



TLCI: Teaching and Learning Conditions Initiative

Data Do's and Don'ts



Data Do's and Don'ts

Teaching conditions matter for students and for teachers.

Understanding that not everyone sees them the same way is important in developing strategies and policies for school improvement.



Don't regard this as an attempt to merely document the physical structure and related resources in a school building.

- While physical facilities and resources are included in the research base, other complex factors influencing the professional teaching practices of educators are also measured.

Do use the findings to inform school and district level decisions about:

- Scheduling
- Professional development offerings
- Opportunities to support and cultivate teacher leadership, collaboration, and
- Investments in facilities and resources.
- By making TLCI data part of the school improvement planning process, findings from each working condition construct can be seamlessly integrated the current and emerging school improvement programs at every school.



Don't consider *this process as an accountability tool for principal performance.*

- The “leadership” category of the TLCI survey is intentionally broad to incorporate multiple sources of school leadership, including teacher leadership.
- Teaching and learning conditions are about schools, not individuals, and it will take the entire school community to improve them.

Do consider where administrator perceptions differ considerably from teachers.

- Recognize where the divergent views, particularly of teachers and administrators, could limit the potential for meaningful improvement.
- Utilize the data as an artifact upon which to base decisions for improvement planning purposes.



Don't use the results as a one-shot conversation or a report that sits on the shelf.

- The data are only as useful as their potential application for improving real schools.

Do use the findings to help districts move from understanding teaching conditions to taking action toward instructional improvement.

- Consider using the data as one point of reference in planning for and implementing change in their school. Other data sources might include data from teacher evaluations, teacher retention rates, teacher self-reflections, student surveys, and attendance data, etc.



Don't *use the information within the vacuum of a single school, with fear of comparisons to other schools.*

- The results will prove more meaningful if used to support collaborative efforts to identify and implement best practices within and among schools.

Do View the results by item from year to year and relative to other schools across a district.

- The findings are displayed in a graphical heat map format for each question to allow for easy comparisons across schools in the district.



Don't over- or underrepresent the data in local policy decision-making.

- Local policymakers should neither ignore the power of teaching conditions data, nor make policy without the context of other data points about the school and/or district.

Do use TLCI to help drive local-level policy decisions.

- Reviewing data results with stakeholders can ensure that policies and resources are more responsive to the most pressing needs of students, educators, schools, and the district. Consider sharing results with external stakeholders (parents, community groups and businesses, etc.) to build support for school improvement initiatives.



Thank you