

Lessons for School Leaders

Feedback From the 2019 Tennessee Educator Survey



3 LESSONS

for school leaders stand out from the 2019 Tennessee Educator Survey:

1

PROTECT TEACHERS' PLANNING TIME

2

EFFECTIVELY AND CONSISTENTLY HANDLE STUDENT DISCIPLINE

3

FOSTER AN OPEN AND TRUSTING CULTURE AMONG STAFF

Teachers Want Protected Planning Time



3 hours per week seems to be the tipping point:

72% of teachers who report **more than three hours** agree their planning time is sufficient.

VS

46% of teachers with **less than three hours** agree their planning time is sufficient.

Teachers' Views of School Leadership Hinge on how Leaders Handle Discipline

When teachers **agree** that school leadership effectively handles student discipline and behavior problems, **93%** like the way things are run at their school.



When teachers **disagree** that leadership effectively handles student discipline and behavior problems, **40%** like the way things are run at their school.

Urban teachers report **20 fewer minutes** of individual planning per week than other teachers in the state. They are 14% less likely to report their planning time is sufficient.

“Teachers desperately need enough planning time to hunt resources and collaborate with other teachers (NOT in formal PLCs with regimented and lockstep dialogues, but in the myriad informal ways we support each other).”
– Teacher

Dealing With Discipline Costs Teachers Instructional Time



When teachers **do not** think leadership effectively handles discipline, **20%** lost more than 45 days of instructional time dealing with discipline.

VS

When teachers **do** think leadership effectively handles discipline, **7%** lost more than 45 days of instructional time dealing with discipline.

Teachers Value Transparency and Responsiveness in School Leadership



I LIKE THE WAY THINGS ARE RUN AT THIS SCHOOL

When teachers **DISAGREE** staff is comfortable raising issues with leadership,

23% like how things are run at their school.



When teachers **AGREE** staff is comfortable raising issues with leadership,

92% like how things are run at their school.

“*Teachers need real support, we need to feel like we can come to administrators with issues without negative consequences.*”
– Teacher



How to apply these findings to your school:

- 1 Review teacher responses** to the following Tennessee Educator Survey items to understand the extent to which statewide lessons apply to your school:
 - About how many minutes per week during school hours do you have for individual planning/prep time?
 - My individual planning time is sufficient.
 - School leadership effectively handles student discipline and behavioral problems.
 - The staff feels comfortable raising issues and concerns that are important to them with school leaders.
- 2 Examine the competing demands** on teachers' time and **consider whether or not planning time is truly protected** in your school.
- 3 Consider strengthening or expanding structures for teachers to share concerns with you**, using input from your educators.