

# Are teaching conditions better in CLASS districts?

**Leadership in schools.** Teachers in CLASS districts are significantly more satisfied than those in non-CLASS districts.

Mean Percentages	CLASS	Non-CLASS
	<i>*Signifies statistical significance</i>	
Faculty and leadership have a shared vision	74.5*	68.9
There is an atmosphere of trust and mutual respect in this school	73.7*	67.8
School leadership consistently supports teachers	77.3*	73.4
Teachers are held to high professional standards for delivering instruction	93.1*	89.8
School leadership facilitates using data to improve student learning	72.5*	63.5
School improvement team provides effective leadership at this school	72.7*	64.6
Faculty are recognized for accomplishments	76.5*	70.9

**Professional development.** Teachers in CLASS districts are more in agreement and satisfied with professional development endeavors.

Professional development offerings are data driven	71.3*	68.4
Professional development deepens teacher's content knowledge	59.7*	54.5
In this school, follow up is provided from professional development	55.5*	50.1
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices	65.8*	60.3
Professional development is evaluated and results are communicated to teachers	40.9*	36.2
Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs	70.6*	65.7
Professional development enhances teachers' abilities to improve student learning.	77.5*	71.9

**Teacher concerns.** Teachers in CLASS districts are more likely to agree that school leaders make a sustained effort to address teacher concerns.

Leadership issues	72.6*	66.7
Professional development	73.7*	67.8
Teacher leadership	77.7*	72.7
Instructional practices and support	82.1*	77.4
New teacher support	72.5*	63.5

In 2014, the Oregon Department of Education commissioned the TELL<sup>1</sup> survey to gain insight into educators' perceptions in Oregon public schools about critical teaching conditions. Administered by the New Teacher Center, with support from education organizations,<sup>2</sup> the anonymous statewide survey was released in February 2014 to all Oregon public schools. Nearly 60 percent (59.4) of educators responded to the survey. (Additional information on back.)

While the TELL survey was not designed to specifically examine the impact of CLASS interventions in districts where it was implemented,<sup>3</sup> it did appear to measure key indicators of the teaching environment, many of which are foundational to the CLASS project. For this reason, Chalkboard asked a third party evaluator, DHM Research, to compare the results of non-CLASS districts with CLASS districts within the TELL responses, to see if CLASS has had any impact on teaching conditions within the CLASS districts.

## The results

The analysis conducted by DHM Research did find that teachers in CLASS districts were significantly more satisfied with their teaching conditions than those who taught in non-CLASS districts. While selective participation in CLASS and the voluntary nature of the survey could not establish a causal relationship between the survey responses and impact of CLASS, it does point to a correlational relationship between CLASS implementation and its impact on teaching conditions.

## Summary

Teaching conditions are directly linked to student achievement. Results from the TELL survey reveal that CLASS and CLASS-like work conducted through Chalkboard and the School District Collaboration Fund (SDCF) are having a positive impact on teaching conditions. Other studies have shown students in CLASS and SDCF districts outperforming their peers on state tests. These districts are also closing the achievement gap among minority subgroups.

Expansion and continued funding of SDCF and the CLASS model will continue to transform school cultures and bring about the necessary conditions for improved teaching and learning.

<sup>1</sup> Teaching, Empowering, Leading, and Learning Survey.

<sup>2</sup> Chalkboard Project, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Boards Association, and Oregon Education Investment Board.

<sup>3</sup> Chalkboard Project launched CLASS (Creative Leadership Achieves Student Success) in 2007 to raise student achievement by empowering teachers and creating a school environment that supports teacher leadership. In 2011, Senate Bill 252 created the School District Collaboration Fund, which expanded CLASS to nearly 40 school districts.



## Analytical Approach

Chalkboard Project contracted with DHM Research to assist with the analysis and evaluation of the CLASS Project as it relates to the recently released TELL Oregon survey. The primary goal of the analysis was to provide a comparison of teacher satisfaction responses in CLASS as compared to non-CLASS districts. While the TELL survey covered 10 areas pertaining to teaching conditions, only five were pertinent to the work conducted through the CLASS Project. These are:

- Facilities and resources
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

The TELL survey has been employed in different states around the country and has been shown to have adequate validity and reliability for the measurement of critical elements of the teaching environment. The instrument, however, was not designed to gauge the specific effectiveness and impact of the CLASS Project.

### Respondents

The anonymous survey was made available statewide to all licensed school-based educators. Of the 32,609 educators in Oregon, 19,373 (59.4 percent) responded to the web-based survey. The data was aggregated at the district level and individual educator responses were not available. In order to be included in the final data set, each district was required to meet a 50-percent response threshold. Of the 38 CLASS districts in Oregon, 30 (79 percent) provided usable data for analysis, as did 66 (36 percent) of non-CLASS districts.

### Analysis

In order to compare the CLASS to non-CLASS districts and remove any bias based on the response rates, DHM Research weighted the data on the number of survey respondents in each district. In this way, the results for different districts were proportional to district size (as measured by number of respondents).

Since the TELL data was presented as mean survey responses from each district, the comparisons across districts were carried out using analysis of variance which can test for the differences between aggregate mean scores across CLASS and non-CLASS districts.

In most instances, DHM Research calculated a top two box score for each district on each measure, so that it compared a composite of the two most positive response alternatives (strongly agree and agree) on each question across CLASS and non-CLASS districts. All data denoted with an asterisk are statistically significant between the groups, at the <0.001 level.