

## Teacher Working Conditions Survey – Update and Preliminary Results

### Important Links

- [NC Teacher Working Conditions Website - 2024 Results](#)
- [Planning and Work Session Slides](#)

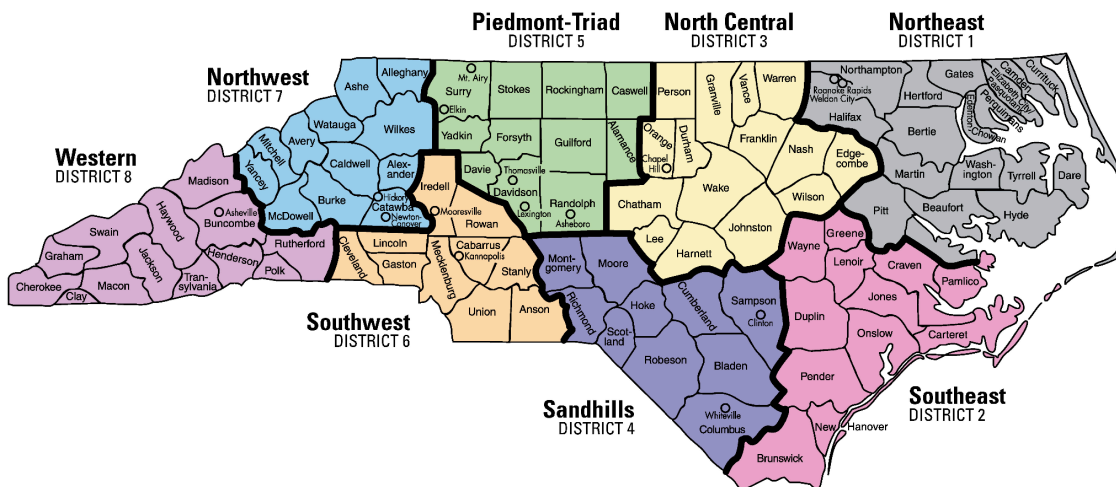
### Table of Contents

Topic	Pages
<a href="#">Instructions for Small Group Work</a>	2
<a href="#">Demographics</a>	3-4
<a href="#">Preliminary Summary of Trends from Open-Ended Comments</a>	5-6
Selected 2024 NC TWC Results by Region	7-46
• <a href="#">REGION 1 - NORTHEAST</a>	7-11
• <a href="#">REGION 2 - SOUTHEAST</a>	12-16
• <a href="#">REGION 3 - NORTH CENTRAL</a>	17-21
• <a href="#">REGION 4 - SANDHILLS</a>	22-26
• <a href="#">REGION 5 - PIEDMONT-TRIAD</a>	27-31
• <a href="#">REGION 6 - SOUTHWEST</a>	32-36
• <a href="#">REGION 7 - NORTHWEST</a>	37-41
• <a href="#">REGION 8 - WESTERN</a>	42-46
<a href="#">2024 NC TWC Survey</a>	47-56

## Instructions for Small Group Work

Small group assignments for each region

1. Jill Camnitz, Catherine Truitt, Lily Seymour
2. Reginald Kenan, Ron Dixon, Julie Pittman, Michael Williams
3. Catty Moore, Tabari Wallace, Tom Tomberlin, Blair Rhoades
4. Olivia Oxendine, Patrick Greene, Leah Carper
5. Alan Duncan, Jeremy Gibbs, Donna Bledsoe
6. Eric Davis, Derrick Jordan, Alex Granados
7. Stephanie Dischiavi, Northwest Partners
8. John Blackburn, Andrew Smith, Don Phipps



Find the data for your region - discuss and be ready to report out:

- What seems to be working?
- What is not working?
- What can be done through monitoring, messaging, or supports to help districts and charters create and maintain a positive work environment for teachers and other staff in this region?

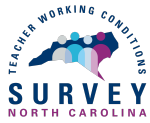
### Guiding Questions:

In your region, what do you see in the data for those **staying or leaving the profession** as it relates to:

- Differences in *Retention* and their feelings about working at their school?
- Experiences with *School Leadership*?

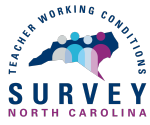
In your region, what do you see in the data for **early career, mid-career, and experienced educators** as it relates to:

- Opportunities and experiences with *Teacher Leadership*?
- Differences in their *Instructional Support Needs*?



## Demographics

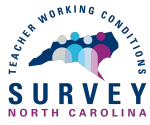
<b>Respondents</b>	<b>N</b>	<b>Percent</b>
<b>Role</b>		
Classroom Teacher (certified and non-certified)	87,224	85%
Student Services Personnel (e.g., school counselor, school psychologist, social worker, media coordinator, instructional coaches, etc.)	14,858	15%
<b>Years Employed as an Educator</b>		
One Year	6,412	6%
2-3 Years	9,689	9%
4-6 Years	10,830	11%
7-10 Years	14,791	14%
11-20 Years	32,278	32%
20+ Years	28,082	28%
<b>Years Employed at This School</b>		
One Year	21,225	21%
2-3 Years	24,860	24%
4-6 Years	18,185	18%
7-10 Years	14,879	15%
11-20 Years	16,325	16%
20+ Years	6,608	6%
<b>Immediate Professional Plans</b>		
Continue teaching at my current school.	83,897	82%
Continue teaching in this district but leave this school.	4,247	4%
Continue teaching in this state but leave this district.	2,228	2%
Continue teaching in a state other than North Carolina.	1,194	1%
Continue working in education but pursue an administrative position.	2,583	3%
Continue working in education but pursue a non-administrative position.	1,989	2%



Bi-Annual Planning and Work Session of the NC State Board of Education  
 April 30, 2024

<b>Respondents</b>	<b>N</b>	<b>Percent</b>
<b>Role</b>		
Leave education entirely.	3,731	4%
Retire.	2,213	2%

<b>Respondents</b>	<b>N</b>	<b>Percent</b>
<b>Optional Items</b>		
Content Area	96,790	95%
Licensure Status	97,521	96%
Race/Ethnicity	96,850	95%
Open-Ended Item	32,924	32%



## (VERY, VERY) Preliminary Summary of Trends from Open-Ended Comments

(Open-ended Item) Is there anything else you would like to tell us about the Teacher Working Conditions at this school?

These comments encompass various themes related to the school-level working conditions, including administrative support, communication, student behavior, resource allocation, and professional development within the school environment. Here are the identified themes:

1. **Morale and Administrative Presence:** Comments express a need for increased administrative presence in classrooms struggling with management and challenging behaviors to boost morale and address issues effectively.
2. **Communication:** There's a prevalent concern about inadequate communication within the school, affecting various aspects such as discipline, absences, and decision-making processes.
3. **Resource Allocation and Support:** Teachers feel overwhelmed by increased responsibilities and lack of support from the district or resources. They highlight the need for more professionals, supplies, and facilities improvements to enhance student outcomes and overall school environment.
4. **Autonomy and Student Focus:** Positive comments highlight the autonomy offered to teachers and the school's focus on putting students first in decision-making processes.
5. **Emphasis on Data vs. Student/Staff Needs:** There's a perception of excessive emphasis on data over meeting the social-emotional needs of students and staff, indicating a desire for a more balanced approach.
6. **School Culture and Respect:** Concerns are raised about the need for improving school culture, fostering respect among students, teachers, and leadership, and holding individuals accountable for creating a conducive learning environment.
7. **Teacher Support and Professional Growth:** Some comments express appreciation for the support provided to teachers despite limited resources, while others express a desire for more opportunities for professional development and growth.
8. **Facilities and Environmental Concerns:** Teachers express concerns about the cleanliness and maintenance of school facilities, impacting the learning environment.
9. **Challenges with Student Behavior and Discipline:** There's frustration over the lack of support in dealing with student behavior and discipline issues, leading to stress and dissatisfaction among teachers.

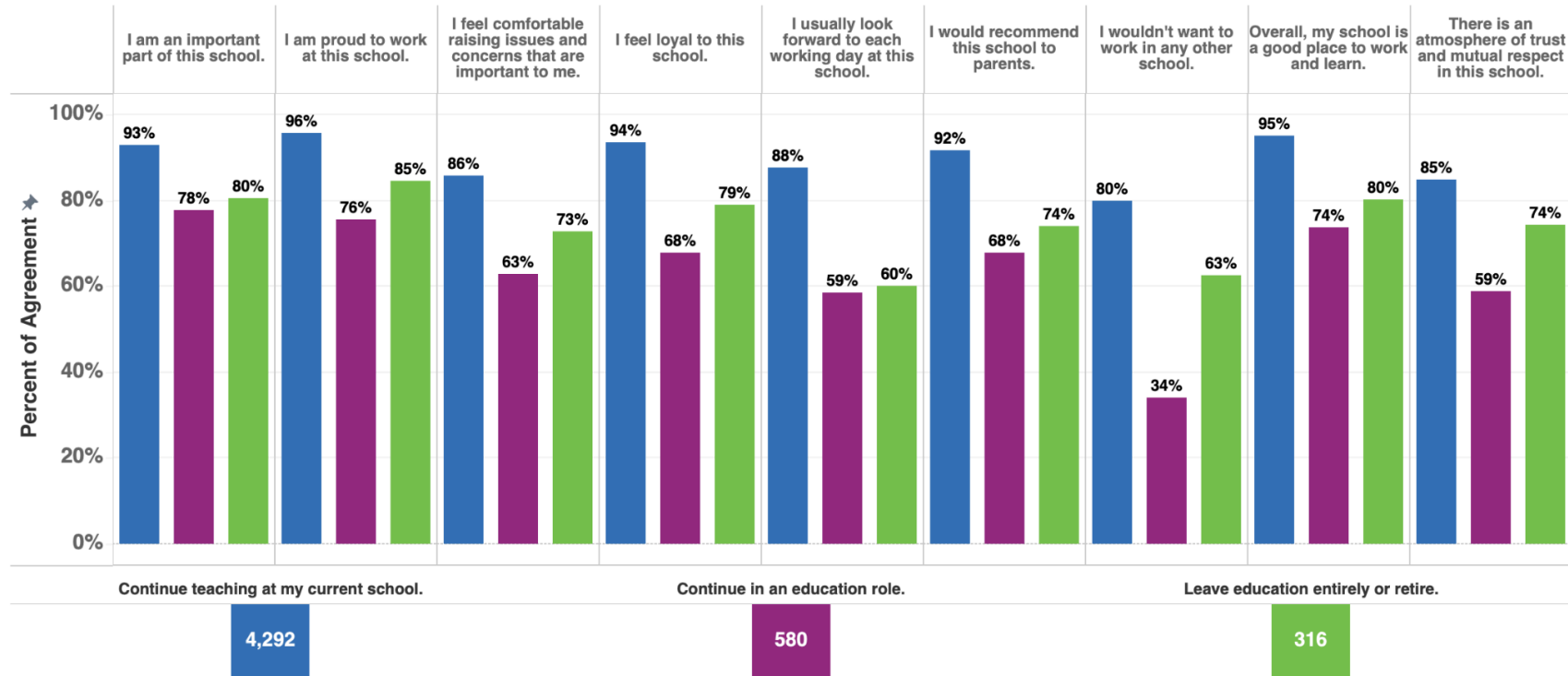
10. **Inclusivity and Community:** Positive comments emphasize the warm and supportive atmosphere of the school, while others highlight the need for fostering a stronger sense of community and inclusivity.
11. **Staffing and Curriculum:** Concerns are raised about the need for more staffing, especially for supporting students with disabilities, and calls for curriculum changes to better meet student needs.
12. **Leadership and Administrative Support:** Mixed opinions are expressed regarding administrative leadership, with some praising support and consistency and others criticizing micromanagement and lack of trust.
13. **Advocacy and Systemic Issues:** Comments point to broader systemic issues such as inadequate funding, lack of union representation, and challenges in advocating for teachers' rights and student needs.
14. **Teacher Stress and Well-being:** Several comments mention teacher stress, feeling overwhelmed, and concerns about mental and physical health due to workload and lack of support.

These themes reflect a range of perspectives and challenges within the school environment, highlighting the complexities of managing educational institutions and the diverse needs of students and staff.

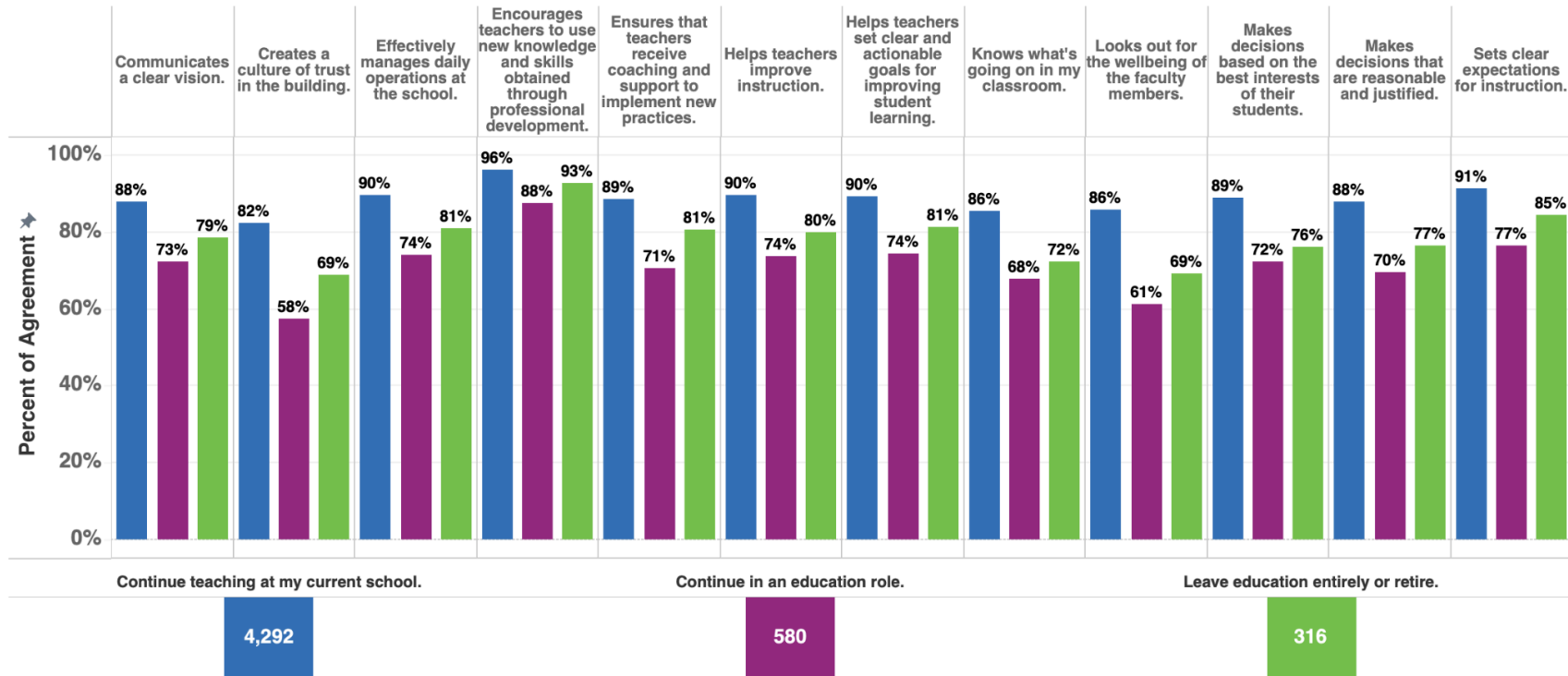
**Preliminary Results for Discussion - Grouped by Region**

**REGION 1 - NORTHEAST**

**Retention - Item Level Agreement  
Northeast**

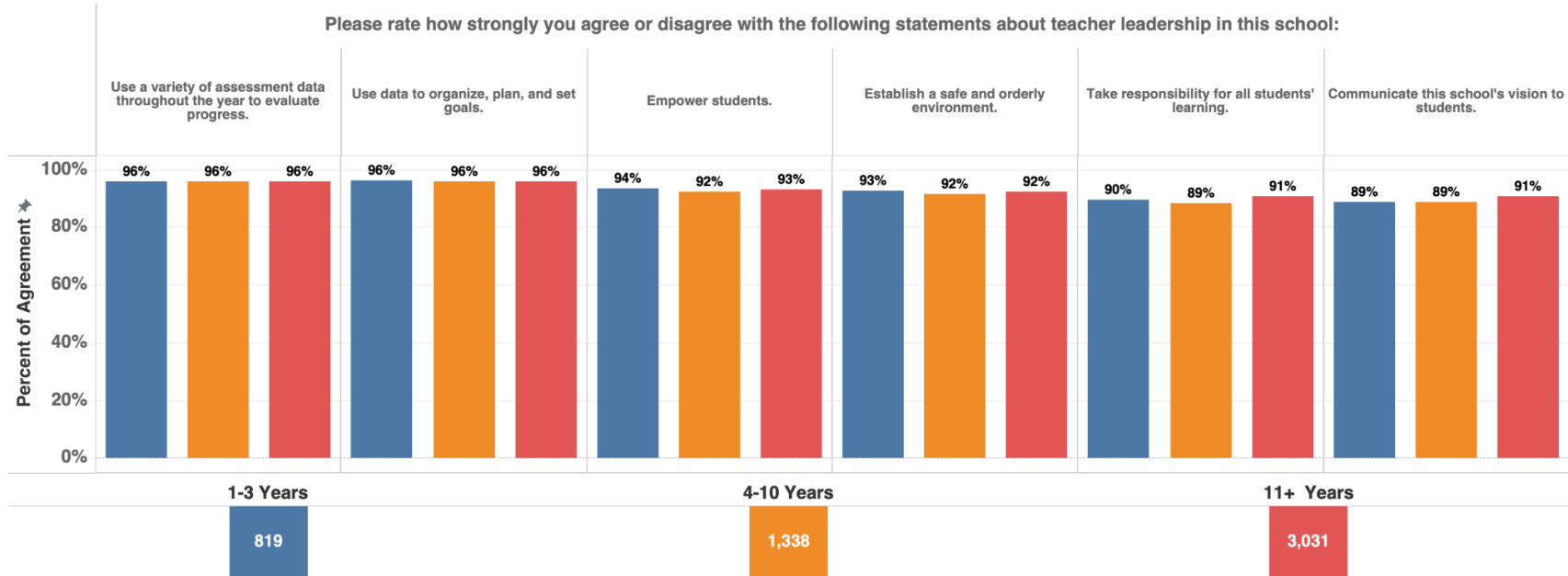


### School Leadership - Item Level Agreement Northeast

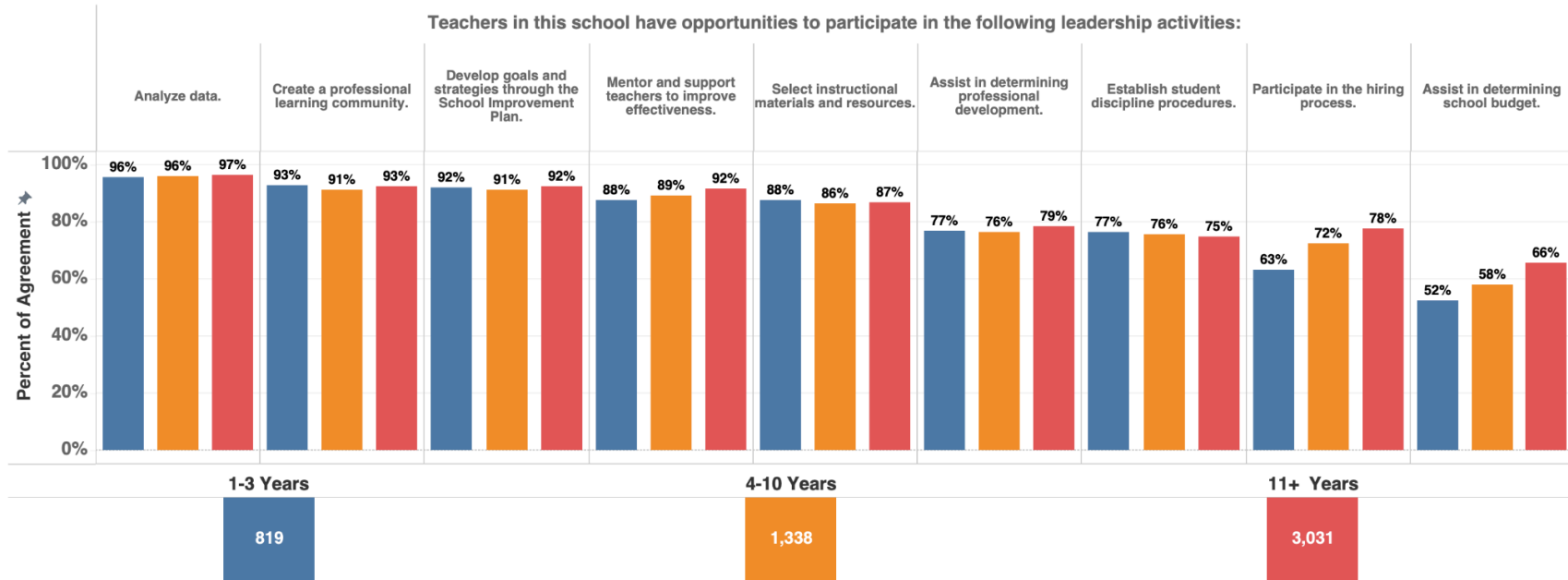




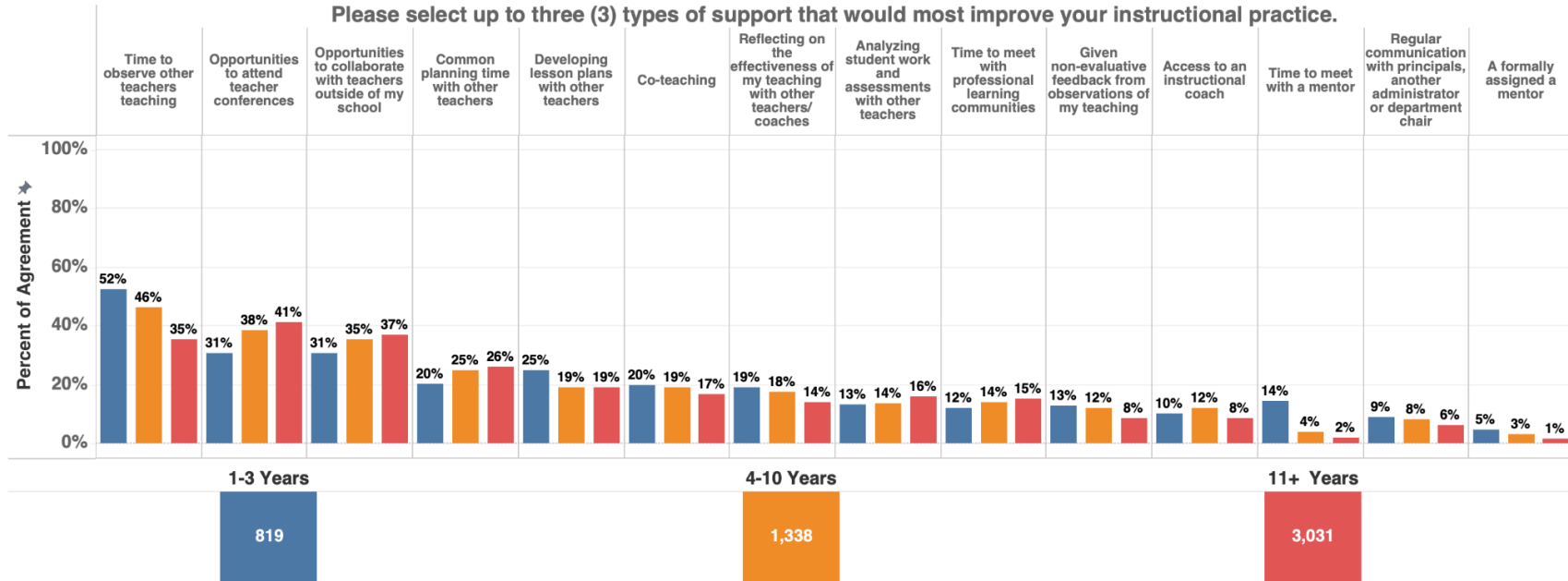
### Teacher Leadership - Item Level Agreement Northeast



### Teacher Leadership - Item Level Agreement Northeast

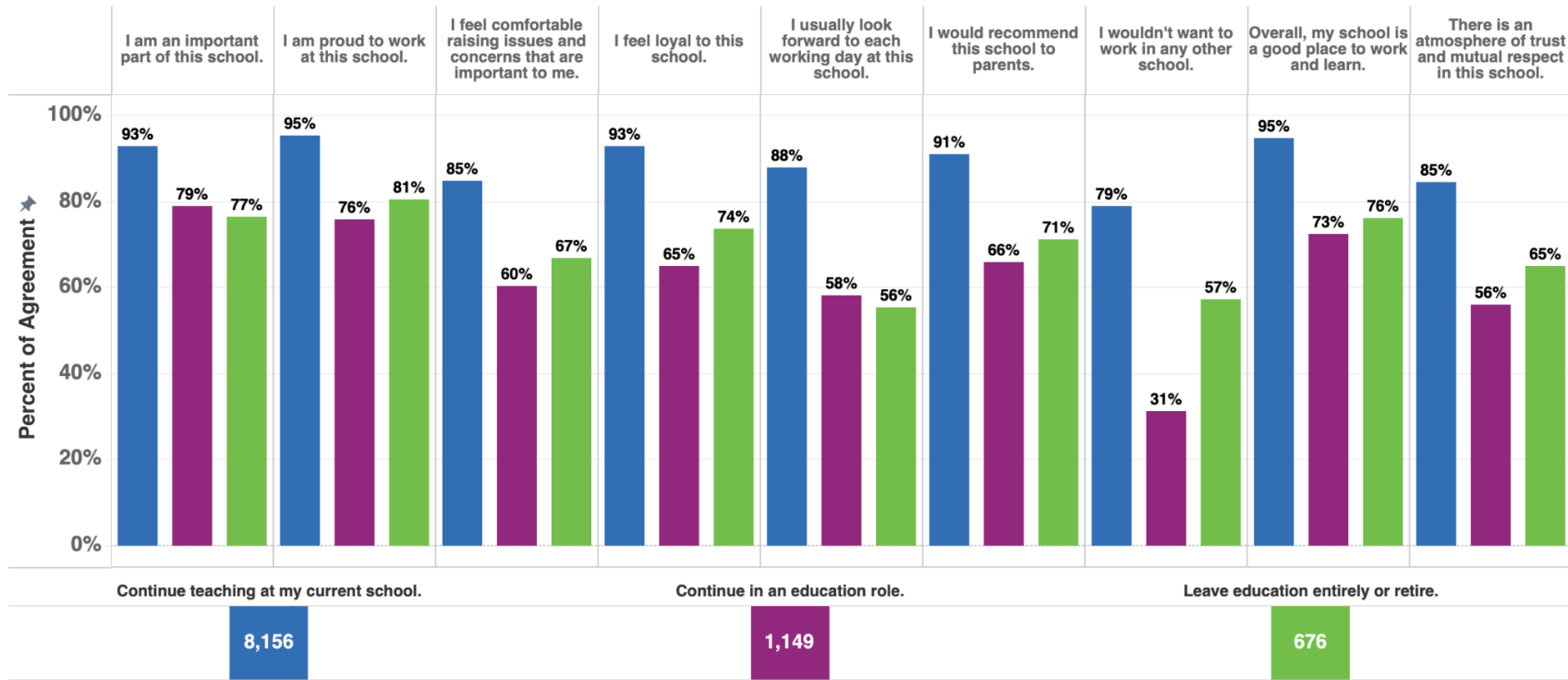


### Instructional Support Needs - Item Level Agreement Northeast

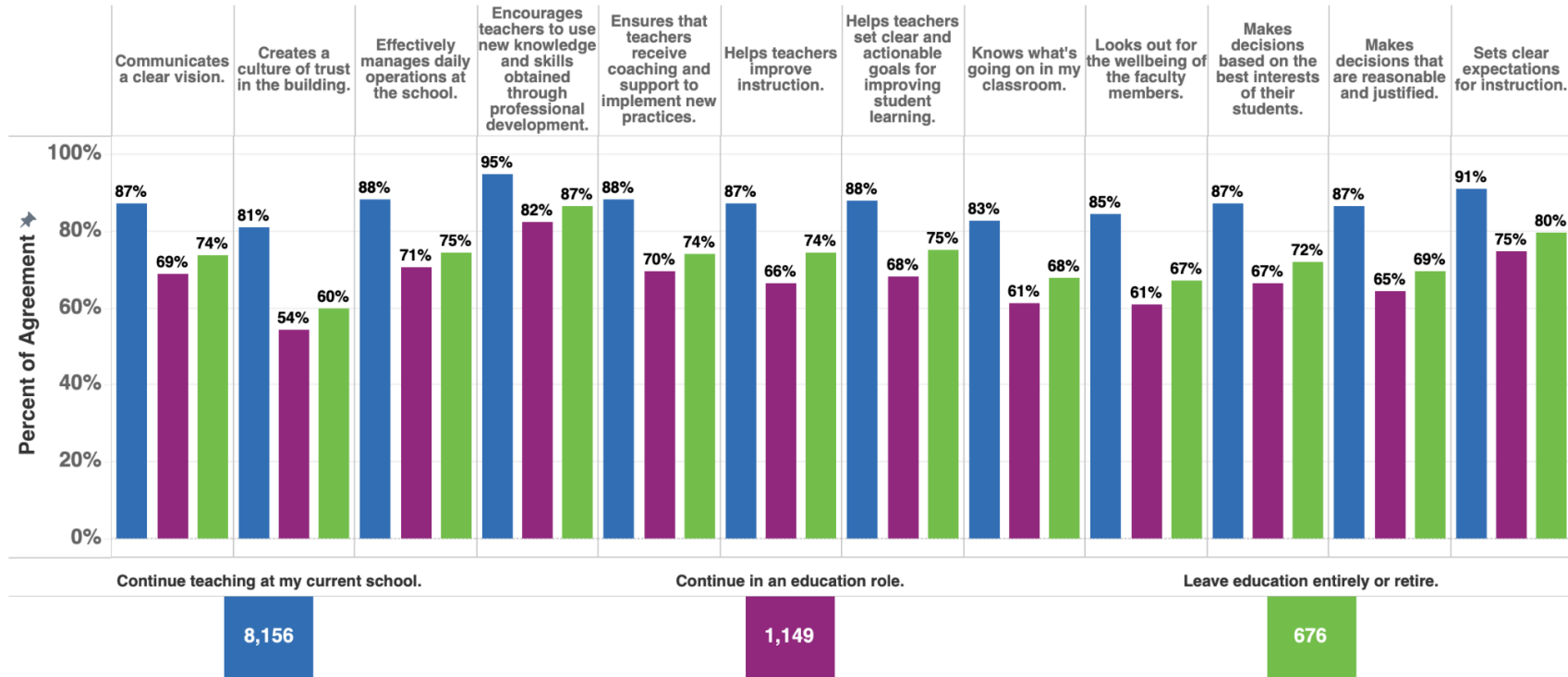


**REGION 2 - SOUTHEAST**

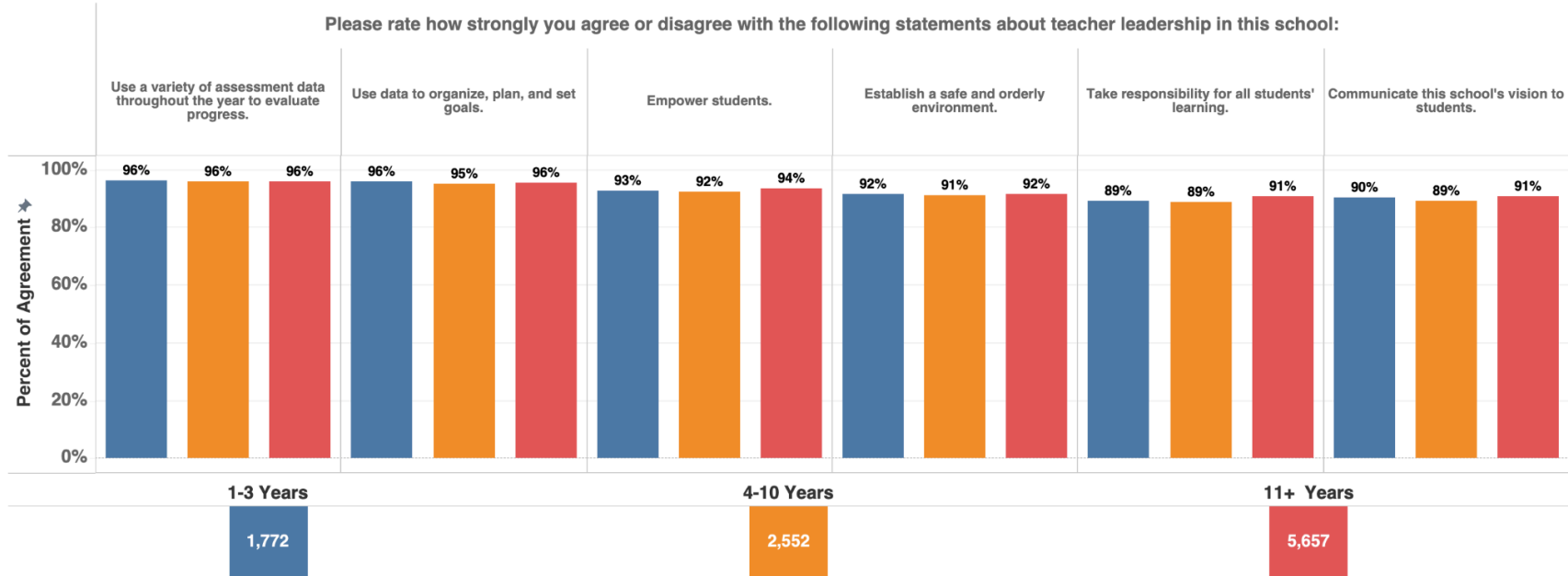
**Retention - Item Level Agreement Southeast**



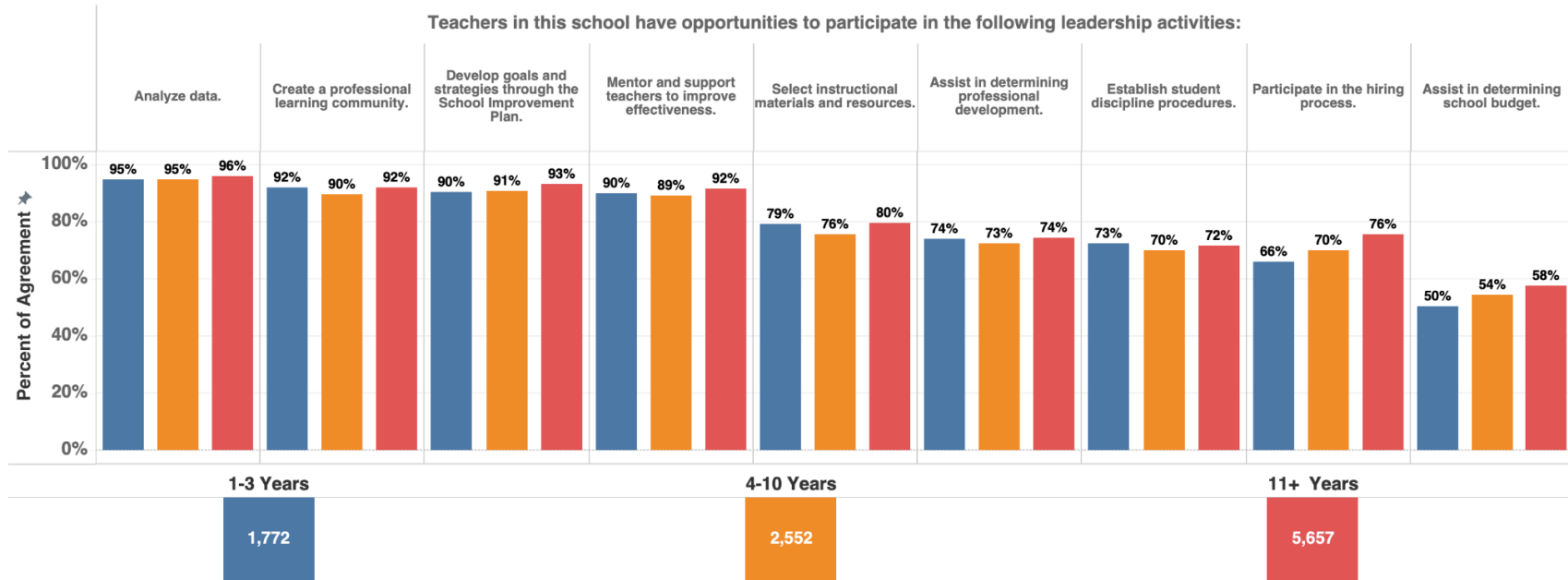
### School Leadership - Item Level Agreement Southeast



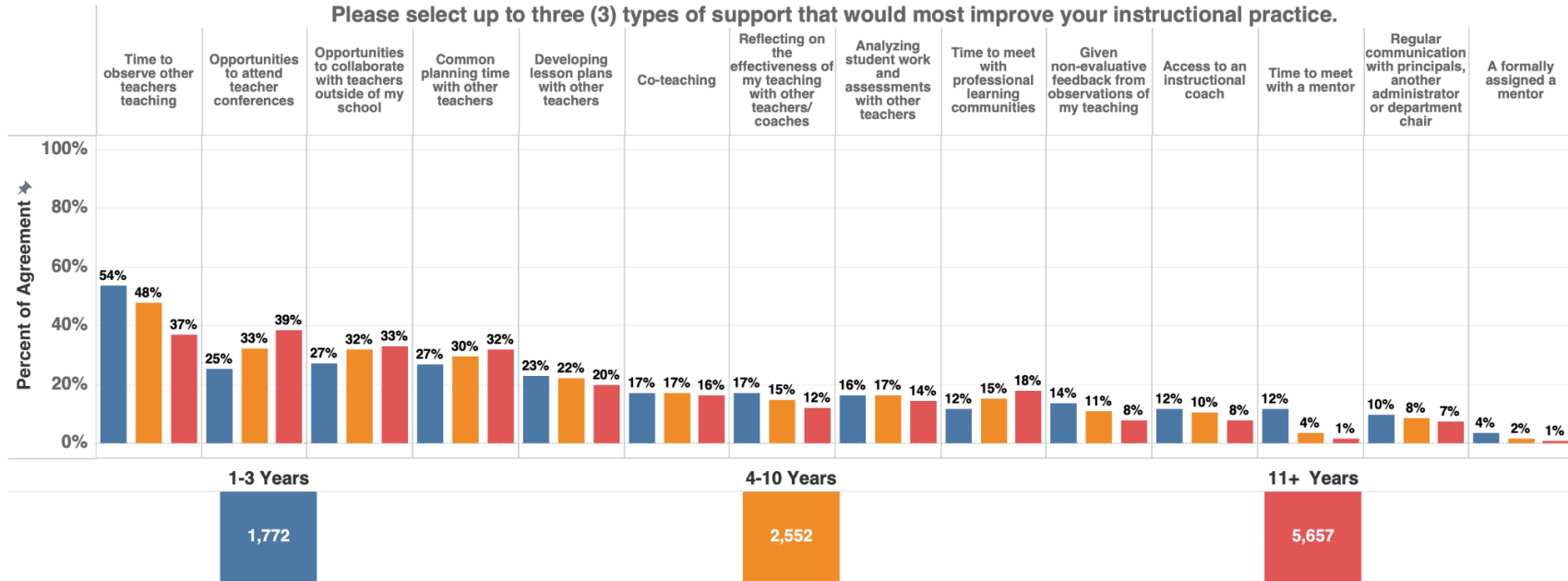
### Teacher Leadership - Item Level Agreement Southeast



### Teacher Leadership - Item Level Agreement Southeast



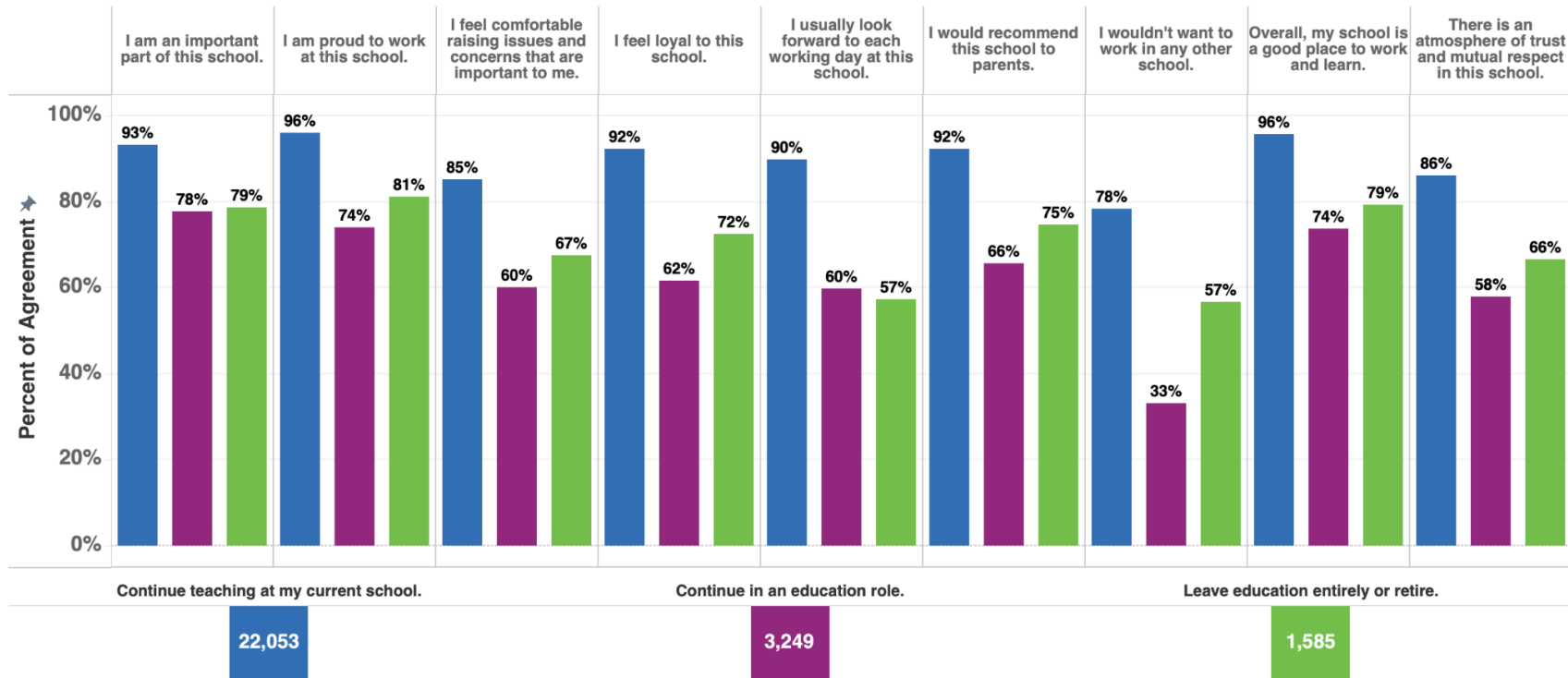
### Instructional Support Needs - Item Level Agreement Southeast



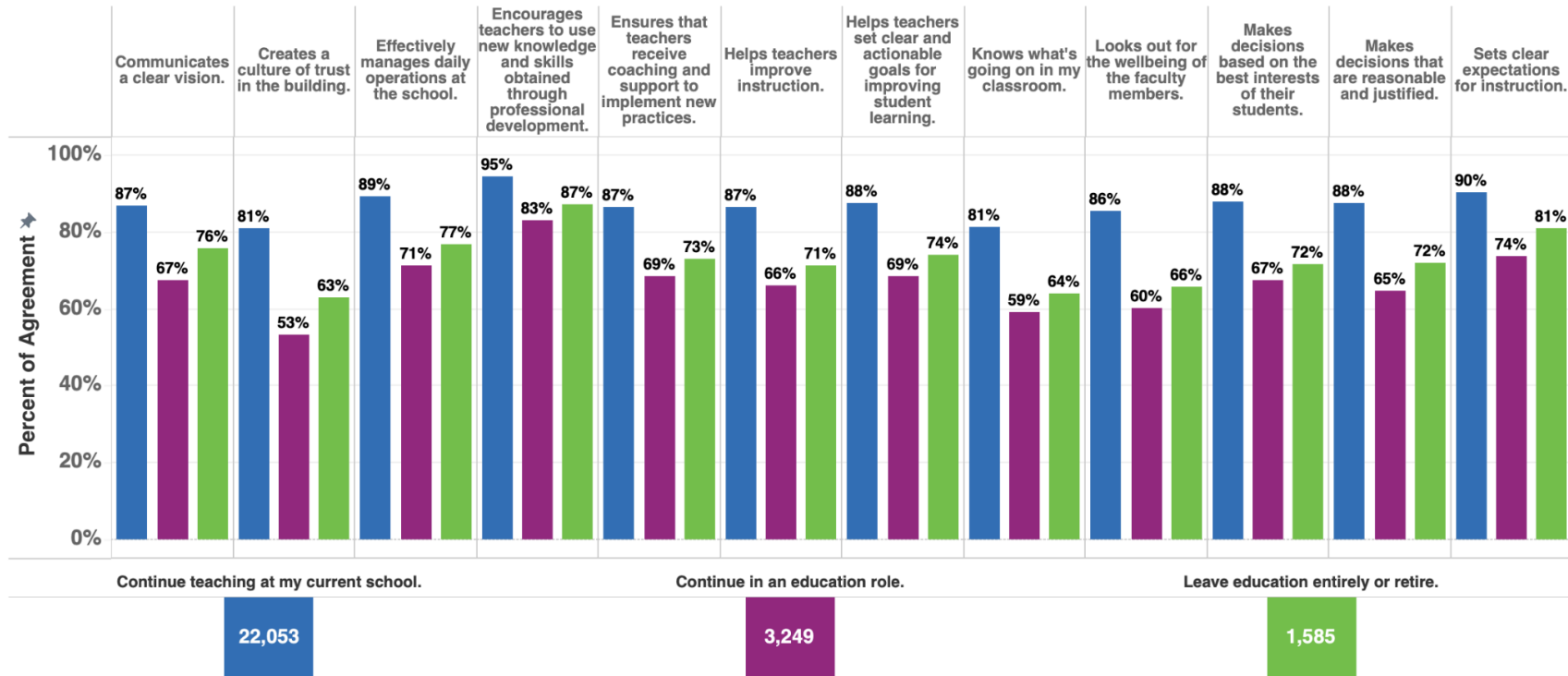


**REGION 3 - NORTH CENTRAL**

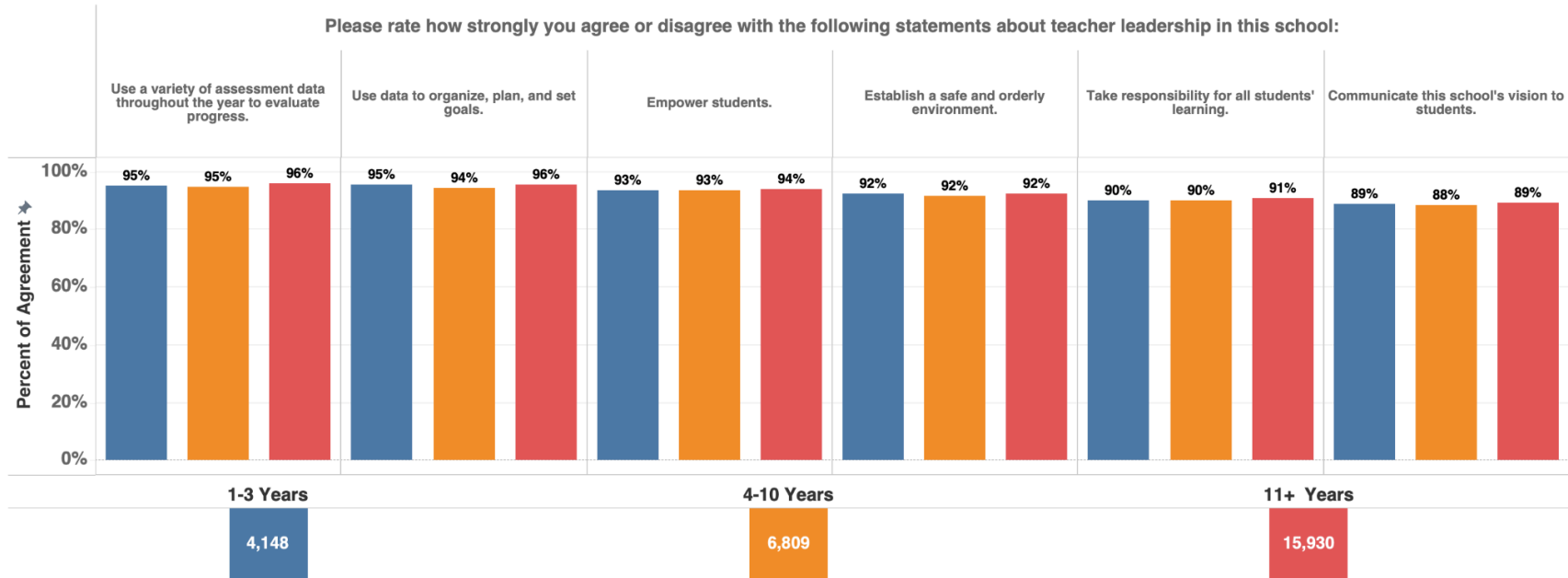
**Retention - Item Level Agreement  
North Central**



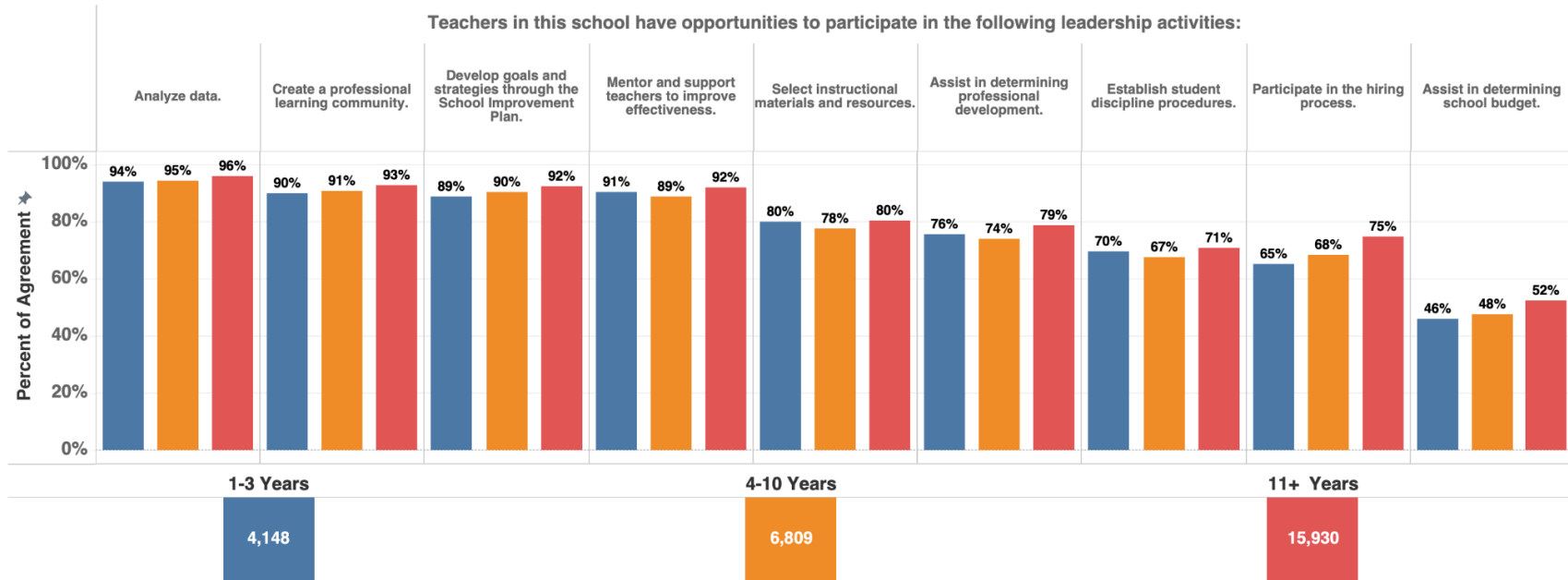
### School Leadership - Item Level Agreement North Central



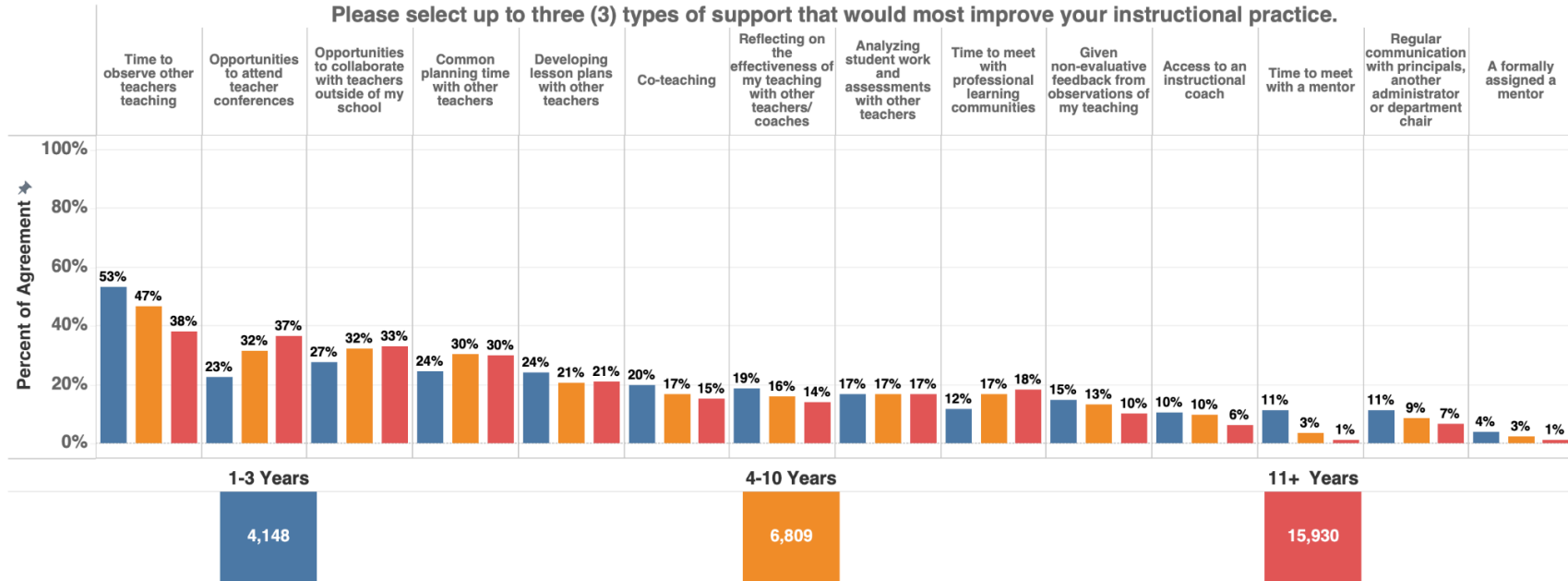
### Teacher Leadership - Item Level Agreement North Central



### Teacher Leadership - Item Level Agreement North Central

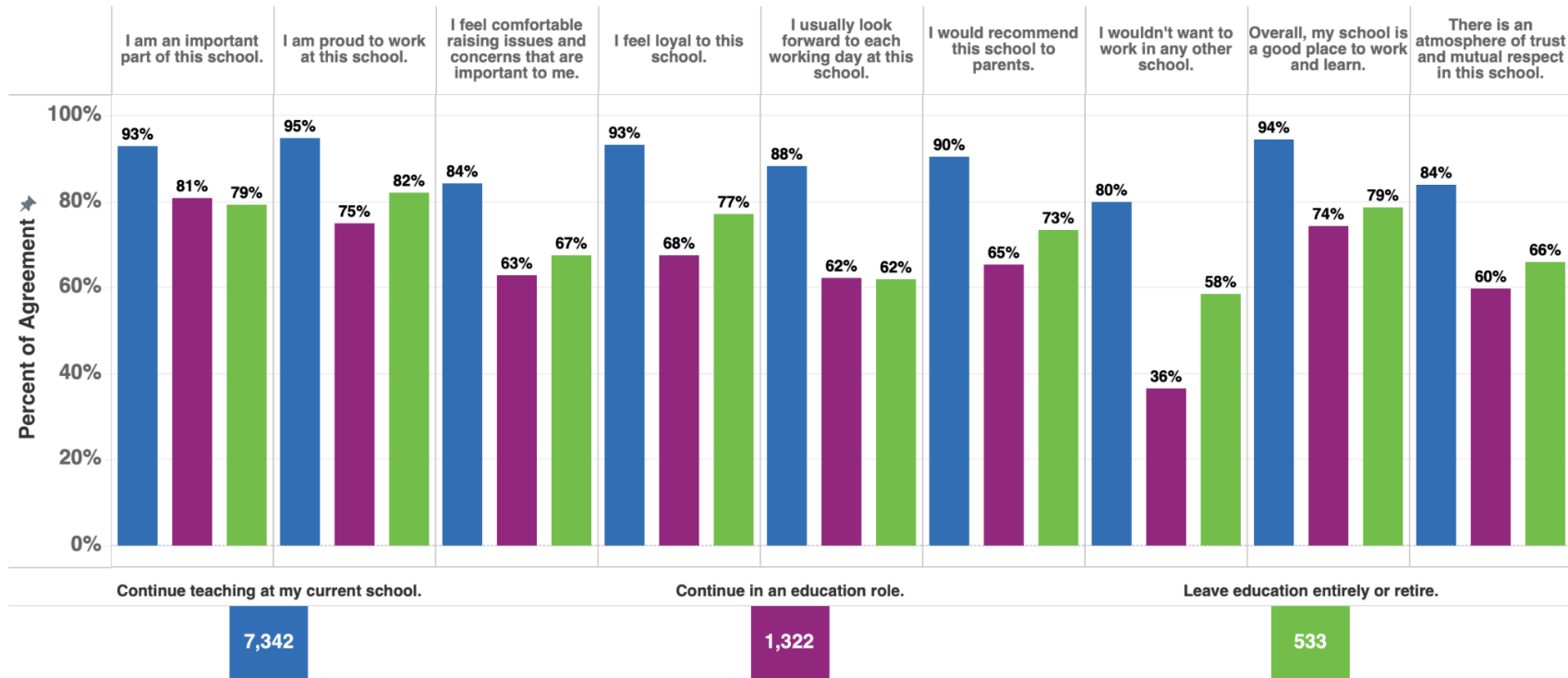


### Instructional Support Needs - Item Level Agreement North Central

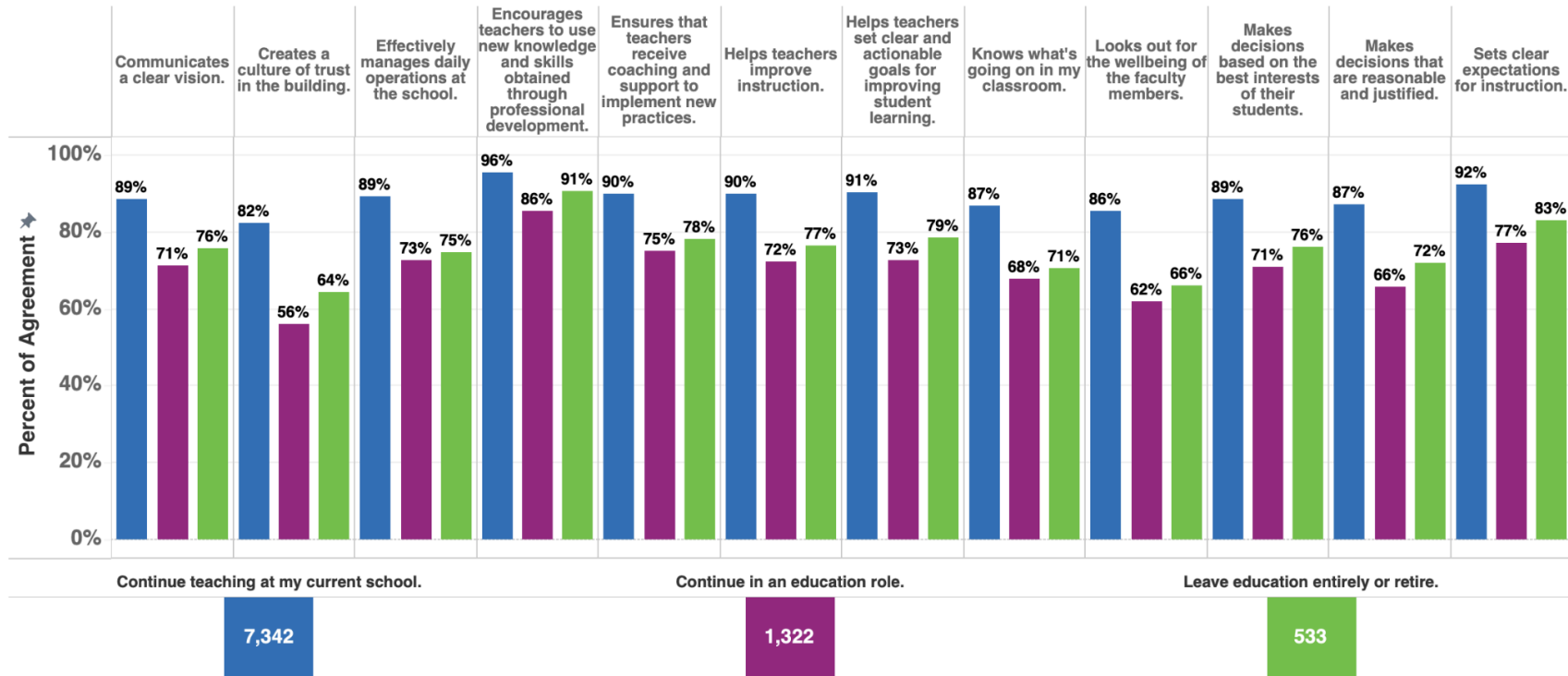


**REGION 4 - SANDHILLS**

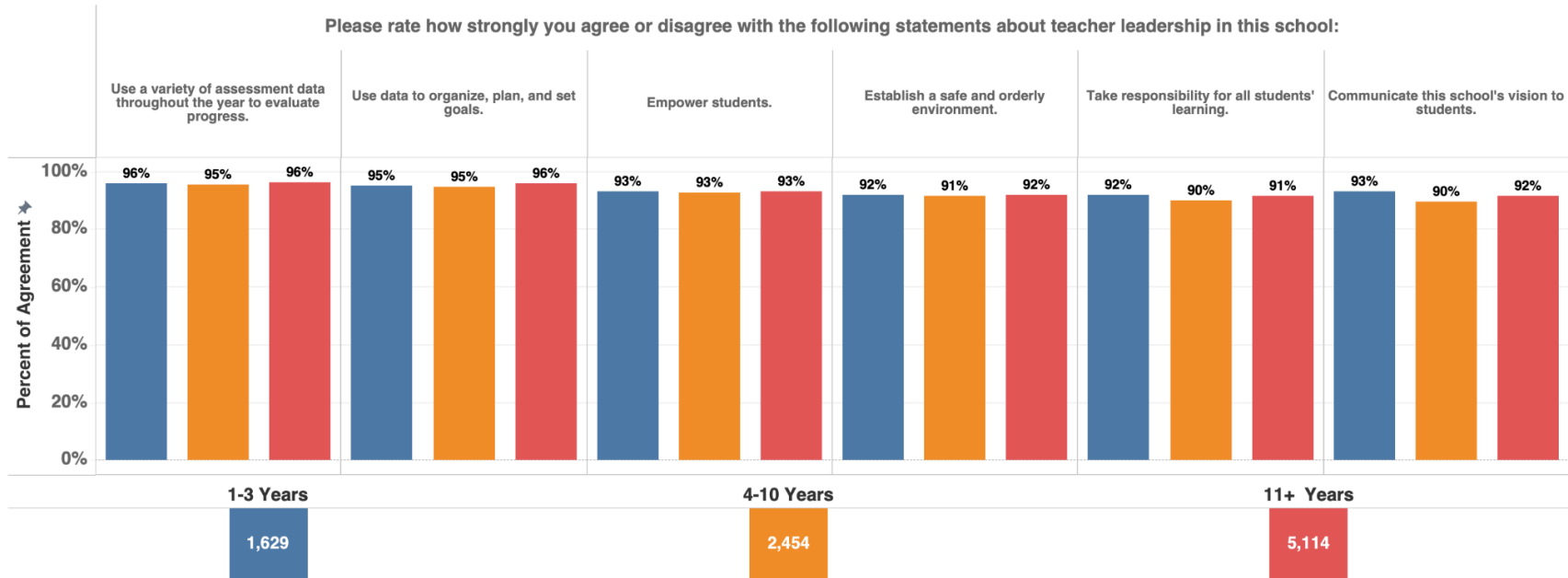
**Retention - Item Level Agreement Sandhills**



## School Leadership - Item Level Agreement Sandhills

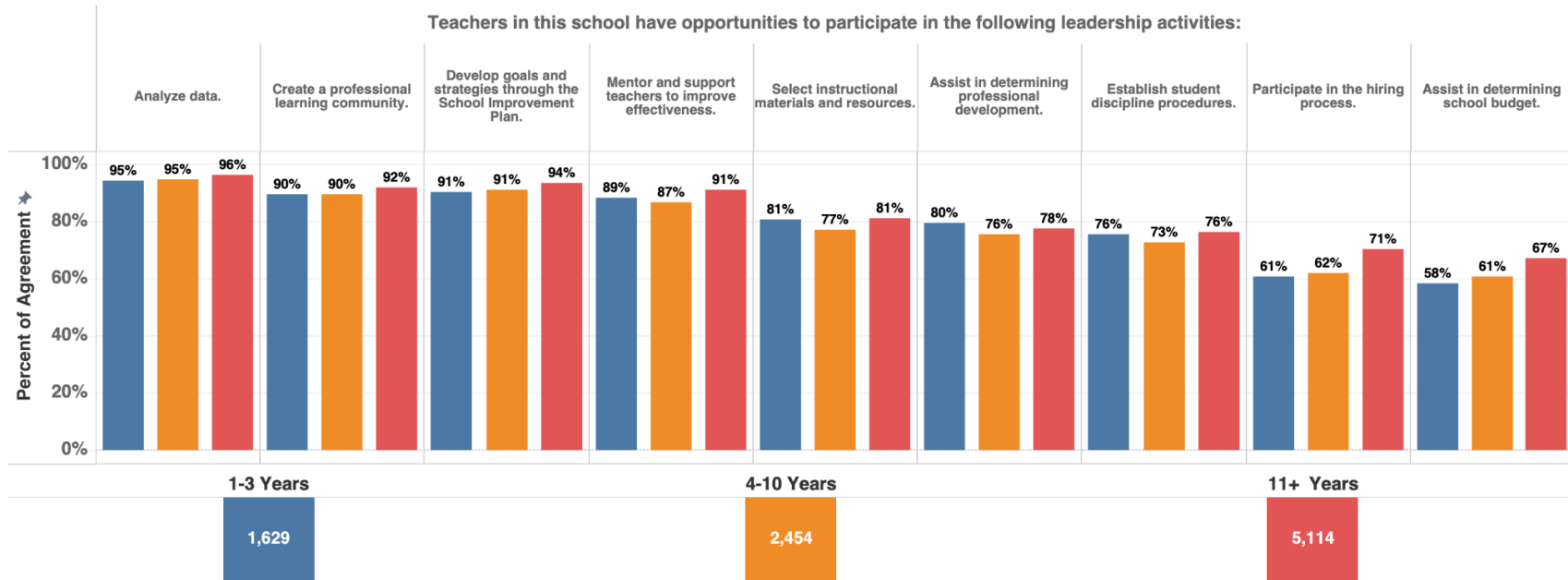


### Teacher Leadership - Item Level Agreement Sandhills



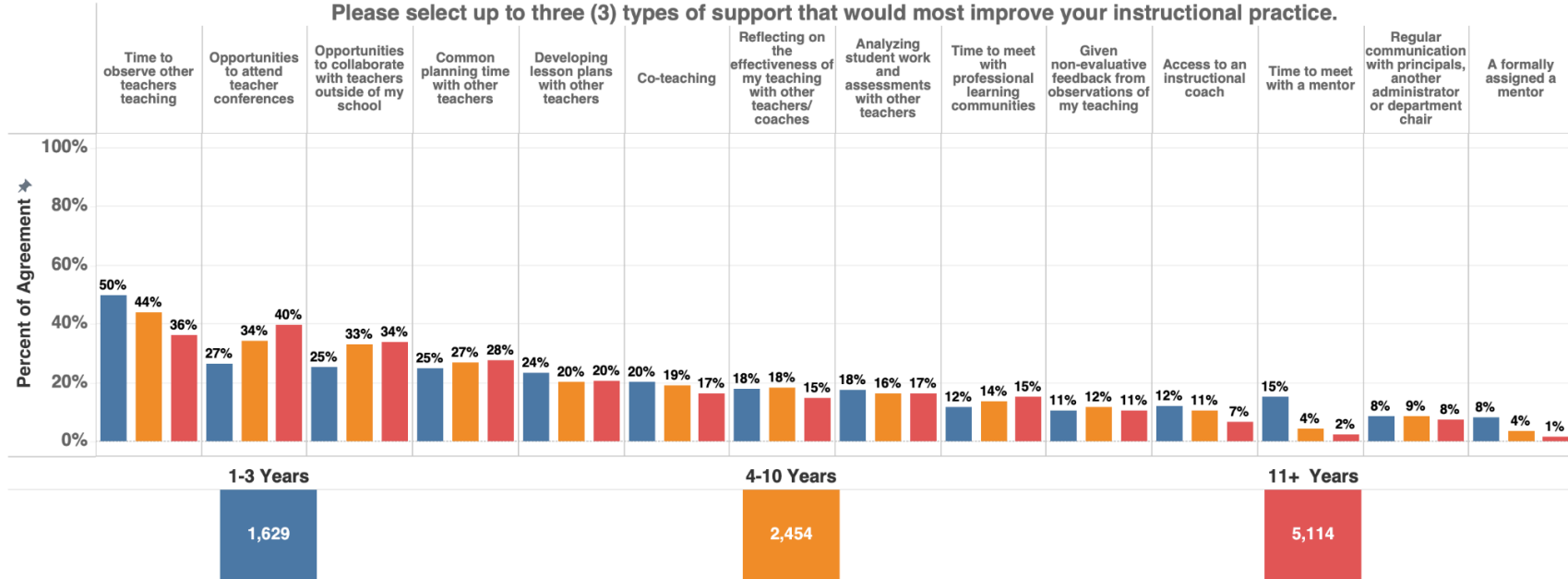


### Teacher Leadership - Item Level Agreement Sandhills



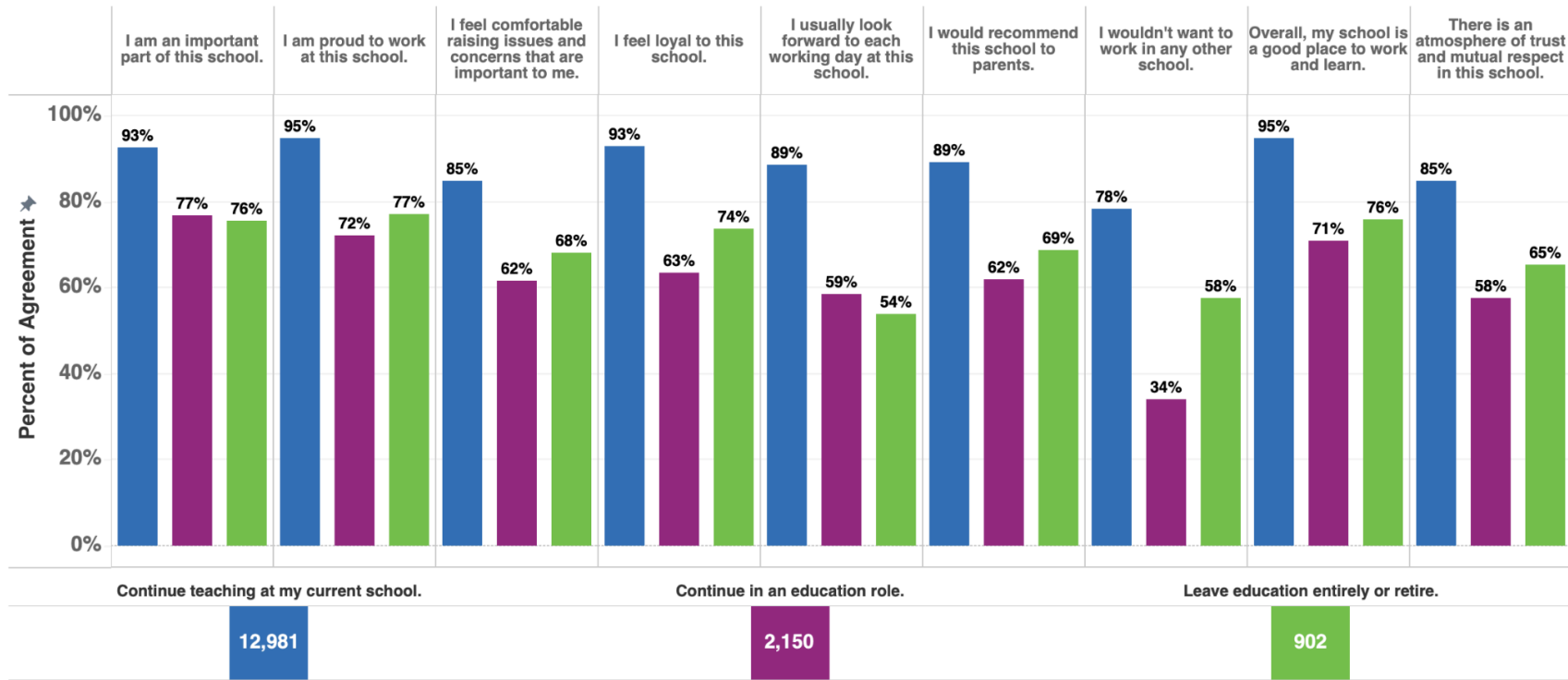
### Instructional Support Needs - Item Level Agreement Sandhills

Please select up to three (3) types of support that would most improve your instructional practice.

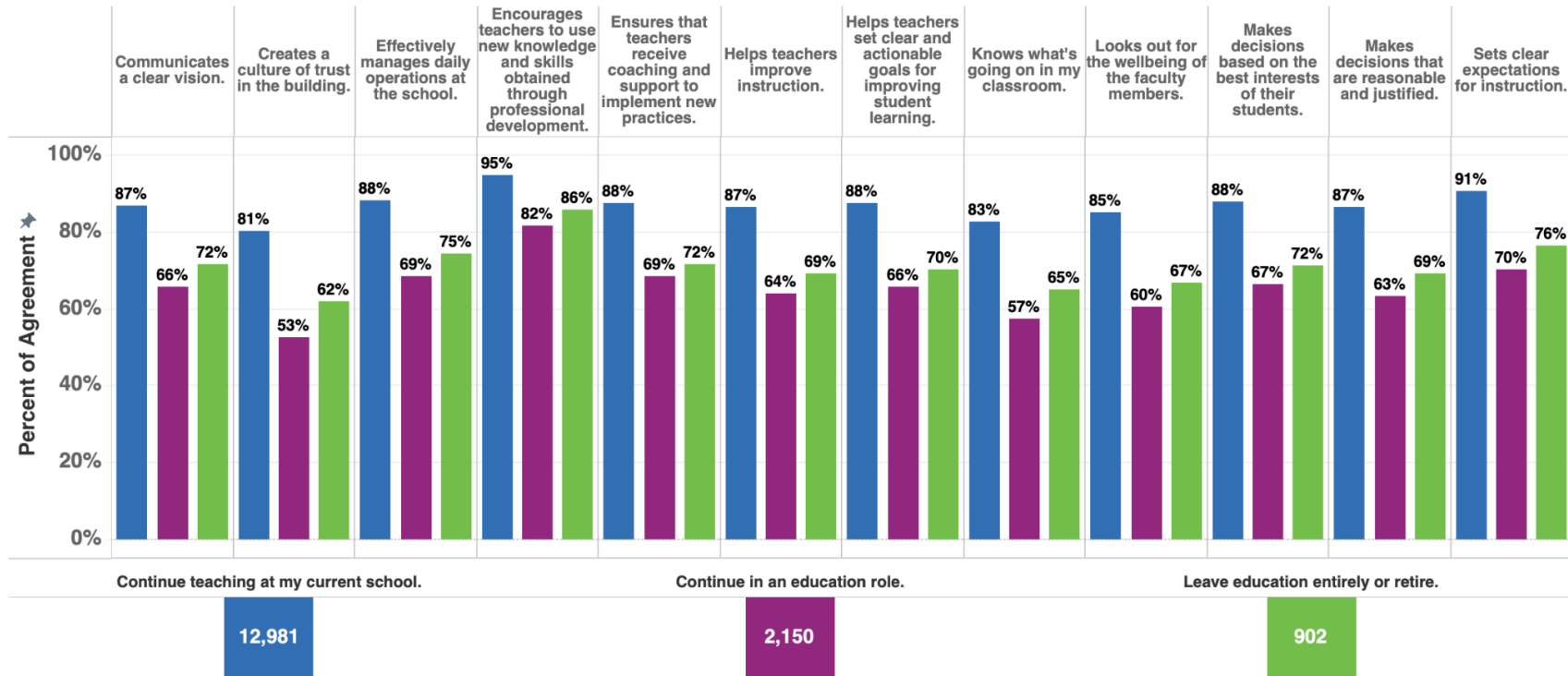


**REGION 5 - PIEDMONT-TRIAD**

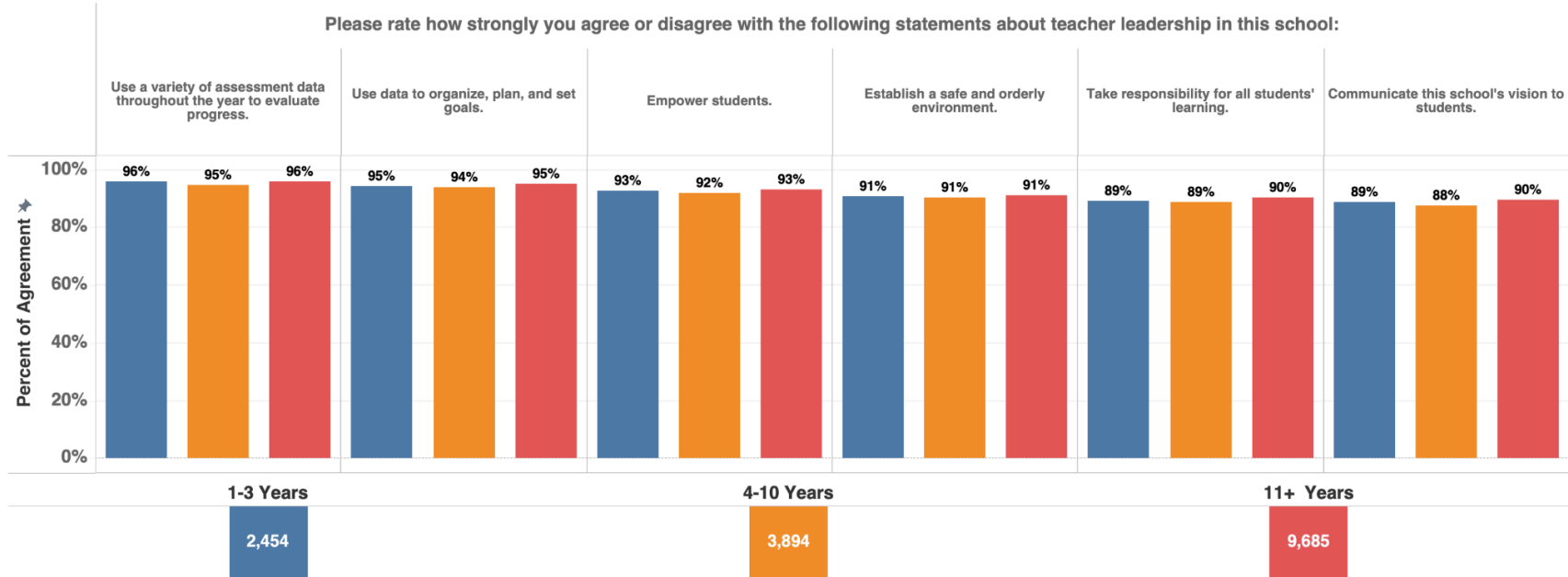
**Retention - Item Level Agreement  
Piedmont Triad**



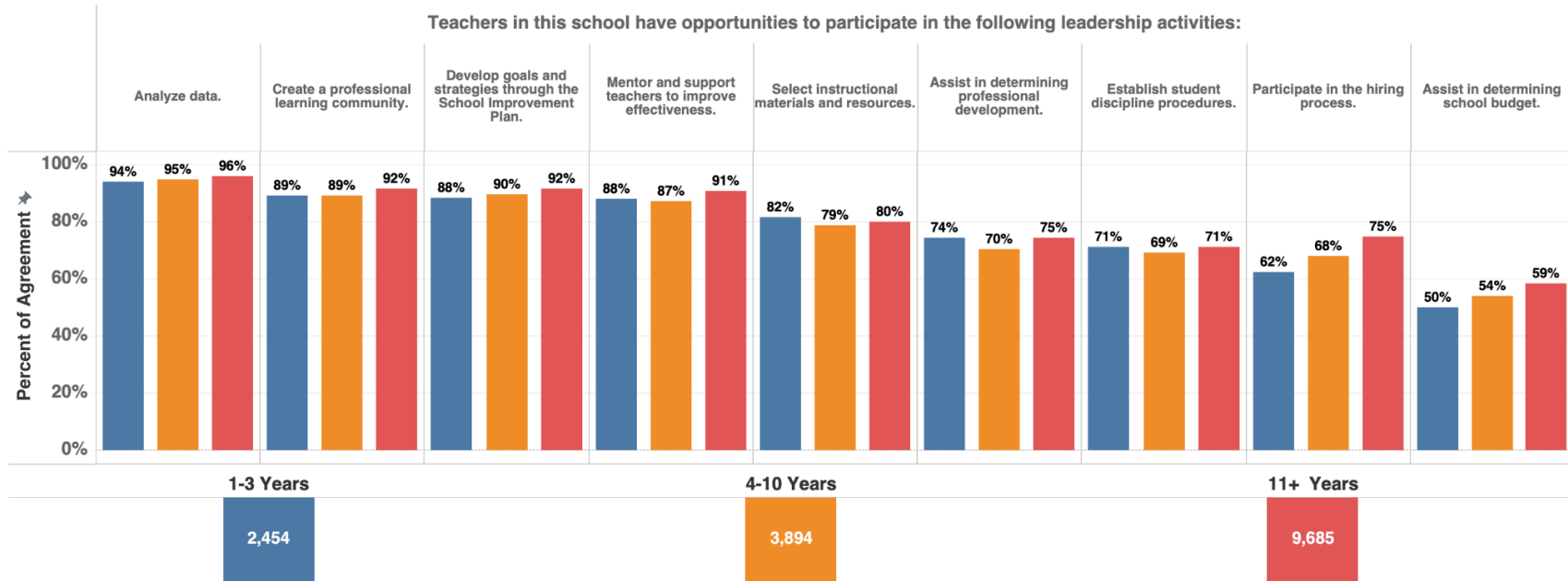
### School Leadership - Item Level Agreement Piedmont Triad



### Teacher Leadership - Item Level Agreement Piedmont Triad

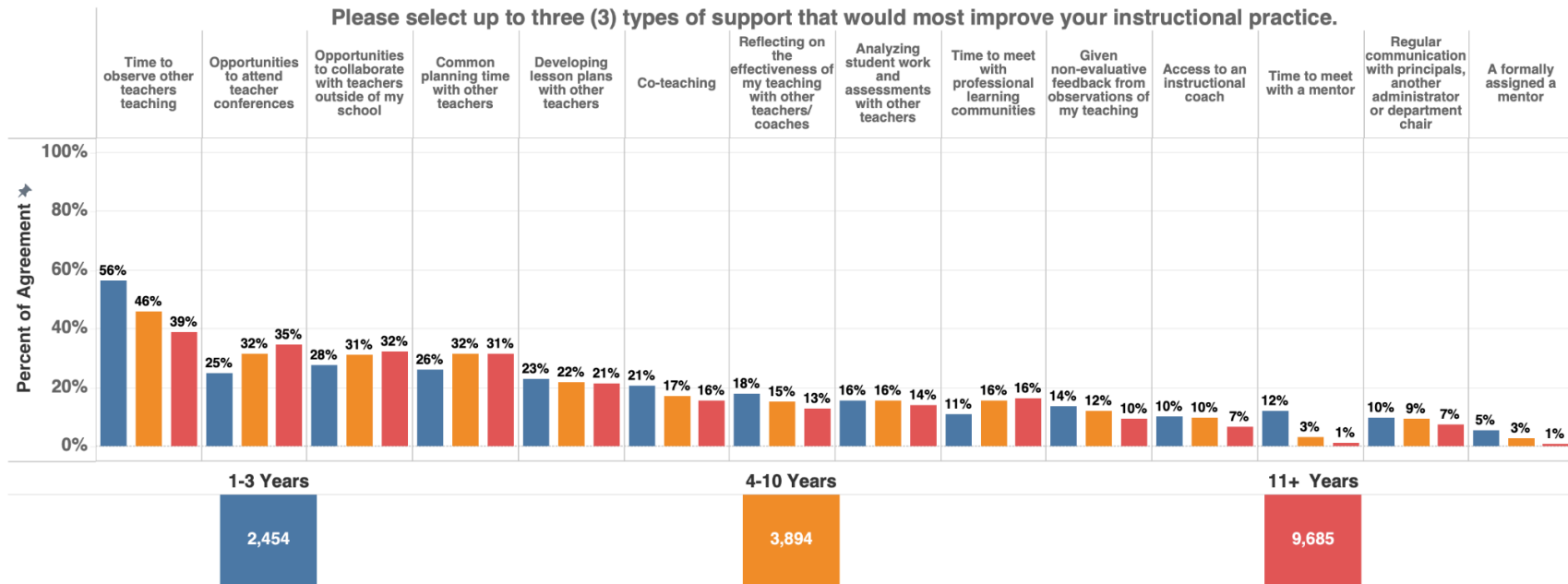


### Teacher Leadership - Item Level Agreement Piedmont Triad



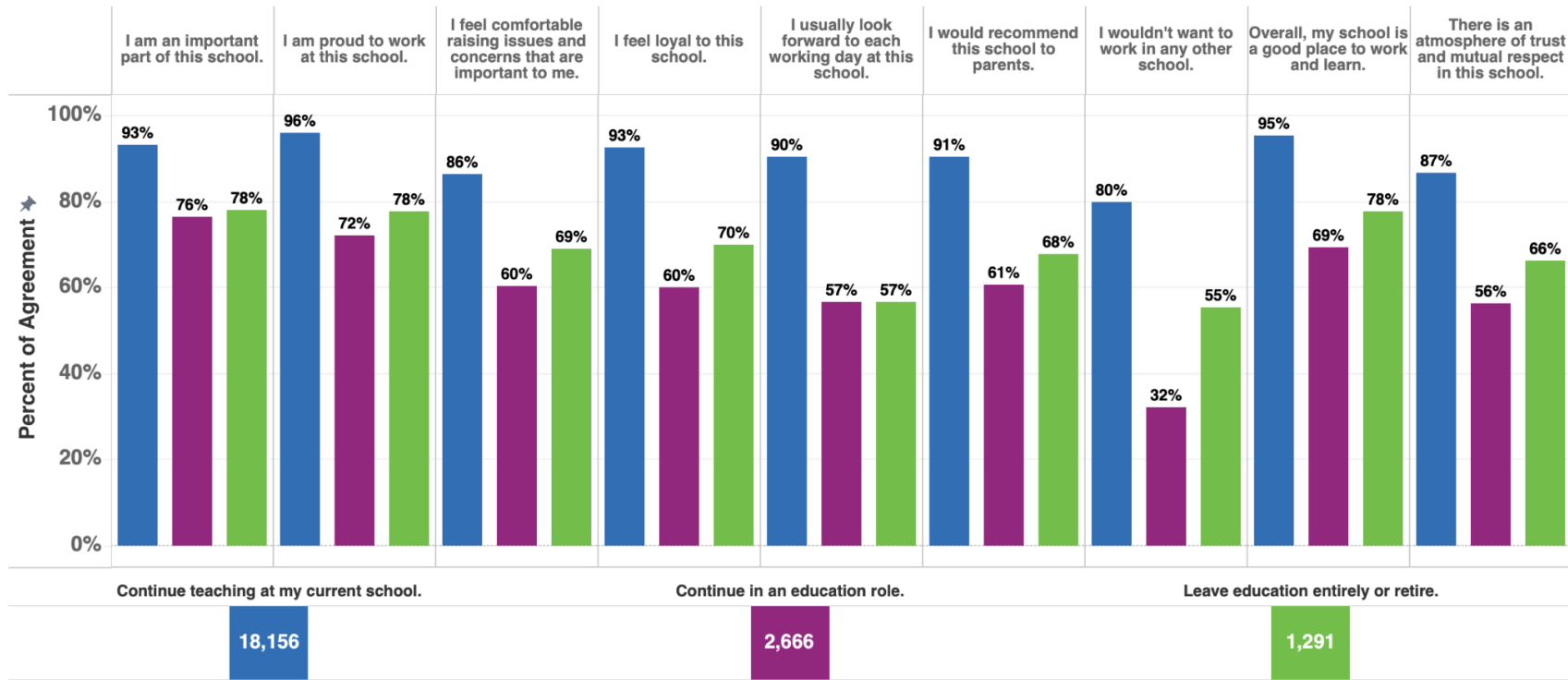
### Instructional Support Needs

### Instructional Support Needs - Item Level Agreement Piedmont Triad



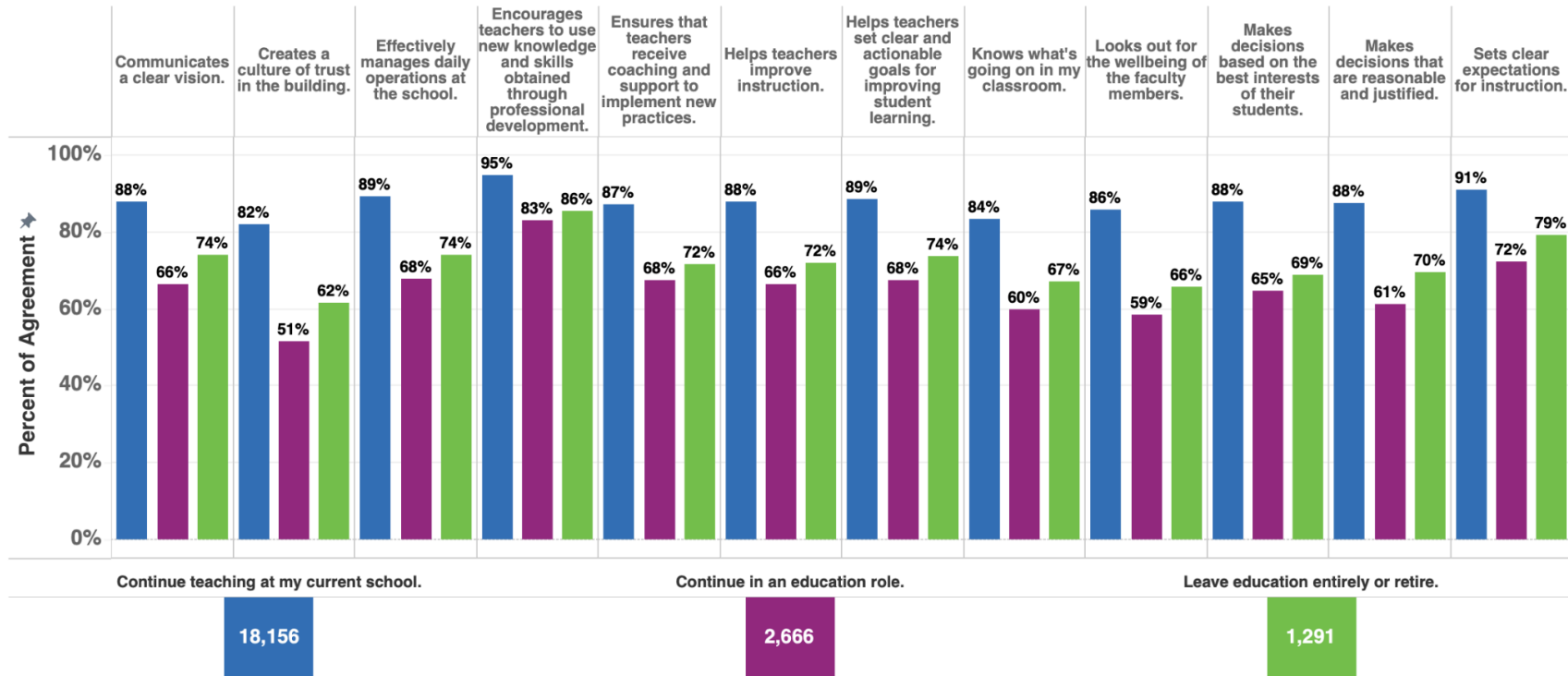
**REGION 6 - SOUTHWEST**

**Retention - Item Level Agreement Southwest**

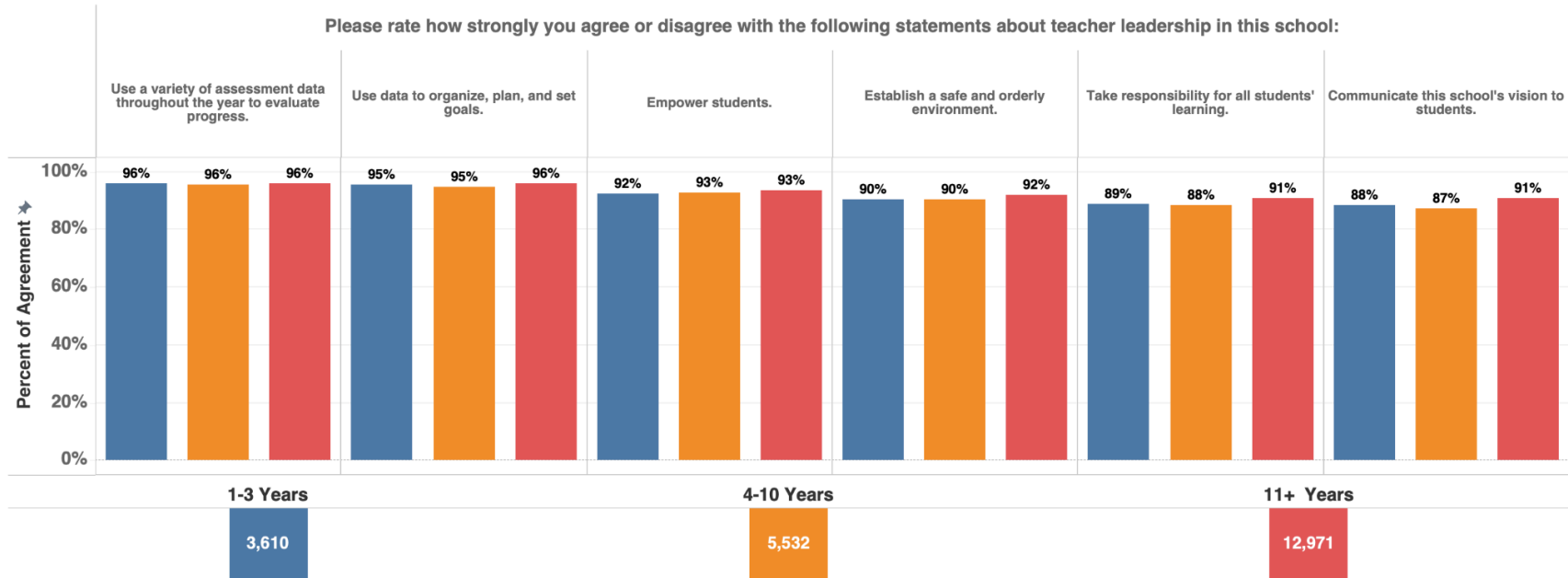




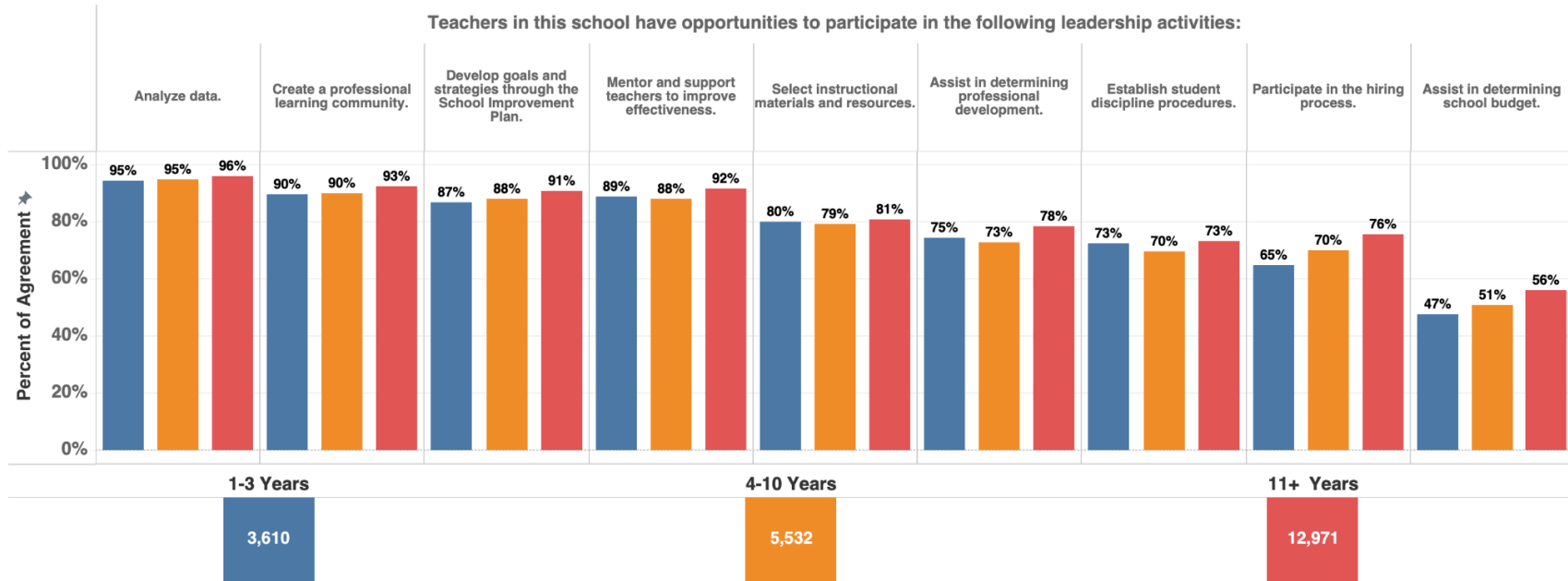
## School Leadership - Item Level Agreement Southwest



### Teacher Leadership - Item Level Agreement Southwest



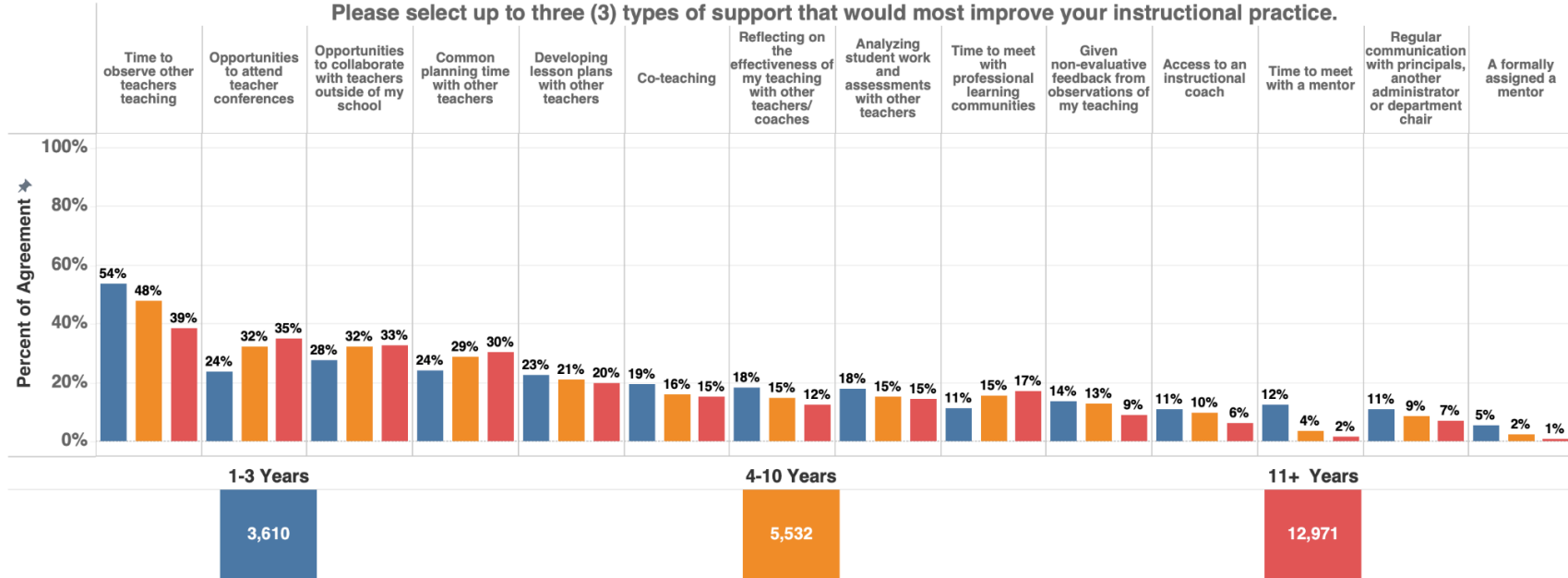
### Teacher Leadership - Item Level Agreement Southwest



### Instructional Support Needs

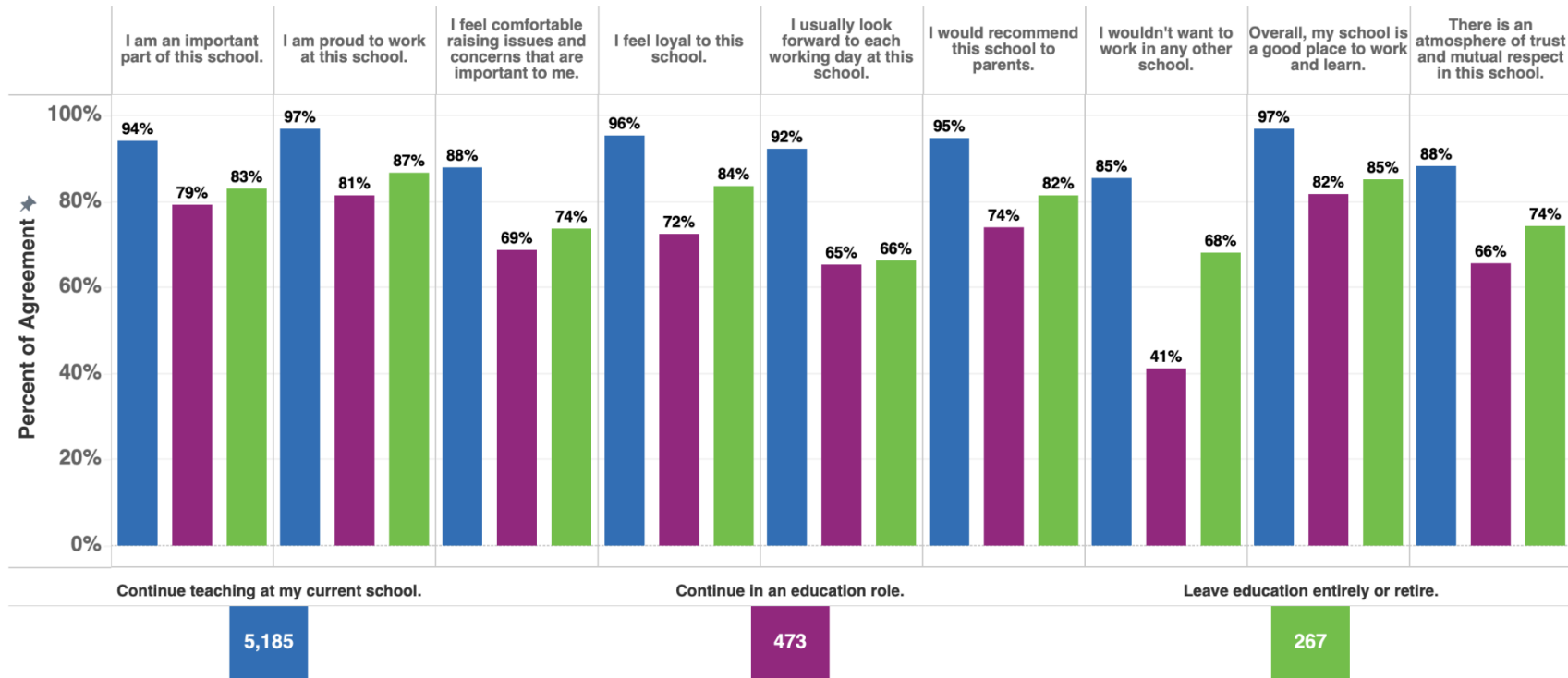
### Instructional Support Needs - Item Level Agreement Southwest

Please select up to three (3) types of support that would most improve your instructional practice.

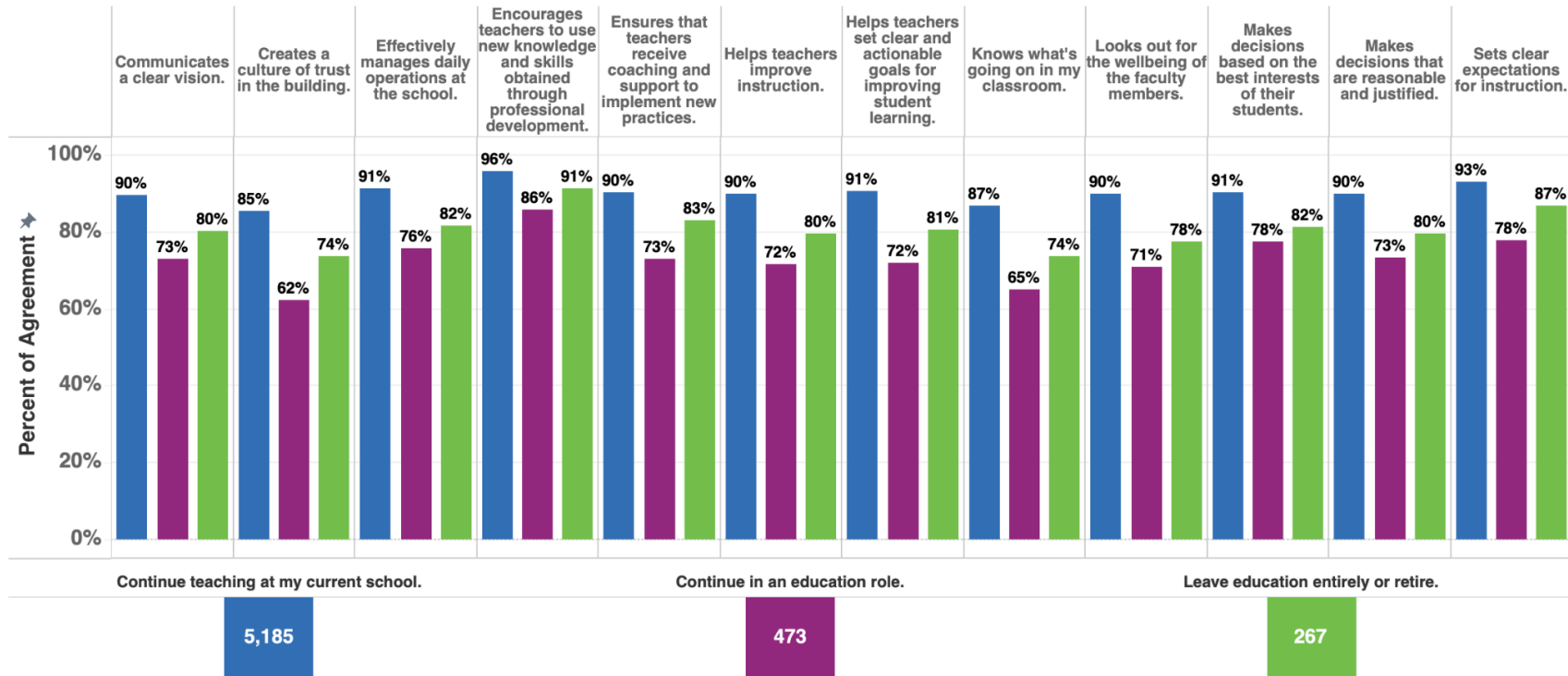


**REGION 7 - NORTHWEST**

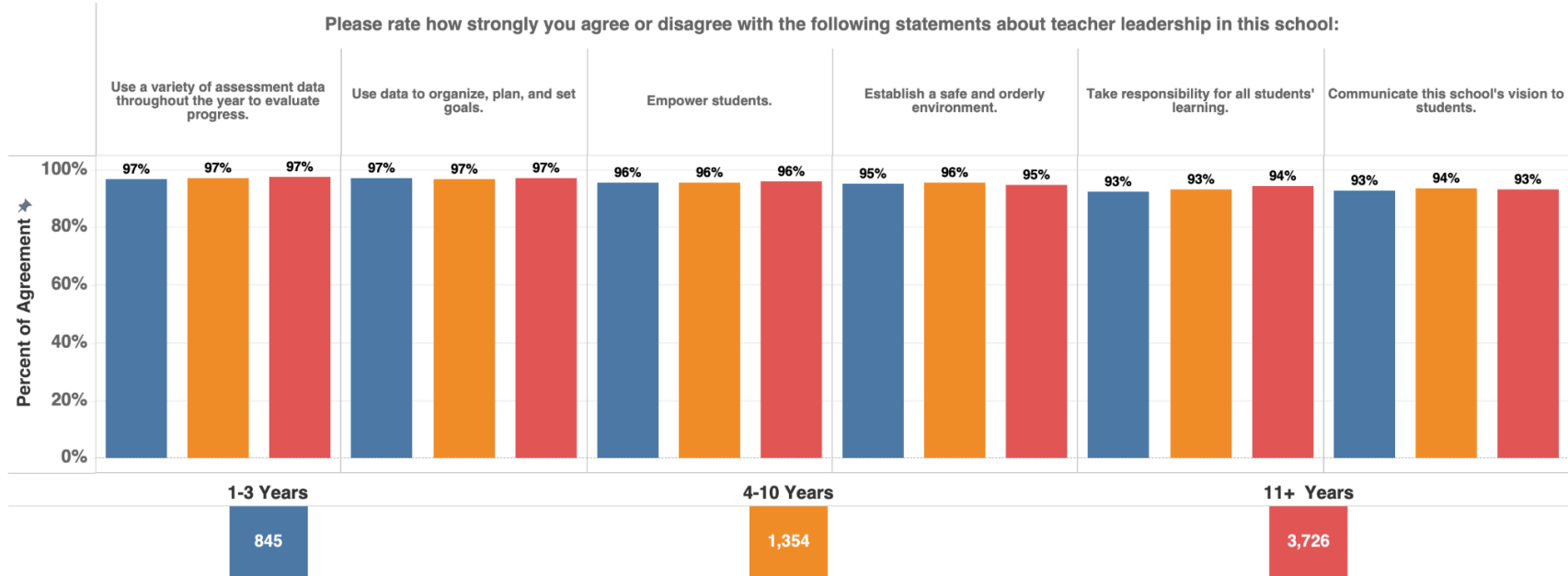
**Retention - Item Level Agreement  
Northwest**



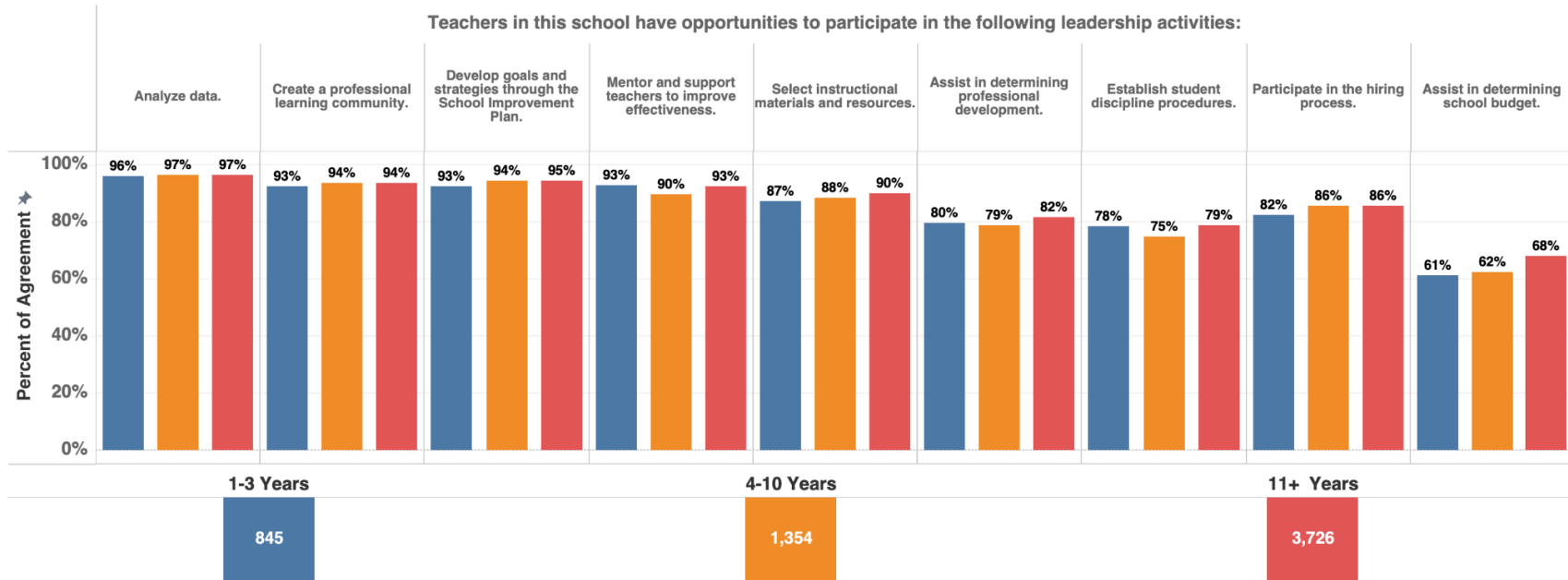
### School Leadership - Item Level Agreement Northwest



### Teacher Leadership - Item Level Agreement Northwest



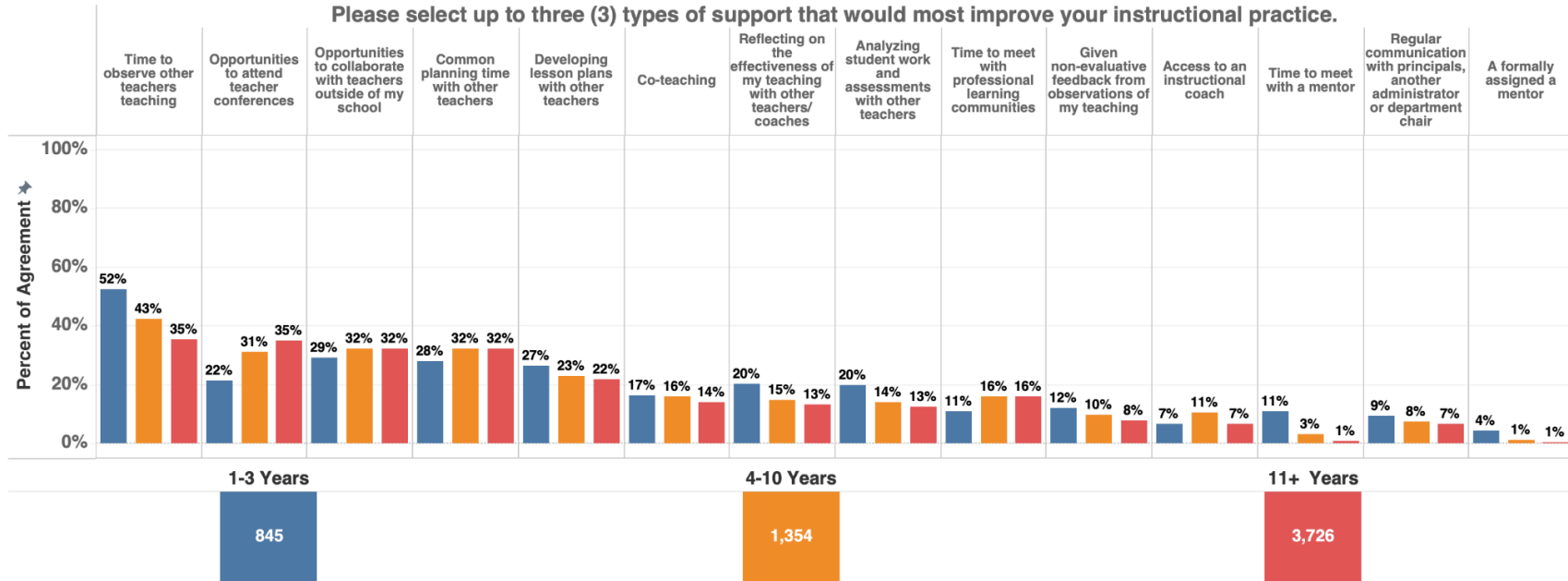
### Teacher Leadership - Item Level Agreement Northwest



### Instructional Support Needs

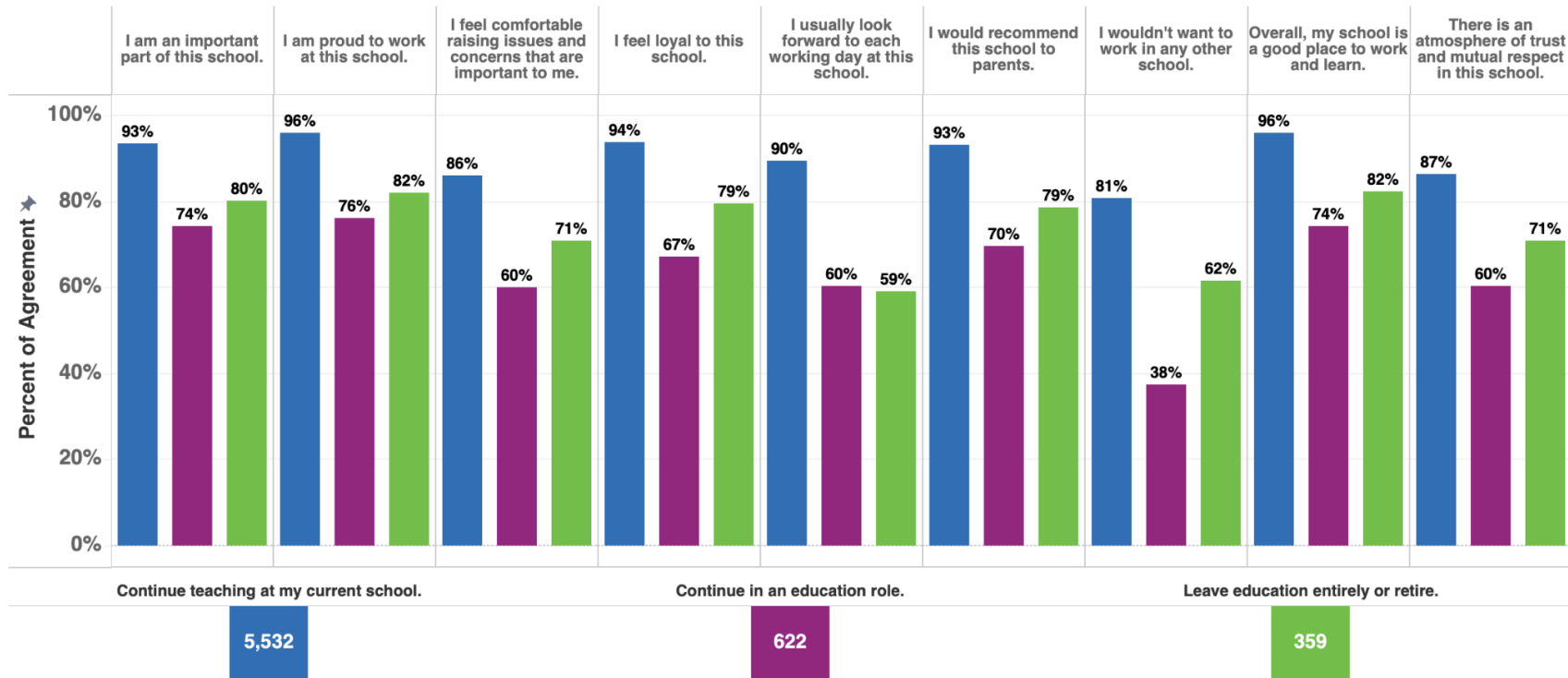


### Instructional Support Needs - Item Level Agreement Northwest

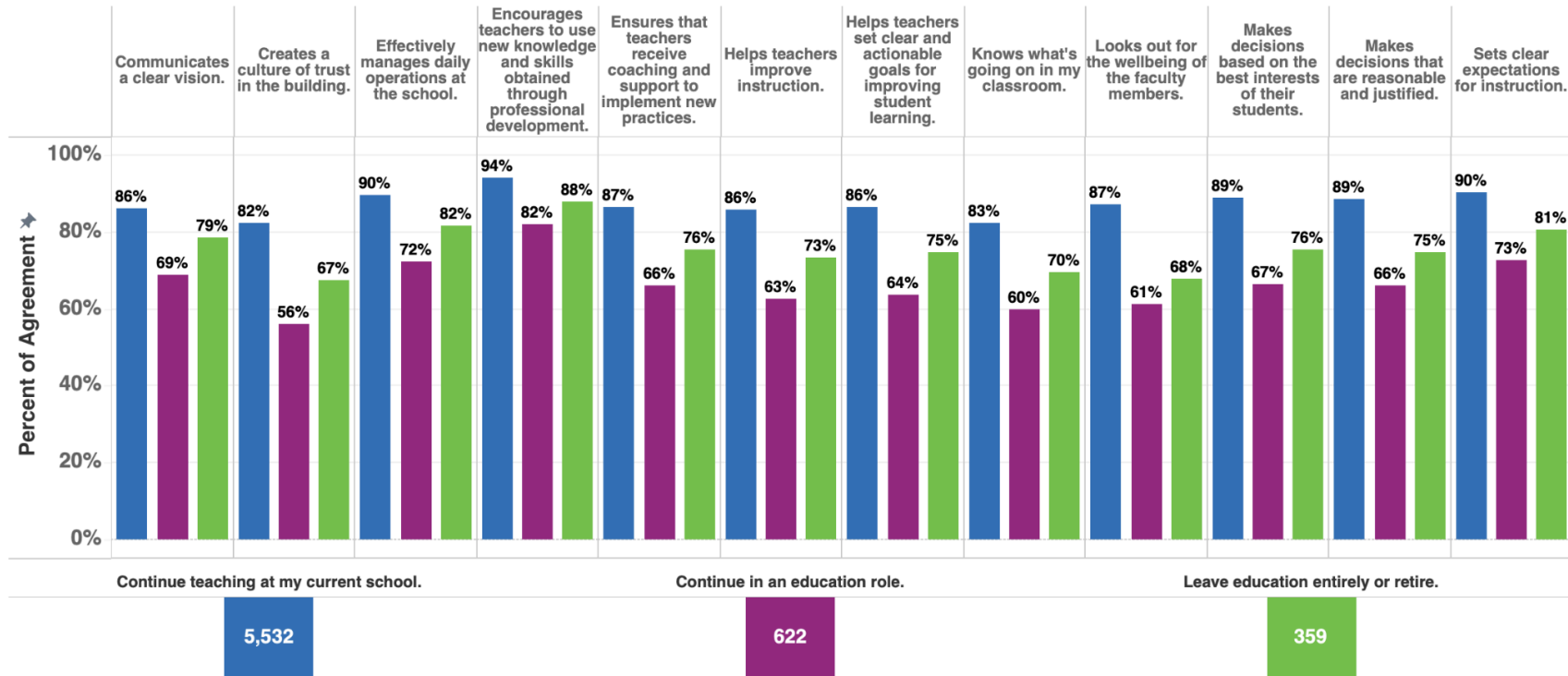


**REGION 8 - WESTERN**

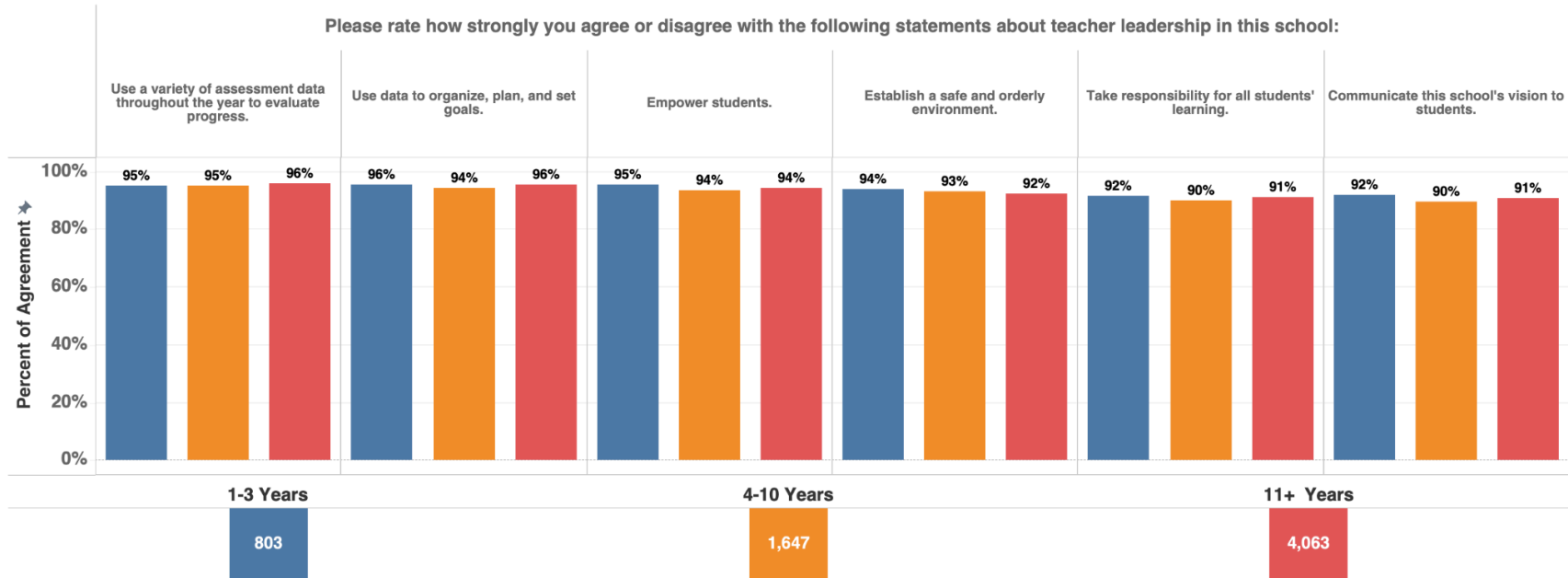
**Retention - Item Level Agreement  
Western**



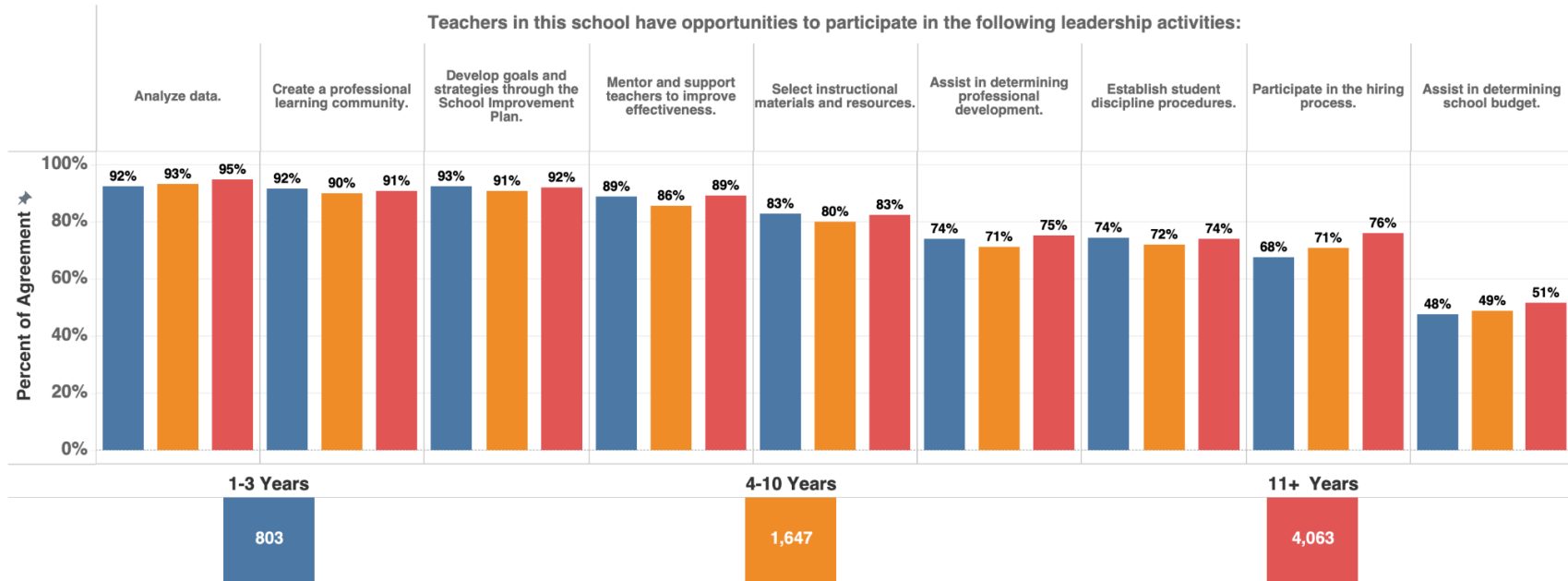
## School Leadership - Item Level Agreement Western



### Teacher Leadership - Item Level Agreement Western

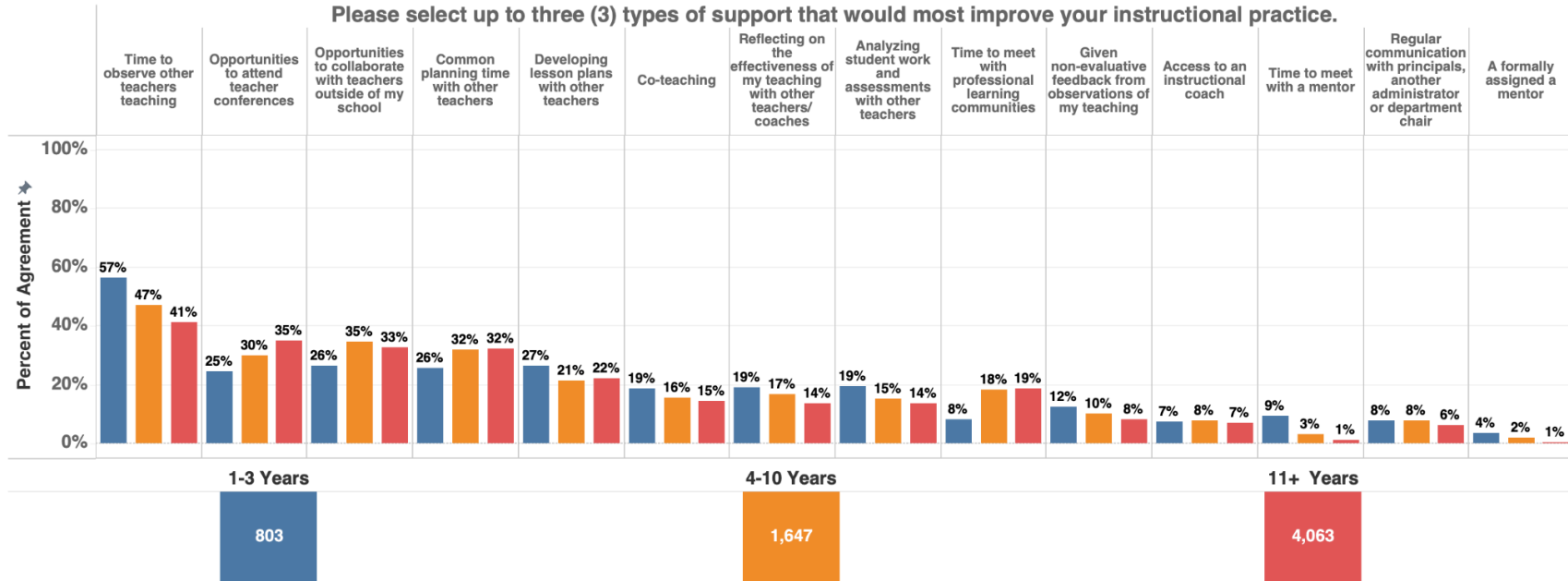


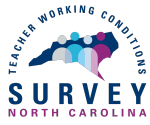
### Teacher Leadership - Item Level Agreement Western



### Instructional Support Need

### Instructional Support Needs - Item Level Agreement Western





## 2024 NC TEACHER WORKING CONDITIONS SURVEY

### Demographics

Please indicate your *current* position:

- Classroom Teacher (certified and non-certified)
- Student Services Personnel (e.g., school counselor, school psychologist, social worker, media coordinator, instructional coaches, etc.)
- Principal/Assistant Principal
- None of the above

How many total years have you been employed as an educator?

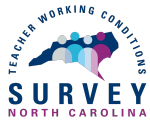
- One Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ Years

How many total years have you been employed in the school in which you are currently working?

- One Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ Years

Which of the following best describes your immediate professional plans? (Select one.)

- Continue teaching at my current school.
- Continue teaching in this district but leave this school.
- Continue teaching in this state but leave this district.
- Continue teaching in a state other than North Carolina.
- Continue working in education but pursue an administrative position.
- Continue working in education but pursue a non-administrative position.
- Leave education entirely.
- Retire.



## Retention

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

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. Overall, my school is a good place to work and learn.
2. There is an atmosphere of trust and mutual respect in this school.
3. I feel comfortable raising issues and concerns that are important to me.
4. I usually look forward to each working day at this school.
5. I wouldn't want to work in any other school.
6. I feel loyal to this school.
7. I would recommend this school to parents.
8. I am an important part of this school.
9. I am proud to work at this school.

## School Leadership

Please rate how strongly you agree or disagree with the following statements about *leadership*<sup>1</sup> at this school.

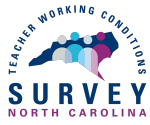
Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

*Leadership at this school:*

1. Sets clear expectations for instruction.
2. Communicates a clear vision.
3. Knows what's going on in my classroom.
4. Encourages teachers to use new knowledge and skills obtained through professional development.
5. Helps teachers improve instruction.
6. Helps teachers set clear and actionable goals for improving student learning.
7. Ensures that teachers receive coaching and support to implement new practices.
8. Creates a culture of trust in the building.
9. Makes decisions based on the best interests of their students.
10. Looks out for the wellbeing of the faculty members.
11. Effectively manages daily operations at the school.
12. Makes decisions that are reasonable and justified.

<sup>1</sup> School leadership is an individual, group of individuals or team within this school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social, and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.





### Teacher Leadership

*Please rate how strongly you agree or disagree with the following statements about teacher leadership.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

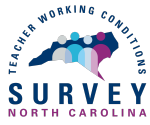
*Teachers<sup>1</sup> in this school:*

1. Communicate this school’s vision to students
2. Empower students.
3. Establish a safe and orderly environment.
4. Take responsibility for all students’ learning.
5. Use data to organize, plan, and set goals.
6. Use a variety of assessment data throughout the year to evaluate progress.

*Teachers<sup>1</sup> in this school have opportunities to participate in the following leadership activities:*

7. Analyze data.
8. Assist in determining professional development.
9. Assist in determining school budget.
10. Create a professional learning community.
11. Develop goals and strategies through the School Improvement Plan.
12. Establish student discipline procedures.
13. Mentor and support teachers to improve effectiveness.
14. Participate in the hiring process.
15. Select instructional materials and resources.

<sup>1</sup>Teachers means a majority of teachers in this school.



## Managing Student Conduct

Please rate how strongly you agree or disagree with the following statements about *students*<sup>1</sup> at this school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. Students<sup>1</sup> follow the rules for student conduct.
2. Teachers<sup>2</sup> routinely enforce the rules for student conduct.
3. School leadership<sup>3</sup> supports teachers' efforts to maintain discipline in the classroom.
4. School leadership<sup>3</sup> routinely enforces rules for student conduct.
5. This school uses positive behavioral interventions and supports.

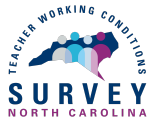
<sup>1</sup>Students means a majority of students in this school.

<sup>2</sup>Teachers means a majority of teachers in this school.

<sup>3</sup>School leadership is an individual, group of individuals or team within this school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social, and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

*The following are student conduct issues at my school:*

6. Bullying
7. Cheating
8. Cyberbullying
9. Disorder in classrooms
10. Disorder in unstructured areas (e.g., hallways, cafeteria, bathrooms)
11. Drug/tobacco products use
12. Gang activity
13. Physical conflicts among students
14. Robbery or theft
15. Student disrespect of teachers
16. Student possession of weapons
17. Tardiness/skipping class
18. Threats of violence toward teachers
19. Vandalism



### Safety & Wellbeing

*Please rate how strongly you agree or disagree with the following statements about safety and wellbeing at this school.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. School safety issues are addressed quickly.
2. Students at this school are comfortable reporting a bullying incident to a teacher or other staff.
3. Teachers in this school know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.
4. School staff are aware of the content in their emergency operations plan.
5. Students arrive at school with their basic needs met (e.g., school supplies, clean clothes, food, sleep).
6. This school provides adequate services to help students with social, emotional, and mental health needs.

### Facilities & Resources

*Please rate how strongly you agree or disagree with the following statements about this school's facilities and resources.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

*The following aspects of this school's physical environment are sufficient for quality instruction:*

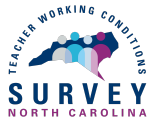
1. Air quality
2. Building cleanliness
3. Building comfort (e.g., size of classrooms; temperature; building layout)
4. Building maintenance (e.g., lead, asbestos, pest control)
5. Building security
6. Light quality
7. Noise quality
8. Reliable internet access

### Community Support & Involvement

*Please rate how strongly you agree or disagree with the following statements about community support and involvement at this school.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. This school encourages parent/guardian involvement.
2. Teachers<sup>1</sup> provide parents/guardians with useful information about student learning.
3. Parents/guardians know what is going on in this school.
4. Parents/guardians support teachers, contributing to their success with students.
5. Community members support teachers, contributing to their success with students.



### Professional Learning & Support

*Please rate how strongly you agree or disagree with the following statements about professional learning opportunities at this school.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. An appropriate amount of time is provided for professional development.
2. Professional development is differentiated to meet the individual needs of teachers<sup>1</sup>.
3. Professional development includes enough time to think carefully about, try, and evaluate new ideas.
4. Professional development included opportunities to work productively with colleagues in my school.
5. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.

<sup>1</sup>Teachers means a majority of teachers in this school.

### Professional Development Needs

*Please select up to three (3) areas of professional development that would most improve your instructional practice.*

- Career and college options for students
- Classroom management
- Competency-based education
- Instructional strategies
- Literacy strategies
- Multilingual learners
- My content area
- North Carolina Standard Course of Study
- Personalized instruction
- Special populations (e.g., Students with Disabilities, Academically and Intellectually Gifted Students, etc.)
- Student assessments
- Safety procedures (e.g., lockdown training or fire drills)

### Instructional Practices & Supports

*Please rate how strongly you agree or disagree with the following statements about the NC Educator Evaluation System (NCEES) observation cycle.*

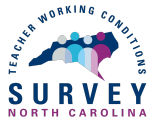
Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. My conversations with my evaluator after the observation were focused on improving my performance.
2. The feedback I received from my observation included specific steps to improve my instruction.
3. My evaluator delivered feedback in a constructive manner.
4. During my feedback conference, my evaluator gave me the opportunity to share my thoughts.
5. The evaluation process has helped me identify specific things I can do to improve my instruction.
6. As a result of the evaluation process, I have made positive changes to my classroom practice.

### Instructional Practices & Supports Needs

*Please select up to three (3) types of support that would most improve your instructional practice.*

- Access to an instructional coach
- Analyzing student work and assessments with other teachers
- A formally assigned a mentor
- Co-teaching
- Common planning time with other teachers
- Developing lesson plans with other teachers
- Given non-evaluative feedback from observations of my teaching
- Opportunities to attend teacher conferences
- Opportunities to collaborate with teachers outside of my school
- Reflecting on the effectiveness of my teaching with other teachers/coaches
- Regular communication with principals, another administrator or department chair
- Time to meet with a mentor
- Time to meet with professional learning communities
- Time to observe other teachers teaching



## Time

*Please rate how strongly you agree or disagree with the following statements about the use of time at this school.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. Teachers are allowed to focus on educating students with minimal interruptions.
2. The non-instructional time<sup>1</sup> provided for teachers is sufficient.
3. Efforts are made to minimize the amount of routine paperwork<sup>2</sup> teachers are required to do.
4. Teachers have sufficient instructional time to meet the needs of all students.
5. Teachers are protected from duties that interfere with their essential role of educating students.

<sup>1</sup>Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

<sup>2</sup>Routine paperwork includes both electronic and paper forms and documents that must be completed to comply with school, district, state, and federal policies.

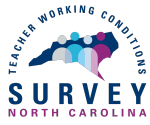
## Equity

*Please rate how strongly you agree or disagree with the following statements about equity<sup>1</sup> at this school.*

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
-------------------	----------	-------	----------------	------------

1. All students are treated equitably.
2. Teachers require all students to work hard.
3. Teachers show respect for all students' cultural beliefs and practices.
4. Instructional materials reflect the diverse backgrounds of our students and community.
5. School programs and resources are adequate to support Special Populations (e.g., Students with Disabilities, Academically and Intellectually Gifted Students, Multilingual Learners, Foster Students, etc.)
6. Our school recruits and retains a diverse teaching staff.
7. There is a culturally inclusive environment for all staff.

<sup>1</sup>“Educational Equity” is the belief and practice of ensuring that every student is treated in a fair and just manner, providing the necessary allocation of resources for the success of every student, and eliminating discriminatory barriers to full participation and opportunities for every student.



### Optional Questions

1. Please indicate your content area (check all that apply).

- Arts Education
- Academic and Intellectually Gifted
- CTE and Career Pathways
- Computer Science
- English Language Arts
- English Language Development
- Guidance
- Healthful Living
- Information and Technology
- Mathematics
- Science
- Students with Disabilities Education
- Social Studies
- World Languages

2. Please indicate your licensure status.

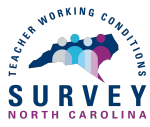
- Continuing Professional License
- Emergency
- Initial Provisional License
- International
- Limited
- Permit to Teach
- Provisional
- Residency
- Temporary

3. Please indicate any additional credentials you have received (check all that apply)

- Administrator's License
- Doctoral Degree
- Licensure Add-On
- Master's Degree
- National Board Certified

4. Please indicate your race/ethnicity.

- American Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- Two or More Races
- White



Bi-Annual Planning and Work Session of the NC State Board of Education  
April 30, 2024

5. (Numeric response.) In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

6. (Open-ended.) Is there anything else you would like to tell us about the Teacher Working Conditions at this school?