North Carolina Teacher Working Conditions Survey (NC TWCS)

INTERPRETATION AND ACTION WORKBOOK

August 2024

Find survey, results, and resources at https://www.nctwcs.org
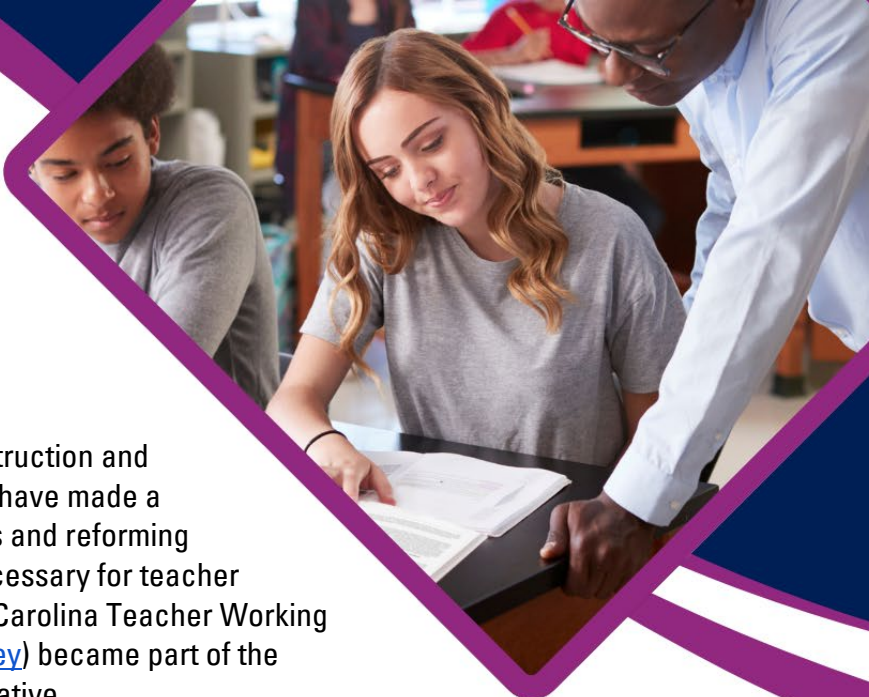
ACADEMIC DEVELOPMENT INSTITUTE

ADI
EST 1984

Ingenuity and Service

North Carolina Department of
PUBLIC INSTRUCTION

TABLE OF CONTENTS

Background of Survey and Purpose of Interpretation and Action Workbook

The North Carolina Department of Public Instruction and the North Carolina State Board of Education have made a sustained commitment listening to educators and reforming schools to create the working conditions necessary for teacher satisfaction and success. In 1999, the North Carolina Teacher Working Conditions Survey (NC TWCS: NC TWC Survey) became part of the Governor's Teacher Working Conditions Initiative.

The NC TWCS is an anonymous statewide survey designed to ensure that every educator has the supportive environment necessary to help students achieve at the highest level. The survey provides data for school and district improvements to be used along with other data points such as student achievement and growth, percent poverty level, teacher turnover rate, etc. Results are also expected to inform state-level policy. Teachers (certified and non-certified) and other licensed, school-based educators complete the survey. With the administration of the first NC TWCS in 2002, North Carolina became the first state in the nation to study teacher working conditions by surveying those whose opinion matters most — educators themselves.

The 2005 Appropriations Budget (S.L.2005-276 SECTION 7.40.(a)(b)) contained the enabling legislation that mandates our NC State Board of Education to: Administer the survey on a biennial basis; establish an advisory board to oversee implementation of recommendations from the survey; and provide analysis to incorporate into school improvement plans. Since its enabling legislation in 2005, the survey has been administered bi-annually to all NC public school educators. Response rates typically exceed 90% of teachers (~100,000) in the state.

The survey has been studied and validated (see Appendix A). Research associated with the NC TWCS results has shown strong connections between teacher retention and student achievement. The NC TWCS provides valuable results to the school, district, and state by which policymakers at each level can make informed, data-driven decisions. The 2024 version of the NC TWCS Survey includes 13 constructs with individual statements under each construct for teachers to address. The 13 constructs include: Retention, School Leadership, Teacher Leadership, Managing Student Conduct, Safety and Well-Being, Facilities and Resources, Community Support and Involvement, Professional Learning and Support, Professional Development Needs, Instructional Practices and Supports, Instructional Practices and Supports Needs, Time, and Equity.
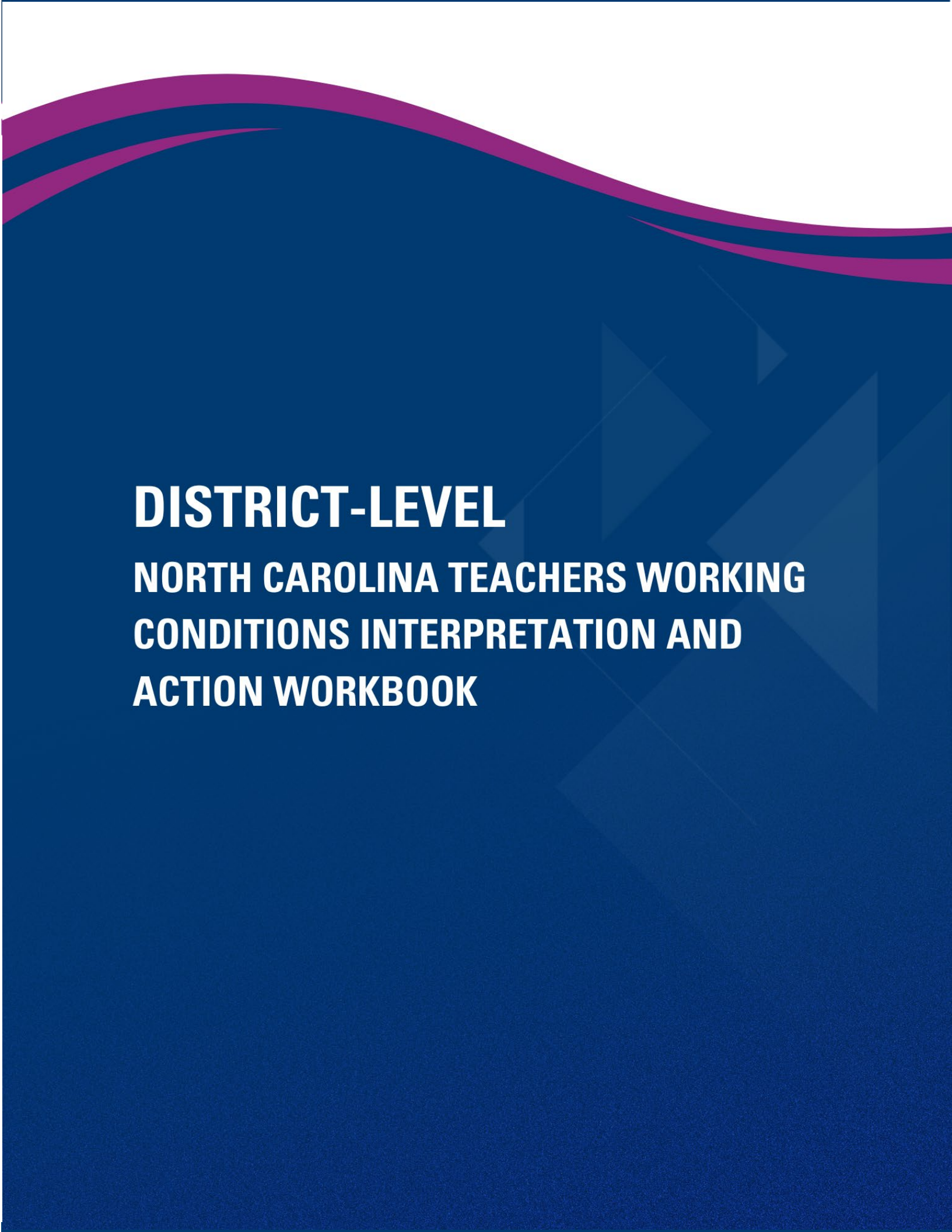
The *North Carolina Teacher Working Conditions Survey (NC TWCS) Interpretation and Action Workbook* is designed to provide superintendents, principals, and their leadership teams with practical information and tools to unpack survey results, understand root causes, and create action plans to strengthen and build school communities that foster teacher satisfaction and student success.

The survey website (nctwcs.org) displays a variety of reports at the state, district and school levels including Participation Rates, Individual Item Analysis, Agree Analysis, Historical Analysis and Agree Comparison (state level only). The process described in this workbook will primarily use the Participation Rates and the Agree Analysis report; however, the district or school team may find the Individual Item Analysis Report helpful if statements within the Professional Development and Support or Instructional Practices and Support constructs require attention. A short description of what may be found in each of the reports is found in Appendix B.

This workbook is divided into three sections: District-Level North Carolina Teachers Working Conditions Interpretation and Action Workbook; School-Level North Carolina Teachers Working Conditions Interpretation and Action Workbook; Appendix. Enter the workbook at the level which is appropriate for your team (District or School) and then find the section that addresses the Activity your team is ready to tackle.

DISTRICT-LEVEL

NORTH CAROLINA TEACHERS WORKING CONDITIONS INTERPRETATION AND ACTION WORKBOOK

Activity 1—Access, Review, and Analyze the Response Rate Report

Use this link to access the report:
https://adincsurvey.azurewebsites.net/#/nctwcs/2024_NCTWCS

Step 1: Type in the name of your district to
- See the participation rate aggregate for all schools.
- Gauge response rates using the Response Rate Key below
  - How was the district response rate?
    - A participation rate of 75% or greater is outstanding.
    - A participation rate of 50% or greater is positive.
    - Participation rates lower than 50% may raise concerns and influence interpretation of survey results.
- Compare the district's rate of participation to other NC districts.

Step 2: Click the 🏫 **School House icon to**

- See the participation rate disaggregated by individual schools.
- Gauge response rates using the Response Rate Key referenced above.
  - How was the school's response rate?
    - A participation rate of 75% or greater is outstanding.
    - A participation rate of 50% or greater is positive.
    - Participation rates lower than 50% may raise concerns and influence interpretation of survey results.
- Compare an individual school's participation rate against other district schools.
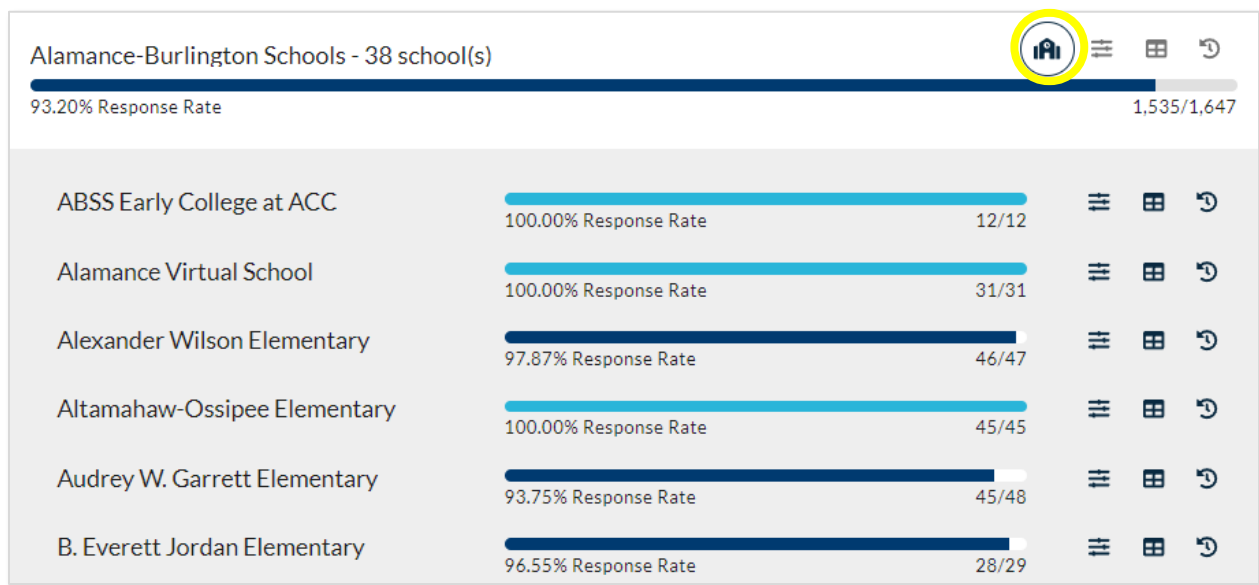
Step 3: Response Rate Conversation

As District Leadership ask and discuss:

- If we have a response rate above 50%, what factors contributed to this positive response and could be leveraged in the future?
- Do we have a lower than 50% district response rate?
- What is the cause of the low response rate for our district?
- Do any of your schools have a lower than 50% response rate?
- What is the cause of low response rates for these schools?
- How might low response rates at schools impact the overall district response rate and survey interpretation?

Activity 2—Access, Review, and Analyze the Agree Analysis Report

The Agree Analysis Survey asked participants to strongly agree, agree, disagree, or strongly disagree with statements organized under constructs (factors) which influence teacher working conditions. For further explanation of the individual constructs and related survey statements, you can find construct research briefs in Appendix C.

Use this link to access the report:
https://adincsurvey.azurewebsites.net/#/nctwcs/2024_NCTWCS

Step 1: Type in the name of your district to find your district in the list.

- Click the grid ⊞ icon next to the district name to find the Agree Analysis report.
- The Agree Analysis Report displays by construct each survey statement and includes a comparison between state and district responses.
- Gauge agreement rates using the Report Key below. This Report Key differs from the Response Rate Key, so note the agreement percentages for each color. The Agree Analysis Report displays the percentage of respondents who marked the statement as Strongly Agree and Agree. In other words, the disagree and strongly disagree rates are not included in the Agree Analysis Report.
  - What was the district's agreement rate by construct statement?
    - An agreement rate of 70% or greater is outstanding.
    - An agreement rate of 50% or greater is positive.
    - An agreement rate of 30% or lower may raise concerns and indicate areas that need attention.
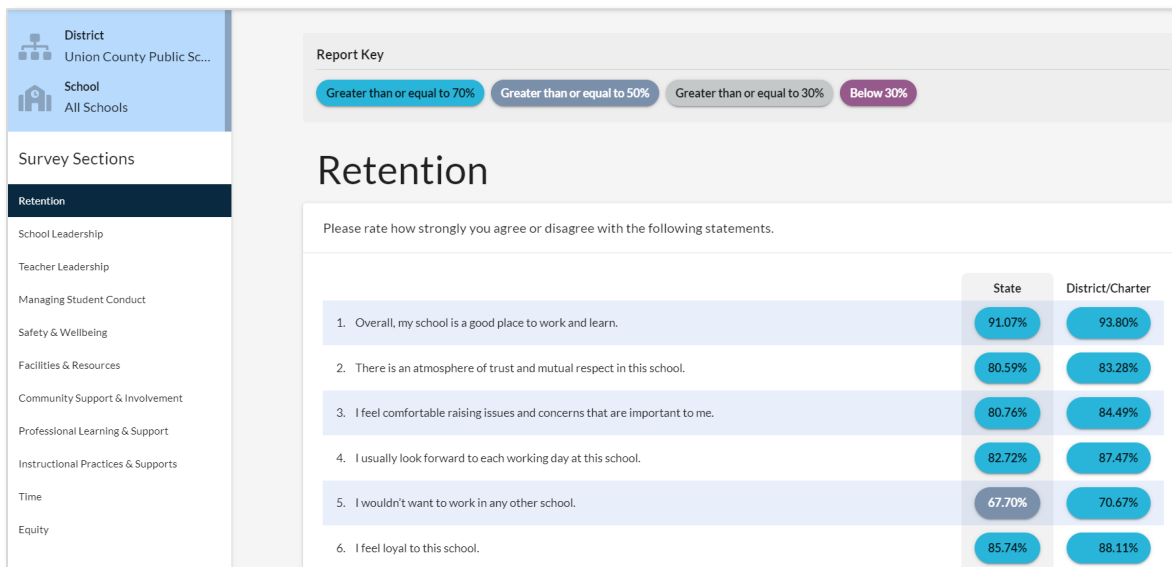
Step 2: Review and Analyze the District Agree Analysis Report as a District Team
- Print or provide digital access to this exportable report for members of your leadership team.

⬅ BACK	2024 - Agree Analysis	EXPORT TO PDF	EXPORT TO EXCEL

- At the beginning of the meeting, each team member should take approximately 10-15 minutes to individually review the constructs and corresponding statements with the agree/strongly agree percentage results by District/Charter compared to the State results. Team members should annotate or highlight statements that catch their attention. This will allow every team member to view the results and be ready to discuss.
- Appoint a scribe to record the team's collaborative discussion.
- First, have the team discuss areas of Highly Agree/Agree statements to acknowledge district strengths.
- Next, discuss the areas of lowest agreement and have the scribe record the discussion on the *Flag Lowest Areas of Agreement within the District* template below. The team looks for patterns and identifies the **lowest areas** of agreement, and the scribe records the team discussion by listing the construct, construct statement #, agree/strongly agree % and discussion highlights. The district team will determine the number of construct statements of concern to list on the template based on patterns that emerge as they analyze and discuss survey results. Remember, this is not the time to figure out why the item has a low score. You will determine that when you conduct the root cause exercise.

  NOTE: If you have a large district team, you may consider using a jigsaw type activity to allow smaller groups of members to disaggregate individual constructs and then report back to the larger team.

Flag **Lowest Areas** of Agreement within the District

CONSTRUCT	STATEMENT #	AGREE/STRONGLY AGREE %	DISCUSSION HIGHLIGHTS

North Carolina Department of
PUBLIC INSTRUCTION

Step 3: Review and Analyze the School(s)' Agree Analysis Report

- Go back to the District and School Results page.
- Click the School House 🏫 icon to view all the schools in your district.
- Click the grid ⊞ icon next to the individual school(s) to find that school's Agree Analysis Report by Construct and statements.
  - Using the district's lowest agreement items identified in Step 2, review those specific construct statements at the school level. A large district with many schools may want to divide the Team to review a group of schools.

CONSTRUCT	STATEMENTS OF CONCERN	SCHOOLS THAT SCORED LOW	ELEMENTARY, MIDDLE, HIGH OR OTHER

North Carolina Department of
PUBLIC INSTRUCTION

Note:
- If *Professional Development and Supports* emerges as a construct of concern and/or raises statements of concern, please go to the Item Analysis Report, *Professional Development Needs*, for additional information and insight.
- If *Instructional Practices and Supports* emerges as a Construct of concern and/or raises statements of concern, please go to the Item Analysis Report, *Instructional Practices and Supports Needs*, for additional information and insight.

What patterns do you see within a given construct?

What patterns emerge among specific schools or grade levels (elementary, middle, high school)?
Additional Notes or Discussion Points

Step 4: Assign a Priority and Opportunity Rating for Selected Statements of Concern
It is now time to rank statements of concern identified in Step 3 with a priority and opportunity rating. *Why is this an important step?* You cannot do everything at once. If everything is a priority, then nothing is a priority.

As a team, determine which concerns will rise to the top to create an action plan around. There is no "right" number of concerns to tackle. That will be determined by:
- Your district's priority and opportunity rating for each concern,
- Your team's size and capacity, and
- Your team's time and ability to address multiple concerns.

Priority and Opportunity Rating

Looking over the concern statements, give each a priority and opportunity rating.
A *priority score* indicates whether the survey finding is of immediate concern and significance.
An *opportunity score* indicates how easy or difficult the survey finding will be to address.
Priority Score:
  3 – High Priority
  2 – Medium Priority
  1 – Low Priority
Opportunity Score:
  3 – Easy to Address
  2 – Can be accomplished in current policy/budget
  1 – Requires changes in current policy/budget

CONSTRUCT	STATEMENT OF CONCERN#	PRIORITY SCORE	OPPORTUNITY SCORE	RATING = PRIORITY X OPPORTUNITY*	RATING EXPLANATION

When choosing what to work on first, a concern with a higher rating might be selected to address first in the action plan. For example, if you scored the concern as 3 for priority meaning it is a high priority and 3 as opportunity because it would be easy to address, the rating would be 9. A high rating is considered "low hanging fruit" and when accomplished within an action plan provides enthusiasm, momentum, and demonstrates the commitment to change.

Step 5: Conducting a Root Cause Analysis Conversation
- Based on your Leadership Team's discussion highlights and priority and opportunity ratings of the concerns, determine which Construct statements require immediate attention and become your selected District Teacher Working Condition Priorities.
- Remember you may not be able to address all your concerns immediately, so highlight or circle the statements that received the highest priority and opportunity rating.
- You will complete a root cause analysis for each District Level Teacher Working Condition Priority.

The purpose of the root cause analysis conversation guide is twofold. First, it provides a process for the district leadership team to determine the root or origin of the concern. Second, it allows the district leadership team to fully understand how to fix, mitigate, or learn from contributing factors through the root cause analysis process. A Root Cause Analysis Conversation Exemplar is given on the next page.

Root Cause Analysis Conversation Exemplar

District Teacher Working Condition Priority

Construct: <u>Teacher Leadership</u>

Statement of Concern: <u>#14 Participate in the Hiring Process</u>

What is the cause of the low agreement rate for the district?

1. Teachers do not participate in the interview/hiring process. **WHY?**

2. The district includes only administrators in the interview/hiring process. **WHY?**

3. The current hiring policy was created 15 years ago and only included administrators in the hiring process. **WHY?**

4. Best thinking at the time was that principals supervise and evaluate teachers so only principals should be included in the interview/hiring process for teachers. **WHY?**

5. The district didn't anticipate that teachers would want to be a part of the interview process for new teachers.

If the last "WHY" is not within your control, revert to the previous "WHY".

ADI
ACADEMIC DEVELOPMENT INSTITUTE
Ingenuity and Service EST 1984

North Carolina Department of
PUBLIC INSTRUCTION

Root Cause Analysis Conversation Template

District Teacher Working Condition Priority

Construct: _____

Statement of Concern: _____

What is the cause of the low agreement rate for the district?

1.

2.

3.

4.

5.

If the last "WHY" is not within your control, revert to the previous "WHY".

Activity 3—Creating an Action Plan

Now that you have the information you need on what the root cause of the statement concern may be, the district team will create an action plan to address the challenge. There are two ways this can be accomplished, and this workbook will walk you through both ways (workbook template - Activity 3 and NCStar - Activity 4). No matter which method is used, there are common terms used in the plan template provided in this workbook as well as within NCStar.

Action Plan Definitions

1. **Objective**. Is the objective clear about what will change in professional practice? What will the district, principal, teachers, or teams do differently? The statements of concern identified when reviewing your survey results, other pertinent data, and your root cause analysis will provide insights.
2. **Measure**. What measure will enable you to say, "Well done!" and know that the objective is met and is routinely in place?
3. **Implementation Target Date**. Is it reasonable to think you will fully meet your objective within 30, 60, 90 days after the plan is finalized? What about summer and vacation days? You need days in session to meet most objectives, although some may include summer work. Be reasonable and realistic in determining how long it will take to accomplish.
4. **Primary Person Responsible**. The whole district office or school may be engaged in the new practice, but who is leading the change and is primarily responsible for its success?
5. **Actions**. These are generalized steps of action in a short-cycle plan. You may add more than five in the template. These aren't planning details; actions are significant steps toward full implementation of the objective.

The goal of any plan is to meet the objective in such a way that the results are sustainable over the long-term. In Activity 2, Steps 4 and 5, the district team determined priority and opportunity rankings and identified their selected District Teacher Working Condition Priorities. This concise set of priorities will guide the Leadership Team as they create impactful Action Plans based on objectives that will produce the greatest influence in the shortest amount of time so that the entire district can gain momentum and experience early successes. Once an objective is met, the district repeats this process to choose other low scoring statements that need improvement. The district team should also consider the guidance provided by the North Carolina Department of Public Instruction on creating improvement plans. A list of the guiding principles can be found in Appendix D and a more in-depth summary may be found in Appendix E.

Included below on the next page is a District Action Plan Exemplar using the template provided in this workbook.

North Carolina Department of
PUBLIC INSTRUCTION

District Action Plan Exemplar

Construct: Teacher Leadership	Root Cause: The district does not have a protocol in place that requires HS teacher input/participation in the hiring process.
Statement of Concern #14 Participate in the hiring process.	
Agree/Strongly Agree %: 53%	
Priority/Opportunity Rating: 6	

Objective (specific practice to make impactful change):
Implement a district hiring policy that requires teacher input and participation in the hiring process

What measure will best determine the above objective is met:
% of interviews that include teacher input and/or participation

Date to be Fully Implemented:
(May 30, 2025) 60-day plan

Primary Person Responsible for Leading the Change and Reporting Progress:
District HR Personnel Director

ACTION STEPS TO MEET OBJECTIVE			
Action	**Target Date**	**Person Responsible**	**Completion Date**
1. District leadership team meets to review current policies and procedures around the interview/hiring process. Notes: Obtain copies of current department policies and procedures (including interview question list), to share with the team.	April 5	HR/Personnel Director	
2. Invite principals to review and suggest revisions to current interview/hiring policies and procedures including interview questions.	April 10	HR/Personnel Director and/or Principal Supervisor	
3. Based on input from principals and district leadership, finalize revisions to current policies and procedures, finalize new interview questions.	April 20	HR/Personnel Director	
4. If the Superintendent was not part of the policy revision process, submit the revised policies to the Superintendent for review.	April 23	HR/Personnel Director	
5. The Superintendent initiates the process for submission and approval by the District's School Board.	May 15	Superintendent	
6. Train all principals on the new interview /hiring process policy and expectations. Notes: Add to May district meeting agenda.	May 20* This date may change based on Board approval date	HR/Personnel Director	
7. District Liaisons/Principal Supervisors make in person follow-up visits to every principal to ascertain	May 21-30	Principal Supervisor or Assigned	

North Carolina Department of
PUBLIC INSTRUCTION

all have a shared understanding of new interview/hiring policy. Notes: Create a check for understanding question list to use with principals.		District Liaison	
8. Principal initiates the new interview protocol and confirms new district interview/hiring policy includes teachers in the interview/hiring process.	June 1	Principal	
9. Principals should submit an interview sign in sheet that confirms teachers were part of the interview process.	Within 3 days of completing interview	HR Director (reviews interview team sign-in sheets)	
Objective has been met and is routinely employed ____Yes Date:			

Now, use your team's determination of which statements of concern are of highest priority and your root cause analysis to create ONE action plan. Please note, you will eventually create an action plan for each district determined high priority statement of concern.

North Carolina Department of
PUBLIC INSTRUCTION

District Action Plan

Construct:	Final Root Cause:
Statement of Concern #:	
Agree/Strongly Agree %:	
Priority/Opportunity Rating:	
Objective (specific practice to make impactful change):	
What measure will best determine the above objective is met:	
Date to be fully implemented:	
Primary person responsible for leading the change and reporting progress:	

ACTION STEPS TO MEET OBJECTIVE			
Action	**Target Date**	**Person Responsible**	**Completion Date**
1. Notes:			

North Carolina Department of
PUBLIC INSTRUCTION

2. Notes:			
3. Notes:			
4. Notes:			
5. Notes:			
Objective has been met and is routinely employed ____Yes Date:			

Note: Please make as many copies of this template as needed to address all your selected statements of concern.

Activity 4 (for NCStar users only)—Putting Your Plan in NCStar https://www.indistar.org

The District Leadership Team will need to determine which Effective Practice/Indicator most closely matches/aligns to the statement of concern you are addressing. A crosswalk between the NCTWS and NCStar has been included in Appendix F to help the team determine which indicator(s) to choose. Once the indicator is chosen, the team then follows the process as outlined in NCStar:

Assess
- Initial Level of Development: The team will choose its current implementation level. Based on the root cause analysis, the team should determine if the indicator is No Development or Limited. It will NOT be fully implemented.
- Priority and Opportunity Score: The team can refer back to the Priority and Opportunity Score worksheet to find these numbers.
- Describe your current implementation efforts: This may be a good spot to include the Agreement ranking the district received on the survey and any other efforts that support this indicator.

Create & Monitor Objective
- Assign a team member to monitor this objective (the indicator is now called an objective).
- Establish a target date to fully implement this objective. Be reasonable and set an achievable date.
- Describe how it will look when this objective is fully met: You can't hit a target if you don't know what the target is. What does this look like in your district when you are satisfied that you are doing it consistently and well?

Add Action Steps
- Create action steps for this objective. Plans can completely fall apart at this stage. What is the FIRST step in getting closer to the goal? Is it small? Is it doable? Is it a singular thing and not a list of things to accomplish? For each action step you will address the following fields.
  - Assign to: Choose a person to be responsible for this one action.
  - Target date: Create the date when you plan to have this action complete.
  - Recurrence: How often will the Action need to happen?
  - Notes: Jot any notes that you have now or as the person assigned to the action makes updates to the team.
- Monitor actions and when the assigned person reports that the action is complete, add the completion date to the field.

- When all actions have been completed, mark if the objective has been fully met or if it has not been met. If it has not been met, you will be asked to add more actions. If you indicate that the objective has been met:
  - Describe your experience in pursuing this objective.
  - Describe continued work that will be necessary to sustain your efforts and continue to meet this objective.
  - Provide evidence that this objective has been fully and effectively implemented.

Activity 5—Communicate and Disseminate NC TWCS Interpretation and Action Plan

The NCTWCS is public facing data that has been reported and may have been reviewed by your stakeholders prior to your team's analysis. After the team has had a chance to review the reports available on the NCTWCS webpage, they will need to decide when and what to communicate to their stakeholders. There may be two communication points:

1. When survey results have been posted by the State, the team should review and provide a high-level overview of the survey results, highlighting areas of strong agreement and acknowledging areas of low agreement with their stakeholders.
2. When the team has reviewed, analyzed, and interpreted the results and developed a plan of action, share with the stakeholders how the district is responding to the survey results.

Communication Questions to Consider

What audiences will you communicate this information to?

Why are you communicating with each audience?

What type of communication format should you use for each audience?

What are the important details you want to communicate to each audience?

Is the prepared communication statement or resource appropriate for the audience? Is it clear, easy to understand, in the appropriate language, etc.?

→

North Carolina Department of
PUBLIC INSTRUCTION

How soon and how often should you communicate with each audience?

Do you have a mechanism for responding to questions, securing input or feedback from each audience?

SCHOOL-LEVEL

NORTH CAROLINA TEACHERS WORKING CONDITIONS INTERPRETATION AND ACTION WORKBOOK

Activity 1—Access, Review, and Analyze the Response Rate Report

Use this link to access the report:
https://adincsurvey.azurewebsites.net/#/nctwcs/2024_NCTWCS

Step 1: Type in the name of your district to
- See the participation rate aggregate for all schools in your district.
- Gauge response rates using the Response Rate Key below.
  - How was the district response rate?
    - A participation rate of 75% or greater is outstanding.
    - A participation rate of 50% or greater is positive.
    - Participation rates lower than 50% may raise concerns and influence interpretation of survey results.
- Compare the district's rate of participation to other NC districts.
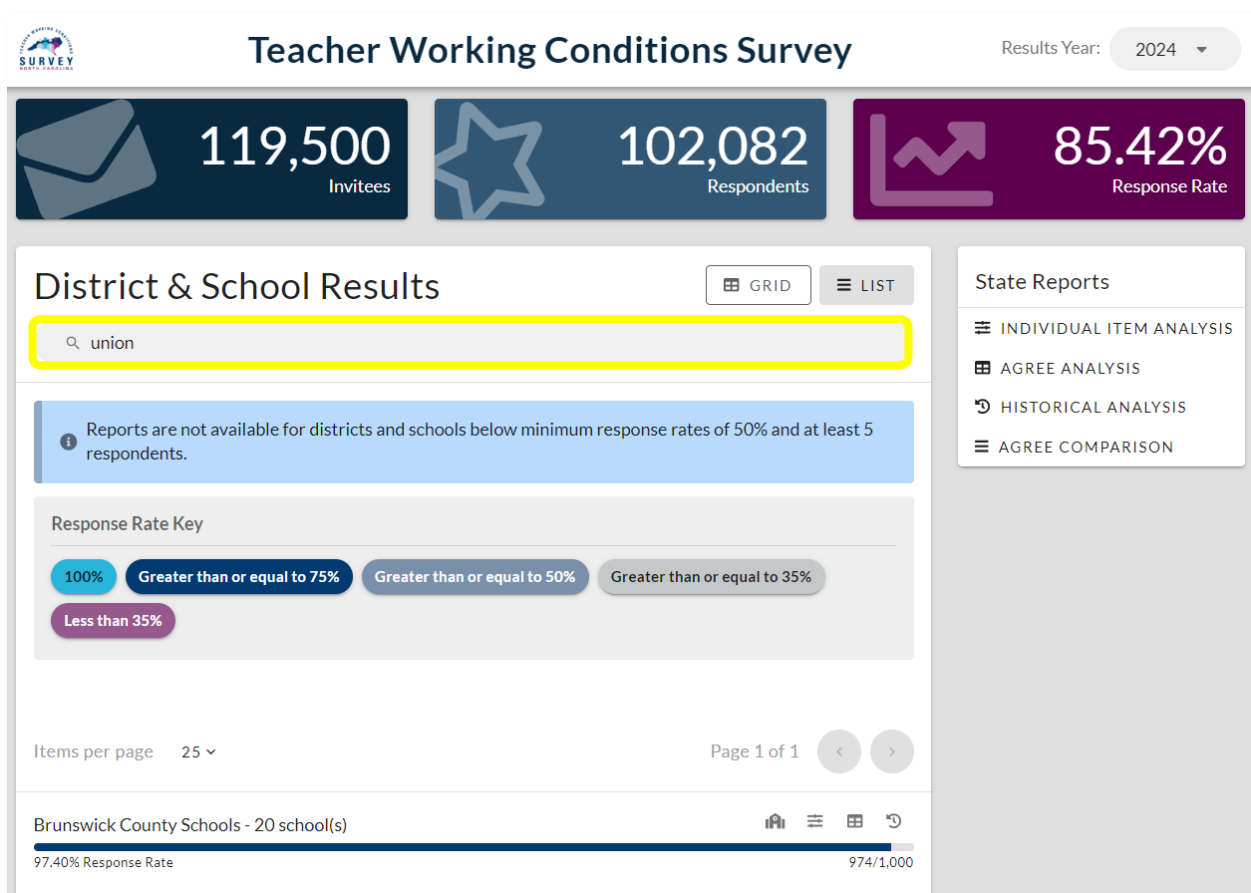
Step 2: Click the **School House icon to**
- See the participation rate disaggregated by individual school.
- Gauge response rates using the Response Rate Key referenced above.
  - How was the school's response rate?
    - A participation rate of 75% or greater is outstanding.
    - A participation rate of 50% or greater is positive.
    - Participation rates lower than 50% may raise concerns and influence interpretation of survey results.
- Compare your individual school's participation rate against other district schools.
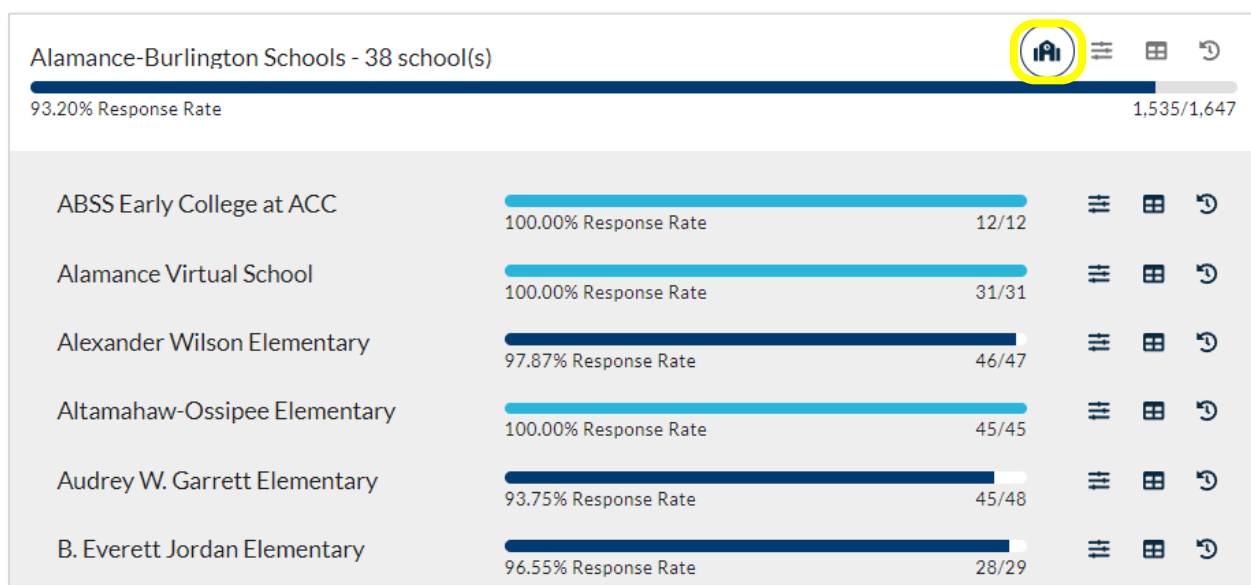
Step 3: Response Rate Conversation
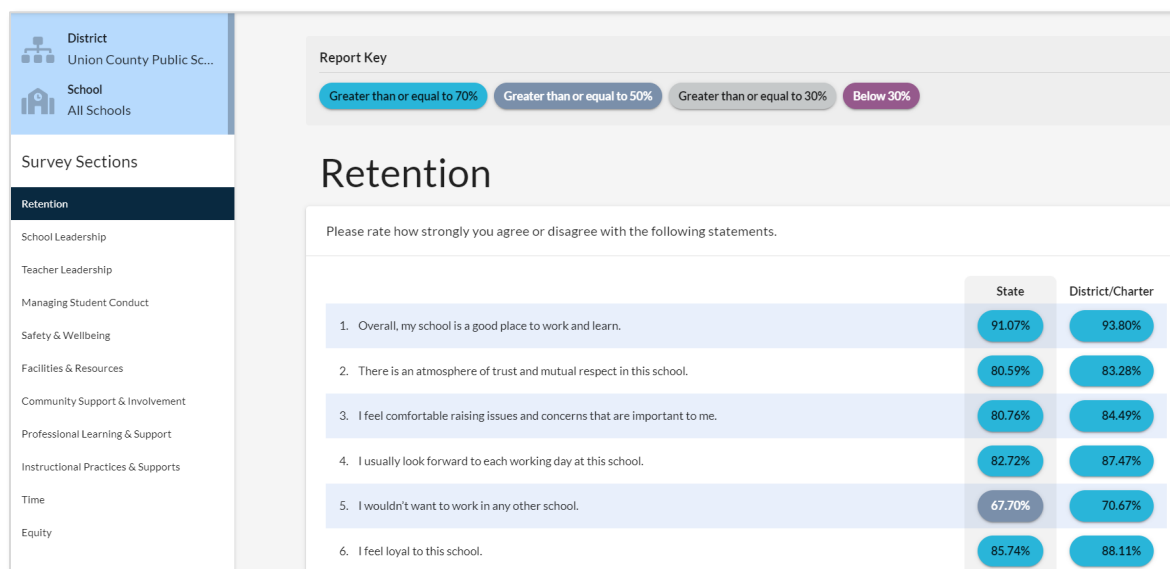
As a School Leadership Team ask and discuss:
- If we have a response rate above 50%, what factors contributed to this positive response and could be leveraged in the future?
- Do we have a lower than 50% school response rate?
- What is the cause of the low response rate for our school?
- How might low response rates at our school impact the survey interpretation?

Activity 2—Access, Review, and Analyze the Agree Analysis Report

The Agree Analysis Survey asked participants to strongly agree, agree, disagree, or strongly disagree with statements organized under constructs (factors) which influence teacher working conditions. For further explanation of the individual constructs and related survey statements, you can find construct research briefs in Appendix C.

Step 1: Type in the name of your district to find your district in the list.

- Click the 🏫 School House icon to see a list of schools.
- Find your school.
- Click the grid ⊞ icon next to your school's name to find the Agree Analysis Report.
- The Agree Analysis Report displays results by construct, each survey statement and includes a comparison between district and school responses.
- Gauge agreement rates using the Report Key below. This Report Key differs from the Response Rate Key, so note the agreement percentages for each color. The Agree Analysis Report displays the percentage of respondents who marked the statement as Strongly Agree and Agree. In other words, the disagree and strongly disagree rates are not included in the Agree Analysis Report.
  - What was the school's agreement rate by construct statement?
    - An agreement rate of 70% or greater is outstanding.
    - An agreement rate of 50% or greater is positive.
    - An agreement rate of 30% or lower may raise concerns and indicate areas that need attention.

		State	District/Charter
District Union County Public Sc...	**Report Key** Greater than or equal to 70% Greater than or equal to 50% Greater than or equal to 30% Below 30%		

Retention

Please rate how strongly you agree or disagree with the following statements.

	State	District/Charter
1. Overall, my school is a good place to work and learn.	91.07%	93.80%
2. There is an atmosphere of trust and mutual respect in this school.	80.59%	83.28%
3. I feel comfortable raising issues and concerns that are important to me.	80.76%	84.49%
4. I usually look forward to each working day at this school.	82.72%	87.47%
5. I wouldn't want to work in any other school.	67.70%	70.67%
6. I feel loyal to this school.	85.74%	88.11%

Survey Sections

Retention
School Leadership
Teacher Leadership
Managing Student Conduct
Safety & Wellbeing
Facilities & Resources
Community Support & Involvement
Professional Learning & Support
Instructional Practices & Supports
Time
Equity

North Carolina Department of PUBLIC INSTRUCTION

Step 2: Review and Analyze the School Agree Analysis Report as a School Team

- Print or provide digital access to this exportable report for members of your leadership team.

◀ BACK	2024 - Agree Analysis	EXPORT TO PDF	EXPORT TO EXCEL

- At the beginning of the meeting, each team member takes approximately 10-15 minutes to individually review the constructs and corresponding statements with the agree/strongly percentage results by school compared to the district results. Team members should annotate or highlight statements that catch their attention. This will allow every team member to view the results and be ready to discuss.
- Appoint a scribe to record the team's collaborative discussion.
- First, have the team discuss areas of Highly Agree/Agree statements to acknowledge school strengths.
- Next, discuss the areas of lowest agreement and have the scribe record the discussion on the *Flag Lowest Areas of Agreement within the School* template below. The team looks for patterns and identifies the **lowest areas** of agreement, and the scribe records the team discussion by listing the construct, construct statement #, agree/strongly agree %, and discussion highlights. The school team will determine the number of construct statements of concern to list on the template based on patterns that emerge as they analyze and discuss survey results. Remember, this is not the time to figure out why items received low scores. You will determine that when you conduct the root cause exercise.

NOTE: If you have a large school team, you may consider using a jigsaw type activity to allow smaller groups of members to disaggregate individual constructs and then report back to the larger team.

Flag **Lowest Areas** of Agreement within the School

CONSTRUCT	STATEMENT #	AGREE/STRONGLY AGREE %	DISCUSSION HIGHLIGHTS

North Carolina Department of
PUBLIC INSTRUCTION

Note:
- If *Professional Development and Supports* emerges as a Construct of concern and/or raises statements of concern, please go to the Item Analysis Report, *Professional Development Needs*, for additional information and insight.
- If *Instructional Practices and Supports* emerges as a Construct of concern and/or raises statements of concern, please go to the Item Analysis Report, *Instructional Practices and Supports Needs*, for additional information and insight.

What patterns do you see within a given construct?
Additional Notes

Step 3: Assign a Priority and Opportunity Rating for Selected Statements of Concern

It is now time to rank statements of concern identified in Step 2 with a priority and opportunity rating. *Why is this an important step?* You cannot do everything at once. If everything is a priority, then nothing is a priority.

As a team, determine which concerns will rise to the top to create an action plan around. There is no "right" number of concerns to tackle. That will be determined by:
- Your school's priority and opportunity rating for each concern,
- Your team's size and capacity, and
- Your team's time and ability to address multiple concerns.

Priority and Opportunity Rating

Looking over the concern statements, give each a priority and opportunity rating.

A *priority score* indicates whether the survey finding is of immediate concern and significance.

An *opportunity score* indicates how easy or difficult the survey finding will be to address.

Priority Score:
   3 – High Priority
   2 – Medium Priority
   1 – Low Priority

Opportunity Score:
   3 – Easy to Address
   2 – Can be accomplished in current policy/budget
   1 – Requires changes in current policy/budget

CONSTRUCT	STATEMENT OF CONCERN#	PRIORITY SCORE	OPPORTUNITY SCORE	RATING = PRIORITY X OPPORTUNITY*	RATING EXPLANATION

  When choosing what to work on first, a concern with a higher rating might be selected to address first in the action plan. For example, if you scored the concern as 3 for priority meaning it is a high priority and 3 as opportunity because it would be easy to address, the rating would be 9. A high rating is considered "low hanging fruit" and when accomplished within an action plan provides enthusiasm, momentum, and demonstrates the commitment to change.

ADI
ACADEMIC DEVELOPMENT INSTITUTE
Integrity and Service · EST 1984

North Carolina Department of
PUBLIC INSTRUCTION

Step 4: Conducting a Root Cause Analysis Conversation
- Based on your Leadership Team's discussion highlights and priority and opportunity ratings, determine which Construct statements require immediate attention and become your school's selected Teacher Working Condition Priorities.
- Remember you may not be able to address all your concerns immediately, so highlight or circle the statements that received the highest priority and opportunity rating.
- You will complete a root cause analysis for each of your Teacher Working Condition Priorities.

The purpose of the root cause analysis conversation guide is twofold. First, it provides a process for the school leadership team to determine the root or origin of the concern. Second, it allows the school leadership team to fully understand how to fix, mitigate, or learn from contributing factors through the root cause analysis process. A Root Cause Analysis Conversation Exemplar is given on the next page.

Root Cause Analysis Conversation Exemplar

Teacher Working Condition Priority

Construct: <u>Teacher Leadership</u>

Statement of Concern: <u>Participate in the Hiring Process</u>

What is the cause of the low agreement rate for the school?

1. Teachers do not participate in the interview/hiring process. **WHY?**

2. The district includes only administrators in the interview/hiring process. **WHY?**

3. The current hiring policy was created 15 years ago and only included administrators in the hiring process. **WHY?**

4. Best thinking at the time was that principals supervise and evaluate teachers so only principals should be included in the interview/hiring process for teachers. **WHY?**

5. The district didn't anticipate that teachers would want to be a part of the interview process for new teachers.

If the last "WHY" is not within your control, revert to the previous "WHY".

Root Cause Analysis Conversation Template

Teacher Working Condition Priority

Construct: _____

Statement of Concern: _____

What is the cause of the low agreement rate for the district?

1.

2.

3.

4.

5.

If the last "WHY" is not within your control, revert to the previous "WHY".

Activity 3—Creating an Action Plan

Now that you have the information you need on what the root cause of the statement concern may be, the district team will create an action plan to address the challenge. There are two ways this can be accomplished, and this workbook will walk you through both ways (workbook template - Activity 3 and NCStar - Activity 4). No matter which method is used, there are common terms used in the plan template provided in this workbook as well as within NCStar.

Action Plan Definitions

1. **Objective**. Is the objective clear about what will change in professional practice? What will the district, principal, teachers, or teams do differently? The statements of concern identified when reviewing your survey results, other pertinent data, and your root cause analysis will provide insights.
2. **Measure**. What measure will enable you to say, "Well done!" and know that the objective is met and is routinely in place?
3. **Implementation Target Date**. Is it reasonable to think you will fully meet your objective within 30, 60, 90 days after the plan is finalized? What about summer and vacation days? You need days in session to meet most objectives, although some may include summer work. Be reasonable and realistic in determining how long it will take to accomplish.
4. **Primary Person Responsible**. The whole district office or school may be engaged in the new practice, but who is leading the change and is primarily responsible for its success?
5. **Actions**. These are generalized steps of action in a short-cycle plan. You may add more than the five in the template. These aren't planning details; actions are significant steps toward full implementation of the objective.

The goal of any plan is to meet the objective in such a way that the results are sustainable over the long-term. In Activity 2, Steps 3 and 4, the school team determined priority and opportunity ratings and identified their selected School Teacher Working Condition priorities. This concise set of priorities will guide the Leadership Team as they create impactful Action Plans based on objectives that will produce the greatest influence in the shortest amount of time so that the team and the entire school can gain momentum and experience early successes. Once an objective is met, the school repeats this process to choose other low scoring statements that need improvement.

The school team should also consider the guidance provided by the North Carolina Department of Public Instruction on creating improvement plans. A list of the guiding principles can be found in Appendix D and a more in-depth summary may be found in Appendix E.

Included on the next page is a School Action Plan Exemplar using the template provided in this workbook.

School Action Plan Exemplar

Construct: Teacher Leadership	**Root Cause:** The district does not have a process in place that allows for teacher input/participation in the interview/hiring process.
Statement of Concern: #14 Participate in the hiring process.	
Agree/Strongly Agree %: 53%	
Priority/Opportunity Rating: 6	

Objective (specific practice to make impactful change): Petition district leaders to revise the current hiring process to include teacher input and participation in the interview/hiring process.
What measure will best determine the above objective is met: The district submits to the school board for approval a new hiring protocol that includes teacher input and participation in the interview/hiring process.
Date to be Fully Implemented: (March 30, 2025) 30-day plan
Primary Person Responsible for Leading the Change and Reporting Progress: Principal

ADI
ACADEMIC DEVELOPMENT INSTITUTE
Integrity and Service
EST 1984

North Carolina Department of
PUBLIC INSTRUCTION

ACTION STEPS TO MEET OBJECTIVE			
Action	**Target Date**	**Person Responsible**	**Completion Date**
1. Solicit teacher input on why teachers should be included in the interview/hiring process. Notes: Gather current research/evidence about the value of having teachers participate in the interview/hiring process.	March 1-10	Principal	
2. Review teacher input and consolidate into a draft proposal. Notes: Keep the draft to 1 page.	March 12	Assistant Principal	
3. Share draft proposal with teachers. Notes: Revise based on feedback.	March 15	Principal	
4. Share draft proposal with the principals from other low agreement schools to gather input and support. Notes: Can be shared in a google doc and ask that revision suggestions be in comment form.	March 18	Principal	
5. Finalize proposal on suggested policy revisions. Notes: Principals involved in this process might sign the final proposal to signify commitment and agreement.	Week of March 20	Principal	
6. Submit finalized proposal to superintendent for review.	March 28	Principal	
Objective has been met and is routinely employed in the school _____Yes Date:			

Now, use your team's determination of which statements of concern are of highest priority and your root cause analysis to create ONE action plan. Please note, you will eventually create an Action Plan for *each* individual high priority statement of concern.

School Action Plan

Construct:	**Final Root Cause:**
Statement of Concern #:	
Agree/Strongly Agree %:	
Priority/Opportunity Rating:	

Objective (specific practice to make impactful change):

What measure will best determine the above objective is met:

Date to be fully implemented:

Primary person responsible for leading the change and reporting progress:

ACTION STEPS TO MEET OBJECTIVE			
Action	Target Date	Person Responsible	Completion Date
1. Notes:			

North Carolina Department of
PUBLIC INSTRUCTION

2. Notes:			
3. Notes:			
4. Notes:			
5. Notes:			
Objective has been met and is routinely employed _____Yes Date:			

Activity 4 (for NCStar users only)—Putting Your Plan in NCStar https://www.indistar.org

The School Leadership Team will need to determine which Effective Practice/Indicator most closely matches/aligns to the statement of concern you are addressing. A crosswalk between the NCTWS and NCStar has been included in Appendix F to help the team determine which indicator(s) to choose. Once an indicator has been selected, the team then follows the process as outlined in NCStar:

Assess
- Initial Level of Development: The team will choose its current implementation level. Based on the root cause analysis, the team should determine if the indicator is No Development or Limited. It will NOT be fully implemented.
- Priority and Opportunity Score: The team can refer back to the Priority and Opportunity Score worksheet to find these numbers.
- Describe your current implementation efforts. This may be a good spot to include the Agreement ranking the district received on the survey and any other efforts that support this indicator.

Create & Monitor Objective
- Assign a team member to monitor this objective (the indicator is now called an objective).
- Establish a target date to fully implement this objective. Be reasonable and set an achievable date.
- Describe how it will look when this objective is fully met. You can't hit a target if you don't know what the target is. What does this look like in your district when you are satisfied that you are doing it consistently and well?

Add Action Steps
- Create action steps for this objective. Plans can completely fall apart at this stage. What is the FIRST step in getting closer to the goal? Is it small? Is it doable? Is it a singular thing and not a list of things to accomplish? For each action step you will address the following fields.
  - o Assign to: Choose a person to be responsible for this one action.
  - o Target date: Create the date when you plan to have this action complete.
  - o Recurrence: How often will the Action need to happen?
  - o Notes: Jot any notes that you have now or as the person assigned to the Action makes updates to the team.
- Monitor actions and when the assigned person reports that the action is complete, add the completion date to the field.

- When all actions have been completed, mark if the objective has been fully met or if it has not been met. If it has not been met, you will be asked to add more actions. If you indicate that the objective has been met:
  - Describe your experience in pursuing this objective.
  - Describe continued work that will be necessary to sustain your efforts and continue to meet this objective.
  - Provide evidence that this objective has been fully and effectively implemented.

Activity 5—Communicate and Disseminate NC TWCS Interpretation and Action Plan

The NCTWCS is public facing data that has been reported and may have been reviewed by your stakeholders prior to your team's analysis. After the team has had a chance to review the reports available on the NCTWCS webpage, they will need to decide when and what to communicate to their stakeholders. There may be two communication points:

1. When survey results have been posted by the State, the team should review and provide a high-level overview of the survey results, highlighting areas of strong agreement and acknowledging areas of low agreement with their stakeholders.
2. When the team has reviewed, analyzed, and interpreted the results and developed a plan of action, share with the stakeholders how the district is responding to the survey results.

Communication Questions to Consider

What audiences will you communicate this information to?

Why are you communicating with each audience?

What type of communication format should you use for each audience?

What are the important details you want to communicate to each audience?

Is the prepared communication statement or resource appropriate for the audience? Is it clear, easy to understand, in the appropriate language, etc.?

How soon and how often should you communicate with each audience?

Do you have a mechanism for responding to questions, securing input or feedback from each audience?

North Carolina Department of
PUBLIC INSTRUCTION

APPENDICES

A: Validity and Reliability of the Survey FAQ (nctwcs.org)

The survey questions were created by the North Carolina Department of Public Instruction (NCDPI) based on extensive feedback from educators in North Carolina and national experts. Each individual question addresses specific and relevant aspects of a teacher's working conditions. The following activities were part of the survey revision process:

- Facilitated external feedback sessions with teachers, principals, charter leaders, Chief Academic Officers (CAOs), and superintendents
- Deployed an external survey (n=2,416) that included item-by-item review and open-ended items
- Met with other state leaders and national experts to understand best practices for large-scale teacher surveys
- Leveraged an internal NCDPI Working Group and NC TWC Advisory Board
- Worked with an external survey methodology expert to conduct rigorous NC TWC Survey Revision Data Analyses including:
  - using Item Response Theory (IRT) to screen items within existing 12 domains and identify floor/ceiling effects, low correlation with domain, and IRT-based item fit
  - selecting from screened items to achieve high overall reliability and ensure domain coverage
- Using the data from the 2024 survey, NCDPI will work with an external survey methodology expert to:
  - use Confirmatory Factor Analysis (CFA) to combine data across domains
  - validate domain structure
  - explore correlation among domains
  - ensure the measure performs similarly across school level, size, locale, and region

B: Other Supporting Reports

Individual Item Analysis Report—You can click and open the ⇶ icon to locate a report by survey statement and responses (Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know) for the district and schools. School-level reports include State and District/Charter averages.
- District-level includes state averages
- Percentages of each answer option (Strongly Disagree, Disagree, Agree, Strongly Agree, Don't know)

This report may be useful if the team determines that it needs more information on the individual agreement rates for any particular statement or to see the results of the statements that were not an agree/disagree answer.

Two of the thirteen constructs (Professional Development Needs, Instructional Practices and Support Needs) were not included on the Agree Analysis report. These two constructs included a "choose 3" option from a list of possible responses. Those response results are only recorded in the Item Analysis report as a percentage of how many teachers selected that option out of the total number of teachers who took the survey for the district or school. This Individual Item Analysis report should be accessed if the team determines that the information will be vital to addressing Professional Development Needs or Instructional Practices and Support Needs.

Historical Agree Analysis Report—You can click and open the ⟲ icon to locate a year-to-year comparison of survey responses for the district and schools.

This report compares the agree analysis rates (Strongly Agree + Agree) for all applicable statements for the last three surveys. The survey statements have undergone revisions over the years, only same or like statements are compared historically.
- School-level includes State and District/Charter Averages
- District-level includes State Averages

This report could be useful to determine if an area of concern has been an area of concern historically or if there have been more recent changes.

State Level Report: Agree Comparison Report—This report includes agree analysis rates (Strongly Agree + Agree) for all applicable statements, for all Schools and/or Districts across the state.

- State-Level Agree Comparison

This report could be useful for districts to compare agreement rate percentages across all their schools to find trends, compare their results to other districts with similar demographics, or to plan district-wide supports or professional development. Keep in mind that when comparing

district to district, no matter how similar the demographics, each district is a unique entity with its own unique story.

C: Construct Briefs

The North Carolina Teacher Working Conditions Survey is organized within 13 Constructs. Each construct below is linked to a brief that provides further explanation of the individual construct and related survey statements.

1. Retention
2. School Leadership
3. Teacher Leadership
4. Managing Student Conduct
5. Safety and Well-Being
6. Facilities and Resources
7. Community Support and Involvement
8. Professional Learning and Support + Professional Development Needs*
9. Instructional Practices and Supports + Instructional Practices and Supports Needs*
10. Time
11. Equity

*These two constructs are combined into a single brief.

D: Guiding Principles of School Improvement for NC Schools

Guiding Principles of School Improvement for NC Schools & Districts

SCHOOL IMPROVEMENT PLANNING

District Role in School Improvement
Central Office staff/District should:
- actively participate in school improvement efforts to generate both practical and cultural improvements
- form a District Support & Improvement Team (DSIT) to coach & assist schools with improvement efforts
- ensure that School Improvement Teams (SIT) receive the feedback needed to determine how well their chosen practices are working
- coach school improvement teams to help them make information decisions about ineffective tasks/practices & to continue/expand good work
- guide schools to use all data to drive decision making about improvement

Goal Alignment
- Local school boards should align district goals to the three SBE goals
- Schools should align school improvement plans to their district goals

> 📌 School improvement teams should recognize this as a guiding principle – that is, it should generally be followed unless there is a sound reason to diverge from it. For instance, if data analysis indicates a need to focus school-level goals in one area such as student instruction or teacher quality, then the team should include tasks that specifically address these needs.

Improvement Cycles
- School improvement is a continuous process (does not begin and end during each school year; a "living" document that continues to evolve, grow and adjust as needed)
- NCDPI recommends a continuous improvement cycle that contains incremental goals so that multi-year plans can be monitored

Distributed Leadership
School Teams* are charged with implementing distributed leadership efforts, that will:
- provide opportunities to strengthen cooperative culture
- increase buy-in for the SIP, within the school, across the organization and all stakeholders

ADI
ACADEMIC DEVELOPMENT INSTITUTE
EST 1984
Integrity and Service

North Carolina Department of
PUBLIC INSTRUCTION

- increase the odds of sustainable school improvement

📌 Teams are essential for effective school improvement planning.

Plan Fidelity
When planning for school improvement, teams should review and identify effective* practices that meet the needs of the school and the student population.
- NCStar provides 130 indicators (research-based effective practices) that can be incorporated as objectives for school improvement planning.
- SITs should include fidelity measures when planning to ensure a way to measure the implementation process and to make mid-course corrections.

📌 The term "effective" suggests that strategies and practices selected for school improvement planning should be proven to be successful with similar settings and needs

MULTI-TIERED SYSTEM OF SUPPORT

- NC MTSS is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support.
- NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.
- NC MTSS is built on six critical components:
    o Leadership
    o Capacity Building/Infrastructure (Professional Development, Coaching, Scheduling)
    o Communication & Collaboration (Consensus Building, Two-way Communication, Family & Community Engagement)
    o Data-based Problem Solving
    o Multiple Tiers of Instruction & Intervention
    o Data Evaluation
- Critical components are installed through an intentional school improvement plan that addresses building the needed framework to address the needs of any school site

Additional Information:
North Carolina School Improvement Implementation Guide V3.1, September 2022
- Complete Guide via NCStar Weebly
- Summary of Section Three – Guiding Principles of School Improvement (in Appendix)

E. Summary of Section 3_SIP Implementation Guide

North Carolina Department of
PUBLIC INSTRUCTION

Summary of Section Three – Guiding Principles of School Improvement North Carolina School Improvement Implementation Guide V3.1, September 2022

This document contains a summary of *Section Three - Guiding Principles of School Improvement* found in the **North Carolina School Improvement Implementation Guide V3.1, September 2022**. For more information, please access the guide here.

DISTRICT-ROLE IN SCHOOL IMPROVEMENT

- Central office staff should actively participate in school improvement efforts in their district to generate both practical and cultural improvements.
- The NCDPI recommends that districts form a **District Support & Improvement Team (DSIT)** that will regularly coach and assist schools throughout the stages of their school improvement cycle.
- The DSIT should ensure that administrators, teachers, and the school improvement team receive the feedback needed to determine how well their chosen practices are working.
- The DSIT should coach school improvement teams so that they are able to make informed decisions about ineffective tasks and continue to expand those that are working.
- The DSIT should guide schools in using all data to drive decision making about school improvement.

GOAL ALIGNMENT

- Local school boards should align district goals to the three SBE goals, and schools should align school improvement plans to their district goals.
- School improvement teams should recognize this as a guiding principle – that is, it should generally be followed unless there is a sound reason to diverge from it.
  - o For instance, if data analysis indicates a need to focus school-level goals in one area such as student instruction or teacher quality, then the team should include tasks that specifically address these needs.

TIMELINE OF IMPROVEMENT CYCLES

- School improvement is a continuous process that does not begin and end during each school year. A school improvement plan is not fixed – it is a true 'living' document that is constantly evolving and growing as the school improvement team continues to make

ADI
ACADEMIC DEVELOPMENT INSTITUTE

North Carolina Department of
PUBLIC INSTRUCTION

adjustments to ensure all students succeed.

- While legislation requires that school plans are developed at least every two years, the NCDPI recommends a continuous improvement cycle that contains incremental goals so that multi-year plans can be monitored as the school progresses on its chosen objectives.

DISTRIBUTED LEADERSHIP

- Distributed leadership is defined as "the practice of leading and managing teaching and learning in schools and school systems" (Diamond & Spillane, 2016, p. 147–154) with a purpose to improve leadership capacity (Solly, 2018).
- Implementing distributed leadership provides an opportunity to strengthen cooperative culture and increase buy-in for the SIP across the organization and all stakeholders.
- Distributed leadership increases the odds of school improvement being sustainable.
- Teams are essential for effective school improvement planning.

EXECUTE WITH FIDELITY

- When planning for school improvement, teams should review and identify effective practices that meet the needs of the school and the student population.
- The term "effective" suggests that strategies and practices selected for school improvement planning should be proven to be successful with similar settings and needs.
- NCStar provides 130 indicators or research-based effective practices that can be incorporated as objectives for school improvement planning.
- School improvement teams should include fidelity measures when planning to ensure there is some way to measure the implementation process and to make mid-course corrections when needed.

NORTH CAROLINA MULTI-TIERED SYSTEM OF SUPPORT (NC MTSS)

NC MTSS is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

MTSS is built on six critical components: Leadership, Building Capacity/Implementation Infrastructure, Communication and Collaboration, Data Based Problem Solving, Multiple Tiers of Instruction and Intervention Model, and Data/Evaluation. Critical components are installed through an intentional school improvement plan that addresses building the needed framework to address the needs of any school site.

LEADERSHIP

- The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level.
- They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school

improvement.

- The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.
- A leadership team is established to support school improvement. This team could also be the MTSS Leadership team, which is a cross-disciplinary team that is responsible for facilitating MTSS implementation as part of the school improvement planning process.
- The leadership team identifies school needs through the facilitation of the FAM-S (Facilitated Assessment of MTSS - School Level).
- If district teams review aggregate school data to identify needs across the district or by level (pre-K, elementary, middle, high), the central office can allocate resources, including professional development, coaching, personnel, funding, etc., to support school improvement.
- The district MTSS team is responsible for ensuring professional development and coaching for school MTSS teams and staff on a variety of topics, including assessments and data sources, instruction and intervention, and problem-solving.
- District teams can administer the Facilitated Assessment of MTSS - District Level (FAM-D) to identify strengths and needs of the district team.

BUILDING THE CAPACITY/INFRASTRUCTURE FOR IMPLEMENTATION

- School-wide capacity and infrastructure usually include:
  - linked teaming structures with explicit communication loops.
  - ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention.
  - scheduling that allows staff to plan and implement instruction and intervention processes.
  - procedures for engaging in data-based problem solving.

Professional development and coaching

- Professional development is defined as purposeful, skill-based, and uses adult learning theory processes designed to support teachers and staff in acquiring the skills and information needed to begin using a new program or innovation (NIRN, 2019).
- Coaching is technical assistance and support provided to school staff to improve implementation of components of the school improvement plan, including co-planning, modeling/demonstration, co-facilitation, and guided practice with high quality feedback.
- Within the development of a school improvement plan, team members should identify professional development and on-going coaching needed to implement and sustain the plan as written.
- Within an NC MTSS, the leadership team should ensure that professional development and coaching occur for all staff as it relates to their job roles and responsibilities in the areas of

assessment and data sources, data-based problem solving, and multi-tiered instruction and intervention.

Scheduling

- Schedules refer to both the year-long schedule of activities that may include professional development and coaching, universal screening/benchmark assessments, and data analysis.
- Schedules also refer to on-going (e.g., weekly) activities related to instruction, professional development and coaching, assessment, and data analysis. When schedules are referenced in education, one typically thinks about the daily schedule focused on the instruction of students, yet building a schedule around support staff and providing time for collaboration and problem solving is just as important.
- Schedules should include:
    - Adequate time for professional development and coaching support.
    - Adequate time to administer academic, behavior, and social and emotional assessments needed to make data-based decisions.
    - Time for the administration of universal screening, diagnostic assessments, and progress monitoring across the areas of academic, behavior, and social and emotional.
    - Sufficient time should be given for multiple tiers of evidence-based instruction and intervention to occur.
    - Time for staff to engage in collaborative, data-based problem solving and decision making.
- The master schedule should be developed utilizing student data and include time for multi-tiered interventions matched to student need and allows for flexible student grouping.

COMMUNICATION AND COLLABORATION

- Many innovations fail due to a lack of consensus, lack of two-way communication between implementers and leadership to support continuous improvement, and lack of involvement of stakeholders in planning.

Consensus building

- Consensus is a cooperative process in which all stakeholders within a school create and agree to support a decision in the best interest of students (Dressler, 2006). A consensus process,
    - fosters trust and creates ownership and commitment among staff and stakeholders.
    - is inclusive and engages all participants. Consensus most likely leads to better quality outcomes that empower the group or community to move forward to work collaboratively (Hefte, 2022).
- One tool that can assist with measuring consensus around the critical aspects of school

improvement is the North Carolina MTSS Belief Survey. The North Carolina MTSS Beliefs Survey contains items designed to measure educator beliefs about student learning, problem-solving, and expectations for instructional effectiveness. The school leadership team can examine results and use the data to facilitate discussions and build consensus.

Two-way communication

- Communication needs to be bidirectional, meaning that schools share information with stakeholders, but also seek feedback from stakeholders as well.
- One tool for ensuring two-way communication is through the development of a communication plan. This provides a method to ensure the building leadership team is providing a consistent message, giving the necessary information to the appropriate groups, and helping them understand why the change and timeline are necessary.

Family and community engagement

- Family and community engagement is defined as the active and meaningful partnerships that educators build and maintain with students' families and community organizations and individuals for the purpose of supporting student learning.
- It is important to note that family and community engagement and family and community involvement are NOT synonymous. Parents/guardians who attend PTA meetings, sign school paperwork, participate in parent/teacher conferences are certainly involved; however, if they are only receiving information and following the requests of the school policy or personnel that is not considered a meaningful partnership. In a true partnership, families have a voice in decision making, not only for their child but for the regular operations of the school.

DATA-BASED PROBLEM SOLVING

- This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS.
- While several models for data-based problem solving exist, the basic four-step problem solving approach includes: 1) defining the objectives/goals to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing data-driven tasks to attain goals, and 4) evaluating the effectiveness of the plan.

MULTIPLE TIERS OF INSTRUCTION AND INTERVENTION MODEL

- Core support includes the instruction that is provided to all students.
- Supplemental support includes additional instruction or intervention provided to students not meeting benchmarks.
- Intensive support includes concentrated, small group or individual interventions for students showing significant barriers to learning the skills required for school success.

- It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

DATA EVALUATION

- In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment.
- Procedures and protocols for administering assessments and data use, allow school staff to use data to drive decision making.
- In addition to student data, data on the fidelity of MTSS implementation (including fidelity of implementation of all instructional practices) allow school leadership to examine the current practices and make changes for improving MTSS implementation.
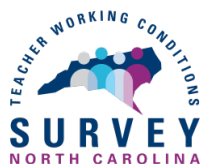
Links:
School Improvement Planning and NCStar
School Improvement Planning Implementation Guide

North Carolina Department of
PUBLIC INSTRUCTION

F: NCStar Crosswalks

NC Teacher Working Conditions – NCStar Indicator
Crosswalk FOR DISTRICTS

Teacher Working Conditions Survey Constructs - Facilities & Resources	
D04	The district regularly reallocates resources to support school, staff, and instructional improvement. (5630)

Teacher Working Conditions Survey Constructs - Community Support & Involvement	
E01	The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (5846)
E02	The district has assigned priority team members the task of creating a plan to work and communicate with stakeholders (e.g., municipal and civic leaders, community organizations, and parent organizations) prior and during implementation of the plan. (5847)
E03	The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community. (6837)

Teacher Working Conditions Survey Constructs - Teacher Leadership	
B06	The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement. (5170)
D01	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (5625)
D02	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (5626)
D07	The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary infrastructure, acquisition, and technical assistance. (6835)

Teacher Working Conditions Survey Constructs - School Leadership	
A01	The superintendent and other central office staff are accountable for district and school improvement and student learning outcomes. (5622)

B01	The LEA has oriented its culture toward shared responsibility and accountability. (5140)
B02	A team structure for the district and schools is officially incorporated into district policy. (5617)
B03	All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)
B04	The LEA has an LEA Support & Improvement Team. (5135)
B05	The school board and superintendent present a unified vision for district and school improvement. (5621)
B07	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (5634)
B08	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (5639)
B09	The superintendent models and communicates the disposition of innovation and creativity to problem-solve and meet the needs of schools and students. (6831)
C01	The superintendent celebrates individual, team, and district/school successes, especially related to student learning outcomes. (5624)
C02	The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (5136)
C09	The LEA designates a central office contact person that supports a cohesive and consistent implementation of the district's vision for improvement. (6834)
D05	The district intervenes early when a school is not making adequate progress. (5631)
D06	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (5633)

Teacher Working Conditions Survey Constructs - Professional Learning & Support

C05	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (5643)
C06	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (5644)
C08	The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support. (6833)
C10	The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives. (7032)
D08	The district supports schools working toward creating the conditions for personalized learning. (6836)

ADI
ACADEMIC DEVELOPMENT INSTITUTE
EST 1984
Ingenuity and Service

North Carolina Department of
PUBLIC INSTRUCTION

| D09 | The district supports a comprehensive assessment structure that includes implementation of common standards-aligned assessments and frameworks for collaboration and data analysis surrounding these common assessments. (7031) |

Teacher Working Conditions Survey Constructs - Instructional Practices & Support

A02	The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (5623)
A03	The district sets district, school, and student subgroup achievement targets. (5627)
A04	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (5642)
A06	The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary materials, resources, and tools. (6830)

Teacher Working Conditions Survey Constructs - Retention

C03	The LEA has a plan and process to establish a pipeline of potential school leaders. (5166)
C04	The LEA has a plan and process to recruit and retain highly qualified teachers to support school improvement. (5167)
C07	The LEA has a team available to help principals as they support underperforming employees to minimize principal's time spent dismissing low performers. (5155)
D03	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (5629)

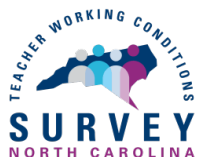## Teacher Working Conditions Survey Constructs - Equity

| A05 | The district supports a student-centered approach and provides an instructional framework-based on learner profiles that inform individualized learning paths and competency-based progression in a flexible learning environment. (6829) |
| B10 | The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions. (6832) |

July 10, 2024

North Carolina Department of
PUBLIC INSTRUCTION

NC Teacher Working Conditions – NCStar Indicator Crosswalk FOR SCHOOLS

Teacher Working Conditions Survey Constructs - Time	
A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all. (5084)
A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)
A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (5092)

Teacher Working Conditions Survey Constructs - Facilities & Resources		
D1.02	KEY	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (5171)
D2.04		The LEA/School consistently implements a process to determine and to acquire necessary instructional technology. (5176)

Teacher Working Conditions Survey Constructs - Community Support & Involvement		
E1.01		ALL teachers maintain a file of communication with parents/guardians. (5177)
E1.02		ALL teachers regularly assign, check, mark, and return homework. (5178)
E1.03		ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives. (5179)
E1.04		ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (5180)
E1.05		The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)
E1.06	KEY	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)

North Carolina Department of PUBLIC INSTRUCTION

E1.07		The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)
E1.09		The school provides parents/guardians with practical guidance to maintain regular and supportive verbal interactions with their children, to establish a quiet place for children's studying at home, and to model respectful and responsible behaviors. (5185)
E1.10		The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home. (5186)
E1.11		All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom. (5187)
E1.12		The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions. (6330)
E1.13		High expectations reflect the values and norms that are evident in daily practices and procedures. (679)
E2.01		Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations. (5188)
E2.02		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189)
E2.04		The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

Teacher Working Conditions Survey Constructs - Managing Student Conduct

A1.07	KEY	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)
A2.17		ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others. (5107)

Teacher Working Conditions Survey Constructs - Teacher Leadership

B2.03	KEY	The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)
B2.06		The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports. (5146)

ADI
ACADEMIC DEVELOPMENT INSTITUTE
Integrity and Service · EST 1984

North Carolina Department of
PUBLIC INSTRUCTION

D2.07		Instructional teams determine which blended learning model is appropriate for the school or individual classroom. (5313)

Teacher Working Conditions Survey Constructs - School Leadership		
A1.01		The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. (5082)
A2.03		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)
A3.03		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)
A4.09		The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers). (5127)
A4.17		The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention. (5856)
B1.02		The Leadership Team serves as a conduit of communication to the faculty and staff. (5857)
B1.03	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)
B1.04		The principal effectively and clearly communicates the message of change. (5138)
B1.05		The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement. (5139)
B1.06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (5858)
B1.07		The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)
B2.01		School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)
B2.02		The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (5142)
B2.04		The principal makes sure everyone understands their role in continuously elevating professional practice. (5144)
B2.05		The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (5145)

North Carolina Department of
PUBLIC INSTRUCTION

B3.01		The LEA/School monitors progress of the extended learning time programs and strategies being implemented and uses data to inform modifications. (5147)
B3.02		The principal collects and acts on data from a variety of sources and in a timely manner. (5148)
B3.03	KEY	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)
B3.05		The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. (5151)
B3.06		School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity. (5304)
C1.02		The principal plans opportunities for teachers to share their strengths with other teachers. (5153)
C1.03		The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning. (5154)
C3.01		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (5165)
C3.04	KEY	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)
C3.05		The LEA/School has a system for performance-based incentives that is transparent and fair. (5169)
D1.03		The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions. (5172)

Teacher Working Conditions Survey Constructs - Professional Learning & Support

A2.20		All teachers use appropriate technological tools to enhance instruction. (5306)
B3.04		The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice. (5150)
C1.01		The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (5152)
C1.07		ALL pre-K teachers have specialized education in early childhood education or child development. (5158)
C1.06		The LEA/School offers an induction program to support new teachers in their first years of teaching. (5157)
C2.01	KEY	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)

ADI
ACADEMIC DEVELOPMENT INSTITUTE
EST 1984
Integrity and Service

North Carolina Department of
PUBLIC INSTRUCTION

C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments. (5161)
C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (5163)
C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning. (5164)
D2.08	The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them. (531)
E1.08	Professional development for teachers includes support for working effectively with families. (5184)

Teacher Working Conditions Survey Constructs - Instructional Practices & Support

A1.02		ALL teachers improve their practice by responding to principal's observations and/or observations by peers. (5083)
A1.04		ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)
A1.05		ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)
A1.06		ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)
A1.08		ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. (5089)
A1.09		The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships). (5090)
A1.10		All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)
A2.04	KEY	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)
A2.05		ALL teachers develop weekly lesson plans based on aligned units of instruction. (5095)
A2.06		ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments. (5096)
A2.07		ALL teachers include vocabulary development as learning objectives. (5097)
A2.08		ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques. (5098)
A2.09		ALL teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion. (5099)

North Carolina Department of
PUBLIC INSTRUCTION

A2.10	ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking. (5100)
A2.11	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks. (5101)
A2.12	ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. (5102)
A2.13	Units of instruction include standards-based objectives and criteria for mastery. (5103)
A2.14	Units of instruction include specific learning activities aligned to objectives. (5104)
A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (5105)
A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others. (5108)
A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. (5109)
A2.21	All teachers use online curricula whose goals are measurable and clearly state what students will know or do at the end of instruction. (5308)
A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development. (5321)
A2.23	All teachers assign rich reading and the application of the reading in written work and discussion. (5327)
A2.24	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning. (5330)
A2.25	The teacher builds students' ability to use a variety of learning tools. (5339)
A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)
A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (5110)
A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)
A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)
A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. (5114)
A3.06	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives. (5115)

North Carolina Department of
PUBLIC INSTRUCTION

A3.07		Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations. (5116)
A3.08		Online programs generate accessible and actionable student data about their use, performance, and progress. (5305)
A3.09		All teachers differentiate assignments to provide the right balance of challenge and attainability for each student. (5350)
A3.10		All teachers use assessment data and match instruction and supports to individual student needs. (6827)
A4.01	KEY	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)
A4.03		Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)
A4.08		ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development. (5126)
A4.10		The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (5128)
A4.11		The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)
A4.12		The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (5130)
A4.13		The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness. (5131)
A4.18		All teachers connect students' out-of-school learning with their school learning. (5315)
A4.19		All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them. (5317)
A4.20		All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. (5348)
D2.01		ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology. (5173)
D2.02		ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time. (5174)
D2.06		All teachers build students' ability to learn in contexts other than school. (5314)

Teacher Working Conditions Survey Constructs - Retention	
D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

Teacher Working Conditions Survey Constructs - Equity	
A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students. (5106)
A2.27	Instructional Teams and teachers embed cultural education into learning experiences in the curriculum. (6825)
A2.28	Instructional Teams and teachers utilize culturally relevant examples in curriculum and instruction to strengthen students' learning. (6826)
A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)
A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)
A4.22	All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)
D2.03	Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs. (5175)

Teacher Working Conditions Survey Constructs - Safety & Wellbeing		
A4.05		ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)
A4.06	KEY	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)
A4.21		The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency. (5355)

February 15, 2024

North Carolina Department of
PUBLIC INSTRUCTION

G: Additional Tools/Resources

- Data Protocol: NCTWCS Data Protocol Infographic
- Promising Practices NC TWC Examples Teacher Working Conditions Promising Practices resource
- Practice Focused Collaboration: Practice-Focused Collaboration (adi.org)

North Carolina Department of
PUBLIC INSTRUCTION