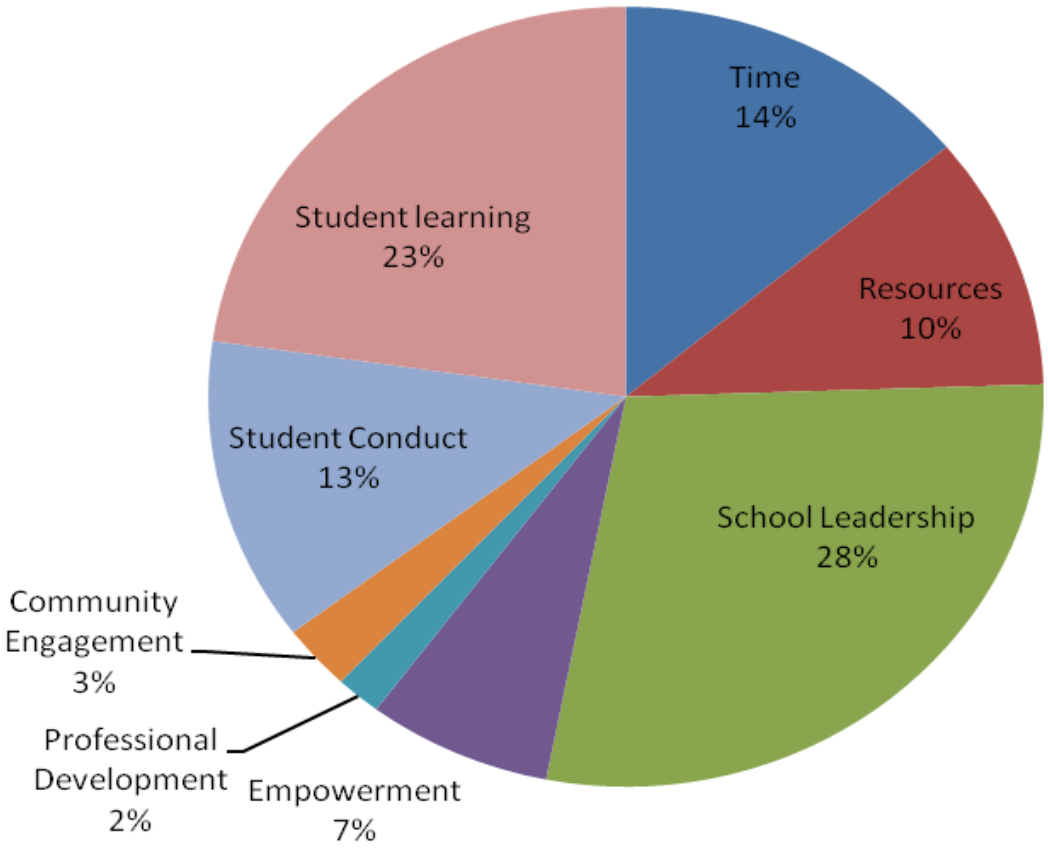
Teaching Conditions and Student Achievement

- Teaching conditions explained 5-10% of the variance in school level achievement across subjects and school levels
- Teacher engagement in decision was statistically significant in explaining school level performance on the MSA and High School assessment while controlling for student, teacher and school characteristics
- Community Engagement and Student Conduct/Safety were also significant in explaining performance across elementary schools

Teachers Do Not Feel Engaged in Decision Making about Education Issues

- 6 out of 10 educators agree that teachers are centrally involved in decision making about educational issues
 - About three-quarters of educators believe that steps are taken to solve problems in their school and six out of ten agree that there is an effective process for making collaborative decisions
 - 4 out of 10 educators agree that teachers have an appropriate level of influence on decision making in their school. Less than 2 out of 10 agree for their district
 - About one-third of educators indicate that teachers play a small or no role in school improvement planning, over half in selecting professional development and four out of ten in establishing student discipline procedures
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Teachers' Perception of Conditions Most Important to Teacher Employment Plans



Teaching Conditions and Estimated Retention

TELL Survey Items	Percent of Educators Agreeing			
	Stayers	Movers	Leave Classroom	Leave Education
Overall, my school is a good place to work and learn.	76.4	37.3	75.6	75.9
The school leadership facilitates an atmosphere of trust and mutual respect within the school.	68.3	30.6	67.6	67.7
There is an atmosphere of trust and mutual respect in this school.	66.5	29.2	65.4	65.9
Teachers feel comfortable raising issues and concerns that are important to them.	62.2	26.5	61.3	61.6
In this school we take steps to solve problems.	76.3	41.9	75.5	75.8
School leadership supports teachers' efforts to maintain discipline in the classroom.	72.0	39.2	71.2	71.4

Teaching Conditions and Estimated Retention

- Teaching conditions explained 15-20% of the variance in estimated retention rates
- Leadership Support, Decision Making, Professional Development and Student Conduct/Safety were significant in explaining future employment plans at the elementary level and Student Conduct/Safety and Community Engagement for middle schools
- While no single factor was significant for high schools, teaching conditions variables explaining 20% of differences in expected teacher retention
- Leadership Support was the strongest predictor of employment plans for elementary schools, Community Engagement for middle schools and student poverty for high schools

Differences in Teacher and Principal Perception

TELL Maryland Survey Items	Percent Agreeing		Difference in Perception
	Teachers	Principals	
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	47.1	93.2	46.1
Teachers have an appropriate level of influence on decision making in my school.	39.6	84.5	44.9
Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.	35.7	79.9	44.2
The school leadership makes a sustained effort to address teacher concerns about empowering teachers.	54.7	97.3	42.6
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	55.2	97.1	41.9
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	55.3	96.1	40.7
Teachers are integrally involved in decision-making about educational issues.	56.2	96.3	40.1
Teachers feel comfortable raising issues and concerns that are important to them.	58.1	96.1	37.9

Other Findings in the Final Report

- Principals are positive about most aspects of the support they receive from districts. Principals who agree that they have positive conditions from districts are better able to provide teaching and learning conditions for their faculty in key areas
- Teaching conditions are less positive in schools serving high poverty populations, particularly in the area of Community Engagement. Time and professional development were more positive in high poverty schools
- Almost one-third of new teachers report they are not assigned a mentor and of those who are, more than one-quarter never developed lesson plans, were observed, or analyzed student work with their mentor. Supported new teachers were significantly more likely to want to remain in teaching

Next Steps

- Final report to be released by Governor O'Malley in January
- Passcodes removed from school and district data upon release
- Continued assistance to schools from coalition partners



TELL Maryland School
Improvement Guide



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