Executive Summary
The Kentucky State Teacher Fellows’ program entered its second year of operation in Kentucky in August 2014. Seventeen State Teacher Fellows (STFs) continued through the program to spearhead critical initiatives across the state on top education policy priorities. STFs continue to work collaboratively with superintendents, principals and other school and district leaders to include focus groups on the agenda of previously scheduled meetings such as faculty meetings. STFs also held focus groups at the Kentucky Music Educators conference and at the ECET2 (Elevating and Celebrating Effective Teaching and Teachers) Conference in Louisville. Twitter chats were also held by STFs.

In year two of the program, STFs built on year one activities, with an emphasis on data collections that will provide the Kentucky Department of Education (KDE) with data that can be used to inform decisions. To prepare for the fourth round of data collection, the STFs focused on perceptions regarding teacher leadership, defining teacher leadership roles and responsibilities, and anticipating the impact of teacher leaders on teaching and learning as the state moves toward a career pathway for teachers who wish to remain in the classroom.

Previous challenges STFs had encountered in terms of teacher attendance at their respective focus groups continue. Inclement weather posed a significant challenge to teachers across Kentucky. Hope Street Group (HSG) believes that the overall participation of teachers in STF focus groups has been negatively impacted by excessive snow days (this also occurred in year one of the program). STFs tried to reschedule many of their cancelled focus groups; however, their success varied. Ultimately, six of the 21 STFs were able to hold focus groups. Additional focus group responses were collected by Survey Monkey.

The survey launched on January 26, 2015, and was open for two weeks. Professional Learning Network (PLN) members accessed the survey via Survey Monkey. Ultimately, 2,183 teachers in Kentucky completed the survey. This represents a nearly one hundred percent increase in response rates when compared to the 2014 fall survey (1,129 respondents). HSG staff worked with staff at SAS in Cary, North Carolina, to do a brief analysis of the survey data to underscore trends in the data.

Recommendations based on the data begin on page 9 and continue throughout the report. Recommendations appear in bold print throughout the report. The analysis of the data appears in italics. Below is summary of the recommendations.
1. HSG recommends that the KDE consider building upon its plan to increase quality instruction by a) encouraging and increasing opportunities for classroom observations of teachers who demonstrate high-quality instruction, b) promoting building-level and teacher-to-teacher discussion of content-specific quality strategies observed, and c) implementing cross-regional classroom observations within content areas. (See questions 1, 2 and 4, and figures 1-4, 7, and 8).

2. HSG recommends that KDE work with STFs to identify innovative ways to highlight, record and promote clear examples of classroom leadership at the school-level. Teachers indicated that the greatest support they needed in order to take on a leadership role within the classroom or district was concrete examples of such leadership. (See question 3 and figure 5.)

3. HSG recommends that KDE survey School Based Decision Making Councils to determine best practices regarding release time from non-instructional duties and classroom instruction statewide in order to help teachers build their capacity for leadership within the school or district. More than 60 percent of respondents in every region felt that increasing release time would help them take on school or district leadership roles. (See question 3 and figure 6). Should KDE decide to take action on this recommendation, HSG could potentially design and deploy the survey and provide analysis and reporting.

4. HSG recommends that KDE increase coaching supports for new teachers should there be resources to support the effort. KDE should consider conducting an analysis to determine if there is opportunity to reallocate various roles into coaching roles in specific districts. (See questions 4 and 5, and figures 7 and 10.)

5. HSG recommends that KDE offer information and/or voluntary professional development opportunities for teachers to better understand how to align practice with the Kentucky Framework for Teaching. Not all of the regions identify this as a major need to increase their instructional effectiveness due to different degrees of understanding of the Framework. (See question 4, and figures 7 and 8.)

6. HSG recommends that KDE investigate the feasibility of creating a program similar to the Talent Transfer Initiative or Tennessee’s program for its Priority Schools to offer increased compensation to effective teachers and principals who transfer to low-performing schools, and that it do so in conjunction with an institution of higher education and with input from teachers in the design of the program. (See questions 7-10 and figures 13-20.)

7. HSG recommends that KDE consider using the American Institutes for Research’s “Moving Toward Equity Data Review Tool” to determine priority policy areas that address needs to implement equitable access strategies. This Tool promotes systemically assessing and addressing needs to implement equitable access strategies. (See question 11 and figures 21 and 22.). It is further recommended that teachers in Kentucky and STFs be consulted on policies being developed to address equitable access strategies.
Background
The Kentucky State Teacher Fellows’ program entered its second year of operation in Kentucky in August 2014. Seventeen State Teacher Fellows (STFs) from the inaugural year of the program returned for year two (STFs can continue to serve as STFs if they choose to do so). Hope Street Group (HSG) opened the application process to all teachers in Kentucky to fill the vacancies. Five new STFs were selected.

- Lea Ann Atherton, McCracken School District
- Angela Baker, Berea Independent School District
- Randy Barrette, Menifee School District
- Jana Bryant, Daviess School District
- Lindsey Childers, Trigg School District
- Brad Clark, Woodford County School District
- Kimberly Creekmore, Whitley County School District*
- Kim Delaney, Boone School District
- Paradise Forbes, Williamstown Independent School District
- Joe Harris, Lawrence School District
- Michelle Hendricks, Bullitt School District
- Christine Holajter, Mason School District
- Kip Hottman, Oldham School District
- Tanya Jury, Bardstown Independent School District
- Ryan Mann, Scott County School District*
- Natalie McCutchen, Simpson School District
- Sherri McPherson, Fayette County School District*
- Pennye Rogers, Todd School District
- Robin Thacker, Henderson County School District*
- Carrie Wedding, Owensboro Independent School District*
- Sarah Yost, Jefferson County School District

*New to the STF program in 2014
STFs’ biographies can be found at: http://hopestreetgroup.org/impact/education/teacher-fellowships/kentucky-2014/.

STF Activities to Date
In year two of the program, the goal has been to not only engage more teachers but to engage a larger subset of those teachers. For example, a teacher in a Professional Learning Network (PLN) would respond to a survey sent by a STF and also engage in teacher leadership efforts or state partner initiatives based on STF facilitation, such as: completion of the Empowering Effective Educators RFA (Request for Applications) or submitting session proposals to the Let’s TALK conference. HSG is still collaborating with Kentucky STFs to refine strategies that drive deeper teacher engagement in Kentucky.

Currently, HSG is able to report that 25 percent of Kentucky teachers are engaged with STFs as part of the STF program (not counting the 37 percent of teachers engaged on Twitter). Kentucky STFs have worked to broaden their engagement of more teachers but to purposefully deepen the engagement of their colleagues. It is important to call out that the deeper engagement of a
member of a PLN the greater the impact that can be felt on the data and the recommendations offered.

STFs continue to expand their Professional Learning Networks (PLNs) to broaden HSG’s access to teachers who can be tapped to complete surveys, attend focus groups, and engage more deeply in the work of the STFs, in the program in general and across multiple state partner networks. To date, there are 9,253 Kentucky teachers in HSG PLNs. This represents a total of 21.2 percent of Kentucky Teachers.

STFs receive ongoing support from the state director of the program as well as the director of educator engagement and training. Monthly conference calls are held with STFs. Additionally, Kentucky STFs have maintained smaller work groups/committees of STFs that focus on various aspects of the program’s activities, such as social media, teacher engagement, legislative engagement, editorial board membership, and logistics.

This year, STFs are engaged in a variety of activities that speak directly to the program’s maturity. Those activities include:

- Co-planning and serving as a critical friend during the first ever Teach to Lead Summit in Louisville;
- Adapting multiple teacher leader frameworks from across the nation to design a Kentucky teacher leader framework in conjunction with state partners;
- Advising the Network to Transform Teaching expansion of the number and influence of National Board Certified Teachers (NBCTs) in Kentucky;
- Supporting strategic efforts of the Prichard Committee’s Student Voice Team to pass House Bill 236;
- Disseminating Achieve, Inc., sample assessment score reports that inform the Partnership for Assessment of Readiness for College and Careers (PARCC), Smarter Balanced, and non-consortia states;
- Becoming regular columnists for the Kentucky Teacher Magazine;
- Establishing a national education Twitter chat (#HSG Ed Chat);
- Serving on the Bill and Melinda Gates Foundation Teacher Advisory Council;
- Advising the design of the Redesign Challenge website;
- Serving as community managers during the pilot phase of the Redesign Challenge;
- Participating in the formation of national professional learning strategies through the Teacher Practice Networks;
- Organizing the virtual community of the Sutton Trust and the Center for Teaching Quality (CTQ) global educator initiative;
- Facilitating virtual communities on the National Education Association (NEA) GPS (Great Public Schools) Network;
- Shaping communication, strategies, and workshops to guide districts wishing to establish clearly defined teacher leadership roles as part of the Educator Career Pathway Working Group;
- Facilitating panels during the Bill and Melinda Gates Foundation Teacher Allies Meeting;
- Designing ECET2 regional, state and national convenings through steering committee participation and leadership;
- Reviewing draft legislation for Kentucky legislators; and
- Appearing with US Secretary of Education Arne Duncan at the International Education Conference.
Based on feedback from Kentucky STFs, as well as the recommendations made by Policy Studies Associates (PSA) in the year one external evaluation of the program in Kentucky, HSG has continued to:

- Provide streamlined, comprehensive and uniform training for STFs in Kentucky;
- Track and report the depth of engagement of teachers in STFs’ PLNs;
- Collect analytics on social media activity; and
- Make a concerted, coordinated, and strategic effort to engage teachers in rural parts of Kentucky.

A grant from the Bill and Melinda Gates Foundation has enabled HSG to engage 270 Strategies to develop a set of potentially replicable strategies to deploy in southeastern and far western Kentucky to increase teacher engagement in those areas. Their participation ensures that the data collected by STFs represent portions of the state where survey and focus group participation has lagged and teachers have been reluctant to engage in STF activities. This grant also provides funding to work with the Kentucky Education Association (KEA) to develop a supplemental survey for release to select Kentucky districts to help inform KEA decision making and allows them to drive deeper the impact of the results of the recent Teaching, Empowering, Leading, and Learning (TELL) survey administration. This important work will begin in earnest in April 2015 and will conclude in the fall of 2015.

Spring Data Collection
The Kentucky state director began working with KDE leadership in late fall of 2014 to determine the topic and design of the 2015 spring survey.

Pre-testing of the survey began on January 20, 2015 and lasted for five days. STFs in Kentucky and Hawaii were the sample used for pre-testing. As a result of pre-testing, modest changes were made to the survey format and text.

The survey launched on January 26, 2015, and was open for two weeks. Professional Learning Network (PLN) members accessed the survey via Survey Monkey. Ultimately, 2,183 teachers in Kentucky completed the survey. This represents a nearly one hundred percent increase in response rates when compared to the 2014 fall survey (1,129 respondents). HSG staff worked with staff at SAS in Cary, North Carolina, to do a brief analysis of the survey data to identify trends in the data.

Focus groups moderated by STFs began on February 16, 2015 and ended on February 27, 2015. Teachers who could not attend a STF-led focus group had the option to answer the focus group questions via Survey Monkey. Ultimately, 121 teachers elected to answer the focus group questions online. Focus group data was also analyzed by SAS in Cary, North Carolina.

Fall 2015 Data Collection
The 2015 fall data collection planning will begin in late May. Topics for that collection could potentially include additional inquiry into a number of findings from the 2014 fall and 2015 spring data collections; however, at this time, no decision has been made about the topic for the 2015 fall data collection. One of the questions in the 2015 spring survey queried teachers on which topics they would like to provide KDE with feedback on and those results can be found in the survey data section of this report.
HSG recognizes that the ability to generalize the findings of both the surveys and focus groups is largely predicated on the number of respondents; however, we also recognize that in the case of the focus groups, the quality of data collected is also very important. The analytics that HSG is now collecting on the emails sent to teachers in PLNs announcing the availability of a survey and focus groups will be a key piece of evidence it will use to develop strategies for increasing the response rates in the future. Kentucky STFs will also play a key role in determining the strategies, deploying them, and debriefing after the spring survey on their value relative to the increase (or lack thereof) in response rates.

HSG has also developed a debrief process for data collections that HSG staff lead and participate in after data collections have concluded. Staff just recently conducted the second the two debriefs that will occur this year. These debriefs are designed to streamline the data collection process and identify areas in which improvements should be made. This effort supports HSG’s ongoing commitment to evidence-informed decision making and continuous program improvement. Additionally, on an on-going basis, HSG collects feedback from KDE, KEA, and the Kentucky STFs to strengthen the program, the data collections, and the overall experience of the Kentucky STFs.

**New Additions to the 2015 Spring Data Report**

There now appears in Appendix D of this report, technical information about interpreting the data, the generalizability of findings, and setting confidence intervals and levels. Information regarding the representativeness of the sample can be found in Appendix C. Demographic information about the survey respondents can be found in Appendix A (questions 12, 13, 14, 15, and 17)*. Also included in Appendix A is information about how respondents were made aware of the survey (question 18). Appendix B includes the text box responses from questions 5, 6, and 11 (these questions allowed respondents to write in responses in a text box) as well as data visual that summarizes the data collected from the text box responses.

In response to feedback from KDE, the data are now disaggregated by Kentucky Education Cooperative Districts.

HSG is committed to making changes to the layout and organization of this report to help KDE better understand and act upon the data and recommendations. As such, feedback on the report from KDE is welcomed and will be attended to promptly by both the Kentucky state director and national office staff who support the Kentucky state director.

**External Evaluation**

PSA in Washington, D.C., is conducting the year two evaluation of the STF program in Kentucky. Staff from PSA made a site visit to Kentucky in fall 2014 to interview STFs, program funders, state partners, the state director, KDE staff, and KEA staff. Another visit will be made in spring 2015 to conduct follow up interviews. PSA findings will be used by HSG staff to make evidence-informed decisions and programmatic improvements. Their findings will be shared with all state partners in early summer of 2015.

*question 16 asked which district the respondent works in. Those data are not included in this report as the districts were grouped into Kentucky Education Cooperative Regions per KDE’s request. Should KDE want this information, it is available upon request.
Survey Data

Q1. Would you be willing to use your classroom as a laboratory or model for colleagues’ to observe your instructional methods?

Figure 1

Analysis: The majority of teachers, regardless of years of teaching experience, are willing to use their classroom as a laboratory or model for their fellow colleagues to observe their instructional methods. However, almost a quarter of teachers (many teachers with 15 or more years of teaching experience) exhibited uncertainty or discomfort with this question by answering that they “do not know.”
Analysis: Though most teachers across regions agree to use their classroom as a model for observation, it is notable that about one-third of teachers are not certain or do not want their classrooms used for this purpose.
Q2. Would you be willing to implement quality strategies and lessons that you have observed in colleagues’ classrooms?

Figure 3

Analysis: Most teachers want to implement quality strategies and lessons that they have observed in their colleagues’ classrooms. This indicates a strong value for observation if teachers can apply what they have learned to their own classroom.
Analysis: In every region, most teachers show a willingness to implement quality strategies they have observed in their colleagues’ classrooms.

HSG recommends that the KDE consider building upon its plan to increase quality instruction by a) encouraging and increasing opportunities for classroom observations of teachers who demonstrate high-quality instruction, b) promoting building-level and teacher-to-teacher discussion of content-specific quality strategies observed, and c) implementing cross-regional classroom observations within content areas. Though Q1 reveals that some teachers may feel uncomfortable with classroom observations, the vast majority of teachers see value in observing others’ classrooms if they come away with quality strategies and lessons to implement in their own classroom.
Q3. Which support(s) would teachers need to build their capacity to take on leadership roles within their school or district while staying in the classroom? You may choose more than one answer.

Analysis: In order to take on leadership roles within their school or districts, the majority of teachers surveyed need clear examples of leadership implemented within the classroom to increase their confidence level. The majority of teachers—especially teachers who have taught four to nine years—need time released from non-instructional duties. Interestingly, more teachers who taught fewer than four years preferred having clear examples of leadership implemented outside of class, while teachers with more experience preferred time released from classroom instruction. Clearly, most teachers do not want training on how adults learn.

HSG recommends that KDE work with STFs to identify innovative ways to highlight, record and/or promote clear examples of classroom leadership at the school level.
Figure 6

**Analysis:** Across all regions, most teachers consistently desire to have clear examples of leadership implemented within a classroom in order to build their capacity for leadership within the school or district. More than half of the teachers surveyed across districts preferred either time released from non-instructional duties or from classroom instruction in order to build their leadership capacity, with the exception of WKEC teachers, who preferred clear examples of leadership implemented outside of class (This could be because most of the teachers that make up WKEC are highly experienced teachers, with 15 or more years of experience). Consistently, teachers do not feel that training on how adults learn would be valuable to help equip them for school or district leadership.

**HSG recommends that KDE survey School Based Decision Making Councils to determine best practices regarding release time from non-instructional duties and classroom instruction statewide in order to help teachers build their capacity for leadership within the school or district.**
Q4. Which support(s) would teachers need to increase their instructional effectiveness? You may choose more than one answer.

Figure 7

Analysis: The majority of teachers of all experience levels (nearly all teachers with fewer than four years of experience) clearly want effective strategies and lessons modeled for them to increase their instructional effectiveness. Many teachers also need job-embedded professional development and coaching.

Q4 further supports the recommendation that KDE work with school districts to develop a plan to 1) increase opportunities for quality classroom observations, especially those of teachers who demonstrate high-quality instruction, 2) encourage building-level and teacher-to-teacher discussion of content-specific quality strategies observed, and 3) implement cross-regional classroom observation within content areas.

For new teachers this is especially true. In addition, new teachers need more job-embedded professional development and coaching.
Analysis: Teachers in every region express that modeling effective lessons and job-embedded professional development are supports that would help their instructional effectiveness. For GRREC and OVEC regions, more than half of the respondents also want coaching support. A slight majority of teachers in the KVEC region indicated their instructional practice would benefit from increased alignment to the Kentucky Framework for Teaching. However, not all of the regions’ teachers identified this as a major need to increase their instructional effectiveness, likely due to different degrees of understanding of the Framework. HSG recommends that KDE offer information and/or voluntary professional development opportunities for teachers to better understand how to align practice with the Kentucky Framework for Teaching.
Q5. Which teacher leadership roles are already in place in your school? You may choose more than one answer.

**Figure 9**

![Graph showing leadership roles by years of teaching experience]

**Analysis:** While there are leadership roles for teachers for extra-curricular activities and operational decisions in most schools, teachers report fewer opportunities for teachers to teach and design professional development, and to teach and support teacher leadership. More than half of the respondents report that there are roles available specific to a department’s content area. Newer teachers report that there are leaders teaching and coaching teachers in the building. More experienced teachers may not report this because they may likely not be receiving the coaching.
Analysis: In every region, teachers consistently report that there tend to be more leadership roles for extra-curricular, operational or CSIP design activities. While more than half of the teachers in other regions feel that there is a role available for a specific content area, only about one-third of the teachers in the KVEC region reported this role. Based on responses, there are not many coaching roles in each region.

While this question yields observational responses, it also speaks to the priorities within each school. Demonstrated in previous questions, teachers are interested in access to strong content-level support. However, there are more leadership roles for non-instructional-related priorities. Therefore, HSG recommends that KDE conduct an analysis of leadership roles within each region to determine if there is opportunity for reallocation of various roles to teaching and coaching roles across the district.
Q6. In your current school, how are teachers selected for leadership opportunities? You may choose more than one answer.

Figure 11

![Graph showing selection methods for leadership opportunities by years of teaching experience.](image)

Analysis: Most teachers report that building level administrators choose teachers for specific leadership roles while close to half of the teachers report that they self-select for leadership opportunities. From responses, business leaders and outside organizations rarely choose teachers for leadership opportunities.
Analysis: Almost all teachers in every region report that administrators in their building are choosing teachers for leadership opportunities. In the KVEC region, more than half report that district-level administrators also identify teachers for leadership opportunities while in the NKCES region, self-selections also happen frequently.
Q7. A compensation structure for educators should be based on the additional roles and responsibilities they take on rather than the current step-and-lane pay scale.

Analysis: About 70 percent of teachers either agree or strongly agree that a compensation structure for educators should be based on the additional roles and responsibilities that they take on rather than the current step-and-lane pay scale.
Analysis: Proportionally across regions, the majority of teachers either agree or strongly agree that a compensation structure for educators should be based on the additional roles and responsibilities that they take on rather than the current step-and-lane system.
Q8. Teacher leaders and principals should receive higher compensation for serving in hard-to-staff areas and low-performing schools.

Figure 15

Analysis: The majority of teachers of all experience levels believe that a teacher leader and principal should be compensated higher if serving in a hard-to-staff area and a low-performing school.
Analysis: About 70 percent of teachers across all regions believe that compensation should be higher if a teacher leader or principal serves in a hard-to-staff area and a low-performing school.
Q9. I would transfer to a low-performing school if given support and a financial compensation/stipend.

Figure 17

Analysis: More than half of teachers—especially teachers with fewer than 10 years of experience—say they are willing to transfer to a low-performing school with appropriate support and compensation. Teachers with more than 15 years of experience are split, likely because they may prefer stability—even if better compensated to transfer to a low-performing school.
Analysis: When disaggregated by region, there is more variation in the level of willingness of teachers to transfer to a low-performing school. For example, in the SSEC region, slightly more teachers are unwilling to move, while in the CKEC region, more teachers would transfer. Most important, however, is that there are teachers in every region who are more than willing to transfer if they have the appropriate supports and additional compensation.

Because there are many factors that impact a school’s teaching and learning conditions, merely paying teachers to work in low-performing schools will not result in an effective turnaround effort.\(^1\) Strategic compensation for teachers in low-performing schools should ideally be directed to teachers who have demonstrated their instructional effectiveness.\(^2\) A recently released study from Mathematica Policy Research funded by the Institute of Education Sciences (IES) on the Talent Transfer Initiative indicates that in the case of the 10 school districts (in seven states) where a payment of $20,000 was paid over two years in five installments to “high value-added” teachers to work in under performing schools, the extra compensation did have a positive impact on student achievement in those schools. Other findings were notable, in particular, that the teachers who

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1 See: [http://escholarship.org/uc/item/0269b641](http://escholarship.org/uc/item/0269b641)
were part of the initiative continued to work in the schools after their two-year commitment had expired.

A study done by Vanderbilt University documents similar findings in Tennessee’s Priority Schools. A $5,000 bonus paid to effective teachers to work in these schools who also had a positive impact on student performance.³

Some states have taken action on the policy front to ensure that teachers paid for taking on assignments in low-performing are indeed teachers who have a proven track record of instructional effectiveness. Florida, for example, passed a bill in its 2014 legislative session that permits school districts to assign a newly hired teacher who was rated effective or highly effective to a hard-to-staff school. For more information on Florida’s legislation, see: http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName= h0433er.docx& DocumentType=Bill&BillNumber=0433&Session=2014.

Building on the findings from the Fall 2014 Data Collection, HSG recommends the KDE investigate the feasibility of creating a program similar to the Talent Transfer Initiative or Tennessee’s program for its Priority Schools to offer increased compensation to effective teachers and principals who transfer to low-performing schools, and that it do so in conjunction with an institution of higher education and with input from teachers in the design of the program.

Q10. I would take on a teacher and principal leadership position without additional financial compensation.

Figure 19

Analysis: Regardless of teaching experience, 7 out of 10 teachers are not willing to take on a teacher and principal leadership position without additional financial compensation.
Figure 20

Analysis: The majority of teachers in every region are unwilling to take on teacher and principal leadership positions unless paid to do so.
Q11. If you went to work in a low-performing school, which would you need to be successful? You may choose more than one answer.

Figure 21

Analysis: In order to be successful in a low-performing school, teachers report they would need all types of supports and resources, especially time to work with colleagues to discuss student progress and the availability of appropriate resources for students.
Analysis: Teachers in every region need all types of supports and resources to be successful in low-performing schools.

It is evident that teachers desire all types of supports in order to be successful in a low-performing school. HSG recommends that KDE review the American Institutes for Research’s “Moving Toward Equity Data Review Tool” to determine priority policy areas that address needs to implement equitable access strategies. This tool promotes the use of high quality metrics to systemically assess and address the complex needs of low-income students. Teacher and STF input into the development of policies in this area should be considered.

4 The toolkit can be found here: http://www.gtlcenter.org/sites/default/files/GTL_DataReviewTool-ed-fmt.pdf
Focus Group Data

Overview
The spring focus groups set out to answer five open-ended questions. The five questions surveyed were:

1. How can teacher leaders accelerate teacher learning aligned to the Teacher Professional Growth and Effectiveness System (TPGES) Framework?
2. What is teacher leadership?
3. How can a different compensation structure from the current step-and-lane pay system elevate the profession and improve student achievement?
4. How can teacher leaders accelerate student learning in high-need schools?
5. If the schedule of your school were redesigned, how would extended teacher time be best used?

Responses were collected from focus groups and responses provided via Survey Monkey (referred to throughout this portion of the report as “survey answers”). The results were then sent to the SAS Institute for review. SAS combined the survey answers and the focus group answers into an individual document for each question.

Using SAS Contextual Analytics and SAS Visual Analytics, SAS analyzed the open-ended responses to each question and produced visualizations, such as Term Maps, and corresponding metrics, that further describe the results. Term Maps produce a visual observation of the collection of answers to the five questions. Each term map identifies the most utilized terms, concepts, topics and categories from the open-ended responses.

SAS utilized text analytics software that produced a term map for each document. A term map shows the term of interest as the center node. Nodes that appear around the center node represent links to terms that correspond to rules for predicting the appearance of the center node in the document. Node names that are preceded by a tilde (~) indicate terms that do not appear with the term of interest.

For example, suppose that the center node kitchen has successive nodes table > food > ~formal, which are linked to kitchen. The diagram indicates that if the terms table and food both appear in the document and the term formal does not, then there is a strong probability that the term kitchen will also appear in the document.

The size of the node indicates the relative number of documents that include that combination of terms. The darker the node, the more reliable the rule is for predicting that the term of interest will appear in a document.

The numbers in the tooltip indicate the number of documents that contain that combination of terms (including the term of interest) and the total number of documents that contain the term, respectively.

The results also analyze the number of times a term appears in the document and groups multiple terms into topics and categories. SAS can then view the topics in three ways; table view, Cloud View, and Document Summary view. Each view of the selected topic provides a different insight into the data: Table view, lists the terms and their weights. A Cloud view displays a word cloud...
for the terms in the selected topic. Document summary view displays a list of the documents that contain the selected topic. The relevancy score shows how well the document matches the topic. The best match has a score of 1.

Findings

Question 1: How can teacher leaders accelerate teacher learning aligned to the Teacher Professional Growth and Effectiveness System (TPGES) Framework?

The results for Question 1 showed that teacher leaders can accelerate teacher learning aligned to the TPGES framework by leading by example. Participants acknowledge that peer observation, more time to review and understand the specific components of the framework, helping through practice, sharing experiences, and mentoring would be the most effective ways of accelerating teacher learning aligned with TPGES. Thirty-nine percent (39%) of participants stated that help through sharing expertise and classroom stories and mentoring by other teachers and leaders would accelerate teacher learning aligned with the TPGES framework. Forty-six percent (46%) indicated that modeling best practices through peer observation would be the most effective in learning the TPGES framework. They indicated that teacher leaders could help through practice, continuous peer observations, collaborations, and professional development. Twenty-nine percent (29%) mentioned that a better understanding of the TPGES framework would help them better align to it. Participants indicated discussing specific components of the TPGES framework would help them understand more. Finally, twenty-one percent (21%) of participants stated that more time would be beneficial. They detailed that more planning time, more time to meet and more time to discuss with others would greatly help to align with the TPGES Framework.
Figure 23 – Term Map for “Share”
Figure 24 – Term Maps for “Observe” and “Understand”
As the term map indicates, teacher leaders can accelerate teacher learning aligned with the TPGES framework through learning by peer observation, having a better understanding of the specific components of the framework, having more time to meet and discuss the framework, and sharing and collaborating expertise with others.

Topics and categories were created around the terms share, observe, understand, and time by grouping together the words that appeared together most frequently. We can view these topics in a cloud map and then in term maps to get a better understanding of how each term relates.
Figure 26

Figure 27: time, meet, plan, group, discuss
Figure 28: Practice, good, model, observe, teacher
Figure 29: School, framework, TPGES, share
Figure 30: Student, able, leader, goal, mentor
For these topics, we can see the sentiment from a few of the responses. 50% percent were neutral while 10 percent have a negative sentiment corresponding to each response and 40 percent of responses were positive.

**Figure 31**

Teacher leaders can accelerate their colleagues' learning in many ways. One way is through the PLC. Teacher leaders must be able to work with adult learners that have different needs than their students. TLs must be able to determine the needs of the PLC, just as they do the students in their own classrooms. The teacher leader's role is to make sure the PLC functions effectively. This takes time and specific skills to ensure that...

- By monitoring the students' growth goal scores, teachers should be able to see where students' weaknesses are and align their curriculum to meet students' needs.
- Teacher leaders, unlike legislators who make school policies, are actively engaged in the classroom environment and have an awareness of the current educational needs and daily struggles that classroom teachers face. Teacher leaders would understand the TPS framework, understand how it's applicable and be able to explain to fellow teachers in a manner that is more easily understandable with practical application.
- Teacher leaders can accelerate teacher learning by offering to be a peer observer and walking other teachers through the steps so that the feedback is valuable to the teacher being observed. Teachers need to be part of the team that guides teachers through setting student growth goals because admins who are doing that task don't seem to understand the seriousness of a teacher failing to meet their student growth goals. ...
- Be good models for engaging students. When students are engaged, students are learning.
- Help fellow teachers understand how to improve student involvement in their own learning.
**Figure 31 (continued)**

<table>
<thead>
<tr>
<th>Modeling best practices, other teachers</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have to have a solid understanding of the framework and best practice to be sure to make accurate connections. They need time to learn and time to observe a teacher in practice versus listening to a teacher talk about their room. They need to have a solid practice and be willing to have others come and watch them as well.</td>
<td>0.783</td>
</tr>
<tr>
<td>The National Writing Project design for professional development has been proven to be the best model for teacher leaders to accelerate teacher learning. It is teachers helping teachers to improve practice and to serve in leadership roles as advocates for best practices for instruction.</td>
<td>0.757</td>
</tr>
<tr>
<td>I think the best way is to observe other teachers engaging in practices that align with the framework. It would be great if teachers could get coverage from administration to do this.</td>
<td>0.861</td>
</tr>
<tr>
<td>If teacher leaders are empowered by their schools to act, then they can help disseminate best practices to new teachers through the teacher observation process. PGES can be a training tool as well as an observation tool</td>
<td>0.846</td>
</tr>
<tr>
<td>Teacher leaders can accelerate teacher learning by sharing best practices, empowering teachers to utilize their strengths, and facilitating growth in areas of need through effective collaboration.</td>
<td>0.554</td>
</tr>
</tbody>
</table>
The document table displays a document in its entirety. The highlighted terms were used to match the document with the topics and categories. Participants indicated that peer observation and sharing expertise, along with additional time to better understand components of the TPGES framework are needed to align to the framework. We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

Figure 32

<table>
<thead>
<tr>
<th>ID</th>
<th>Test</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>108</td>
<td>Modeling best practices other teachers</td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>119</td>
<td>They have to have a solid understanding of the framework and best practices to be sure to make accurate connections. They</td>
<td>0.765</td>
<td>Positive</td>
</tr>
<tr>
<td>59</td>
<td>The National Written Project design for professional development has been proven to be the best model for teacher leaders</td>
<td>0.757</td>
<td>Positive</td>
</tr>
<tr>
<td>75</td>
<td>I think the best way is to observe other teachers engaging in practices that align with the framework. It would be great if</td>
<td>0.861</td>
<td>Negative</td>
</tr>
<tr>
<td>91</td>
<td>Teacher leaders are empowered by their schools to actually lead, then they can help disseminate best practices to new</td>
<td>0.645</td>
<td>Neutral</td>
</tr>
<tr>
<td>133</td>
<td>Teacher leaders can accelerate teacher learning by sharing best practices, empowering teachers to utilize their strengths.</td>
<td>0.994</td>
<td>Positive</td>
</tr>
<tr>
<td>135</td>
<td>Modeling modeling, modeling, Teachers need time to observe teacher peer's classrooms.</td>
<td>0.566</td>
<td>Neutral</td>
</tr>
<tr>
<td>23</td>
<td>Teachers leaders could create and share specific video samples of good practice for others to view</td>
<td>0.524</td>
<td>Positive</td>
</tr>
<tr>
<td>117</td>
<td>Have a virtual space where teachers can share their practice on their own time.</td>
<td>0.476</td>
<td>Neutral</td>
</tr>
<tr>
<td>115</td>
<td>The main way teacher leaders can accelerate teacher learning is through modeling and coaching. Teachers need time to</td>
<td>0.476</td>
<td>Neutral</td>
</tr>
<tr>
<td>136</td>
<td>We have no other schools in our district to share expertise</td>
<td>1</td>
<td>Positive</td>
</tr>
<tr>
<td>105</td>
<td>They can learn about a specific facet of the TPGES framework through work with other teachers only on that area. Part of the</td>
<td>0.949</td>
<td>Negative</td>
</tr>
<tr>
<td>99</td>
<td>Administrators can support PLCs—those in school and those that are district wide so that content-specific teachers can explore</td>
<td>0.865</td>
<td>Neutral</td>
</tr>
<tr>
<td>111</td>
<td>I believe that the teacher leaders can accelerate teacher learning aligned to the TPGES Framework by breaking down the</td>
<td>0.855</td>
<td>Neutral</td>
</tr>
<tr>
<td>76</td>
<td>Collaboration time to discuss specific components of TPGES and what it looks like at various grade levels.</td>
<td>0.743</td>
<td>Neutral</td>
</tr>
<tr>
<td>4</td>
<td>They can help others understand the standards that are involved in the TPGES Framework.</td>
<td>0.727</td>
<td>Neutral</td>
</tr>
<tr>
<td>97</td>
<td>Teacher leaders can also accelerate teacher learning aligned to the TPGES framework if we were allowed to network with the</td>
<td>0.734</td>
<td>Neutral</td>
</tr>
<tr>
<td>77</td>
<td>Teacher led professional development at the school and district level</td>
<td>0.844</td>
<td>Neutral</td>
</tr>
<tr>
<td>123</td>
<td>As a writing teacher, I think it is important for me to really understand what is happening in the elementary grades before I get</td>
<td>0.816</td>
<td>Neutral</td>
</tr>
<tr>
<td>72</td>
<td>A teacher leader could accelerate teacher learning by being assigned to 6 7 4 teachers and spending a day with each teacher,</td>
<td>0.804</td>
<td>Positive</td>
</tr>
<tr>
<td>92</td>
<td>Teacher leaders can accelerate teacher learning by working together to fill the gaps in student learning, develop an</td>
<td>0.962</td>
<td>Positive</td>
</tr>
<tr>
<td>81</td>
<td>Teacher leaders can provide training, monitoring, and other mechanisms for teachers to learn from TLS and each other that is</td>
<td>0.68</td>
<td>Neutral</td>
</tr>
<tr>
<td>60</td>
<td>I love the new TPGES framework. It is no longer a moment in time observation that defines you. Through this new program, you</td>
<td>0.55</td>
<td>Positive</td>
</tr>
<tr>
<td>14</td>
<td>Teacher leaders, unlike legislators who make school policy, are actively engaged in the classroom environment and have an</td>
<td>0.523</td>
<td>Negative</td>
</tr>
<tr>
<td>103</td>
<td>Teacher leaders can also accelerate teacher learning aligned to the TPGES Framework with continued observations, peer</td>
<td>0.511</td>
<td>Neutral</td>
</tr>
<tr>
<td>27</td>
<td>More planning time and during planning time less meetings.</td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>42</td>
<td>Discussion groups at teacher meetings time set just for the discussion.</td>
<td>0.911</td>
<td>Neutral</td>
</tr>
<tr>
<td>102</td>
<td>More time to work together the Asian model (teachers with only 15 20 contact hours, not 25 30 as we have). With time, we can</td>
<td>0.755</td>
<td>Neutral</td>
</tr>
<tr>
<td>119</td>
<td>Time, time, and more time to meet in cohorts to view and discuss examples (lessons, videos, strategies).</td>
<td>0.751</td>
<td>Neutral</td>
</tr>
<tr>
<td>29</td>
<td>They need support and backup from the school administrators. They should be setting examples for others with their dedication,</td>
<td>0.622</td>
<td>Positive</td>
</tr>
<tr>
<td>53</td>
<td>Modeling, PLC work, group planning, analyzing student work.</td>
<td>0.603</td>
<td>Neutral</td>
</tr>
<tr>
<td>9</td>
<td>The framework is very time consuming and could be better served in teacher-friendly format so that teachers can focus more on</td>
<td>0.602</td>
<td>Negative</td>
</tr>
<tr>
<td>26</td>
<td>Through department meetings and grade-level unit planning.</td>
<td>0.555</td>
<td>Neutral</td>
</tr>
<tr>
<td>19</td>
<td>By meeting with them regularly. Maybe have a small group of teacher leaders who would receive a stipend for their time.</td>
<td>0.649</td>
<td>Neutral</td>
</tr>
<tr>
<td>123</td>
<td>As a writing teacher, I think it is important for me to really understand what is happening in the elementary grades before I get</td>
<td>0.515</td>
<td>Neutral</td>
</tr>
<tr>
<td>25</td>
<td>Time to work together.</td>
<td>0.515</td>
<td>Neutral</td>
</tr>
<tr>
<td>89</td>
<td>Teacher leaders can accelerate teacher learning by offering to be a peer observer and walking other teachers through the steps</td>
<td>0.602</td>
<td>Negative</td>
</tr>
<tr>
<td>97</td>
<td>Teacher leaders can help accelerate teacher learning aligned to the TPGES framework if we were allowed to network with the</td>
<td>0.421</td>
<td>Neutral</td>
</tr>
<tr>
<td>116</td>
<td>meet frequently to discuss the framework and look at sample work to discuss how it fits in the framework and design lessons.</td>
<td>0.479</td>
<td>Neutral</td>
</tr>
</tbody>
</table>
Question 2: What is teacher leadership?

The results for Question 2 showed that participants described teacher leadership as the opportunity to lead, provide support, and have an impact in the classroom. Forty-one percent (41%) of participants defined teacher leadership as the act of leading other teachers and students at school as well as leading within the community. Thirty-five percent (35%) detailed teacher leadership as the act of providing help and support professionally and setting a good example, being a role model. Twenty-nine percent (29%) said that it was the act of recognizing best practices in classrooms and schools. Twenty-two percent (22%) of participants described teacher leadership as providing instruction and impacting student and school achievement, playing a positive role in the community and classroom.
Figure 33
The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently.

*Figure 35: Practice, good, well practice, help, classroom*
Figure 36: Lead, school, teacher, district
Figure 37: Serve, student, role, decision, impact
Figure 38: Leader, classroom, profession, area, support
The term maps, along with the word cloud show that teacher leadership represents the act of teachers or administrators having a positive impact in the classroom as well as in the community. Teacher leadership occurs when a teacher serves students by providing support, instruction, knowledge and experience. Analyzing the sentiment of the responses, we can see 55 percent of responses were neutral while 40 percent of responses had a positive sentiment and only 5 percent had a negative sentiment.
Teacher leadership is providing opportunities in the classroom as well as throughout the community to teachers and students; implementing best practices, providing support and expertise and making positive decisions in such a role. We can see many of the responses in the document view. The document view also shows the sentiment of each response.
<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevance</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Teacher leader is someone that can give advice, examples, role model, and support to the teacher as it pertains to</td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>116</td>
<td>A leader is someone who embodies skills and passion that set him/her apart from colleagues. A leader has a proven record</td>
<td>0.648</td>
<td>Positive</td>
</tr>
<tr>
<td>72</td>
<td>Teacher leadership should be the opportunity for an exceptional teacher to switch gears from teaching students to teaching</td>
<td>0.929</td>
<td>Positive</td>
</tr>
<tr>
<td>94</td>
<td>Teacher leadership allows practicing teachers to use their experience and expertise to help other teachers in the area of</td>
<td>0.636</td>
<td>Positive</td>
</tr>
<tr>
<td>120</td>
<td>Reform, leading from the classroom, Any classroom teacher could be a teacher leader. Yet, being a coach.</td>
<td>0.818</td>
<td>Neutral</td>
</tr>
<tr>
<td>8</td>
<td>A good example, being open if a colleague approaches (also being approachable). On the other hand, it's not my job</td>
<td>0.61</td>
<td>Negative</td>
</tr>
<tr>
<td>90</td>
<td>I think this is defined by experience, education, and willingness to be a leader. There are so many teachers,</td>
<td>0.466</td>
<td>Neutral</td>
</tr>
<tr>
<td>52</td>
<td>Classroom teachers setting examples in certain areas. For example, if a particular teacher is excellent in literacy instruction,</td>
<td>0.444</td>
<td>Neutral</td>
</tr>
<tr>
<td>56</td>
<td>Teachers who take the role to support student and teacher success.</td>
<td>0.475</td>
<td>Positive</td>
</tr>
<tr>
<td>31</td>
<td>Teachers becoming leaders in the schools, districts, states, and nationally to advocate for their students and their profession</td>
<td>0.362</td>
<td>Positive</td>
</tr>
<tr>
<td>59</td>
<td>Recognizing best practices when they are demonstrated in the classroom and assisting those who struggle with implementing</td>
<td>1</td>
<td>Negative</td>
</tr>
<tr>
<td>28</td>
<td>Teachers who model good practices—share practices, work well and communicate with others—critique current practice</td>
<td>0.86</td>
<td>Positive</td>
</tr>
<tr>
<td>2</td>
<td>Teacher leadership is modeling best practices and instilling in those around you those principles</td>
<td>0.865</td>
<td>Neutral</td>
</tr>
<tr>
<td>64</td>
<td>Teacher leadership allows practicing teachers to use their experience and expertise to help other teachers in the area of</td>
<td>0.746</td>
<td>Positive</td>
</tr>
<tr>
<td>66</td>
<td>Teachers who can make an impact only on their classroom but on many others through their leadership, vision and</td>
<td>0.836</td>
<td>Neutral</td>
</tr>
<tr>
<td>101</td>
<td>Teacher leadership is taking ownership in the school and building a bridge between the principal and the teacher. The teacher who takes the lead to help inform and train other classroom teachers in current best practices, curriculum, and policies</td>
<td>0.566</td>
<td>Positive</td>
</tr>
<tr>
<td>14</td>
<td>Teacher leadership is connecting the dots. Willingness to step outside of your district and bring “best practice” to your</td>
<td>0.514</td>
<td>Neutral</td>
</tr>
<tr>
<td>60</td>
<td>Teacher leadership is when teachers step out of their comfort zone and advocate best practice for local students.</td>
<td>0.494</td>
<td>Positive</td>
</tr>
<tr>
<td>94</td>
<td>Teacher leadership is taking the initiative to put yourself out there in the teaching community to better yourself and your</td>
<td>0.491</td>
<td>Positive</td>
</tr>
<tr>
<td>8</td>
<td>Teacher leadership is connecting the dots. Willingness to step outside of your district and bring “best practice” to your</td>
<td>0.473</td>
<td>Positive</td>
</tr>
<tr>
<td>104</td>
<td>Teacher leadership is taking the initiative to put yourself out there in the teaching community to better yourself and your</td>
<td>0.422</td>
<td>Positive</td>
</tr>
<tr>
<td>37</td>
<td>Teacher leadership is taking the initiative to put yourself out there in the teaching community to better yourself and your</td>
<td>0.39</td>
<td>Positive</td>
</tr>
<tr>
<td>78</td>
<td>Teacher leadership is being willing to step up for the good of your school and for the good of the students that we all teach.</td>
<td>0.37</td>
<td>Neutral</td>
</tr>
<tr>
<td>20</td>
<td>Teacher leadership is working in collaboration with others to learn and grow as a professional to advocate for decision policy</td>
<td>1</td>
<td>Positive</td>
</tr>
<tr>
<td>121</td>
<td>Teacher leadership is when teachers are brought into the decision-making process, and when teachers serve as a conduit of</td>
<td>0.837</td>
<td>Neutral</td>
</tr>
<tr>
<td>93</td>
<td>Curriculum Coaches and Principals should be providing this leadership for their teachers. Peer teachers can also serve in</td>
<td>0.78</td>
<td>Neutral</td>
</tr>
<tr>
<td>49</td>
<td>Teacher leadership encompasses the opportunity to identify teacher-learning needs based on student needs, pursue</td>
<td>0.743</td>
<td>Neutral</td>
</tr>
<tr>
<td>103</td>
<td>Teacher leadership involves a multitude of things. It is leading by example but it also entails teachers being given</td>
<td>0.677</td>
<td>Positive</td>
</tr>
<tr>
<td>193</td>
<td>Should impact the profession, but should it also impact student achievement.</td>
<td>0.683</td>
<td>Positive</td>
</tr>
<tr>
<td>53</td>
<td>Teachers who take the role to support student and teacher success.</td>
<td>0.554</td>
<td>Neutral</td>
</tr>
<tr>
<td>69</td>
<td>A teacher leader is a professional who has a voice in how their classroom instruction is given to students. It is also someone</td>
<td>0.534</td>
<td>Positive</td>
</tr>
<tr>
<td>52</td>
<td>Classroom teachers setting examples in certain areas. For example, if a particular teacher is excellent in literacy instruction.</td>
<td>0.523</td>
<td>Neutral</td>
</tr>
<tr>
<td>97</td>
<td>Teacher leadership involves a multitude of things. It is leading by example but it also entails teachers being given</td>
<td>0.517</td>
<td>Neutral</td>
</tr>
<tr>
<td>93</td>
<td>Teacher leadership is teachers mentoring teachers to do the tasks of teaching and adhering to administration mandates. Its</td>
<td>0.491</td>
<td>Neutral</td>
</tr>
<tr>
<td>43</td>
<td>Teacher leadership can mean a teacher is the main contact person for a certain project, field, or specialty. It can mean teachers</td>
<td>0.44</td>
<td>Negative</td>
</tr>
</tbody>
</table>
Question 3 - How can a different compensation structure from the current step-and-lane pay system elevate the profession and improve student achievement?

The results for Question 3 showed respondents indicated that a different compensation structure should not be based on student achievement but rather on years of experience of teachers. Respondents stated that they would prefer an overall increase in base salary rather than a 'student performance' bonus system. Fifty-two percent (52%) of participants stated that they thought it was unfair to have a compensation structure based on student achievement and test scores as there is limited accountably on the student or unless everyone involved in the student achievement is compensated. Participants said they do not believe that compensation should drive the teaching profession. Thirty-seven percent (37%) of respondents indicated they would prefer an overall salary increase and they should be paid based on education level since they have to pay for that required education themselves. Forty-one percent (41%) of participants specified that compensation based on student test scores is not fair and cannot be based on the subject taught. Thirty-two percent (32%) of respondents believed that compensation should be based on years of experience and teacher performance, rather than on student performance.
Figure 43
The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently.

*Figure 45: Student, achievement, compensation, improve*
Figure 46: Raise, increase, education, money
Figure 47: Test, score, fair, area
Figure 48: Year, meet, performance, goal, growth
The term maps, along with the word cloud show that respondents preferred compensation to be based on teacher achievement rather than student achievement. Analysis of the sentiment of the responses show that 43 percent of responses were neutral while 38 percent of responses had a positive sentiment and 19 percent had a negative sentiment.
Participants it is unfair to base it on student achievement. We can see many of the responses below in the document view. The document view also shows the sentiment of each response.
### Figure 51

<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>I don't know a compensation structure that does not compensate experience that would elevate the profession and improve</td>
<td>1</td>
<td>Negative</td>
</tr>
<tr>
<td>14</td>
<td>Until there is more student accountability for student achievement, I am unsure if there would ever be a flat and equitable</td>
<td>0.814</td>
<td>Neutral</td>
</tr>
<tr>
<td>15</td>
<td>I do not believe that a step-and-lane system would improve student achievement. Sometimes no matter how much we want a</td>
<td>0.669</td>
<td>Neutral</td>
</tr>
<tr>
<td>16</td>
<td>I do not believe paying teachers for improved student achievement will improve the teaching profession. In fact, I believe that</td>
<td>0.775</td>
<td>Neutral</td>
</tr>
<tr>
<td>42</td>
<td>Improved wages would elevate the profession by having teachers wages increase as products we purchase increase. It would have to be a markedly better way</td>
<td>0.753</td>
<td>Positive</td>
</tr>
<tr>
<td>43</td>
<td>It can't unless you are going to compensate everyone involved in that students achievement. If a student does well on a test it</td>
<td>0.733</td>
<td>Neutral</td>
</tr>
<tr>
<td>70</td>
<td>I don't believe it will elevate the profession or achievement. There are too many variables connected to student achievement.</td>
<td>0.685</td>
<td>Neutral</td>
</tr>
<tr>
<td>71</td>
<td>I am tired of if we align pay to student achievement then there will be even MORE teaching to the test. There is already too</td>
<td>0.654</td>
<td>Negative</td>
</tr>
<tr>
<td>72</td>
<td>Only one that doesn't tie teacher pay to testing or student performance measured by paper and pencil. Lack of student</td>
<td>0.659</td>
<td>Negative</td>
</tr>
<tr>
<td>73</td>
<td>Different compensation structure will add expertise and authenticity to the profession because teachers will be encouraged to</td>
<td>0.619</td>
<td>Positive</td>
</tr>
<tr>
<td>74</td>
<td>Teachers should not be compensated based on student achievement. It is vital that teachers are evaluated fairly, based on the</td>
<td>0.546</td>
<td>Neutral</td>
</tr>
<tr>
<td>75</td>
<td>Combination of both teacher experience and student growth, however some students can only grow so much due to</td>
<td>0.559</td>
<td>Negative</td>
</tr>
<tr>
<td>76</td>
<td>Compensating teachers and offering stipends for all the &quot;required&quot; PD to enhance teacher skills would be a great way</td>
<td>0.493</td>
<td>Positive</td>
</tr>
<tr>
<td>77</td>
<td>Most businesses have a bonus system in which individuals are given compensation for meeting their expectations.</td>
<td>0.491</td>
<td>Neutral</td>
</tr>
<tr>
<td>1</td>
<td>This is a very complicated question. One way possibly would be to make teaching a very executive field to order, which would</td>
<td>1</td>
<td>Positive</td>
</tr>
<tr>
<td>95</td>
<td>I am still in favor of including some component of the pay structure based on step increases for years of service, but I would</td>
<td>0.746</td>
<td>Positive</td>
</tr>
<tr>
<td>96</td>
<td>When teachers are paid as professionals (like physicians and engineers) you will be able to be more selective in who enters</td>
<td>0.746</td>
<td>Positive</td>
</tr>
<tr>
<td>97</td>
<td>A increased salary for teachers overall is what is needed. I am totally against incentive programs because all they do is divide</td>
<td>0.628</td>
<td>Neutral</td>
</tr>
<tr>
<td>98</td>
<td>Watch out for &quot;ment pay&quot; - it sounds good on the outside, but it will be a disaster if it's only tied to test scores. I teach AP classes</td>
<td>0.494</td>
<td>Neutral</td>
</tr>
<tr>
<td>99</td>
<td>I think there should be the step-and-lane pay system, since that seems the only way teachers see an increase in their salary.</td>
<td>0.472</td>
<td>Neutral</td>
</tr>
<tr>
<td>100</td>
<td>We get flat raises based on ed level but we have to PAY to get that education. I lose my certification without it.</td>
<td>0.461</td>
<td>Neutral</td>
</tr>
<tr>
<td>101</td>
<td>This is a terrible idea. We cannot even successfully fund our districts now. Most districts are pushing the ability to run at a 2%</td>
<td>0.446</td>
<td>Negative</td>
</tr>
<tr>
<td>1</td>
<td>I don't know where they would get the money? Teachers are way underpaid. Starting pay is too low. We work before school.</td>
<td>0.421</td>
<td>Negative</td>
</tr>
<tr>
<td>103</td>
<td>I guess you could say that you get paid for how well you teach. My hopes are that you are in the field of education that you are</td>
<td>0.348</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Pay cannot be based on test scores or the subject taught. Many of our best teachers do not teach a subject that is a tested</td>
<td>1</td>
<td>Positive</td>
</tr>
<tr>
<td>35</td>
<td>I don't believe it is fair to base it on test scores because there are too many factors that are beyond our control.</td>
<td>0.793</td>
<td>Neutral</td>
</tr>
<tr>
<td>52</td>
<td>Well this is a tricky area. If you're referring to pay based on test scores, that's garbage. I wish there was another step for</td>
<td>0.788</td>
<td>Negative</td>
</tr>
<tr>
<td>53</td>
<td>I don't believe this is a fair way to approach compensation. Teachers teach a variety of students with many needs. Social needs are not evaluated</td>
<td>0.711</td>
<td>Neutral</td>
</tr>
<tr>
<td>54</td>
<td>Pay compensation needs to be based on merit and NOT test scores. Testing scores should be valued however teacher worth</td>
<td>0.631</td>
<td>Neutral</td>
</tr>
<tr>
<td>55</td>
<td>Reward teachers for the work that they do. Simply setting standards based on test scores is not the answer. Administrators</td>
<td>0.652</td>
<td>Neutral</td>
</tr>
<tr>
<td>56</td>
<td>I do not believe paying teachers for improved student achievement will improve the teaching profession. In fact, I believe that will</td>
<td>0.512</td>
<td>Negative</td>
</tr>
<tr>
<td>57</td>
<td>I don't know a compensation structure that does not compensate experience that would elevate the profession and improve</td>
<td>0.496</td>
<td>Negative</td>
</tr>
</tbody>
</table>
Question 4 - How can teacher leaders accelerate student learning in high-need schools?

The results for Question 3 showed that participants thought that teacher leaders can accelerate student learning in high-need schools by building relationships with students, having smaller class sizes, and helping other teachers. Thirty-eight percent (38% of respondents indicated the need to build relationships with students so they know that teachers care. This will build a more confident and motivational environment for students. Forty percent (40%) of participants stated that student learning can be accelerated in high-need schools by using data to drive instruction. Using data to identify student needs can help teachers focus instruction based on those needs. Twenty-three percent (23%) of participants felt that having smaller class sizes would accelerate student learning. Forty-six percent (46%) stated that student learning can be accelerated with help from other teachers.
Figure S2
Figure 54
The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently. We can view these topics in term maps and then in a cloud map to get a better understanding of how each term relates. These topics include:

*Figure 55: Kids, feel, care, time, build*
Figure 56: Learn, student, instruction, student, data
Figure 57: Class, size, small class, small, place
Figure 58: Teacher, leader, school, high-need, help
For these topics, we can see the sentiment from a few of the responses. Forty-seven percent (47%) were neutral while 41 percent have a positive sentiment corresponding to each response and 12 percent of responses were negative.

**Figure 60**

Teacher leaders can accelerate learning in high-needs schools by helping their colleagues find the resources needed to teach. Teacher leaders are there to lead and to help.

Teacher leaders can target those students that need extra help. They can also research and find things that work and use it to help improve their school. Teacher leaders can provide learning and training to help motivate others to accelerate learning. Teacher leaders can have high expectations to push their school to the top.

One of the biggest factors these schools face is negative cultures. Teacher leaders make changes in culture from within. They help other teachers taste success, which then leads to a positive feeling, which then leads to hope that change can happen. Beyond just the teaching skills a teacher leader has, great teacher leaders are able to help other teachers transform their thinking so they are able to make positive changes in...

Form a hybrid role position that would offer support to high-needs schools with a team of teachers filling the support role. Teacher leaders can connect these schools with teachers who are passionate and want to work with these students. Teacher leaders can help look at the current schedule that exists for high-needs schools and work to create a system that is created in the best interest of the students and not the adults.

Teacher leaders need to be helping and working side by side with teachers that are not achieving the student growth and brand new teachers so they do not burn out so quickly.

Teacher leaders in high-needs schools are more important than ever. Teachers in these schools are beaten down by lagging achievement scores, mandates for improvement from outside agencies, and “suggestions” for instructional practices that leave teachers without much autonomy to employ best practices. Teacher leaders can work to re-energize tired teachers who have excellent ideas and valuable strengths. Teacher leaders,
Participants indicated that teacher leaders can accelerate student learning in high-need schools by having smaller class sizes and building relationships with students and other teachers to maintain a positive and caring atmosphere. We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

**Figure 61**

<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>By having <strong>smaller class sizes</strong></td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>20</td>
<td>by not taking away resources, doing adequate planning and collaboration time. <strong>Smaller class sizes. A place to put disruptive students.</strong></td>
<td>0.836</td>
<td>Negative</td>
</tr>
<tr>
<td>21</td>
<td>By having students placed into the appropriate class levels. There is no reason why there are students that are placed in</td>
<td>0.757</td>
<td>Negative</td>
</tr>
<tr>
<td>22</td>
<td>Teachers leaders can educate classroom teachers of the best practices that lend themselves to accelerating student learning,</td>
<td>0.835</td>
<td>Neutral</td>
</tr>
<tr>
<td>23</td>
<td>be provided with proper interventions. <strong>Lower class sizes.</strong></td>
<td>0.621</td>
<td>Neutral</td>
</tr>
<tr>
<td>90</td>
<td>Advocate for <strong>smaller class sizes, more after-school activities, and more connected fun things (e.g., kids with trouble writing get</strong></td>
<td>0.522</td>
<td>Negative</td>
</tr>
<tr>
<td>95</td>
<td>Teachers see the position where they work and why not have to address more than just their content area. <strong>Students in high</strong></td>
<td>0.494</td>
<td>Negative</td>
</tr>
<tr>
<td>135</td>
<td>How long can you sustain motivation in the face of <strong>class after class</strong> of kids that don’t care and then work with people who don’t**</td>
<td>0.399</td>
<td>Neutral</td>
</tr>
<tr>
<td>75</td>
<td>These are the top priorities on what the needs are as a faculty we private surveys using questions</td>
<td>0.358</td>
<td>Positive</td>
</tr>
<tr>
<td>86</td>
<td>Teacher leaders should be able to have the freedom to work with teachers to come up with creative solutions. <strong>Class sizes</strong></td>
<td>0.33</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>First, by allowing teachers to go back to what we do best—caring about our kids. Then as we build relationships, we WANT our**</td>
<td>1</td>
<td>Positive</td>
</tr>
<tr>
<td>164</td>
<td>I am a department chair. I help all of the teachers new or experienced in my department or any department that needs help. <strong>Feel parent and community involvement is the key. There is only so much teachers can do. If kids see that their parents and</strong></td>
<td>0.657</td>
<td>Negative</td>
</tr>
<tr>
<td>85</td>
<td>1 Make sure students are housed, fed, clothed, and safe. 2 Make sure students have time to absorb what they learn and USE IT. <strong>Build positive relationships with students and parents, encouraging their strengths, modeling excellence, gaining</strong></td>
<td>0.616</td>
<td>Neutral</td>
</tr>
<tr>
<td>67</td>
<td>The leadership work need to help students get out of the mentality that they are victims. Circumstances must be created where <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.511</td>
<td>Positive</td>
</tr>
<tr>
<td>28</td>
<td>It’s the leadership position you need to help students get out of this mentality that they are victims. Circumstances must be created where <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.502</td>
<td>Negative</td>
</tr>
<tr>
<td>41</td>
<td>Building positive relationships with students and parents, encouraging their strengths, modeling excellence, gaining <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.556</td>
<td>Positive</td>
</tr>
<tr>
<td>18</td>
<td>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.633</td>
<td>Positive</td>
</tr>
<tr>
<td>95</td>
<td>Have the resources to implement the programs and plans we know will help. I.e. - smaller classrooms for more individualized <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.411</td>
<td>Neutral</td>
</tr>
<tr>
<td>135</td>
<td>How long can you sustain motivation in the face of class after class of kids that don’t care and then work with people who don’t <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.496</td>
<td>Neutral</td>
</tr>
<tr>
<td>140</td>
<td>We had teachers like that. They were there for a long time and the kids loved them, but the kids didn’t learn anything and they didn’t <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.396</td>
<td>Positive</td>
</tr>
<tr>
<td>138</td>
<td>Back to me that goes back to culture. Is there a culture where you feel free to share? Does the school culture make you feel <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.377</td>
<td>Positive</td>
</tr>
<tr>
<td>18</td>
<td>By providing for those basic needs of students first. Example quote; “I don’t care what you know, unless I know you care.” That is <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.377</td>
<td>Positive</td>
</tr>
<tr>
<td>102</td>
<td>More time that is in small groups, one-on-one. Builds relationships as well as skills <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.375</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>Focus on student needs through differentiation in order to help each student learn. Use data to guide instruction. <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>92</td>
<td>Teacher leaders can accelerate student learning by using data to drive instruction and by differentiating instruction. <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.543</td>
<td>Neutral</td>
</tr>
<tr>
<td>16</td>
<td>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.835</td>
<td>Positive</td>
</tr>
<tr>
<td>47</td>
<td>By helping teachers focus on learning strategies rather than the data <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.75</td>
<td>Neutral</td>
</tr>
<tr>
<td>57</td>
<td>The needs of the students and teachers are key ingredients to help accelerate student learning. <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.741</td>
<td>Neutral</td>
</tr>
<tr>
<td>24</td>
<td>Teacher leaders can accelerate student learning by providing students with different materials to learn <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.725</td>
<td>Positive</td>
</tr>
<tr>
<td>100</td>
<td>Teacher leaders can have the opportunity to observe the whole school (teachers, students, administrators, support staff) <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.633</td>
<td>Positive</td>
</tr>
<tr>
<td>111</td>
<td>Teacher leaders can accelerate student learning in high-need schools by providing students with different materials to learn <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.588</td>
<td>Neutral</td>
</tr>
<tr>
<td>89</td>
<td>Teachers can accelerate student learning in high-need schools by being open and reflective learners themselves. All teachers <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.553</td>
<td>Positive</td>
</tr>
<tr>
<td>86</td>
<td>I don’t know. Students in high-need schools need so much that is outside of the power of the teacher to provide. <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.657</td>
<td>Neutral</td>
</tr>
<tr>
<td>114</td>
<td>Analyzing test data to tailor the instruction to each student’s needs. <strong>Learn the data, create great relationships, and apply strategies that will give students opportunities. This is vague but</strong></td>
<td>0.544</td>
<td>Neutral</td>
</tr>
</tbody>
</table>
Question 5- If the schedule of your school were redesigned, how would extended teacher time be best used?

The results for Question 5 showed that participants thought if the school schedule was redesigned teachers would best use extended teacher time to collaborate with other teachers and students, plan lessons, and meet with students. Fifty-six percent (56%) of participants indicated that they would prefer fewer meetings such as ARC meetings and PLC meetings and would rather meet one on one with students. Forty-five percent (45%) stated that teacher time would be best used to collaborate with colleagues, share best practices, and analyze data and research to improve instruction. Fifty-nine percent (59%) of participants said extended teacher time would be best used for planning, lesson planning, profession development and tailoring instruction for students.
Figure 62
The topics and categories were produced from these term maps by grouping together the words that appeared together most frequently. These topics include:

*Figure 65: Day, school, meet, extend*
Figure 66: Share, PLC, data, group, time
Figure 67: Lesson, standard, plan, instruction, align
Figure 68
For these topics, we can see the sentiment from a few of the responses. Sixty-nine percent (69%) were neutral while 19 percent have a positive sentiment corresponding to each response and 12 percent of responses were negative.

**Figure 69**

<table>
<thead>
<tr>
<th>Response</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am partial to the hybrid role. I think offering effective teachers an opportunity to work half in leadership and half in the classroom is a good way to keep ambitious teachers in the classroom longer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Collaboration, planning, embedded Professional Learning, cross-curricular collaboration, remediation, master teacher hybrid roles, teacher leader hybrid roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0.837</strong></td>
</tr>
<tr>
<td>I would have teachers teach for 1/2 of the day (3 hours) and utilize the other half for team, parent, or other instructional meetings. Teachers could also spend the other half meeting with parents, students, and community members. Also, the other half of the day could be spent discussing colleagues and discussing best practices to implement in the classroom. Teachers would be willing to try new strategies when they know they will.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0.833</strong></td>
</tr>
<tr>
<td>I’ve heard that classroom teachers would like a great deal of time and so would a lot of other activities, but there is not time to reflect and refine, and discuss what we did, what we observed, then that time would not be very effective. We can learn new strategies, observe others, read new theories, but if we don’t internalize them and reflect on how they would impact our teaching and our students, then all that extra time becomes ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0.665</strong></td>
</tr>
<tr>
<td>Effective PLC time and time for professional learning, both in and out of classrooms. Money must be provided for teachers to attend professional learning sessions with educational experts. Those teachers must have follow-up with those experts, and they must share their learning experiences with their colleagues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0.67</strong></td>
</tr>
<tr>
<td>Self-selected professional growth opportunities, time with coworkers to collaborate and reflect, time with TEs and administrators to grow and reflect, and personal time for individual passions (Google-esque genius time).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0.649</strong></td>
</tr>
</tbody>
</table>
The highlighted terms were used to match the document with the topics and categories. Participants stated that extended teacher time would be best used for lesson planning, tailoring instruction for students, aligning professional development to state standards, and colleague collaboration. We can see many of the responses below in the document view. The document view also shows the sentiment of each response.

**Figure 70**

<table>
<thead>
<tr>
<th>ID</th>
<th>Text</th>
<th>Relevancy</th>
<th>Sentiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Just more planning and professional development that truly aligns to state standards.</td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>40</td>
<td>Planning together vertically and horizontally. We have an amazing PLC group and our time spent together is always productive.</td>
<td>0.984</td>
<td>Positive</td>
</tr>
<tr>
<td>41</td>
<td>Dividing into the standards and continuing to align lesson plans to them. Designing units that can do everything in one.</td>
<td>0.931</td>
<td>Neutral</td>
</tr>
<tr>
<td>100</td>
<td>I believe it would be more productive professional development and curriculum planning. Specifically designing instruction and possibly collaboration with same and similar discipline colleagues.</td>
<td>0.947</td>
<td>Positive</td>
</tr>
<tr>
<td>50</td>
<td>Team planning, analyzing assessments and tailoring instruction for students.</td>
<td>0.933</td>
<td>Neutral</td>
</tr>
<tr>
<td>76</td>
<td>Participants stated that extended teacher time would be best used for lesson planning, tailoring instruction for students, and colleague collaboration.</td>
<td>0.963</td>
<td>Neutral</td>
</tr>
<tr>
<td>22</td>
<td>Observing other teachers, planning lessons with other teachers during a common planning time.</td>
<td>0.478</td>
<td>Neutral</td>
</tr>
<tr>
<td>74</td>
<td>In PLC groups to analyze data and plan instruction. PLCs should structure this time and then share what they're doing for other PLCs.</td>
<td>0.514</td>
<td>Positive</td>
</tr>
<tr>
<td>92</td>
<td>I would like for teachers to choose problems that they are having in their classes and bring it to a designated group. Maybe not planning or analyzing data.</td>
<td>0.596</td>
<td>Negative</td>
</tr>
<tr>
<td>95</td>
<td>Extended teacher time needs to be used for the teacher to prepare their lessons. They are not given any extra time to research.</td>
<td>0.498</td>
<td>Neutral</td>
</tr>
<tr>
<td>110</td>
<td>Teacher leaders monitoring new teachers as well as having time to analyze their student and student work in their own way.</td>
<td>0.411</td>
<td>Negative</td>
</tr>
<tr>
<td>50</td>
<td>Planning together vertically and horizontally. We have an amazing PLC group and our time spent together is always productive.</td>
<td>0.403</td>
<td>Positive</td>
</tr>
<tr>
<td>73</td>
<td>Effective PLC time and time for professional learning, both in and out of classrooms. Money must be provided for teachers to attend PLC meetings and PLC professional learning academy.</td>
<td>0.395</td>
<td>Neutral</td>
</tr>
<tr>
<td>42</td>
<td>I'm not sure what is exactly meant by extended teacher time but the planning time that teachers have should be able to be more productive.</td>
<td>0.393</td>
<td>Neutral</td>
</tr>
<tr>
<td>80</td>
<td>Extended teacher time would be used to lesson plan and collaborate instead of analyzing test data.</td>
<td>0.385</td>
<td>Neutral</td>
</tr>
<tr>
<td>118</td>
<td>Not exactly sure what you mean here. At least once or twice a month, it's needed to implement student learning objectives, development needs, students learning, goals for common learning, and professional learning opportunities.</td>
<td>0.346</td>
<td>Positive</td>
</tr>
<tr>
<td>91</td>
<td>We need consistent, well-designed department and grade- or skill-level PLCs. Extended time would give teachers the time to work with others.</td>
<td>0.345</td>
<td>Neutral</td>
</tr>
<tr>
<td>2</td>
<td>We often have limited time to collaborate and share ideas with our teammates due to meetings, curriculum alignment groups, and required state testing.</td>
<td>0.339</td>
<td>Neutral</td>
</tr>
<tr>
<td>113</td>
<td>Grade papers with specific feedback, and meet with students individually. NOT HAVING TO ATTEND A MEETING, PO, WATCH TEACHER, ETC.</td>
<td>0.226</td>
<td>Neutral</td>
</tr>
<tr>
<td>31</td>
<td>I don't believe we should have extended teacher time if we are already giving up our planning times for PLC, and ARC meetings.</td>
<td>1</td>
<td>Neutral</td>
</tr>
<tr>
<td>114</td>
<td>Need a planning period. Not a period for team meetings, parent meetings, ARC meetings, and subject area meetings. I need a more balanced schedule that includes time for professional development.</td>
<td>0.863</td>
<td>Neutral</td>
</tr>
<tr>
<td>13</td>
<td>I would love for teachers to work 5-5 where the students still come for the 5:00 hour day and PLC and PD are part of their regular weekly schedule.</td>
<td>0.996</td>
<td>Positive</td>
</tr>
<tr>
<td>43</td>
<td>First of all, I despise the schedule we are on at my school. Add day must be the worst schedule for student learning! But- back to the schedule we are on at my school.</td>
<td>0.68</td>
<td>Neutral</td>
</tr>
<tr>
<td>146</td>
<td>Administration, when they work those days, get paid those days. If I had come in on a snowy day, it wouldn't have counted.</td>
<td>0.728</td>
<td>Neutral</td>
</tr>
<tr>
<td>97</td>
<td>The schedule would need to allow for additional paid planning time—guaranteed to taken up with ARC meetings Teacher.</td>
<td>0.72</td>
<td>Neutral</td>
</tr>
<tr>
<td>18</td>
<td>As tutoring for students who need differentiated extension (reaching in a different manner) and as more personalized PD</td>
<td>0.667</td>
<td>Positive</td>
</tr>
<tr>
<td>137</td>
<td>Get that long-term memory, which is not found is that if you repeat 2-3 times a day, the same info, students will retain it.</td>
<td>0.954</td>
<td>Positive</td>
</tr>
<tr>
<td>65</td>
<td>Extended teacher time needs to be used for the teacher to prepare their lesson. They are not given any extra time to research.</td>
<td>0.945</td>
<td>Neutral</td>
</tr>
<tr>
<td>66</td>
<td>Extended teacher time should only be used by compensating teachers very well for additional time. Now teachers spend some of their time in the classroom.</td>
<td>0.923</td>
<td>Neutral</td>
</tr>
<tr>
<td>15</td>
<td>Extended teacher time would be best used for targeted intervention. Keeping kids who really need additional time, keeping kids engaged.</td>
<td>0.923</td>
<td>Neutral</td>
</tr>
<tr>
<td>68</td>
<td>Teachers need more time to accomplish all the tasks they are given. They do not need to be given more tasks to accomplish.</td>
<td>0.918</td>
<td>Negative</td>
</tr>
<tr>
<td>41</td>
<td>I'm not sure what is exactly meant by extended teacher time but the planning time teachers have should be able to be more productive.</td>
<td>0.544</td>
<td>Neutral</td>
</tr>
<tr>
<td>28</td>
<td>I would have one day a week where the students leave after lunch and then teachers get the rest of the time to work on lesson.</td>
<td>0.541</td>
<td>Neutral</td>
</tr>
</tbody>
</table>
Appendix A

Q13 How many years of teaching experience do you have?

Answered: 2,113  Skipped: 0

- Less than 4 years
- 4.9 years
- 10-14 years
- 15 or more years
- 18 or more years

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Q15 What is the highest degree you have completed?

Answered: 2,113  Skipped: 0

Bachelor's Degree

Master's Degree

higher than a Master's degree

Doctoral Degree
Q16 How would you describe the school district where you work?

Answered: 2,067  Skipped: 16

- Rural
- Urban
- Suburban
Q17 What is your age range?

Answered: 2,100   Skipped: 13

- Less than 30
- 30-49
- 50-54
- 55 or more
Q18 How did you hear about this survey?

Answered: 2,113  Skipped: 0

- A Hope Street Group Kentuc...
- Kentucky Education...
- Twitter
- Facebook
- Other. Please specify below.
Appendix B
Text box responses from questions 5, 6, and 11 are included in this appendix. HSG did not edit or alter the text box responses from survey participants in any way.

Responses from question 5: **Which teacher leadership roles are already in place in your school? You may choose more than one answer.**

- Teacher teaches students and has no input in anything else within our school building.
- Teachers teach students and co-teach with pre-service teachers, providing feedback to pre-service teachers.
- Teacher teaches students and leads job-embedded professional development at the school level.
- None
- KTIP supervising teacher that also teaches students
- Chairperson for our annual Family Math Night event
- Teachers teach students and contributes to a school wide leadership team
- Coach teaches teachers
- Teacher teaches students and chairs a state education policy advisory committee
- Teachers work for College board in various ways...test development, readers, service learning pilot
- Only selected teachers get the opportunities to provide input. Most teachers aren't asked or never get the chance to provide input.
- The ubiquitous school admin teams do all the supposed teacher leadership functions.
- These practices are informal rather than formalized
- None
- none of the above
- None
- Above answers are for instructional coach assigned to the building
- As a new teacher, my answer may be incomplete
- Teach students and design professional development for the school
- PLC Leaders
- Serves as grade level team leader.
- Teacher teaches students & participates in PLC weekly
- Department chair and team leader are the only teacher leadership roles. Your answer choices for #4 show that you only believe that teachers must rely on each other to improve their instructional practices. Not true and don't agree with any of your answer choices. But can not submit without an answer, so my answer to #4 is a false choice.
- the BOE doesn't need to pick these people, they should be chosen by peers
- none of the above
- Our principal comes in rooms and does modeling.
- Teacher serve on district level committees such as SLT
- PLC
- None
- Networks
leaders are not classroom teachers
involved in state level executive board in content area
Teacher serves as K-TIP Mentor, Peer Observer for CIITS, is observed by college students, Teacher is video taped to create a video library of teaching strategies
Teacher who tries to teach.
none
We've got peer evaluators like everyone else in JCPS.
Teachers with classrooms should not be expected to take on additional roles.
Lack of adequate flexible planning time is creates a barrier to strategic planning at all levels.
not to sure
Teacher hosts student teachers from universities
Teaches students and leads PLC and LDC at school level
Usually, training is done by people who haven't been in a classroom for decades
Out district bus completely ran top down.
one of these
Honestly, I'm not sure about a-e or h. These are the ones that I do. I don't know about my colleagues.
Some people get these opportunities but not everyone.
I know there are others but I can't think of them
I am probably not aware of all the leadership roles already in place in our school. I would guess there are more but these have not been made privy to me directly.
I'm new and haven't seen this yet.
primary coordinator
I don't know
Teacher teaches students for jobs in the school.
Unknown
Coaches are not helpful. Watching me work (observation) is not helpful. Helping me teach/working with the children/completing or eliminating my paperwork.... that is helpful to both me and the children.
Teaches students and participates in teacher leadership team.
If I wanted to be in a teacher leadership role, I'd have went to college and got my degree in administration. I just want to do my job...teach kids, that's it. I don't want to lead other adults or observe them and give feedback. I simply want to focus on my job.
I'm not aware of any
Teacher teaches and serves as ACT & CCR coach
Teaches students & and serves on district level committees
don't know
not sure
Teacher teaches students and designs professional development for teachers in the building based on outside training
I don't know
Not sure
leads PDs on national levels
All of these roles are underpaid. The compensation is grossly inadequate.
various leadership roles such as grant writing for grade level, assessment design for grade level, host student teachers from Georgetown College, provide feedback to administrators for possible schoolwide PD
Teacher sometimes teaches students but mostly serves as instructional coach for teachers
It is ridiculous how much work is put on elementary teachers as compared to middle and high school!
I don't think any of them are...unless its teachers serving as coaches but no one wants to do that. They act like it is a burden.
Teacher teaches students and leads colleagues in a team setting
content specialist/instructional coach
teachers come up with cures for newly developing diseases… what else is there? That's a LOT!
None
Coach who coaches teachers
As a first year teacher, I have no idea what is in place in my schools.
Teachers teach and lead students
There isn't any of the above going on in the building unless you are involved in KTIP
Teachers are not involved, leadership is only done by administration
I train teachers on a building level in math strategies that match the common core.
Our admin staff handles most of this. A few lead teachers to classroom modeling for is and outside
A & B above are called instructional coaches. They are principal assistants in reality. Coaches do no current teaching
None of the above
An analysis of the text respondents recorded in the text boxes is below. This graphic visually depicts the words used most often in the text responses from respondents. Variances in the font size indicate the frequency of the word’s appearance in the text responses.

Responses from question 6: In your current school, how are teachers selected for leadership opportunities? You may choose more than one answer.

- Volunteer to fulfill tenure requirements.
- The emphasis is on new/young teachers.
- It is incredibly subjective and lends itself to favoritism and not necessarily the best teachers for the roles.
- Volunteer
- Good ole boy system
- One sided selection intended to get the desired result.
- Teachers are given a list of leadership opportunities and can select which leadership roles they would like to serve in. The building administrator makes the final decision.
- There is no place for comments: I would like to see a shared leadership model where all certified staff engage (teachers, admin, counselors, etc.) in teaching and leadership
- not sure
- I don't know the answer to this question, but it is making me choose an answer...so here you go...
- none of the above
- not sure how they are chosen
- teachers volunteer
- Again, new to this district so unsure
- Volunteer
- Teachers are also chosen based on their willingness to participate.
- I am uncertain how teachers are selected for leadership
- they just roll over from year to year after being picked.
- Teachers are asked to create/present PD when they have received outside training.
- chosen by a principal outside of building that oversees building
- Teachers are chosen based on how well they are liked.
• Sometimes it is not clear how or why teachers are chosen
• I have no idea.
• not sure I'm new
• Since small they ask and rotate
• Not completely sure
• Teachers choose themselves
• Instructional coaches recommend teachers for roles.
• Teachers volunteer
• DON'T KNOW
• not everyone gets the opportunity a few do the job of many
• We have a small staff so most of the leadership opportunities are filled by the staff member that wants it.
• teachers are chosen based on whether the Principal likes you or not
• Whoever agrees to do it does it.
• It seems like the same teachers get the same opportunities when there are many others capable of doing just as good or better. It's just the good old boys....
• Teachers create their own leadership opportunities.
• no idea
• Taking leadership/specialist classes/internships
• I am a retired
• A few teachers join professional organizations and serve as leaders in that group. School does not have anything to do with it. If teachers are selected by the school, then there are favorites.
• I'm not sure how teachers are selected for leadership opportunities
• Teachers volunteer
• I really don't know. I am new this year and can't figure out how the leadership roles were selected and who selected them and how to become more involved in those leadership roles
• Teachers volunteer
• I do not know
• Volunteer
• Mainly, they are chosen based on who is liked best by principals
• Friends
• I'm not completely sure
• Do not know.
• I don't know
• I have no idea!
• I am not aware of others, though there are probably more.
• who they know
• I'm new and haven't seen this yet.
• Teachers are chosen that are not liked in hopes that they express opinions that get them replaced
• not sure
• I don't know
• Unknown
Teacher leadership is a given in our school. All teachers exercise leadership in their individual areas of strength. The professional climate in our school allows this kind of leadership to ebb and flow as individual teachers grow.

People are reluctant to take on additional roles because we are literally drowning in work as it is. Anything extra leaves us resentful.

I don't know

??

by politics

leadership hopefuls

Seems like "favorites" are chosen for specific leadership positions at times

not sure

I don't know.

Not sure

Teachers are forced into activities after the school day.

Teachers volunteer

#7 should be both not instead of higher step and lane scale and a greater compensation for anciliary leadership positions

I do not know how teachers are selected at this school

Teachers natural leadership shows and chooses to take on needed tasks

Younger teachers are often selected because they’re often seen as being "easier to mold" to these new techniques. Some of us who’ve been around even a "little while" would often like to participate as well.

volunteer

Not sure

I have no clue how they are selected

Chosen by state manager

I do not know

I have no idea and don't even know which teachers are being used as leaders in my school.

unknown

Whoever is new enough not to say no because there is so much more responsibility and demands and not any resources or time given to help.

I don't know

I don't know

Friend Groups

They arent, it is all preselected within the higher status individuals within the building. Sad but true

Not known

Teachers are chosen based on what they teach and current need.

I am not sure

volunteer

Teachers are required to serve on committees to do leadership roles as mentioned in question 5 such as common assessments or CSIP
An analysis of the text respondents recorded in the text boxes is below. This graphic visually depicts the words used most often in the text responses from respondents. Variances in the font size indicate the frequency of the word’s appearance in the text responses.

Responses from question 11: **If you went to work in a low-performing school, which would you need to be successful?** You may choose more than one answer.

- additional time for planning for a personalized instruction
- Strong administrators
- Principal support.
- Knowledgeable, supportive administrators.
- extra pay
- Smaller class sizes
- ENCOURAGEMENT FROM ADMINISTRATORS
- Small class size
- Release from non-instructional roles and common planning used for the strict purpose of teacher planning.
- I teach in a low performing school, WE NEED FUNDING for basic supplies and needs because I reach in my own pocket to provide pencil, paper, food, the basics my kids don't have. I fundraise over and over, but we still have no funds to move forward from the district level. I'm not asking for a raise (we haven't had but a 1% one in years and that was dissolved by rising insurance costs), I am asking for funds to help provide for the students who have needs. It’s hard to succeed with an empty stomach, or no supplies, or no way to get the materials for a project
- I do not want to do this
- A competent, strong administration who is willing to make decisions and support what you are doing with students and in the classroom.
- Mandatory parent involvement
- without discipline all else is pointless
- Parent involvement and resources given to teachers-teachers have not been trained on how to build curriculum
- My entire teaching career has been spent in a low performing school.
- Having most of my teaching experience in these types of schools and low-income communities what's needed for success is administrative support and positive attitudes with high expectations NOT excuses.
- Time to train them on reading and writing strategies to use in the classroom. Time to observe teaching and give feedback of ways to improve reading/writing instruction.
• Support and conferencing with district leaders...have to keep our ears open, head up, and noses down (to the grindstone) with support from up above for a) changes that need to be made (against parents and weak teachers) as well as the stick-too-it-ness that comes with underperforming schools(assurances that growth doesn't happen over night!)
• More time to teach and Monthly whole group parent meeting
• more planning time in school day
• An effective discipline system
• Additional adult assistance in the classroom
• Support form administration in discipline areas
• support from administration
• Assistants to help with all the behavior issues, health issues, hygiene issues, anything that is outside of the classroom jobs that students who live in poverty usually deal with.
• strong support from the Principals and administration
• Time for changes to take place.
• Respect and acknowledgement of progress by district
• Smaller class sizes to work with students not on grade level, more time for the teacher to plan instruction for and evaluate individual student needs, strong consequences for inappropriate student behavior in the classroom and in noninstructional areas.
• enforced discipline from students
• additional support such as effective paraprofessionals & effective discipline support so teachers can focus on teaching as a priority and not discipline
• smaller class size. Strong school wide structure and discipline.
• strong administration that would deal with discipline problems and students who are disruptive
• among others, an extensive knowledge of content area(s)
• Strong FRC coordinator and strong home/school involvement
• Small group settings AND one on one instructional time. Colleges make students take either remedial coursework or attend ongoing tutoring. Struggling kids will continue to struggle in large group settings. We have the newcomer academy that houses ESL students until they become somewhat familiar with the English language. The same should be done for many of our students who experience academic failure.
• This is an issue that is too complicated to be best summed up by a survey.
• classroom and cultural experience dealing with entrenched academic underperformance
• Small classes, close-by security, students who are at grade level.
• fewer students in each class
• Effective administrative leadership and support
• more alternative schools for students for whom traditional schools don't work
• Strong, supportive administration
• Time and equitable job assignment. Some teachers in our district are assigned much heavier class and student loads than others. This takes up so much time outside of instruction that teacher leadership roles are impossible. Job assignments need to be equally assigned and equitable based on gender, age and disability status.
• A supportive principal
• Parental involvement
• extra staff to assist in differentiating and small group instruction.
- More financial compensation.
- Small class sizes, less clerical tasks that are meaningless
- Time in classroom to actually teach instead of other duties
- Time to properly plan
- A structured system to deal with behavior issues
- They should NOT miss time with their classes to learn another "this too shall pass" DE imposed measure that wastes education dollars!
- Time to observe strategies used in recent low performing schools that have positively change student performance growth
- A supportive administration
- Additional planning time & money
- Time to prepare, data to examine the needs, parents on board to improve, staff willing to get the job done not just during the school day
- Support with instructional assistance
- Hands on resources and models of expectations
- Always, the answer is more time to plan and prepare.
- Supportive administration
- Time to reflect throughout the day/ Time to personally seek appropriate PD
- Administration with a strong ECE background
- Discipline
- Respect for doing so.
- Strong administrative support for student discipline.
- Smaller class sizes and more instructional assistants
- Strong discipline for disruptive students and required effort from all students
- Low performing schools lack effective administration
- Strong discipline program in place that includes consequences for inappropriate student behaviors!
- Fewer students
- For numbers 3, 4 and 11: Class caps of 16. Supportive administration. MUCH LESS OUT SIDE OF TEACHING PAPERWORK/TASKS. SEE NEW EVAL. SYSTEM.
- Strong discipline.
- Fewer class load (secondary level), small classes
- I already work at a low performing school.
- Attempts to address the personal needs of students
- Resources to train parents to help students
- Successful programs e.g. Leader in Me
- Administrative Support
- Strong support from administration regarding school rules, behavior codes and parent involvement/questions/issues
- Support structures in place to keep students from falling through the cracks: family resource staff, medical staff, positive behavior models and structures
- Strong disciplinary leadership
- Small class size
- Smaller class size to provide student centered interventions
- Complete student loan forgiveness
- required parent participation and parents being held accountable for their child’s learning
- Strong climate of learner amongst teachers and leadership
- Strong administrative staff
- Leader that is not in it for self recognition, but for the students!
- small class sizes
- Support from the administration and district to do what is needed for students to succeed
- Strong behavior plan and principal support
- Let me teach instead of teacher evaluations and program review
- small classes
- A complete staff with principal, asst. principal, staff developer, counselor, grade level / content representatives would all be necessary so a variety of people could be on hand to assist with student needs. Additionally, it would be important to make certain teachers felt supported and not overwhelmed with additional tasks if struggling with discipline problems, poor attendance issues, bullying situations, social/emotional issues, and low academic performance. A team effort by all staff and faculty would need to exist. A clear mission and focus would also be a must. Administrators would have to prioritize what is absolutely the most important tasks at hand.
- low class size and instructional assistance
- supportive administration
- ADEQUATE TECHNOLOGY
- support, consistent student discipline
- Behavior Support from Administration
- Systems for developing family/community support
- strong administrative support
- Smaller ratio of adults to students to make intervention effective
- more release time for PD, opportunity to travel for PD, strong supports for networking in and outside of schools
- training in classroom management based on positive behavior supports and RTI structures strongly in place
- Behavioral support
- Administrative support
- Small classroom sizes
- strong administrative support with discipline so that I could focus on the educational needs
- Administrative support in discipline and in academic integrity
- adequate planning time and materials
- Administrative support.
- Job embedded, regular collaboration time with colleagues to align, design, and reflect on curriculum and student data.
- Strong disciplinary support from the administration
- observation of colleagues who have been successful building rapport and effective teaching at a low-performing school
- technology for regular use in the classroom
- specific, strategic discipline plan and policy for the school
- Freedom from meetings/paperwork to focus on STUDENT performance and planning
- Collaborative teachers/co-workers
- Time to look for models and funding for innovative programming
- Staff that is committed and flexible and that has fluidity.
- Smaller class sizes and successful structures designed for low-performing students
- small class size
- Lots of Instructional Time!
- To be successful, everyone has to “buy in” to the school's educational plan.
- STRONG building level support. Support from the admin team and colleagues is imperative to success. Support means standing up for and behind teachers; encouraging and not demeaning teachers; positive school and team atmosphere.
- access to current technology devices
- Time to plan WITHOUT extra accountability expectations (ie-new governmental initiatives); smaller class sizes; team teaching enviornments ( the highest indicator of a district's achievement is socioeconomic factors. To blame teachers and micromanage is wasteful of resources. The money needs to be put where it makes the most effect. In the classroom, not in some new initiative that requires more state monitoring positions.
- PLC team that works together
- strong community support
- a collaborative team of teachers with similar goals
- additional planning time, reduced instructional time (i.e. more time to plan and fewer classes per day, perhaps two planning periods instead of one)
- Parent involvement/resources for them to become more involved in their childrens' learning
- Smaller class size to better meet the needs of students.
- There needs to be some freedom within the school to more individually serve the needs of its student population. Sometimes, I feel, districts want to help create consistency across schools -- which has many benefits -- however, schools that fall by the wayside under such a structure need the freedom and ability to develop what is needed to help bring their unique population up to par with the rest. After that, such worry on consistency can come into place.
- Strong discipline at the school
- Strong leadership period.
- time built into the school day to pull students who are not understanding concepts.
- Time to organize and plan specific and intentional lessons
- an experienced principal with a proven record for positive leadership
- resources resources resources
- manageable student to teacher ratio
- Community support
- a desire to help low achievers and under achievers
- A strong leader with a vision
- administrators who are dedicated to creating a culture of learning within the school
- Access to support staff services.
- Strong adminstration
- school willing to focus on building community and incorporating the community into the school
- I have worked in low performing schools and found that teacher time requirments are extensive. Often, teacher time is devoted so much to data, trending, task analysis, in-depth
lesson plans (everything must be documented), that it is demanding emotionally, physically, and psychologically but with little affect on actual instruction and student performance.

- compensation for additional time spent planning and implementing required programs
- Extra time to plan for those students
- Paid time outside the classroom to learn from others. We're required to do these type of itms on our own time.

- I already work in a low-performing school
- Time to plan other than my own personal time
- excellent staff, counselors to help families, preschool for all, all day kindergarten,
- I have been at a high performing school for my entire career, so I honestly don't know if I'm up for the challenge. The workload at a high performing school is hard enough.
- Training and coaching in developing systems and structures
- Parent commitment to education
- Already there.
- uninterrupted time to work with the students
- time off from school to visit high-performing schools
- Discipline that works
- Highly competent, well-trained administrators and a comprehensive, research-based, institution-wide behavior management program.
- Supportive discipline from the administration
- strong discipline
- Rebecca Johnson in the leadership position
- longer school day
- Complete and total community buy in and support to operate on a parent level where parenting is not happening. This includes assisting with daily living activities that are not being met at home but that have a negative impact on learning. Low performing schools and poverty areas are the problem of a community not one school. It is completely inappropriate to put pressure on teachers only to make up for needs of a child that have been lacking since birth. Foundational skills have to be there or a child is always behind. No one builds a house with the roof first, it's a bottom up process and so too with students.
- Planning Release Days with the Team
- District support
- Social Service/Community/Family Support
- Paid planning and aides
- All of these would be vital to true success.
- Supportive principal
- Psychologists on staff
- programs for parents to help with parenting and how to help their students.
- Technology
- Autonomy
- I would need to feel safe. I would not be willing to go into a school with regular issues of student and/or staff safety.
- Supportive administration from the bottom up!
- Strong leadership with discipline. Appropriate discipline for students disrupting class.
- Parent support and training
• Time...we need more time for planning and half as many students to teach. We also need to teach one class to one grade instead of having 3 or 4 preps for each day and teaching to multiple grades levels.
• Small class sizes
• Strong leadership in general (not just instructional)
• Strong support for behavioral issues in the classroom
• support from district and building administration
• not just strong instructional leadership, but strong leadership overall
• A minimum of a principal, assistant principal, counselor, and curriculum facilitator
• less paperwork, meetings, extra duties, red tape and simply more time available for lesson planning and teaching. We are LOSING great teachers for this exact reason.
• Proper supports for transitioning to low income communities
• You would need to build community support to carry instruction outside of the classroom
• Strong administration
• additional compensation
• Classrooms need additional support staff-- a full time assistant.
• Low teacher/student ratio. These needy students need small classes to better enable the teacher to meet their needs.
• Time, Time, Time. Teachers are overworked and have too many students.
• community involvement
• I love my school and would not want to transfer anywhere.
• constant monitoring and feedback to gain success
• Student motivation is even more critical than having a qualified teacher in the classroom. The school culture has to change to reward student motivation and have logical consequences for students who disrupt the learning process for others and/or do not put forth any effort to learn. This issue is never discussed. We constantly look for new strategies and interventions rather than having a framework that holds the students accountable. The teachers and administrators are the only ones being held accountable when it is the students and parents that need to be held accountable.
• strong support from leadership both financially and relationally
• I dont need strong instructional leadership. I need supportive, trustworthy, instructional leadership.
• This is difficult to answer unless in the situation.
• Community support (businesses, role-models); Parental support (local schools - no bussing to distant schools); Competent administrator support; Authority to explore innovative teaching opportunities (i.e. experience based learning)
• Proper supports to address student behavior & remediation
• Support from the Superintendent.
• Extra time in the work day to plan effective and meaningful lessons for all students.
• Small Classes, no more that 15 students; Extra time during the instructional day for planning and working individually with these students.
• promise of physical safety - I've worked in an inner-city, low-performing school in the past
• Flexibility to instruct students in deficit areas to promote overall growth that may not be immediately reflected at grade level standards but noticeably bridging the gap.
Human resources instead of software! It is absurd to replace humans with computer software for our neediest student. They need human interaction!!

Support to teach, from administrators.

TIME: look at the instructional hours taught by US teachers vs. teachers in other countries

Smaller classroom size

pre assessment so that students growth can be measured from where they are, not were they should be. If they were starting on grade level the school would not be low achieving.

high level of structure, discipline and support from administrators

Stop all the statewide ciits and so called professional standards hoops that mean nothing for student learning

More planning, less interruption

You would need counseling because hard to reach students are difficult to teach and without support network, a teacher would give up or be exhausted. You would need lower class sizes so as to be able to make relationships and meet needs of off grade level students with more one on one time.

This is a dream! Teachers should not be compensated differently based on where or what they do. Stipends can be used but bureacratic nightmares are around the corner with compensations based on performance. Teachers do not choose their students. Let me choose my students and then I may consider this.

administrator whose only job is to handle student behavior

small class size

Support from staff and colleagues

support to keep distractions out of the classroom

support from administration

time to train parents on how to help their own children

reading and writing remediation.

strong administrative support of teachers

opportunities to observe teachers who have demonstrated success with the students

Teacher led and embedded professional learning during the school day and time for leadership opportunities (hybrid roles, fellowships, etc...)

strong administrations that understands what teachers face.

A principal that cared and supported your decision. Our principal will walk right down the hall and not even acknowledge your prescence. The students dont even know who he is and I often wonder what he does all day and if he truly cares about anything other than a check. Going home several times during the day isnt correct, when we arent even allowed to leave the building.

principal understanding knowledge in how students learn as well as being supportive

support from administration (academic/social)

Administrator support

Behavioral modification training and assistance because time in classroom does not provide enough time. Support systems to meet students’ out of school needs that preclude focus on learning tasks.

Time allowed to work with a program to see results before jumping to a new program. Focus should be on educating and not testing.

Incentives; higher pay, less non-instructional tasks, higher education schooling offered at reduced cost, smaller class sizes, and reduced caseloads.
• time protected planning after school
• Outside resources such as therapist, etc.things outside the realm of the regular school setting.
• Strong discipline plan in place and followed
• Good technology
• Support from admin, teaching without having to look over my shoulder
• Strong administration and support
• A support and evaluation system that considered the school culture, community values and economic situation into account instead of student test scores and PGES
• Parental and community support along with a strong structure of support. Also, acknowledgement from all levels of administration that schools that are low-performing are a result of many outside factors, i.e. poverty, and not just placing sole responsibility on the teachers.
• A strong leader that knows instruction and understands the population
• Appropriate Class size (maybe smaller)
• Job embedded professional development
• Time to plan/design appropriate lessons for students
• Social work supports, counseling, etc.
• Lower class sizes and resources
• Community partner support
• Strong support for effective behavior management of students

An analysis of the text respondents recorded in the text boxes is below. This graphic visually depicts the words used most often in the text responses from respondents. Variances in the font size indicate the frequency of the word’s appearance in the text responses.

Technology  Effective Discipline  Principal  Job  Embedded
Additional  Curriculum  Classroom  Behavior Issues
Class Sizes  Models  School  Look
Students  Program  Support  Appropriate
Strong  Teach  Instead  Planning  Compensation
Parent  Education  Staff  Small Group  Success  Team
Appendix C

Sample representativeness

In an effort to determine how representative the respondents to this survey are, demographic information was collected (questions 12, 13, 15, and 17). This demographic information was collected to compare it to demographic data collected by the National Center for Education Statistics (NCES). The comparisons appear below.

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<tr>
<th>Years of Experience</th>
<th>Survey Respondents</th>
<th>NCES</th>
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<tbody>
<tr>
<td>Less than 4 years</td>
<td>11.07</td>
<td>13.5</td>
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<tr>
<td>4-9 years</td>
<td>23.38</td>
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<td>10-14 years</td>
<td>22.29</td>
<td>23.1</td>
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<tr>
<td>15 or more years</td>
<td>43.11</td>
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NCES data can be found at: [http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_003.asp](http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_003.asp)

<table>
<thead>
<tr>
<th>Highest Degree Completed</th>
<th>Survey Respondents</th>
<th>NCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>12.30</td>
<td>17.5</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>48.7</td>
<td>57.5</td>
</tr>
<tr>
<td>Higher than a Master’s</td>
<td>39</td>
<td>20.0</td>
</tr>
</tbody>
</table>

NCES data can be found at: [http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_004.asp](http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_004.asp)

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Survey Respondents</th>
<th>NCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30</td>
<td>13.62</td>
<td>16.2</td>
</tr>
<tr>
<td>30-49</td>
<td>62.62</td>
<td>60.3</td>
</tr>
<tr>
<td>50-54</td>
<td>11.81</td>
<td>9.3</td>
</tr>
<tr>
<td>55 or older</td>
<td>11.95</td>
<td>14.2</td>
</tr>
</tbody>
</table>

NCES data can be found at: [http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_002.asp](http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_002.asp)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Survey Respondents</th>
<th>NCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17.89</td>
<td>22.2</td>
</tr>
<tr>
<td>Female</td>
<td>82.11</td>
<td>77.8</td>
</tr>
</tbody>
</table>

NCES data can be found at: [http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_002.asp](http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_002.asp)

Given that the NCES data (which represents the entire teaching population in Kentucky), is similar to the demographic data collected from respondents, the respondents to the survey are indeed representative of the teaching population in Kentucky; however, there are limitations to the ability to generalize the survey findings. Additional information about that matter can be found in Appendix D.
Appendix D

Minimizing Survey Error
Survey research is a commonly used research method to determine what people are thinking, feeling or doing. However, survey research can be complicated, and, if done poorly, yield inaccurate or imprecise results. A successful survey is based on sound research questions, accurate measures of the topics of interest, and a design that enables the generalization of research findings to the population of interest. Four types of survey error, however, can undermine the results of any given survey: measurement, coverage, sampling, and nonresponse.

Measurement Error
Measurement error, also referred to as an error of observation, occurs when respondents give inaccurate or imprecise answers to survey questions. This may happen as a result of poorly worded questions (e.g., lengthy or double barreled questions) or poorly designed surveys (e.g., unclear instructions or inadequate response options). By taking care in the design of survey items and the broader survey questionnaire, having key stakeholders review draft items and the draft questionnaire, and by testing out items with potential respondents, HSG sought to minimize measurement error.

Exclusion Error
Exclusion error occurs when: 1) there are members of the population of interest who have no chance of being surveyed and 2) these excluded members of the population differ from included members of the population. For example, in an e-mail survey of teachers, coverage errors could occur if there were teachers whose e-mail addresses were not active, teachers who do not check their listed e-mail address, or teachers, such as those who were newly hired, who were not on the e-mail list at all. To the extent that these teachers differed from others regarding the survey topic of interest, coverage error exists. Because all of the teachers in teacher fellows’ Professional Learning Networks (PLNs) have provided an e-mail address, coverage error in this survey is minimal.

Sampling Error
Sampling error involves random differences occurring between sample estimates and true population values. Sampling error is unavoidable in sample surveys because only some population members are surveyed. Sampling error is often quantified by standard errors or margins of error (also referred to as confidence intervals), which provide information on the probability that any finding from a sample is due to chance (i.e., sampling error). Holding all else equal, increasing sample sizes generally reduces sampling error. Because HSG attempted to survey all of the teachers in a state by e-mailing the survey link to all teachers in PLNs, inviting teachers in PLNs to send the link to colleagues who may or may not be in a PLN, having state partners also send the link to teachers for whom they have access via an active email address, and publicizing the availability of the survey via social media, sampling error does not apply. In other words, there is no statistical basis for calculating confidence intervals regarding the survey results.
Nonresponse Error
Nonresponse error occurs when individuals do not respond to a survey or to particular questions on a survey, and when these individuals would have responded differently, on average, than those people who did respond. More specifically, nonresponse error is the product of:

1. **The non-response rate**, which is the percentage of the sample or population who do not respond to a survey (unit non-response rate) or an item on the survey (item non-response); and

2. **Non-response bias**, which is the difference between the average respondent’s response and the average non-respondent’s response for a given item.

Thus, a survey can have a low response rate with little or no non-response error. This can occur if there are little or no differences between respondents and non-respondents that are relevant to the survey’s topics of study. In contrast, when there are large differences between respondents and non-respondents, it is possible for surveys to have high nonresponse bias even with high response rates.\(^v\)

There are many reasons why responses of respondents might differ from those of non-respondents. Survey format matters. For example, younger teachers may be more likely to respond to an online survey than teachers nearing retirement age, given their greater technological literacy. If younger teachers differed from older teachers in their thoughts regarding a survey topic (for example, teacher pension reforms), then this difference could bias results if analyses did not take into account teacher age. Survey topics also matter. For example, in a survey of teacher compensation, teachers who feel strongly that they are underpaid might be more inclined to respond than would teachers who are comfortable with their current level of compensation. As a result, such a survey could overstate teacher dissatisfaction regarding pay. When seeking to minimize nonresponse bias, it is important to consider what affects both respondents’ likelihoods of participating in a survey and how they might respond to specific survey questions.\(^vi\)

Because surveys can have low response rates and still have little to no nonresponse bias, response rates are not a good measure to judge the quality of a survey in and of themselves.\(^vii\)

Recent empirical evidence has shown that the relationship between response rates and nonresponse bias is weak, at best:

- A comprehensive study using exit poll data found no statistically significant relationship between response rates and survey error.\(^viii\)
- In a study of household surveys, response rates accounted for only about 11 percent of the variation in nonresponse bias estimates.\(^ix\)
- Results from two identical national telephone surveys were similar, despite dramatically different response rates (61 versus 36 percent).\(^x\)
- A national health survey that saw declining response rates over time also found declining nonresponse bias.\(^xi\)

Because response rates are not a good indicator of nonresponse bias, investigations into the extent of possible nonresponse bias are important. There are a number of practical approaches that survey researchers can take to make such investigations. For example, researchers can compare demographics or other administrative data on survey respondents to those of non-respondents, contrast survey results for early responders with those for late responders, and judge survey results against findings from an external data source.\(^xii\) In each case, the more similar the results, the less substantial any nonresponse bias is likely to be.
Conclusion
When assessing the quality of a survey it is important to consider the total survey error, comprised of measurement, sampling, coverage, and nonresponse errors. HSG has taken steps to reduce total survey error via a rigorous, multi-faceted approach to survey design and implementation.