

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: May 19, 2009

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **ANALYSIS OF THE TELL MARYLAND SURVEY**

ORIGINATOR: Thomas Rhoades, Executive Director, Research, Accountability, and Assessment

RESOURCE PERSONS:

INFORMATION

That the Board of Education receive the results of the TELL Maryland survey.

Attachment I – TELL Survey Results

Preliminary Analysis

TELL Survey Results

For

Baltimore County Public Schools

Background

This survey was initiated by Governor O'Malley, and supported by the Maryland Association of Boards of Education, the Maryland Association of Elementary School Principals, the Maryland Association of Secondary School Principals, the Maryland State Board of Education, Maryland State Department of Education, Maryland State Teachers Association, the Public School Superintendents Association of Maryland, and the American Federation of Teachers - Maryland.

The TELL Maryland Survey was designed to capture anonymously the perceptions of all school-based certificated educators about how they view critical teaching and learning conditions.

Data from the survey were sent to local superintendents on May 4th. State-wide results and Baltimore County School System results are discussed in this preliminary analysis.

General Findings

The following tables are direct reproductions from the report to Baltimore County Public Schools.

Inferences based on the data follow the reproduced section.

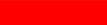
Report Details

- **Maryland (61.98 % responded)**
- **District: Baltimore County Public Schools (80.14 % responded)**
- **Section: All**

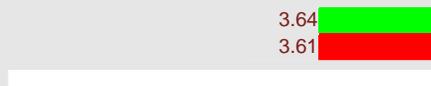
Significant Factors

The following results summary provides a quick snapshot for data review and inquiry. Questions included are derived from statistical analyses of the responses designed to present the most salient themes across the survey. These themes can help quickly identify broad areas of strengths and directions for improvement before individual questions are explored. All averages are on a 1 to 5 scale with 1 being the lowest. Green lines denote Baltimore County and Red lines show the State of

Maryland.

Factor	Average**
Time	<p>The scores that follow are the average of the 5 questions from the time section of the survey. These scores explain teacher perceptions of time availability for instruction, planning and collaboration. (2.1a, 2.1b, 2.1c, 2.1d, 2.1e)</p> <p>2.86 </p> <p>3.04 </p>
Resources	<p>The scores that follow are the average of the 6 questions from the facilities and resources section of the survey. These scores are important in explaining the presence of instructional, technological and other resources. (3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 3.1f)</p> <p>3.70 </p> <p>3.77 </p>
Student Conduct	<p>The scores that follow are the average of the 8 questions from the student conduct section of the survey. These scores explain educator perceptions of student conduct, discipline policy and safety issues. (4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g, 4.1h, 4.1i)</p> <p>3.87 </p> <p>3.85 </p>
Community Engagement	<p>The scores that follow are the average of the 7 questions from the community engagement section of the survey. These scores reflect the school's relationships between the school, parents/guardians, and the community. (5.1a, 5.1b, 5.1c, 5.1d, 5.1e, 5.1f, 5.1g)</p> <p>3.79 </p> <p>3.84 </p>
Decision Making	<p>The scores below are the average of the 9 questions from the empowerment section of the survey. These scores describe the extent of the role that teachers play in decision making about teaching, classroom and school issues. (6.3a, 6.3b, 6.3c, 6.3d, 6.3e, 6.3f, 6.3g, 6.3h, 6.5)</p> <p>2.79 </p> <p>2.76 </p>
Leadership Support	<p>The scores below are the average of 12 questions from the school leadership and empowerment sections of the survey. These scores help explain the presence of leadership conditions that contribute to trusting, supportive environments, problem solving and decision making. (6.1b, 6.1d, 6.1e, 6.1g, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.2f, 7.2g, 7.2h)</p> <p>3.77 </p> <p>3.74 </p>
Leadership Effort	<p>The scores that follow are the average of the 9 questions from the school leadership section of the survey. These scores explain the extent to which school leadership</p>

makes a sustained effort to address teacher concerns about a variety of teaching and learning condition issues. (7.3a, 7.3b, 7.3c, 7.3d, 7.3e, 7.3f, 7.3g, 7.3h)



Professional Development

The scores that follow are the averages of 11 questions from the professional development section of the survey. These scores explain the extent to which schools have implemented Maryland's high quality professional development standards. (8.1a, 8.1b, 8.1c, 8.1d, 8.1f, 8.1g, 8.1h, 8.1i, 8.1j, 8.1k, 8.1l)



Student Learning

The scores below are the average of the 5 questions from the student learning section of the survey. These scores help explain student and teacher influences on the learning process. This includes a commitment to the preparation and success of students; teacher use of assessments; and voluntary curriculum to shape instruction. (9.1f, 9.1g, 9.1h, 9.1i, 9.1j)



Baltimore County Public Schools

Maryland

Inferences from the General Findings

1. Baltimore County participation rate was slightly over 80% of the certified teachers. The response rate to the survey by Baltimore County Teachers is sufficiently large that one can infer from this sample to the population of teachers as a whole. A response rate of 80% allows inferences made about the entire certificated school staff to be made with a high level of confidence.
2. The perceptions of Baltimore County's certificated staff do not differ markedly from teachers in Maryland in general. This can be seen more clearly if one simply rounds the data in the tables to the tenths place. Baltimore County's certificated staff responded in a fashion remarkably similar to their colleagues across the state of Maryland. Statements that suggest Baltimore County teachers have different views of their school system than their counterparts in Maryland are not supported by the findings of this survey.

Factor	BCPS	Maryland
Time	2.9	3.0
Resources	3.7	3.8
Student Conduct	3.9	3.9
Community Engagement	3.8	3.8
Decision Making	2.8	2.8
Leadership Support	3.8	3.7
Leadership Effort	3.6	3.6
Professional Development	3.4	3.5
Student Learning	4.2	4.2

3. Examining the data in terms of *The Blueprint for Progress* shows:
- a. Performance Goal 1 on high achievement is reflected **positively** in the factor of “Student Learning.” BCPS high student performance expectations are clearly understood by teaching staff.
 - b. Performance Goal 4 on safe learning environments is reflected **positively** in the factor of “Student Conduct.”
 - c. Performance Goal 7 on involvement in the educational process and performance goal 8 on effective use of resources is reflected **positively** by the factors on “Leadership Support, Leadership Effort, and Community Engagement.”
 - d. Factors of “Time, Resources, and Professional Development” have perceptions somewhat below those of the state in general. These factors can be addressed through a review of factual information available at the state level in terms of planning time, technology resources and professional development and support opportunities. Information can then be prepared and shared with the system.

Inferences from Findings Regarding Specific Questions

Below are some selected findings for the factors as well as more general inferences.

1. Baltimore County teachers report more time spent preparing for instruction than other systems. The positive impact of more preparation time can be evidenced in current high levels of academic performance. In questions that preceded the question below, teachers indicated they desired more time to work with their colleagues collaboratively to plan lessons and meet individual student needs. The question below is the final question in the factor on time and speaks to the professionalism of the teaching force.

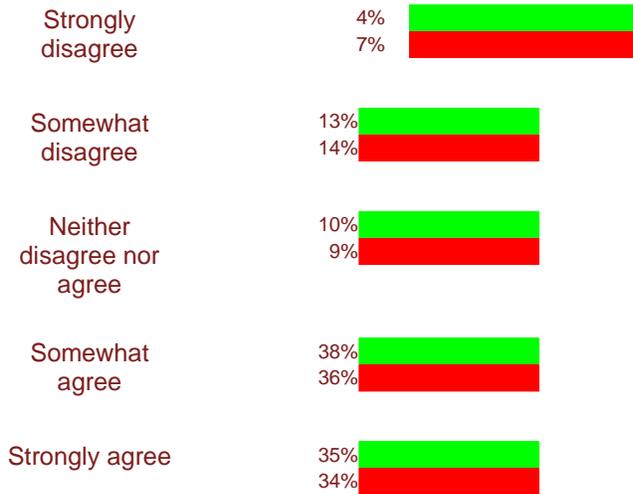
Q2.3b Of these hours, how many are typically spent on other school-related activities such as preparation, grading, parent conferences, attending meetings?



2. The factor of “Resources” deals with facilities, access to technology and maintenance of the facilities as well as teacher workspace and copiers. In this factor, teachers expressed a desire for more technology support and training. Teachers expressed concern about the maintenance of the facilities. Considering the age of many schools in the system, this issue is not surprising.

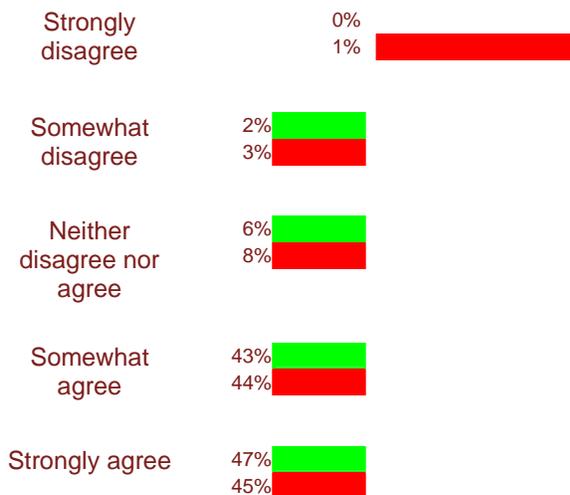
3. The factor of “Student Conduct” is noted in Performance Goal 4 of *The Blueprint for Progress*. Teachers responded positively to the maintenance of discipline as illustrated in the question below.

h. School leadership supports teachers' efforts to maintain discipline in the classroom.



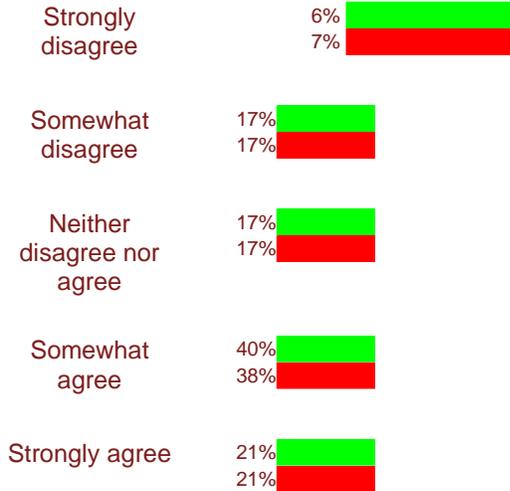
4. The factor of “Community Engagement” is noted in Performance Goal 6 of *The Blueprint for Progress*. Teachers responded positively to the involvement of parents and community engagement. This was particular noted in the survey as it relates to student achievement and illustrated in the question below.

f. Teachers provide parents/guardians with useful information about student learning.



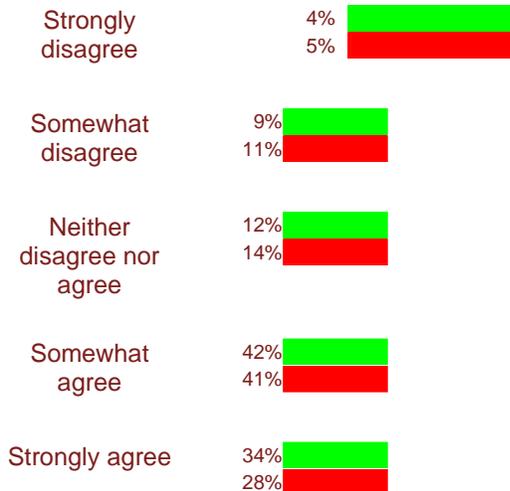
5. The factor of “Decision Making” reflects the perception of teachers that they are actively involved in the decision making process in the schools. The large majority of teachers were positive in their assessment of effective processes for making group decisions and solving problems.

e. The faculty has an effective process for making group decisions and solving problems.



6. The factors involving “Leadership Support and Leadership Effort” indicated strong support in teacher perceptions of the role the principal and other administrators play in directing instruction, improving instruction and managing the instructional effort. The positive response to this factor by teachers in Baltimore County is indicated in the item below.

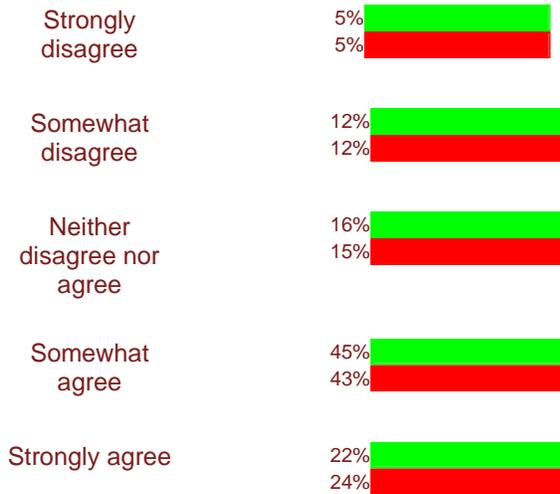
d. Teachers receive feedback that can help them improve teaching.



7. The factor of “Professional Development” is integral to student performance. Teachers were overwhelmingly positive in their belief that “Professional Development” deepens content

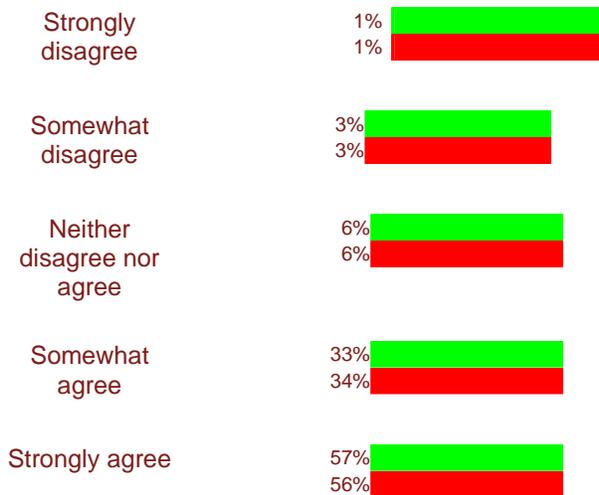
knowledge and improves classroom skills necessary to provide effective instruction to the children of Baltimore County. The item below is illustrative of teacher perceptions.

e. Professional development provides opportunities for teachers to analyze and refine practices that promote optimal learning environments.



8. The factor of “Student Learning” is the primary goal in the mission of the Baltimore County Public Schools. Factors that are essential to “Student Learning” are spelled out in great detail in Performance Goal 1 in *The Blueprint for Progress*. Teacher perceptions of the importance of this goal were clear in their positive responses to this factor. The level of professionalism and commitment to this goal is reflected by the response to the item below.

h. The faculty is committed to helping every student learn.

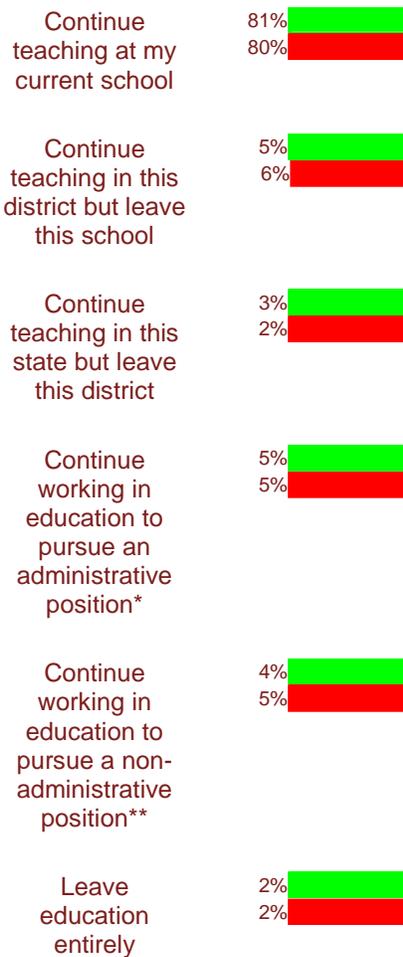


Conclusions

Several things are worthy of note from the survey. These include the high participation and the consistency of BCPS teachers with those of their colleagues statewide. Additionally, the TELL Survey ended with some concluding questions that did not fit into the above mentioned factors but were called “Overall Questions.” Some of these are reported below because they “TELL” a significant story about BCPS.

1. Teachers want to work and stay in the Baltimore County Public Schools. Those perceptions are reflected in the item below.

Q10.1 Which BEST DESCRIBES your IMMEDIATE professional plans? (Select one.)



2. Teachers believe that their school is a good place to work and a good place to learn. Those perceptions are reflected in the item below.

