

## Teacher Working Conditions Continuum<sup>1</sup>

### Working Conditions Standard 6 – School Leadership

School leadership maintains trusting, supportive environments that advance teaching and learning.

Element	Developing	Proficient	Accomplished	Distinguished
6a An atmosphere of trust and mutual respect is pervasive in the school.	<p>Two-way communication between teachers and school leadership is often sporadic and based on immediate needs. Some teachers are aware of procedures for communicating with administration.</p> <p>Systems are not in place to share information, provide resources and supports and engage teachers effectively in decisions.</p> <p>School leadership inconsistently supports teachers.</p>	<p>Some systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication. Most teachers are aware of them, but not all teachers utilize them in the same ways.</p> <p>Information, resources and supports help educators improve their practice, but are not accessible or utilized equitably across the faculty.</p> <p>School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.</p>	<p>Teachers and school leadership have effective, transparent two-way communication systems in place. Those systems are easily understood and utilized consistently and effectively.</p> <p>Information, resources and supports that help educators improve their practice are available, accessible and utilized by the faculty.</p> <p>School leadership consistently supports teachers in multiple areas.</p>	<p>School wide communication systems are transparent, efficient, reliable, inclusive, and easily utilized.</p> <p>Systems are in place to provide information, resources and supports that help all educators improve their practice. Data is gathered and analyzed to improve teaching and learning.</p> <p>School leadership maintains a proactive approach to supporting all teachers consistently across a wide range of needs and interests.</p>
6b Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.	<p>There is inconsistency in assessing teacher performance.</p> <p>Not all teachers and administrators understand the NC Professional Teaching Standards or the Teacher Evaluation Process.</p> <p>Little feedback or follow-up is offered in a timely manner and that feedback may not be helpful for teachers to improve their</p>	<p>Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process.</p> <p>Teachers and administrators understand the NC Professional Teaching Standards, and Teacher Evaluation Process.</p> <p>Some feedback that helps teachers improve their performance or enhance student</p>	<p>Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process. Teachers trust that the process is implemented with fidelity.</p> <p>Teachers use the evaluation process to reflect and have substantive conversations with school leadership about addressing teaching standards and their evaluations.</p>	<p>Teachers and school leadership engage in targeted professional development, regular follow up, and goal setting using the North Carolina Teacher Evaluation Process.</p> <p>Evaluation results are analyzed by school leadership and used by teachers to provide support to enhance instructional practices and school improvement strategies.</p>

<sup>1</sup> New Teacher Center. (2014). *North Carolina Teacher Working Conditions Standards*. Santa Cruz, CA: NC State Board of Education and NC Professional Teaching Standards Commission.

	performance or enhance student learning.	learning and limited follow-up is offered.	Meaningful feedback and consistent timely follow-up provide teachers with a logical and accessible progression for improving their performance and enhancing student learning.	School leadership supports teachers to be thoughtfully engaged in the analysis of their evaluations to consistently improve teaching and learning.
6c School leadership articulates a vision and implements effective strategies for school improvement.	<p>The vision for school improvement is unclear. Teachers have varying interpretations of directions for school improvement.</p> <p>Implementation strategies are largely reactive, inconsistent, and not equitable.</p> <p>Regular use of formalized school improvement plans is inconsistent and lacking in design.</p>	<p>The vision for school improvement is clear to teachers, but may not be reflective of all stakeholders.</p> <p>Some implementation strategies are in place and more consistency and equity are present in these processes.</p> <p>Some components of school improvement plans have effective design and are utilized.</p>	<p>The vision for school improvement is clear, well-articulated for multiple audiences, and is designed and supported by most stakeholders.</p> <p>School leadership and teachers collaborate to design and implement the school improvement plan.</p> <p>All components of school improvement plans are well designed, fully utilized and may include parents, guardians, and/or community members in the processes.</p>	<p>The vision for school improvement is clear, well-articulated, broadly distributed, and integral in decision making by all stakeholders. All stakeholders support the vision.</p> <p>School leadership and teachers share the responsibility of implementing well designed school improvement plans that increase student success.</p> <p>Use of school improvement plans is ongoing, proactive, and effectively engages parents, guardians, and community members in the processes.</p>
6d School leadership makes sustained efforts to improve teaching and learning conditions.	<p>Little communication occurs between teachers and school leadership to identify and address needs to improve conditions for teaching and learning.</p> <p>Efforts to improve conditions for teaching and learning are generally reactive and may only occur under duress.</p>	<p>School leadership engages in some communication with teachers to identify needs and share efforts to improve conditions for teaching and learning.</p> <p>Many efforts to improve conditions for teaching and learning are localized, occur based on an informal process, and engage only some teachers in the process.</p>	<p>School leadership is consistent and equitable in identifying needs to improve conditions for teaching and learning and in efforts to improve conditions.</p> <p>All efforts to improve conditions for teaching and learning are formalized, well communicated, and engage most teachers in data collection and substantive problem solving.</p>	<p>School leadership maintains a proactive, consistent, transparent, and collaborative approach to improving conditions for teaching and learning.</p> <p>Efforts to improve conditions for teaching and learning are proactive, collaborative, and systematically engage the faculty in ongoing data collection, analysis, and problem solving in ways that ensure positive outcomes. Community members are actively utilized in efforts to improve conditions for teaching and learning.</p>

# Handout 7c: What Is and Is Not Working

ITEM TO EXAMINE	POSITIVE	EFFECT ON SCHOOL/MY TEACHING	MOVING FORWARD
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	CHALLENGING FACTORS	EFFECT ON SCHOOL/MY TEACHING	MOVING FORWARD

## Handout 7d: What Is Ideal? What Are the Challenges?

Item:

**WHAT WOULD THE IDEAL  
LOOK LIKE?**

**WHAT ARE THE CHALLENGES?**

**OVERCOMING CHALLENGES?**

