



UNIVERSITY OF CALIFORNIA • SANTA CRUZ

Teaching and Learning Conditions Survey

The conditions in which an employee works, drives their satisfaction and productivity in schools as in other settings. Research shows that a school's teaching and learning conditions have a powerful influence on student achievement and teacher retention. By documenting and analyzing how teachers and administrators view their teaching and learning conditions, policymakers can make data-driven decisions on policy and practice that will improve student achievement.

With this in mind, Eric Hirsch, now at the New Teacher Center (NTC), is currently working with states and school districts across the country to assess teaching and learning conditions. He conducted this work which was pioneered under the leadership of Governor Easley of North Carolina, and originally undertaken at the Center for Teaching Quality.

Since 2004, more than 250,000 school-based educators in eight states have responded to the Teacher Working Conditions Survey, and more states are signing up this year. These surveys measure a broad range of teaching and learning conditions including time, professional development, leadership, empowerment, facilities and resources – all of which have an impact on student learning conditions and teacher retention.

Findings and Results

Working conditions data collected from across the country demonstrate three primary findings: 1) teacher working conditions are critical for increasing student achievement; 2) improving working conditions creates a more stable teaching force; and 3) considerable gaps exist between the perceptions of teachers and administrators regarding the presence of key working conditions. Other findings in states examine the connection between working conditions and the poverty of students served.

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