

Legislative Committee on Education
Vikki Courtney
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Madam Chair, members of the Committee, thank you for this opportunity.

The Clark County School District is using the results from the Teaching and Learning Conditions Survey, which is a working conditions survey, as a way to foster collaborative communication in order to resolve concerns and issues that arise in a school setting. This survey is a perceptions survey that asks licensed personnel, all teachers and administrators, to tell how they perceive what is happening in the classroom based on five key elements time, facilities and resources, empowerment, leadership and professional development. The results of the survey are provided to all licensed personnel at a school where there is a minimum participation rate of 35%. From the results of the 2007 survey 47% of principals reported using the data from the previous survey.

EXHIBIT F Education

Document consists of 5 pages.

☒ Entire document provided.

☐ Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

Meeting Date 011008

The Teaching and Learning Conditions (TLC) Team was created in 2006 to assist schools in addressing school climate change. The TLC Team is comprised of four teachers on full-time release and a cadre of retired administrators. The entire team has received training from the Federal Mediation and Conciliation Service in Interest-Based Problem Solving as a means for shared decision making.

The survey results enable the TLC Team members to contact schools whose results indicate the need to improve school climate. Upon administrative support of the process, we then speak to the teachers at the school. If teachers show a desire to participate, we set up dates for training. Interest-Based Problem Solving can only work if both sides agree to participate. Team members work to foster a collaborative atmosphere between school administrators and staff.

The training itself takes sixteen hours. Topics include Conflict Resolution, Consensus Building, and Active Listening.

Eight hours are spent on this actual training, and the remaining

eight hours are spent on survey-based issues that the school staff would like to address. An action plan is then developed for the selected issue(s), and participants agree to promote the plan. We meet with the school staff as often as necessary to provide support and to celebrate successes. As this project has progressed, illustrated by individual school success, we have worked even closer with region superintendents and have tripled the number of schools we assisted by this time last year. Since its inception 3,631 hours of training have been provided at 15 schools. 183 teachers and 27 administrators have participated in this program.

Six of these schools received assistance from the TLC Team prior to the implementation of the 2007 survey. Based upon the results of their 2006 and 2007 surveys, there have been some positive outcomes.

This process was initiated to support increased retention of teachers in the Clark County School District. The data from the

surveys reflect that while the District showed an increase in the intent of teachers to remain at their school sites (3.5%), those TLC trained schools had 4 to 11 times the retention rates of the District average.

The two significant factors of working conditions that correlate to teachers staying at a school are leadership and empowerment. In both of those areas the six TLC trained staffs (schools) showed an average gain of 34 times the District's increase (.03). In the area of Empowerment, these schools showed gains four times that of the District average.

The Teaching and Learning Conditions Survey has been a powerful first step to improve working conditions in the Clark County School District. Due to our early success in using the survey data in this capacity we are being viewed as a model for other districts to improve working conditions and to increase the retention of teachers. Research indicates that improved working conditions lead to better learning conditions for our students.

We look forward to continued expansion of this process in the District as resources are available.