HRS Survey Analysis Worksheet

School: Crosslake Community School   **Level:**   2   **Date:** 3.27.23

Resources:
- https://padlet.com/jminisca/crosslake-padlet-fnzgv66djirjw5yc
- https://padlet.com/jminisca/crosslake-padlet-fnzgv66djirjw5yc/wish/2531830361

Survey data:
- Values: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), strongly agree (5). Stakeholders were allowed to respond with a rating of *n/a or don't know*, with these ratings excluded from the statistics, which will affect the response count to any question.
- Means greater than 3.5 suggest a majority of respondents agreed.
- Means less than 2.5 suggest a majority of respondents disagreed.
- Means close to 3.0 suggest (1) similar numbers of respondents that agreed and disagreed and/or (2) more respondents who neither disagreed nor agreed.

Leading indicator

2.1 The school communicates a clear vision as to how teachers should address instruction.

Survey Mean Results
Admin: 4.88
Staff: 4.39

Lagging Indicator artifacts and/or data Examples:
- The New Art and Science of Teaching instructional model/framework
- With new initiatives such as Responsive Classroom, leadership analyzes how it complements and strengthens existing processes and programs.

Notes
This is a celebration!
- NASOT is integral to every facet of our school : PLCs, team meetings, professional goal setting.
- As the HRS Lead, Mara is readily available to assist staff in understanding HRS processes.

Considerations
- Train paraprofessionals in NASOT
- How are you using your model of instruction to filter and streamline initiatives?
- The term instructional model and Compendium might be unfamiliar to some - use common language - formalize/standardize the terminology.
- Ways to keep the star shining brightly: How are you going to measure your understanding of HRS over time? How will you sustain the implementation and understanding (e.g. survey, problem solving at faculty meetings)?
- Onboarding ideas:

	○ short session on program and expectations - cheat sheet with key ideas (1 pager) ○ new staff members learn over time ● Reach out to Joe if you need additional resources

Leading indicator

2.2 The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Survey Mean Results
Admin: 4.5
Staff: 4.1

Lagging Indicator artifacts and/or data Examples:	Notes
 ● NASOT element goals ● Peer coaching ● Lead observations ● Instructional goals ● QComp program	● Professional Growth Plans are for every teacher: goals, growth, develop instructional skills **Considerations - How effective and standardized is our current goal setting process and tracking of goals? How are we keeping goals out in front of the team as a whole? How can we continue to use new teachers to help build needs for induction?** ● new teacher onboarding/induction/mentoring may need some work - pacing of the information to not overwhelm - maybe add a day for new teachers ● coordinate with HR on onboarding content/processes ● re-survey this indicator with just teachers to get more specific information ● use asynchronous training tools ● differentiate for years 1-3

Leading indicator

2.3   The school is aware of and monitors predominant instructional practices.

Survey Mean Results
Admin: 3.8
Staff: 4.16

Lagging Indicator artifacts and/or data Examples:	**Notes** **What caught your eye that caused you to ask some questions? How are you using that data to establish some trends and support?**
	● surprised that the first question was so high because we don't really have walkthroughs in practice - identified goal area - hoping to increase the number of opportunities for teachers to visit each other's classrooms
	  ○ provide supportive and targeted feedback
	  ○ use tools - rubrics that describe the desired instructional moves
	  ○ some teams use Google forms as observation tool - see Padlet
	  ○ identify trend data
	  ○ resources: Compendium, Avanti
	● How might we incorporate the walkthrough with Catalyst?
	● How might we remove the barriers to classroom coverage to support walkthroughs?
	  ○ roving substitute

Leading indicator

2.4 The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
Survey Mean Results
Admin: 3.67
Staff: 3.74

Lagging Indicator artifacts and/or data Examples:	**Notes**
	● Identified goal area
	Considerations
	● Distinguish between lead observation and administrative evaluation processes
	● Use multiple data points
	  ○ video of instructional practices - Google folder so others can provide feedback
	  ○ use formative assessments to tie together teacher efforts and student outcomes

	● Videos may be beneficial to removing barriers to classroom coverage -allows for a systematic approach to feedback ● See resources in the Padlet

Leading indicator
2.5 The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.

Survey Mean Results
Admin: 4.2
Staff: 4.3

Lagging Indicator artifacts and/or data Examples:	Notes
	● Strong indicator and close consensus between teachers and admin - focus of leadership team in the past couple of years - Board and Finance Committee support - increased PD in the past few years ● Staff has engaged in PD ● MN Summit on calendar ● Staff surveys on PD are important in collecting data and feeding our work forward

Leading indicator
2.6 Teachers have opportunities to observe and discuss effective teaching.

Survey Mean Results
Admin: 3.63
Staff: 3.74

Lagging Indicator artifacts and/or data Examples:	Notes
	● Instructional Rounds - developing process to start next year - needs to be looked over by Leadership Team ● Catalyst demonstration projects in place ● Consider using prep periods ● Be an observer/be willing to be observed ● Opportunities for both formal and informal observations - for professional learning