Acting on SC Teacher Working Conditions Survey Data: A Toolkit for Schools

MARCH 2024

POWERED BY

MIRA EDUCATION

SC TEACHER | TEACHER WORKING CONDITIONS

Table of Contents

> "Fostering positive teacher working conditions is not only important for strengthening the well-being of teachers, but it is essential for promoting an equitable, high-quality education for all students."
> *—2023 South Carolina Teacher Working Conditions Survey report*

Exploring the Survey and Toolkit

The overarching goal of the SC Teacher Working Conditions Survey (SCTWCS) is to assess conditions that impact teachers' effectiveness, satisfaction, and retention, providing a platform for teachers to share their perceptions. It also offers data that can help schools and districts support and retain staff, when used as a tool for reflection and action.

Schools and school systems are often rich with data but can be short on opportunities to turn those data into actionable information that guides practices and policies. This toolkit is designed to help school-level educators find meaning in their survey data and integrate it into work already being done to improve schools, support all educators, and boost teacher retention.
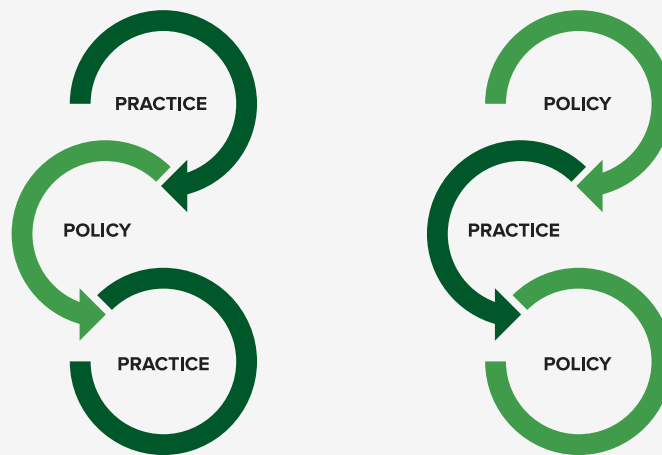
Figure 1. *Interplay Between Practice and Policy*

This toolkit is structured in a way that can move your school team quickly from analysis to action. In it, you will focus primarily on micro actions that, when consistently applied, are likely to have a macro effect. Your team is encouraged to align these efforts with ongoing continuous improvement efforts. Our purpose with this toolkit is NOT to add another thing to your plate but rather to integrate these efforts with strategies already in motion.

You are strongly encouraged to engage with this toolkit with a team of educators who bring diverse perspectives and insights about working conditions. Engaging a team from the start of this work will build collective ownership which is more likely to result in collective impact.

It is important to note that the SCTWCS is not designed as an evaluative tool for schools or for individuals who teach and lead within them. SC TEACHER therefore works with several partners to support schools and districts in using these data for improvement purposes that lead to the greatest fidelity and impact.

As your team uses this toolkit, you will work through the following cycle:

These icons illustrate the cycle of acting and collaborating on SCTWCS data. Icons appear throughout this toolkit to signal which part of the cycle is the focus of the tool(s) and content on that page.

1. BUILD
a team that includes multiple perspectives.

3. SELECT
an area of focus for improvement.

5. IDENTIFY
actionable next steps to address a specific area of focus.

2. ANALYZE
survey results to identify areas of strength and opportunities for improvement.

4. CONNECT
survey results with improvement efforts already in process.

To access the report for the SC Teacher Working Conditions Survey, visit sc-teacher.org/our-focus/teacher-working-conditions/.

School Teams

This toolkit is structured to focus attention on how practices, policies, and decisions made at the school level can contribute to improving working conditions. It is intended for use by school teams to create plans for school-wide efforts, rather than plans for individual educators.

This section of the toolkit is intended for use by educators in both formal and informal roles, who are responsible for addressing school-level continuous improvement. While administrators may initiate or lead efforts to improve teacher working conditions, you are encouraged to include one or more classroom teachers and one or more educators in other roles within your school. The first step is to define who is, or should be, part of this work.

1. BUILD

+ BUILDING A TEAM

Assemble a team of educators that represents diverse perspectives and areas of expertise to engage in the work of analyzing and addressing school-level impact on teacher working conditions. While survey data were gathered only from teachers, many members of a school's staff—including education support professionals, coaches, and administrators—are likely to have helpful perspectives on opportunities for strengthening working conditions. Improvement efforts will be stronger for the engagement of professionals in numerous roles. Using Worksheet 1 that follows, you will see recommendations for some perspectives and expertise that ideally would be included on the team.

It is important for each team member to understand that, while they have their individual experiences and expertise, the purpose of the work is to engage in continuous improvement efforts that can impact working conditions across the school, not only situations that impact individuals or small groups.

As you build your team, consider where and how the work of addressing teacher working conditions may integrate with other team and meeting structures within your school. Does a team already exist with the recommended roles and perspectives as part of its composition? Is there a team that, with a few adjustments, would have the recommended composition? Where in your school is work already focused on something related to working conditions? Is there a team or meeting time where it makes sense to integrate addressing working conditions?

You are encouraged to be strategic about weaving the work of this team into the work structures that already exist in your school. In doing so, you will ensure that the efforts addressing teacher working conditions are strategically aligned with ongoing initiatives and not an isolated approach.

Perspective/ Expertise Needed	Name	Role/Title	Expertise
Knowledge of continuous improvement efforts taking place across the school			
Experience with how working conditions impact a variety of roles (classroom, related arts, coaches, etc.)			
A position of formal authority to ensure action plans will be implemented			

Examining the Data from the SC Teacher Working Conditions Survey

Before you begin analysis, let's examine the context for the SCTWCS and how it differs from other surveys that measure climate, culture, or conditions in schools. To state the obvious, schools and school staffs are complex systems. This survey was not intended to get a sense of every factor that exists within buildings but to focus specifically on the ones research has linked with stronger teacher efficacy and retention. As a result, many factors you may be accustomed to seeing from other surveys (such as facilities) are not considered here.

Recognizing that teaching is inherently challenging and multifaceted work, SC TEACHER has adopted a unique structure for the survey instrument, focused on how and to what extent demands are balanced by resources on which professionals can draw to avoid burnout. The survey assesses a total of 11 areas: seven resources (factors that support teachers' professional practice, growth, and resilience when under pressure) and four demands (factors that add stress or pressure on teachers' practice and well-being).

The extent to which these resources and demands are balanced effectively produces two outcomes: job satisfaction and intentions to stay in the classroom. Additionally, three areas of mentoring support for new teachers are also included (support for teaching, support outside of teaching, and proximity), as these factors are shown to link to effective induction and early career retention.
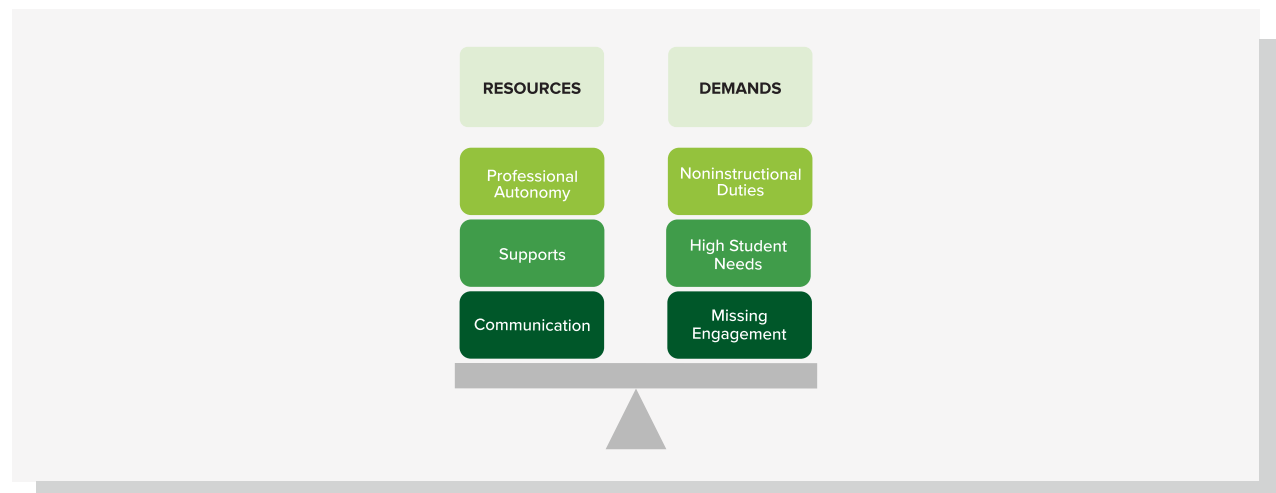

Figure 2. *Balance of Conditions Leads to Teacher Satisfaction and Retention*

As you review data, you will see results reported in two ways: first by the broad areas of the resources and demands experienced by teachers, and then by the individual items giving a more detailed view of exactly what is within those areas. In both cases, data are presented on a 5-point scale. Here, 5 indicates strong agreement that a resource is available or a demand is well addressed, and 1 indicates strong disagreement with such perspectives.

1 — **2** — **3** — **4** — **5**

STRONG DISAGREEMENT   *STRONG AGREEMENT*
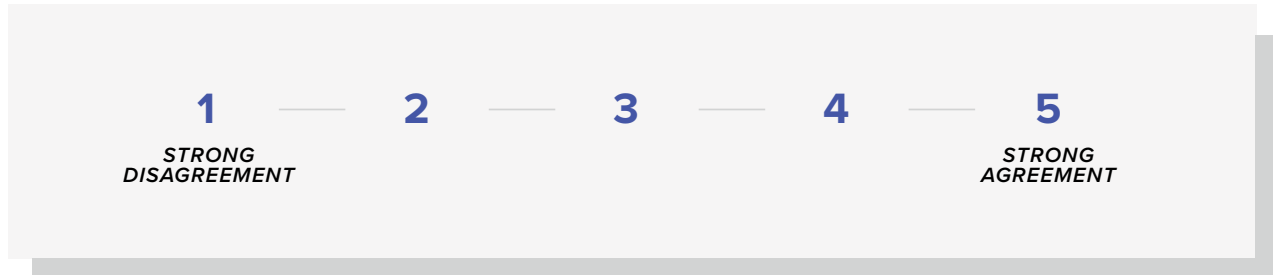
Also consider that larger numbers for an area or item suggest it is a strength for your district or school, and smaller numbers signal opportunities for improvement. You will see language like *areas of strength and improvement* echoed throughout your data reports and this toolkit.

Clarifying what the Results Are *Not*

SC TEACHER purposely refers to the presentation of your results as a "dashboard" and not a "report card." Surveys are designed to measure individuals' perceptions on one day, so they offer a snapshot in time—not a comprehensive and summative assessment. Like a dashboard in your vehicle, these results are intended to guide you in moving your school or district efficiently in your chosen direction. They will let you know, over time, how quickly you are progressing and how much fuel you have to keep going based on your areas of strength.
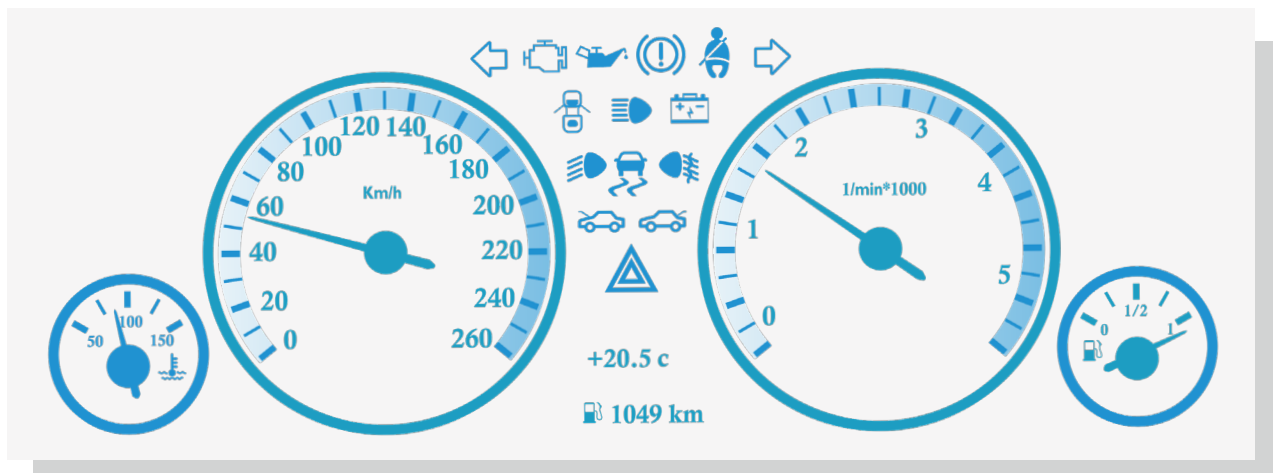

Figure 3. *Data Dashboard*

Note: Results are presented as a dashboard to convey that the data is intended to inform and guide the work of your team, not as a summative judgment.
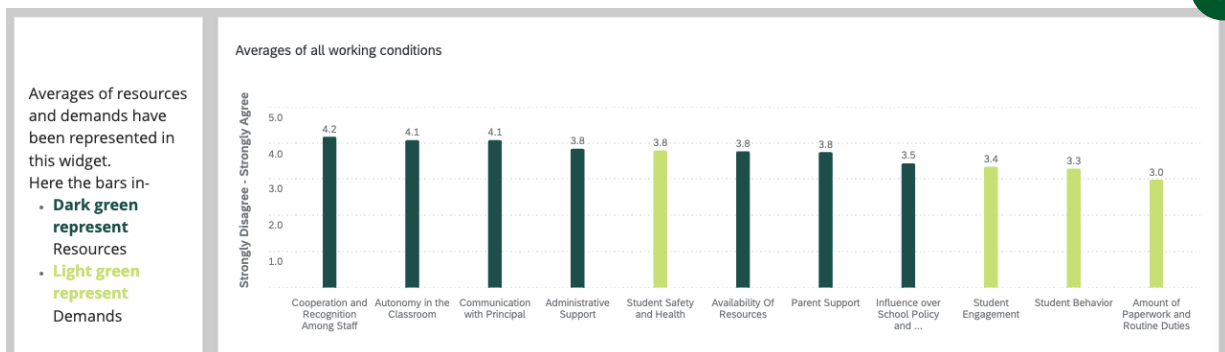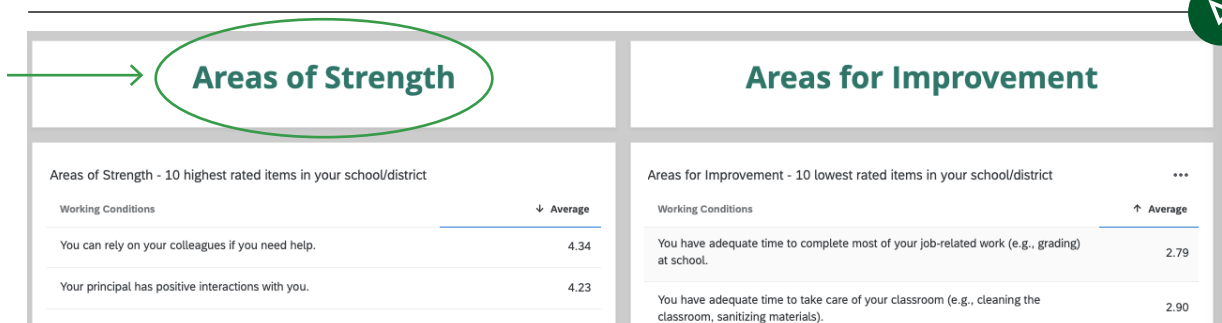
2. ANALYZE

+ ANALYZING YOUR RESULTS

Now that you understand more about the data overall, it is time to turn to your school's results. This activity is one you can facilitate with your team during a standing meeting or strategy session in an hour or less.

1. In advance, ask each person to review the information in the early pages of this toolkit. Each person will then come with clear context for the survey and the conversation.

2. Locate the area in your dashboard that shows the averages of all working conditions (see image below).

Averages of resources and demands have been represented in this widget.
Here the bars in-
*   **Dark green represent** Resources
*   **Light green represent** Demands

Averages of all working conditions

Condition	Average
Cooperation and Recognition Among Staff	4.2
Autonomy in the Classroom	4.1
Communication with Principal	4.1
Administrative Support	3.8
Student Safety and Health	3.8
Availability Of Resources	3.8
Parent Support	3.8
Influence over School Policy and ...	3.5
Student Engagement	3.4
Student Behavior	3.3
Amount of Paperwork and Routine Duties	3.0

AREAS OF STRENGTH − CONDITIONS AND SURVEY ITEMS

3. The conditions and survey items with the largest averages are the primary strengths and the ones with the smaller averages represent opportunities for improvement. Conditions are the larger categories into which individual survey items are grouped.

4. Locate the two conditions that are primary strengths (see image below) and enter them in Worksheet 2 that follows (i.e., student engagement and autonomy in the classroom).

5. Record the average value (1–5) for each of the conditions you listed.

6. Locate the section in your dashboard that shows your school's areas of strength (see figure below) and areas for improvement. The items listed here are **individual survey items**.

Areas of Strength

Areas of Strength - 10 highest rated items in your school/district

Working Conditions	↓ Average
You can rely on your colleagues if you need help.	4.34
Your principal has positive interactions with you.	4.23
In your classroom, you are able to be creative in your teaching	4.21

Areas for Improvement

Areas for Improvement - 10 lowest rated items in your school/district

Working Conditions	↑ Average
You have adequate time to complete most of your job-related work (e.g., grading) at school.	2.79
You have adequate time to take care of your classroom (e.g., cleaning the classroom, sanitizing materials).	2.90

7. From the Areas of Strength, **list the four survey items that show the greatest strength.**

8. Record the average value (1–5) for each of the survey items you listed.

9. Team reflection protocol: Think—Pair—Share

   a. Think: Each person on the team captures individual notes about the questions:

      i. *To what degree do your results align with what you anticipated would be your greatest areas of strength at both the condition and survey item level?*

      ii. *What surprises did you encounter in the data?*

   b. Pair: Team members pair up and share their responses with each other.

   c. Share: Pairs share takeaways from the conversations.

   d. Capture key takeaways in the worksheet.

10. Group discussion:

   a. What school-level actions may contribute to the areas of strength in conditions and survey items?

   b. Are there particular structures and/or processes that are likely contributing to these areas of strength?

Conditions Signaling Areas of Strength	Average	Survey Items Signaling Areas of Strength	Average

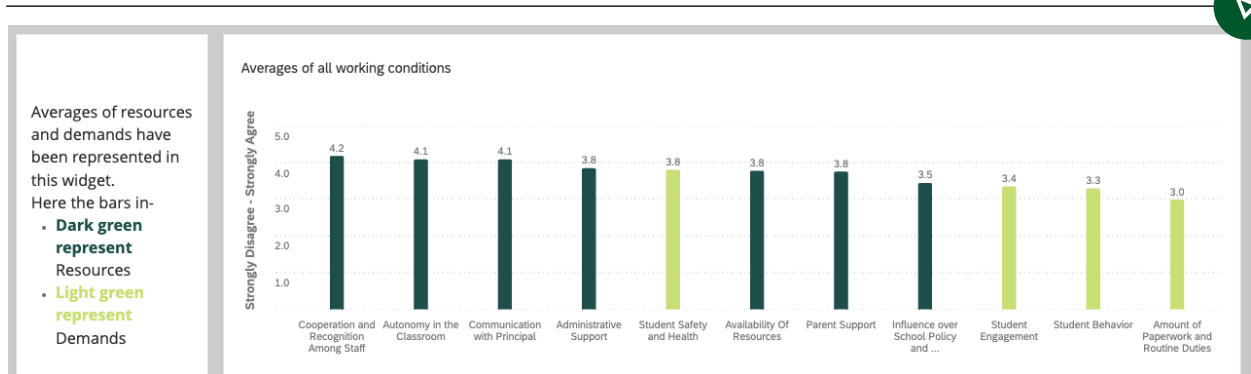| To what degree do your results align with what you anticipated? What surprises did you encounter in the data? |
|---|
| Key takeaways: |

| What school-level actions, processes, and/or structures may contribute to the conditions and survey items noted above? |
|---|
| Contributors to areas of strength in conditions and survey items: |

OPPORTUNITIES FOR IMPROVEMENT − CONDITIONS AND SURVEY ITEMS

Averages of resources and demands have been represented in this widget. Here the bars in-
- **Dark green represent** Resources
- **Light green represent** Demands

Averages of all working conditions

1. Locate the two conditions that signal opportunities for improvement and enter them in Worksheet 3 that follows.

2. Record the average value (1–5) for each of the conditions you listed.

3. Locate the section in your dashboard that shows your school's areas of strength and areas for improvement. The items listed here are **individual survey items**.
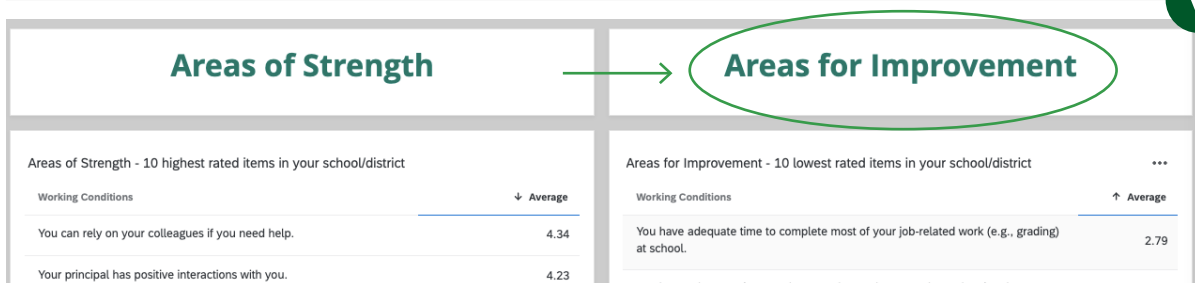
4. From the Areas for Improvement, **list the four survey items that show the greatest opportunity for improvement**.

5. Record the average value (1–5) for each of the survey items you listed.

6. Team reflection protocol: Think—Pair—Share

   a. Think: Each person on the team captures individual notes about the questions:

      i. *To what degree do your results align with what you anticipated would be your greatest opportunities for improvement at both the condition and survey item level?*

      ii. *What surprises did you encounter in the data?*

   b. Pair: Team members pair up and share their responses with each other.

   c. Share: Pairs share takeaways from the conversations.

   d. Capture key takeaways in the worksheet.

7. Group discussion:

   a. What school-level actions may contribute to the opportunities for improvement in conditions?

   b. Are there particular structures and/or processes that are likely contributing to these opportunities for improvement?

Conditions Signaling Opportunities for Improvement	Average	Survey Items Signaling Opportunities for Improvement	Average

To what degree do your results align with what you anticipated? What surprises did you encounter in the data?
Key takeaways:

What school-level actions may contribute to the conditions and survey items noted above?
Contributors to opportunities for improvement in conditions and survey items:

Use Resources to Effectively Meet Demands

As mentioned earlier, the working conditions in the survey were broken down into two subcategories: demands and resources. Job demands refer to the "physical, psychological, social, or organizational aspects that require sustained physical and/or psychological effort. In the teaching context, demands encountered by teachers may be low levels of student engagement, student misbehavior, or lack of collegial relationships" (Starrett et al., 2023). Job resources, in contrast, are those things that help teachers meet those demands in various ways.

When there is a balance between demands and resources, teachers can effectively fulfill their responsibilities. However, a lack of resources compared to the level of daily demands teachers encounter leads to stress, burnout, and attrition (Harmsen et al., 2018).
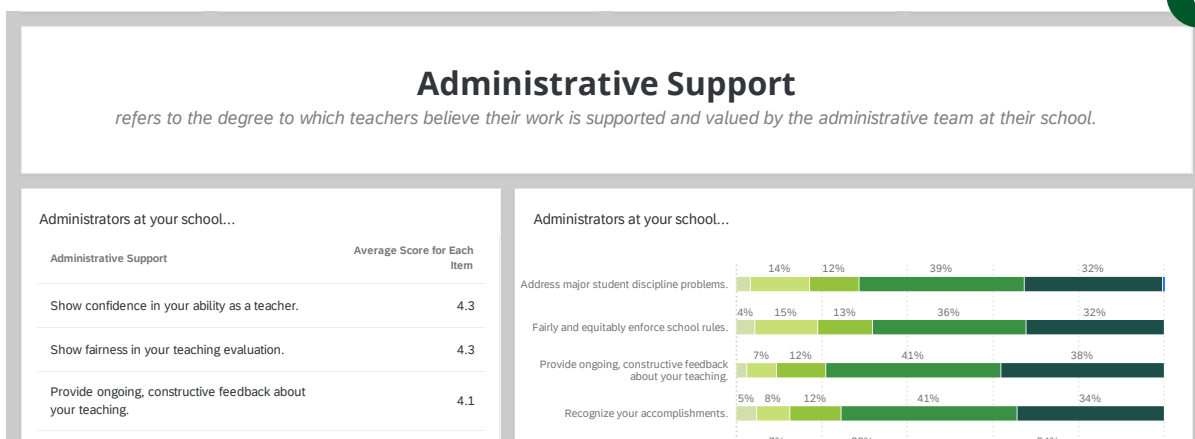
> In other words, the extent of demands that teachers experience is not inherently "bad" or "good" for teacher efficacy and retention. It is the extent to which teachers experience access to supportive resources that are sufficient to meet those demands that makes a difference.

This is why SC TEACHER and its partners recommend an asset-based approach in your work with these data: thinking about how you leverage areas of strength in service of identified educator needs is what has the potential to positively change teachers' experiences. In doing so, your school and district can improve your results and retention accordingly over time. In the next set of tools, we will take a closer look at the items within your school's areas of strength and improvement. Your team may find this information useful as you determine how to leverage demonstrated strength to support areas of improvement. This activity—like the preceding one—is designed to be embedded in an existing meeting with a team responsible for school or district improvement. Because you will work with specific items rather than broader groups or areas of school conditions, this activity gives you a more precise way to examine patterns in your data and consider related action steps.

FOCUSING ON AREAS OF STRENGTH

1. On the Overview page in your dashboard, note that resources are indicated by the black bars. Demands are indicated by the light green bars. Review the conditions that sort to the top as areas of strength. How many are resources and how many are demands? What might this imply about the balance in your school?

2. Record the condition listed first on the table. This is your top area of strength.

3. Go to the page that has your school's top area of strength. This is listed in either the "Resources" or "Demands" section of your report.

4. In Worksheet 4, list the survey items from your top area of strength. You can find the items for each condition by locating the corresponding condition on your dashboard. For instance, the individual items for administrative support are on the page that has the section labeled administrative support (see image below).

Administrative Support

refers to the degree to which teachers believe their work is supported and valued by the administrative team at their school.

Administrators at your school...

Administrative Support	Average Score for Each Item
Show confidence in your ability as a teacher.	4.3
Show fairness in your teaching evaluation.	4.3
Provide ongoing, constructive feedback about your teaching.	4.1

Administrators at your school...

Address major student discipline problems.	14%	12%	39%	32%
Fairly and equitably enforce school rules.	4% 15%	13%	36%	32%
Provide ongoing, constructive feedback about your teaching.	7% 12%		41%	38%
Recognize your accomplishments.	5% 8% 12%		41%	34%

5. With your team, review the results from each of the items in the condition of greatest strength. Discuss the following prompts and capture notes in Worksheet 4:

    a. What connections exist among the items of greatest strength?

    b. What questions are emerging as you review the data?

    c. What school *practices* may have contributed to strength for each of the items?

    d. What school *policies* may have contributed to strength for each of the items?

6. For each row (Contributing Practices and Contributing Policies), highlight words or phrases that show connections among items using different colors for different connections.

7. Team discussion protocol:

    a. Create role-alike groups and discuss the following questions, capturing notes on chart paper:

        i.   *What patterns do we see in the items from our condition with the greatest strength?*

        ii. *What patterns do we see in the highlighting of practices and/or policies?*

        iii. *How might item(s) in the area of strength be leveraged to address opportunities for improvement?*

        iv. *To what degree might the practices and policies associated with the item(s) be leveraged to address opportunities for improvement?*

b.   Each role-alike group shares the notes they captured with the whole group. As role-alike groups share, the rest of the team is listening for commonalities across roles.

c.   Across role-alike groups, what are some commonalities in ideas for leveraging areas of strength? Use Worksheet 4 to enter notes on the compiled conclusions and insights.

WORKSHEET 4: PATTERNS IN PRACTICES AND POLICIES FOR AREAS OF STRENGTH

Your school's top area of strength:

Items Within Your Top Area of Strength	Connections	Emerging Questions	Contributing Practices and Policies

What patterns do you see in your top strengths?

What patterns do you see in the practices and/or policies related to those items?

How might the patterns you see in the strengths be leveraged to address opportunities for improvement?

8. **Analyze** all notes captured in the previous sections.

   a. Analysis questions (enter your team's responses in Worksheet 5):

      i. *What is your team's theory about the school actions that contribute to the items that signal your top strength?*

      ii. *How and to what extent does the evidence in the coding exercise (Worksheet 4) confirm or refute your team's theory?*

      iii. *What practices or policies most likely contributed to your greatest strengths? What of those practices and policies are applied across your school?*

      iv. *Where and with whom does expertise lie in those areas of strength?*

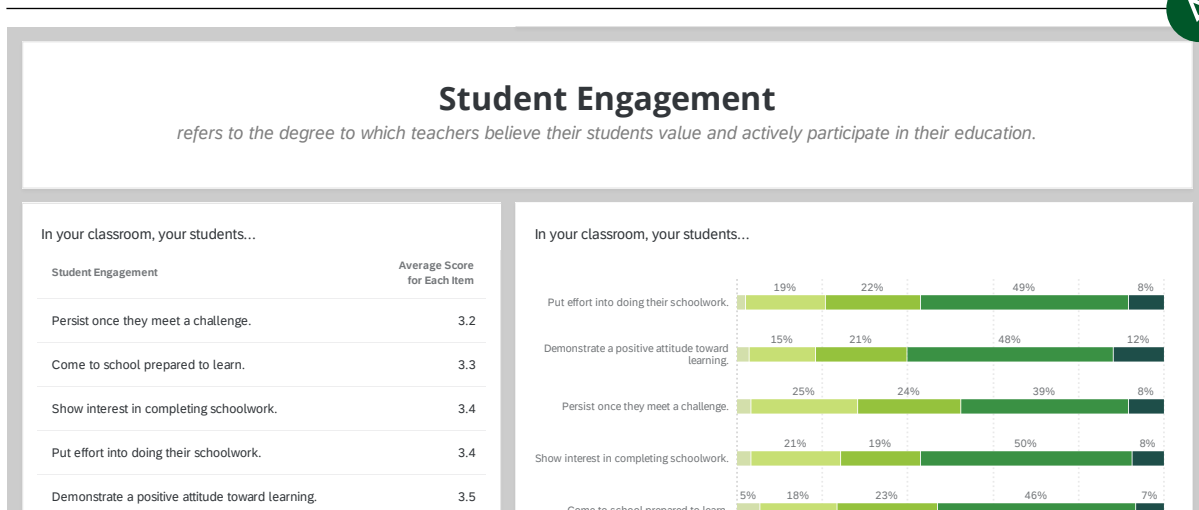   v. *What support or action might be needed to broaden the sphere of influence of those strengths?*

WORKSHEET 5: THEORY ABOUT AREAS OF STRENGTH

Theory:		
What evidence confirms or refutes your team's theory?		
Practices and Policies	**Expertise**	**Support or Actions**

EXPLORING AN OPPORTUNITY FOR IMPROVEMENT

1. From the Overview page in your dashboard, locate the condition listed last. This may be an opportune area for improvement. Is it a resource or a demand? Resources are indicated by the black bars. Demands are indicated by the light green bars.

2. Record the most opportune area for improvement in Worksheet 6.

3. Go to the page that has this opportune area for improvement. This is listed in either the "Resources" or "Demands" section of your report.

4. In Worksheet 6, list the survey items from your school's opportune area for improvement. You can find the items for each condition by locating the corresponding condition on your dashboard. For instance, the individual items for student engagement are on the page with the same label (see image below).

Student Engagement
refers to the degree to which teachers believe their students value and actively participate in their education.

In your classroom, your students…

Student Engagement	Average Score for Each Item
Persist once they meet a challenge.	3.2
Come to school prepared to learn.	3.3
Show interest in completing schoolwork.	3.4
Put effort into doing their schoolwork.	3.4
Demonstrate a positive attitude toward learning.	3.5

In your classroom, your students…

Put effort into doing their schoolwork.	19%	22%	49%	8%
Demonstrate a positive attitude toward learning.	15%	21%	48%	12%
Persist once they meet a challenge.	25%	24%	39%	8%
Show interest in completing schoolwork.	21%	19%	50%	8%
Come to school prepared to learn.	5%	18%	23%	46%	7%

5. With your team, discuss the following and capture notes in Worksheet 6:

   a. What connections are you seeing and what questions are emerging around the survey items of most challenge?

   b. What school *practices* may have contributed to the improvement needs related to each of the items?

   c. What school *policies* may have contributed to improvement needs related to each of the items?

   d. What other contributing factors may be at play for each item signaling the greatest improvement opportunity?

6. For each row (Contributing Practices and Contributing Policies) highlight words or phrases that show connections among items. Use different colors for different connections.

7. Team discussion protocol:

   a. Create role-alike groups and discuss the following questions, capturing notes on chart paper:

      i. *What patterns do we see in the items from our opportune area for improvement?*

      ii. *What patterns do we see in the highlighting of practices, policies, and/or other contributing factors?*

      iii. *How might item(s) in your areas of strength be leveraged to address needs for improvement?*

      iv. *To what degree might the practices and policies associated with the item(s) be leveraged to address needs for improvement?*

b. Each role-alike group shares the notes they captured with the whole group. As role-alike groups share, the rest of the team is listening for commonalities across roles.

c. Whole group debrief: Across our role-alike groups, what commonalities do we hear for ideas on leveraging areas of strength to address needs for improvement?

d. Enter insights in Worksheet 6.

WORKSHEET 6: PATTERNS IN PRACTICES AND POLICIES FOR OPPORTUNITIES FOR IMPROVEMENT

Your school's prioritized area for improvement:

Items Within the Opportune Area for Improvement	Connections and Emerging Questions	Contributing Practices and Policies	Other Contributing Factors

What patterns do you see in the items from the opportune area for improvement?

What patterns do you see in the practices, policies, and/or other contributing factors related to the items in your improvement area?

How might the patterns you see in areas of strength be leveraged to address this opportunity for improvement?

8. **Analyze** the items and the notes from Worksheet 6.

    a.   Analysis questions (enter your team's responses in Worksheet 7):

         i.   *What is your team's theory about why these items are most in need of improvement?*

        ii.   *How and to what extent does the evidence in the previous coding exercise (Worksheet 6) confirm or refute your team's theory?*

       iii.   *What practices or policies from your areas of strength could be applied to your opportune area for improvement?*

       iv.   *Where and with whom does expertise lie in those areas of strength?*

        v.   *What would need to happen to be able to apply areas of strength to your opportune area for improvement?*

WORKSHEET 7: THEORY ABOUT OPPORTUNITIES FOR IMPROVEMENT

Theory:		
What evidence confirms or refutes your team's theory?		
Practices or Policies	**Expertise**	**Application of Strength**

Consider Additional Information

Results from the statewide survey indicated that the three areas of teacher working conditions with the largest correlations to teachers' decisions to remain in the classroom were **administrative support**, **influence over school policy issues**, and most of all the **amount of time available to complete their work duties** (Starrett et al., 2023).

In addition, "[t]eachers' influence on school policy, available resources, and classroom autonomy all appear to play a significant role in how teachers rated the difference they make in students' lives" (Starrett et al., 2023). The combination of influence on remaining in the profession and perceived impact on students' lives makes selecting a focus on the associated conditions worth consideration.

With the above information in mind, your team may want to pay particular attention to your school's results related to administrative support and/or influence over school policy issues. As you move on to the next section, you are invited to consider the degree to which your team will emphasize these two conditions given their impact on teachers' decisions to remain in the profession.

3. SELECT

+ SELECTING A FOCUS AREA

Now that your team has taken a close look at your school's top area of strength and opportune area for improvement, it is time to identify focus areas for your team's working condition improvement efforts. Your team may choose to focus at either the condition or survey item level. Keep in mind the more focused your improvement efforts are, the more quickly you are likely to see results.

As your team moves toward selecting an area on which to focus improvement efforts, we invite you to consider a range of factors beyond the numerical score. To guide your selection, discuss the following questions with your team:

- What condition and/or survey items are likely to make the biggest difference in teacher working conditions?

- If improved, which condition and/or survey items might make a difference most quickly?

- What could we do most readily to improve a working condition and/or survey items?

- Which condition and/or survey items may connect with existing efforts and values if focused on?

- What actions to improve working conditions and/or items are likely to most clearly signal intent to support?

Based on the discussion of the questions above, complete Worksheet 8 by identifying the strengths your team plans to leverage and the condition and survey items on which improvement efforts will focus.

WORKSHEET 8: FOCUS AREA

Our team will leverage strengths in this condition:	
To improve this condition:	
By focusing our efforts on these survey items:	

4. CONNECT

+ CONNECTING WITH CONTINUOUS IMPROVEMENT EFFORTS

The data your team has gathered and analyzed from the SCTWCS are likely to provide insights about school improvement efforts already in progress. Your team is strongly encouraged to integrate efforts related to these data with ongoing improvement efforts, rather than adding another initiative to address.

Use the prompts below to host a discussion with your team about the ways in which information garnered from the SCTWCS can be integrated into school continuous improvement efforts.

WORKSHEET 9: CONNECT WITH CONTINUOUS IMPROVEMENT EFFORTS

Discussion Prompt	Notes
Where might data related to working conditions already be reflected in our school continuous improvement processes? Which goal and/or strategy includes the related information?	
Which goals and strategies within our continuous improvement efforts are informed or impacted by teacher working conditions?	
How might information from the working conditions strengths and improvement items help inform current school continuous improvement work?	
How might our team integrate SCTWCS information into what is already being done through our school continuous improvement efforts?	
What school practices might be contributing to challenges? How might those practices shift to improve working conditions?	
What school policies might be contributing to challenges? To what degree can those policies be shifted to improve working conditions?	
What other teams are doing aligned work in our school? How might we align strategically and integrate our efforts?	

5. IDENTIFY

+ MOVING TOWARD ACTION

Now that you've considered the areas of strength, opportunities for improvement, and school improvement efforts already under way, your team will develop plans for initiating actions to improve a working condition within your school. This plan is intended for use by **your team**, NOT to be handed over to others to implement. Consider the role *you and your team* play in creating and supporting working conditions for teachers.

Engage Others in the Work

As your team analyzed your school's data, you likely realized a need for additional information on conditions and survey item results. This presents a terrific opportunity to engage others and set a collective vision for how to improve working conditions. With that in mind, we encourage your team to create opportunities for additional educators in your school to analyze your school's teacher working conditions data.

Identify a Priority of Practice

Your team has selected an area on which to focus working condition improvement efforts by analyzing data. The next step in this process is to identify a priority of practice. A priority of practice is an area on which to focus that addresses an underlying challenge within your control, related to the actions/practices of adults within the school. Priorities of practice are also actionable through inquiry and structured so that progress can be measured.

As your team identifies a priority of practice for the focus area, be sure to take into consideration the improvement efforts already in progress in your school. While there may be more than one condition that your team would like to address, we strongly encourage you to start with only a small area that aligns with the criteria listed below. This may include targeting specific areas or items within a condition rather than all aspects of a condition.

Make sure that the priority of practice meets these criteria:

- lives within your locus of control;

- focuses on practice for which adults in the school are responsible;

- addresses an underlying challenge that, if improved, has the potential to improve a number of circumstances; and

- is actionable through inquiry.

Use Worksheet 10 to check alignment with the criteria above.

Priority of practice:

Criteria to check against:	Explanation of how the priority meets criteria:
How is this priority within your locus of control?	
What and whose practice is being addressed?	
What makes this an underlying challenge?	
In what ways can this be actionable through inquiry?	

Set the Vision for Success

Use Worksheet 11 to gain clarity about the end state of the action steps.

WORKSHEET 11: SETTING THE VISION FOR SUCCESS

When our team's priority focus on teacher working conditions is resolved, here is what we all would:

SEE	**HEAR**
SAY	**THINK**

Articulate Actionable Next Steps

Now that your team has identified a single, data-informed area of focus, identify **three actionable next steps** to take that will begin the process of improvement within your school. Identify a person who will be responsible for ensuring that the identified action steps are taken. Finally, identify the next date and time for your team to convene (or check in asynchronously) to discuss progress.

Worksheet 12 can serve as an action console that signals your progress in applying SCTWCS data to your ongoing work. Reviewing status, learning, and impact at each leadership team or improvement team meeting may be one way to apply efforts in the context of your regular work cadence. New action items that emerge from each meeting can be filled in on the next meeting's console for review at that time. Between meetings, the most recent version of the console can serve as a reporting tool, allowing any member of your team to share current progress and next steps with district leadership, school-based teams, community members, or others you may wish to engage in the effort.

WORKSHEET 12: NEXT STEPS

Priority of practice:			
Action Steps	**Person Facilitating Efforts**	**Status (Started, In Progress, Launched)**	**Notes on Impact and Learning**
Next meeting date and time:			

Develop a Comprehensive Action Plan

For those teams interested in developing a more comprehensive action plan, SC TEACHER will work in partnership with CarolinaCrED and Mira Education to supply more in-depth support over time, including access to micro-credentials and supports for capacity-building, strategy design and implementation, plus coaching for district and school improvement teams using these data.

References

Harmsen, R., Helms-Lorenz, M., Maulana, R., & Van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching*, *24*(6), 626-643.

Starrett, A., Barth, S., Gao, R., DiStefano, C., Liu, J., & Go, J., & Lewis, A (2023). 2023 *South Carolina teacher working conditions survey.* SC TEACHER. https://sc-teacher.org/documents/teacher-working-conditions/.

SC TEACHER and its partners will continue to release related research and tools. For the most recent resources, please visit sc-teacher.org.

ABOUT SC TEACHER

SC TEACHER provides comprehensive research, visualized data profiles, and compelling stories to communicate impact of educator pipeline policies and promote transformative practices that inform policymakers, educators, and communities who care about education scaling economic opportunity.

SC-TEACHER.ORG