

Aligning PADEPP Standards With SC Teacher Working Conditions Survey Data

School leaders play a crucial role in fostering a positive work environment that supports both teachers and students. In findings from the 2023 SC Teacher Working Conditions Survey (SCTWCS), administrative support demonstrated a consistent association with teachers' job satisfaction and intent to stay in the profession.

The South Carolina Expanded Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) plays an important role in assessing and improving the impact of school administrators on teacher experiences, retention, and overall school climate. Aligning PADEPP standards with the SCTWCS supports principals in using teacher feedback as evidence in their evaluations, ensuring data-driven decision-making for continuous school improvement.

For districts participating in the SCTWCS, principals receive reports of school-level data if their school reaches a 50% response rate with at least 10 teachers completing the survey. To learn more, visit www.sc-teacher.org/twc-survey.

Why Alignment Matters

- 1. Evidence-based leadership:** SCTWCS data provide direct insights into teachers' experiences related to administrative support, enabling principals to demonstrate their effectiveness in meeting PADEPP standards.
- 2. Improving teacher retention:** Understanding strengths and areas for improvement in teacher working conditions helps school leaders create supportive environments that enhance job satisfaction and reduce turnover.
- 3. Strategic decision-making:** Data from the survey enable principals to make strategic, research-based decisions regarding professional development, resource allocation, and school policies.
- 4. Strengthening accountability:** By aligning SCTWCS data with PADEPP, principals can show measurable progress and accountability in leadership practices. They can also track longitudinal trends and outcomes through ongoing survey participation.

Utilizing Connections to Reinforce Evaluations

The PADEPP instrument is based on nine standards:

- | | |
|--|--|
| STANDARD 1 Vision | STANDARD 6 Ethical Behavior |
| STANDARD 2 Instructional Leadership | STANDARD 7 Interpersonal Skills |
| STANDARD 3 Effective Management | STANDARD 8 Staff Development |
| STANDARD 4 Climate | STANDARD 9 Principal's Professional Development |
| STANDARD 5 School/Community Relations | |

While each standard focuses on a core area of principal practice, the standards are also interconnected, in that practice in one area can impact practice in another.

The SCTWCS is based on the job demands-resources (JD-R) framework, a model that analyzes the balance between job demands (e.g., workload) and resources (e.g., access to professional development opportunities) to better understand their impact on teacher job satisfaction, as well as other outcomes. Within this framework, an imbalance can lead to teacher burnout and attrition. Being mindful of such implications can further inform principals and other administrators in their efforts to cultivate a workplace that strives for equilibrium between demands and resources.

With this goal in mind, examining teachers' perceptions of their working conditions can provide valuable insights into principal effectiveness. Table 1 provides an overview of the interconnections among PADEPP standards and several of the SCTWCS constructs.

Table 1. PADEPP Standards and SCTWCS Constructs

PADEPP STANDARD	SCTWCS CONSTRUCT
STANDARD 1: VISION	Shared Governance
STANDARD 2: INSTRUCTIONAL LEADERSHIP	Administrative Support Classroom Autonomy Organizational Demands Professional Development Support Shared Governance Workload
STANDARD 3: EFFECTIVE MANAGEMENT	Organizational Demands Workload
STANDARD 4: CLIMATE	Administrative Support Coworker Support Organizational Demands
STANDARD 7: INTERPERSONAL SKILLS	Administrative Support
STANDARD 8: STAFF DEVELOPMENT	Professional Development Support

Note. Survey constructs written in green are resources, meaning they aid in achieving work objectives, provide support, or foster professional growth. Survey constructs written in blue are demands, meaning they represent aspects of a teacher's role that require continuous physical or mental effort, potentially leading to strain.

Example: Aligning Data for Instructional Leadership

As outlined in Table 1, principals can use data from six SCTWCS constructs (including 45 individual survey items) to support PADEPP Standard 2: Instructional Leadership. Figure 1 illustrates examples of the specific survey items that can provide evidence for this standard.

Figure 1. *Instructional Leadership and SCTWCS Constructs*

PADEPP Standard 2: Instructional Leadership
An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.
Related SCTWCS Constructs and Items
SHARED GOVERNANCE In your teaching, you are able to... <ul style="list-style-type: none">• adapt the learning material in order for students to master the content.• adapt the pace and the progression of your instruction.• change your instructional plans to incorporate current events/situations.• focus instruction on goals and objectives that you select yourself.• determine how learning standards are taught in your class.• be creative in your teaching.• decide how behavioral problems are solved in your classroom.• individually select or adapt classroom tests and activities used with your students.
PROFESSIONAL DEVELOPMENT SUPPORT At your school, you have access to... <ul style="list-style-type: none">• professional development offerings that meet your needs.• professional development offerings that deepen your content knowledge.• training to effectively utilize instructional technology.• professional development that enhances your ability to meet the needs of a variety of students (e.g., English language learners, students with disabilities, gifted students).• professional development that enhances your ability to improve student learning.

By analyzing school-specific results for these and other survey items, school leaders can demonstrate their impact on instructional leadership and identify areas for growth in fostering a high-quality learning environment.

As PADEPP standards are interconnected, many of these same SCTWCS items provide evidence able to inform other administration practices and assessments. As with all data sources, it's important for school administrators to triangulate survey findings with other evidence. The guidelines for the South Carolina Expanded Program for Assisting, Developing, and Evaluating Principal Performance (2022) provide additional examples of evidence, as well as a rubric for evaluation.

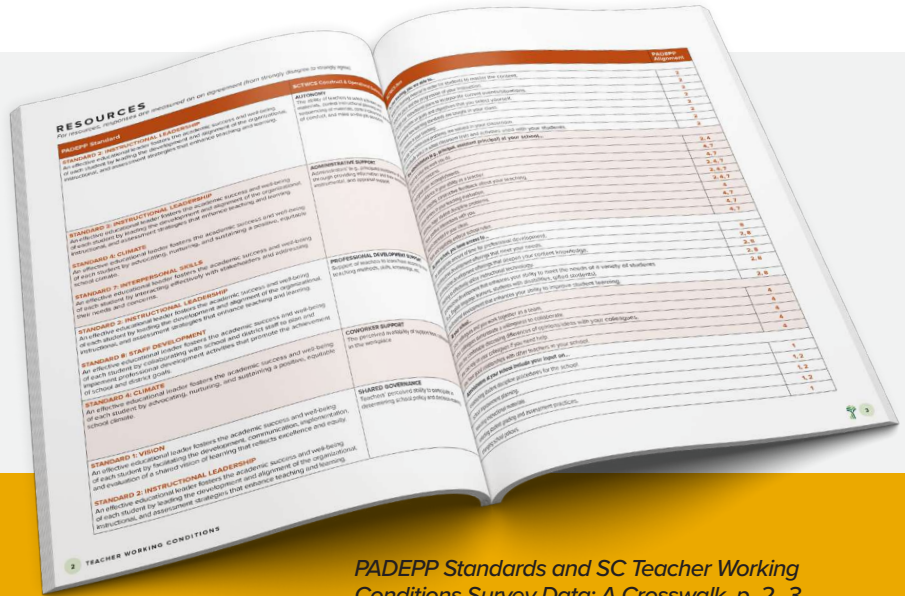


Steps Toward Using Survey Data for PADEPP

Incorporating SCTWCS data into PADEPP assessment not only aligns with the program's standards, it underscores a principal's dedication to creating a successful educational environment. With attention to the perceptions, environment, and needs of teachers highlighted in the survey, principals can drive meaningful improvement in their schools.

To further support administrators in this process, SC TEACHER offers Data + Insight Workshops to district teams (at no cost) for hands-on learning, data utilization, and thought partnership specific to PADEPP.

Workshop participants receive a full crosswalk of PADEPP standards and SCTWCS constructs and items to engage with for setting goals, making strategic decisions around policy and practice, and measuring progress through data.



PADEPP Standards and SC Teacher Working Conditions Survey Data: A Crosswalk, p. 2–3

CONNECT WITH US

Dig deeper into this work with further resources and support for district teams from SC TEACHER.



References

South Carolina Department of Education (SCDE). (2022, April 12). *Expanded program for assisting, developing, and evaluating principal performance (PADEPP)*. <https://ed.sc.gov/educators/school-and-district-administrators/principal-evaluation/program-for-assisting-developing-and-evaluating-principal-performance-guidelines-2022/>

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