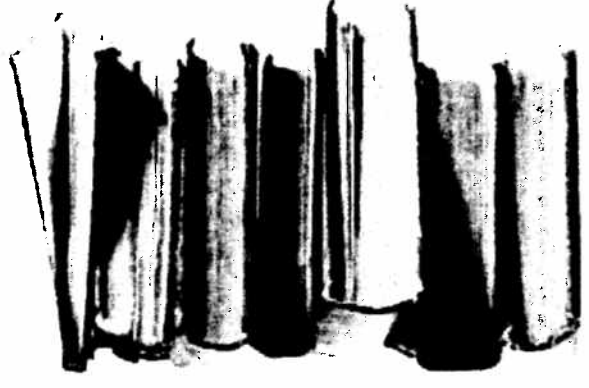


# **Teacher Working Conditions Study**



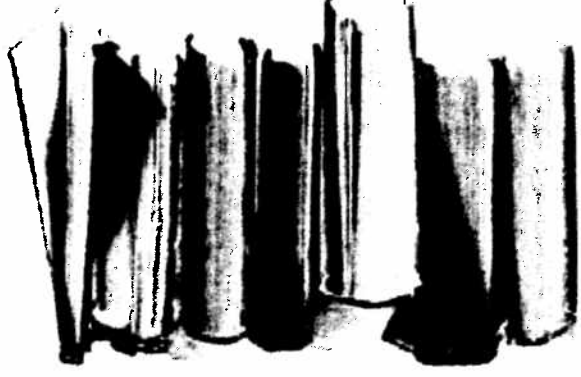
## **Southeast Teacher Turnover Map**

- See page 46: Tables
- Turnover or attrition is a significant factor for the schools of Arkansas



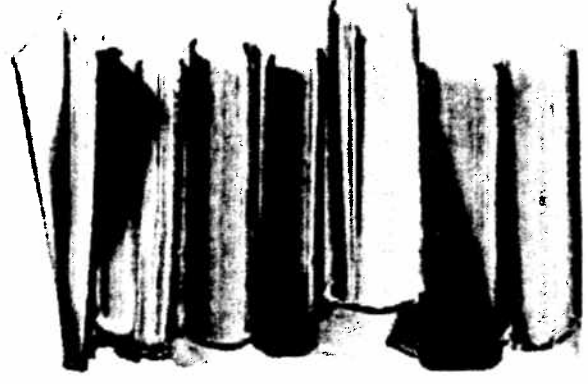
# Teacher Retention is a Serious Problem

- Personnel systems that are in place in many school districts were mostly the product of the 1960's and 1970's
- Generational Issues of faculty and staff productivity / motivation have changed, hence the working conditions issues are magnified as to faculty satisfaction.
- Beginning teacher issues are the most troubling



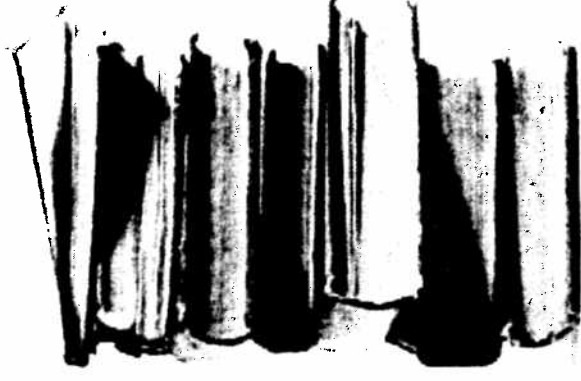
# Arkansas Teachers

- Approximately 27,000 eligible teachers have chosen not to teach...?
- Family
- Health
- ???
- ???



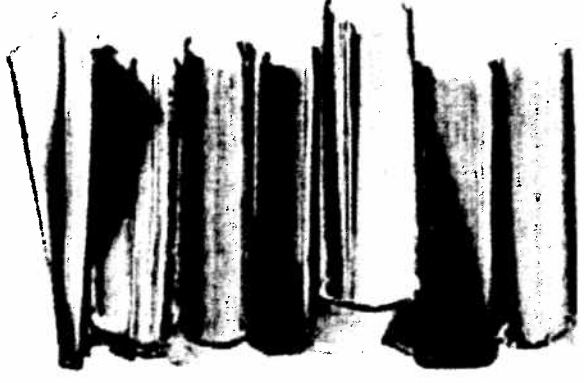
## **Need for Teacher Working Conditions Initiative**

- Significant teacher turnover and attrition threatens Arkansas' ability to provide an Adequate Education to all students.
- Providing a high quality teacher for every classroom is key to providing a high quality education.



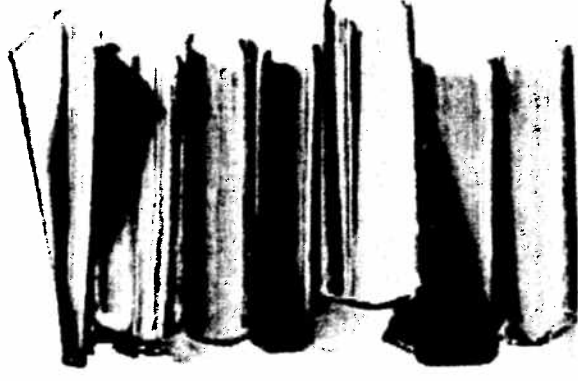
## **Need for Teacher Working Conditions Initiative**

- School conditions are the biggest reason for teacher dissatisfaction and attrition.



## **Need for Teacher Working Conditions Initiative**

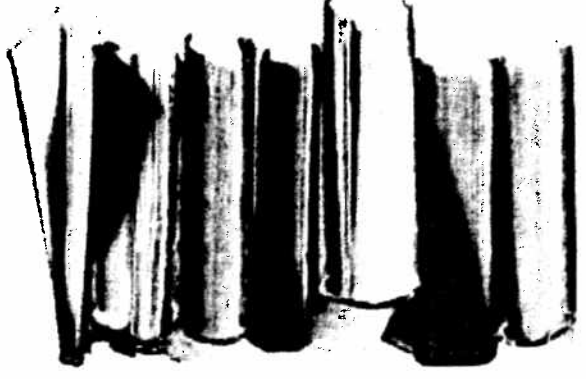
- Each community is different—with different resources, having embraced different reforms, and different concerns and priorities.



# Arkansas Pilot Study

Working Conditions Standards  
created six broad categories  
derived from existing research  
and focus groups:

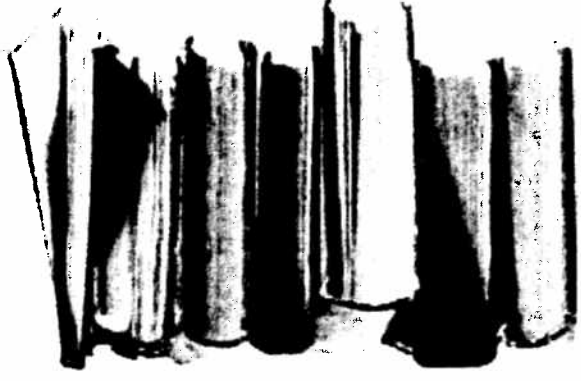
1. Use of Time
2. Facilities and Resources
3. Empowerment
4. Leadership
5. Professional Development
6. Mentoring





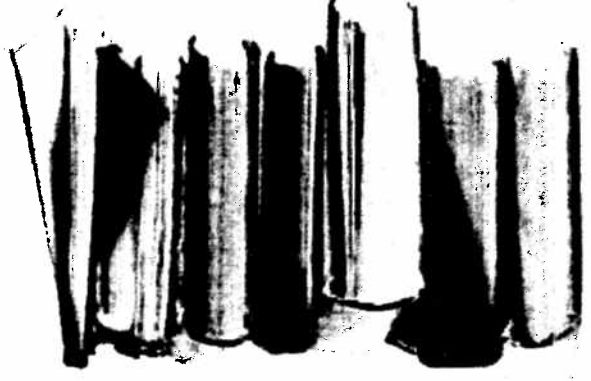
# Working Conditions Survey

- 40 Questions on perception of and actual conditions of work were delivered by SNAP—E-Mail & Paper Surveys.
- Domain Comparisons were created for each area and compared to statewide responses:
  - North Carolina    Kansas
  - Ohio                 Arizona
  - Nevada



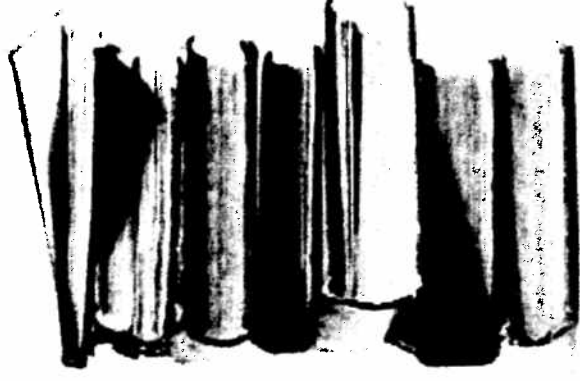
# Demographic Analysis of Arkansas Sample

- The sample of approximately 500 responses was demographically consistent with the make up of the teachers and schools of the state.
- Teachers: Education, Experience & Gender
- Schools: Grade configuration, SES, Racial & School Performance



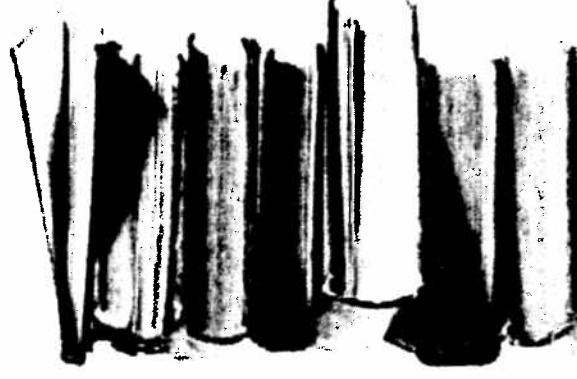
## **Teachers' Perceptions: Working Conditions and Student Learning**

- See Chart on pages 16 & 17 and note comparison with teachers from other states. 75% of the teachers believe their schools are a good place to work.
- What about the other 25%?



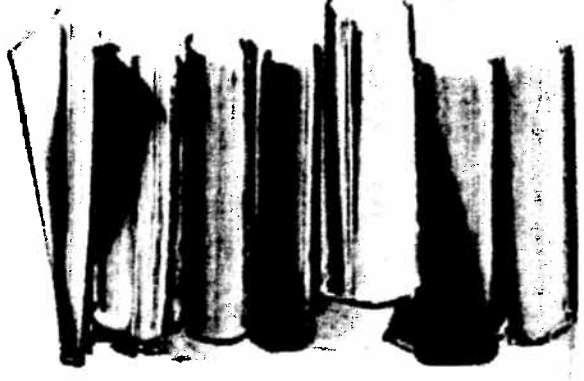
## **Domain Analysis**

- Time: The lowest over-all satisfaction rate
- Facilities and resources: Most are positive but safety and security are issues.
- Empowerment: Arkansas teachers comparable to other states...involvement is an issue.



## Domain Analysis

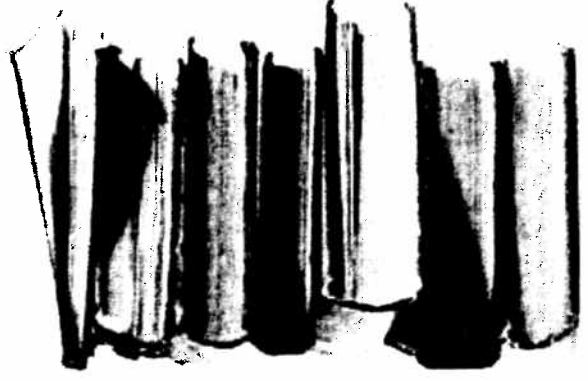
- Leadership: Leadership development is an issue of high importance.
- Professional Development: Only 13% of the teachers feel they have meaningful involvement.
- Mentoring: Given the enormity of the teacher retention issue...further research and emphasis is certainly warranted.



# **Teacher Working Conditions Findings from the Analysis**

Analysis from other statewide studies note:

- Clear and Compelling Connection Between Working Conditions and Student Achievement (AYP).
- Clear and Compelling Connection Between Working Conditions and Teacher Retention and Attrition



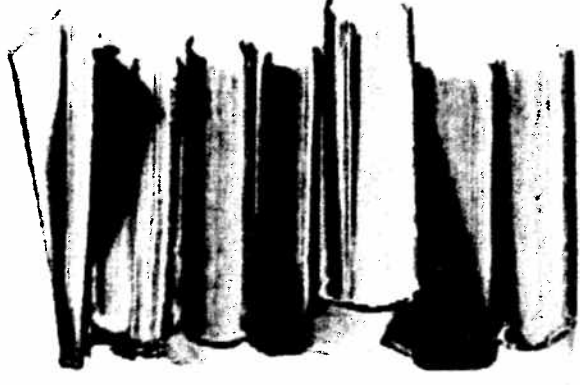
## **Findings:**

- Teacher Working Conditions make a difference in teacher retention and attrition.
- Teacher Working Conditions are important predictors of student achievement.



## Findings:

- Teacher perceptions of Working Conditions reflect actual school conditions.
- Leadership is critical to improving Working Conditions, but there are obvious misunderstandings of the role of teachers, principals, superintendents and ADE.
- Many aspects of Working Conditions have “ripple effects” ..improve one and you received a corresponding positive in other “conditions” .





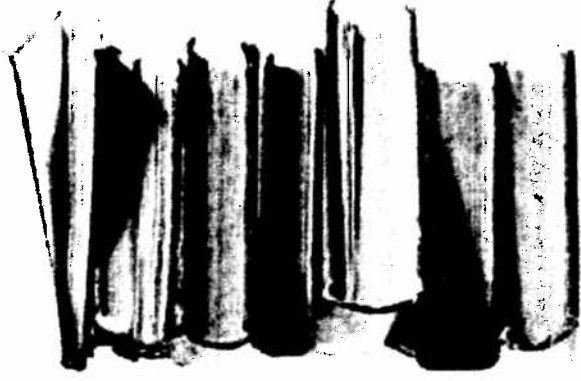
## Teachers View Working Conditions Similarly

- These factors do not have a significant connection to perception on any of the working conditions domain.
- Race
- Gender
- Highest Degree Earned
- National Board Status



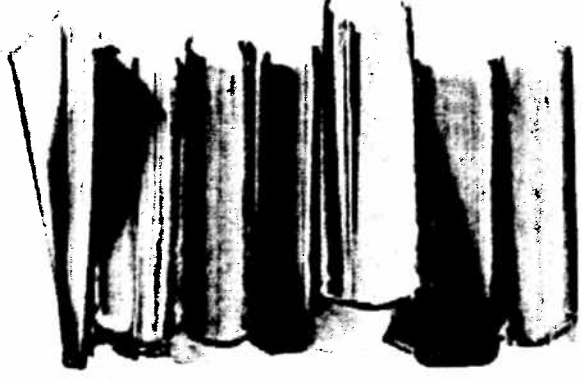
# Conclusions

- There is evidence that improved teacher Working Conditions will improve teacher retention and have a positive impact on student achievement.



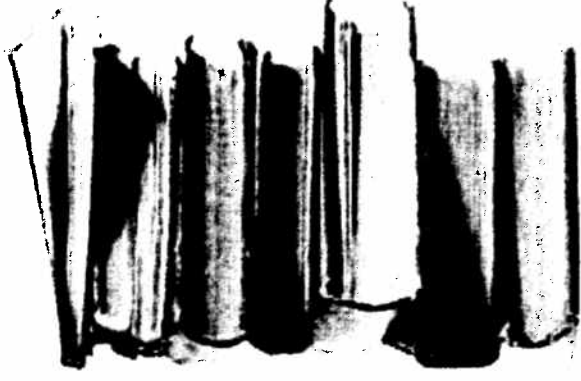
## **Recommendations:**

- Impanel an advisory group of teachers, principals, superintendents, and school board members to ensure that all levels of leadership work together to reform Working Conditions for teachers.



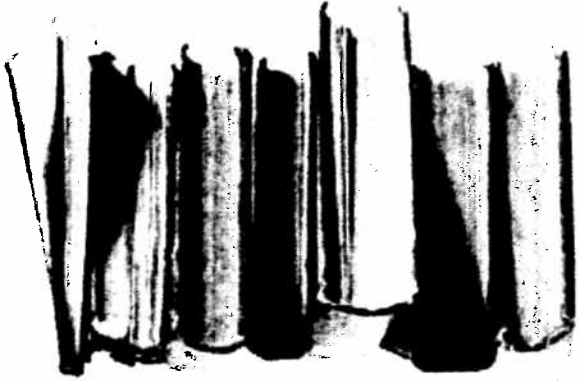
## **Recommendations:**

- Consider developing a task force to directly address teachers' greatest concerns and especially those that reduce instructional time because of required state and federal paperwork.



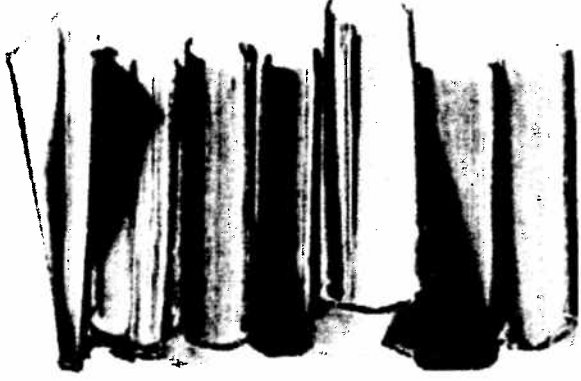
## **Recommendations:**

- Provide additional resources to enable leadership training to be available for principals. Building-level leadership is the critical variable.



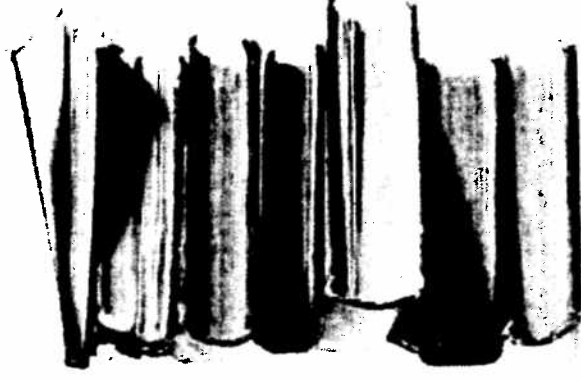
## **Recommendations:**

- Document and disseminate successful strategies to reform Working Conditions and ensure that resources are made available for technical assistance.



## **Recommendations:**

- Provide an opportunity to waive particular regulations and rules that inhibit positive Working Conditions with the caveat that student achievement will be enhanced.



## **Recommendations:**

- Empower districts and teachers to make professional decisions about instruction and minimize efforts to “teacher proof” instruction.

