



Supporting Statement

1.) Our school frequently celebrates the successes of both students and staff.

Teachers

Count	Response	breakdown	Count	Percent
1	-2	- Strongly Disagree	3%	
5	-1	- Disagree	16%	
18	1	- Agree	58%	
7	2	- Strongly Agree	23%	

FCS

Total

31

Average

0.81

"Staff meetings- Good things"

"ask for "good things" in staff meetings"

"Yes, every staff meeting we share good things. In my class we share good things"

"An effort is made to do "good things" at staff meetings but this often feels forced, and staff meetings are irregular. Regularly scheduled assemblies or school functions would be a nice way to give emphasis to success"

"In the classroom we do "good things" but I feel that we as a community should celebrate successes together by doing assemblies. "

"Started Super Kid Parties at the end of the school year. That was a good step."

"I volunteered to coordinate and lead academic honor assemblies for students, but none have occurred during this '11-'12 academic year."

"We have many programs in place that reward students, but I think that we still focus on the negative behaviors too much."

"I think that we do a good job of sharing good things in staff meetings but I think that we could do more with a program that somehow keeps track of positives and sharing on a bulletin board for both staff and students to really bring awareness to the positives."

"Not as often this year. i believe staff and students would probably be hard pressed to list a time when this occurred. It is a perception."

"I believe that our school tries to celebrate successes, and has done so more recently with the creation of the Super Kids program. I also believe that we could do a lot more to celebrate the successes. Sometimes there are discussions about a plan we could implement, but then those plans are not always carried out, which is disappointing. Additionally, there are not a lot of times where the school actively seeks to celebrate the successes of staff members."

"Things have been implemented more recently to recognize good behavior and hard work. As a staff we also share good things in staff meetings. "

1.) Our school frequently celebrates the successes of both students and staff.

Admin

Count	Response	breakdown	Count	Percent
1	-1	- Disagree	50%	
1	1	- Agree	50%	

Total

2

Average

0

Supporting Statement

2.) School leaders keep staff, students and the community focused on the continuous improvement of teaching & learning.

Teachers

Count	Response	breakdown	Count	Percent
12	-1	- Disagree	39%	
1	0		3%	
15	1	- Agree	48%	
3	2	- Strongly Agree	10%	

Total

31

Average

0.29

"It seems they are too busy with discipline issues to do this. That is not meant as a slam on them, it is just my opinion."

"staff inservices"

"The power struggle between the administrators creates an environment that can seem hostile. The focus often seems to be a battle of wills."

"I feel that there is a lack of communication with what is going on with our school. Communication that happens is focused mostly on political agendas and power-struggles."

"I agree that the efforts of school leaders are directed at continuous improvement. I do not agree that all staff are making the appropriate efforts to make that improvement a reality."

"I think that our school leaders are very over worked and so it is hard to keep others focused on the improvement of teaching and learning."

"I believe they try but with staff cuts we are a totally reactive rather than proactive staff this year."

"I have had several opportunities to go to various professional development trainings to improve my own learning and teaching, so I would say they do a good job with this. It would be nice if we could work together as a staff to find ways to help keep the students focused on the improvements in their learning."

2.) My primary focus as a school leader is to continuously improve teaching & learning.

Admin

Count Response breakdown Count Percent

1	1 - Agree	50%
1	2 - Strongly Agree	50%

Total

2

Average

1.5

Teachers

3.) Staff meetings are held regularly and focus on student learning.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
13	-1 - Disagree	42%
1	0	3%
11	1 - Agree	35%
5	2 - Strongly Agree	16%

Total

31

Average

0.19

"We have about 20 minutes for staff meetings each week. We open with good things, and then it is mostly information that we need. We usually cover student learning and get information at our PLC's."

"They focus on upcoming events, policies, etc."

"not too often"

"Yes, every Tuesday"

"Staff meetings are irregular and therefore often focus of scheduling and memos"

"Staff meetings are focused on different events that are happening and rarely focused on academics."

"We need to re-establish a protocol for interventions for kids, I don't care if we call it EBIS, or whatever, but we need to meet so we can collaborate and brainstorm, and help kids together. Our weekly staff meetings are great for keeping us all informed and on the same page, but we aren't focusing on students at those meetings."

"Meetings are usually more clerical in nature."

"Staff meetings are held regularly but are not super focused on student learning but on housekeeping. "

"Staff meetings are regularly scheduled but frequently canceled due to admin being off site or putting out fires elsewhere"

"Staff meetings are held sporadically, and they sometimes focus on student learning. "

"Staff meetings are held regularly but not to focus on student learning."

3.) Staff meetings are held regularly and focus on student learning.

Admin

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	50%
1	-1 - Disagree	50%

Total

2

Average

-1.5

"Staff meeting s routinely focus on management items and not students learning. "

Collaborative Culture

4.) Improvement plans are thoroughly discussed by staff before being implemented, and results are reviewed regularly.

Teachers

Count Response breakdown Count Percent

3	-2 - Strongly Disagree	10%
14	-1 - Disagree	45%
1	0	3%
12	1 - Agree	39%
1	2 - Strongly Agree	3%

Total

31

Average

-0.19

"I don't know that this has happened fully."

"Mostly sprung on us"

"I would appreciate it if plans were discussed by staff before requiring that they be implemented. I feel there is little dialogue re improvement plans; we are just told that 'such and such' will be happening."

"There are usually a lot of unanswered questions surrounding improvement plans. We also start a lot of things at once and don't always follow through with all of it. "

"To strongly agree I would say we need to improve on thoroughly discussing. I think that we would need to have more staff meetings to discuss things thoroughly."

"I have no experience of this"

"I don't feel like we have the time to do all of these. All the pieces get done, but not at the same time or in regards to the others."

4.) Improvement plans are thoroughly discussed by staff before being implemented, and results are reviewed regularly.

Admin

Count Response breakdown Count Percent

2	-1 - Disagree	100%
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Total

2

Average

-1

Collaborative Culture

5.) As a school we continually work together to identify and implement new ways to help students achieve at higher levels.

Teachers

Count Response breakdown Count Percent

15	-1 - Disagree	48%
10	1 - Agree	32%
6	2 - Strongly Agree	19%

Total

31

Average

Average

0.23

"This was hard to answer. We do work together in some areas, but not others. Often student behaviour holds students back. We need to work more with our behaviour students."

"As a grade level/PLC we sometimes discuss strategies to help students but not enough. As a school I'm not sure."

"dibels, aimes"

"EBIS meetings have not occurred and many students that require interventions have been left unattended. "

"I think that there have been attempts to try new ways to help students on a short term basis but long-term I feel that those students who are in need have fallen through the cracks. "

"There are groups that work together in this way. There are also some that just do what they want."

"Yes, examples include the extended study hall and math interventions that require regular updates, feedback, and collaboration."

"I think there are a lot of gaps school wide and middle school wise. People are not all on the same page for behavior expectations, curriculum expectations and overall school identity. I think that this is a fault that all of us can be take blame in."

"At Sheridan we do a great job of making changes to benefit students. "

"We have little time to colaberate, even in PLC meetings. I rarely interact with my team mates other than a brief good morning."

"This is happening in small groups at times, but I don't see it happening as a whole school. I would like to see more cohesiveness as a whole school, with the educational plan made more apparent at that level."

5.) As a school we continually work together to identify and implement new ways to help students achleve at higher levels.

Admin

Count Response breakdown Count Percent

2 1 - Agree 100%

Total

2

Average

1

NSO1 Content

6.) Our collaborative team (Data Team / PLC) has agreed on how to best sequence the content of the course and have built pacing guides to help students learn.

Teachers

Count Response breakdown Count Percent

1 -2 - Strongly Disagree 3%

15 -1 - Disagree 48%

3 0 10%

7 1 - Agree 23%

5 2 - Strongly Agree 16%

Total

31

Average

0

"We haven't made a pacing guide for every subject we teach. We are in the process for math."

"Kind of. We have gone through our grade level materials in order to match the standards. We do not have a pacing guide that tells us were to be and when."

"lots of work!"

"We have worked very hard on aligning our curriculum, check in frequently on what each other is doing, but have not made official pacing maps."

"Yes, kindergarten makes one out for reading, math and science, health, social studies and art."

"Among the members of our PLC, student placement and data is reviewed used and discussed to build curriculum"

"I feel my grade level has done better this year since PLC to work together to on sequencing math, social studies and writing. The subject we have worked on in PLC. "

"We have done so in several areas (-not as a team, but in our grade level)."

"We did start this at the beginning of the year, but have not had too much time since then."

"We have mapped out the standards and compared them to Glencoe curriculum, using the Oregon road map."

"Haven't had time to do this. "

"I am very excited about working on pacing guides this summer and starting next year with a complete plan. We have not been able to create pacing guides due to lack of time and experience."

"Not to my knowledge"

"We have discussed doing this, and we have started to do it a few times, but the PLC meetings have not been happening regularly, so we have not accomplished this. I believe some of this work may take place during the summer."

"We use pacing maps to plan our content areas to make sure that every thing get taught that needs to, and at a good pace. "

6.) Pacing guides are included in current curriculum documents for each course, content area and/or grade level.

Admin

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	50%
1	-1 - Disagree	50%

Total

2

Average

-1.5

Teachers

7.) Our collaborative team (Data Team / PLC) has aligned essential learnings with standards and the high-stakes assessments required of our students.

Teachers

Count Response breakdown Count Percent

8	-1 - Disagree	26%
4	0	13%
12	1 - Agree	39%
7	2 - Strongly Agree	23%

Total

31

Average

0.58

"We have done this for math. But not really with any other subject."

"Math "

"We have spent many PLC meetings after school as well as half day inservices working on this."

"We all review the standards and make sure we are teaching them."

"For math only"

"We have changed our math teaching to meet with new standards."

"for Math and writing"

"We have done so, in math."

"Hasn't been done. "

"This will happen with our pacing guides."

"I believe our teachers are doing the best they can but it is not happening in teams"

"See above question and response."

7.)

Admin

Count Response breakdown Count Percent

2	0	100%
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Total

2

Average

0

8.)

I develop or use rubrics aligned to priority standard assessments in order to score student work.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
5	-1 - Disagree	16%
2	0	6%
22	1 - Agree	71%
1	2 - Strongly Agree	3%

Total

31

Average

0.55

"for math and reading. make my own for other subject areas."

"I use them on occasion but not for everything"

"not too often--writing and speaking for sure"

"haven't used a rubric in years"

"-Particularly in writing."

"And I provide copies of the rubrics to students."

"I do this some of the time. It would be helpful to create these with my subject matter team and actually get the time to do it. "

"Rubrics are used with a lot of projects and writing assignments in language arts and social studies."

8.)

Admin

Count Response breakdown Count Percent

2	0	100%
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Total

2

Average

0

9.)

My students can describe the learning target or objective of my lesson when asked, "What are you learning and how will you know when you have learned it?"

Teachers

Count Response breakdown Count Percent

9	-1 - Disagree	29%
1	0	3%
18	1 - Agree	58%
3	2 - Strongly Agree	10%

Total

31

Average

0.48

"We have focused on Math more this year so that is probably my strongest subject area."

"Most would probably be able to do this but not all. It's my goal to make it all."

"in math"

"I feel we do quite a good job on this."

"Not for every lesson. Still working towards this. "

"I have a planner entry for all classes so students know what we will be working on. I need to work on informing students on how they will know when they have learned it."

"Nearly every assignment has a stated essential question associated with it."

"I believe they can do this, but I could work harder at making this more transparent for them."

9.) Students can routinely describe a lesson's learning target and assessment criteria when asked: "What are you learning and how will you know you have learned it?"

Admin

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	50%
1	-1 - Disagree	50%

Total

2

Average

-1.5

Assessment

10.) I am comfortable discussing progress toward SMART goals with my collaborative team, and can effectively analyze my own instruction and assessment results.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
9	-1 - Disagree	29%
4	0	13%
14	1 - Agree	45%
3	2 - Strongly Agree	10%

Total

31

Average

0.29

"We aren't discussing SMART goals to my knowledge. I have been to two trainings this year about the Smarter balance test we will be taking in a couple of years but to my knowledge we are not discussing it as PLC's."

"We do this during our plc time and our lunch time."

"IN Math only"

"I know too little about SMART goals to answer this question."

"What are SMART goals"

"I am comfortable with this concept, but I'm sorry to say we don't fill out SMART goals in our collaborative team. I have, however, had kids fill out SMART goals for my classes."

10.) Our school collects and analyzes a variety of disaggregated student data from multiple sources to develop, monitor and refine our school improvement plan.

Admin

Count Response breakdown Count Percent

2	-1 - Disagree	100%
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Total

2

Average

-1

11.) I work collaboratively with colleagues to ensure a vertical and horizontal alignment of priority standards.

Teachers

Count	Response breakdown	Count	Percent
8	-1 - Disagree		26%
2	0		6%
16	1 - Agree		52%
5	2 - Strongly Agree		16%

Total

31

Average

0.58

"We could do more work in this area for math and writing."

"This happens sometimes."

"sometimes. We have done it so often that we don't need to do it too often"

"We have worked very hard on this, between Elementary, Middle School, AND the high school."

"in math"

..

"I am more than willing to do this, but I don't think we always get the time to do this. "

"I would like to work collaboratively with colleagues more for vertical and horizontal alignment."

"When? When we do meet an agenda is already set and it doesn't include alignment though it is talked about frequently"

"We are supposed to be working toward this, but not a lot has happened as of yet. As a Language Arts team, we have spent time on this, but not yet completed our project on this issue."

11.) Current curriculum documents show the vertical and horizontal alignment of priority standards between grade and content levels.

Admin

Count	Response breakdown	Count	Percent
1	-1 - Disagree		50%
1	1 - Agree		50%

Total

2

Average

0

Standards

12.) I use unwrapped (deconstructed) priority standards to create my lessons.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree		3%
9	-1 - Disagree		29%
3	0		10%
15	1 - Agree		48%
3	2 - Strongly Agree		10%

Total

31

Average

0.32

"we have a lot more to unwrap"

"We have just begun using this for math. We have unwrapped the math objectives for double digit addition and subtraction, but need to do this for all of math. "

"sometimes"

"When applicable."

"We have to in kindergarten because we are the beginning."

"for math"

"for math only it is the only curriculum as a PLC we have addressed using Smart Goals"

"With the pacing guides standards will be unwrapped to help fuel lessons."

"I could do a better job on this, but I do try to use these standards in my lessons. "

12.) Data from lesson plans and classroom observations show the priority standards are being taught with fidelity.

Admin

Count Response breakdown Count Percent

1	-1 - Disagree	50%
1	1 - Agree	50%

Total

2

Average

0

Standards

13.) I can clearly articulate which priority (Power) standards I teach and how my students are making progress toward proficiency in those standards.

Teachers

Count Response breakdown Count Percent

10	-1 - Disagree	32%
3	0	10%
14	1 - Agree	45%
4	2 - Strongly Agree	13%

Total

31

Average

0.39

"We have focused on Math this year so we have spent most of our PLC time on Math"

"Quite honestly these things change so often it's hard to know which one is an essential standard, power standard, priority or whatever other term is used for a standard. I think for the most part I do this."

"We have a testing packet that goes along with the standards"

"Don't have a clear outline of the power standards. Never received them. "

"Power standards are confusing. Do we mean common core curriculum."

"I try to do this, but it can be difficult to find the time to look at the data and assess how students are making progress toward proficiency specifically in the power standards."

13.) I clearly articulate that all priority standards must be taught and assessed.

Admin

Count Response breakdown Count Percent

2	1 - Agree	100%
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Total

2

Average

1

Supporting Evidence

14.) Time dedicated for collaborative team (Data Team / PLC) meetings is rarely sacrificed for other purposes.

Teachers

Count Response breakdown Count Percent

4	-2 - Strongly Disagree	13%
11	-1 - Disagree	35%
10	1 - Agree	32%

Count Response breakdown Count Percent

6	2 - Strongly Agree	19%
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Total

31

Average

0.1

"We attempt to have every meeting. I'm filling this out during PLC time."

"At the beginning of msot every PLC session, our PLC leader tells us to "work on grades" in our classrooms. "

"I find the time set aside for PLC to be a frustration. We are unclear as to what we should do, or what we are trying to accomplish. Guidelines given are vague and I lack direction"

"It is sacrificed at times, but I feel it is for equally beneficial reasons."

"In fact, changes are sometimes made at the last minute for the scheduled training/meetings."

"Most of my meetings were cancelled or changed or never happened. "

"I am in an avid or language arts plc meeting every Monday."

"PLC meetings have not been held consistently."

14.) Time dedicated for collaborative team (Data Team / PLC) meetings is sacred and considered off limits for all other activities.

Admin

Count Response breakdown Count Percent

1	-1 - Disagree	50%
1	1 - Agree	50%

Total

2

Average

0

*Survey Results***15.) The primary focus of our collaborative team (Data Team / PLC) is to improve teaching strategies.**

Teachers

Count Response breakdown Count Percent

12	-1 - Disagree	39%
3	0	10%
13	1 - Agree	42%
3	2 - Strongly Agree	10%

Total

31

Average

0.23

"The focus seems to change from time to time. The PLC leader usually comes up with the topic unless told one. This puts a burden on the leader. They should not be spending time coming up with something to do on a Monday."

"A lot of the time we meet in grade level teams because we want to improve our teaching strategies."

"I think this is what it is supposed to be we don't actually do this because we don't have any guidance letting us know what we should be working on "

"We often don't know what to do. I feel we need direction."

"I think this is the goal but it doesn't get done. "

"I would like to get there but really with new teachers or old teachers on their way out we have used our plc time to discuss student behavior and what we can do to improve classroom discipline."

"It's to create documents to make it appear we are improving teaching strategies"

"Our team works closely together to share ideas/strategies and plan lessons that are collaborative so that students are getting the same material at the same time. "

15.) I have observed and collected evidence that collaborative teams (Data Team / PLC) in our school focus primarily on improving teaching.

Admin

Count Response breakdown Count Percent

1	-1 - Disagree	50%
1	1 - Agree	50%

Total

2

Average

0

Process Norms

16.) Discussions stay on topic during collaborative team (Data Team / PLC) meetings.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
7	-1 - Disagree	23%
4	0	13%
14	1 - Agree	45%
5	2 - Strongly Agree	16%

Total

31

Average

0.48

"We are pretty straight forward and to the point."

"We have a very short amount of time, so we are usually all business."

"Too much lost time fooling around!"

"For the most part we stay on task."

16.) Teachers have received training in how to define and manage critical roles within the collaborative team (Data Team / PLC) structure—leadership, record keeping, etc.

Admin

Count Response breakdown Count Percent

2	-1 - Disagree	100%
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Total

2

Average

-1

Student Intervention & Enrichment

17.) Our school has an effective structure of supports and interventions to help struggling students.

Teachers

Count Response breakdown Count Percent

5	-2 - Strongly Disagree	16%
15	-1 - Disagree	48%
7	1 - Agree	23%
4	2 - Strongly Agree	13%

Total

31

Average

-0.32

"nothing has happened or changed for my struggling students."

"We do not have a process that helps with our struggling students. We need to have smaller student teacher ratio for these students next year to teach concepts that they are having a hard time with."

"We used to get kids help through EBIS. We have only had 1 EBIS meeting all year. Most people have gone through other avenues but that was something that seemed to work."

"not always enough. Like we have had only ONE EBIS meeting this year, and it came too late to be of much help"

"Kindergarten is hard because a lot of my students don't get served until 1st grade."

"in reading only"

"Struggling students are not receiving the services required to aid them. "

"I think that there is room for improvement here. I feel that teachers are not all on the same page."

"I believe this statement is true for K-3. However, nothing we do as supplemental support can replace a good first teaching."

"For math, this is true."

"We use room 101 and detentions WAY too much!! Clearly it is not working! Sending a kindergartener to detention is nuts!"

"We have many interventions in place to help students."

"We try, but there are no teeth and no consequences for refusing to work. Most of our struggling students are struggling because they won't do the assigned work not because they can't."

"While I do not claim to have a solution, I do not feel that our school has this structure in place. Many of the interventions put in place for struggling students do little to help them move forward and get to a better place than where they were before. As a school, we need to work on building a stronger infrastructure of supports and interventions. We do not have enough support staff, and we do not have enough common work time to address many of the issues at hand. As a new teacher to the school, I feel that the structure is very unclear and the students feel that lack of structure. "

"The idea is there, but the execution is not. "

17.) Our school has an effective structure of supports and interventions to help struggling students.

Admin

Count Response breakdown Count Percent

2 2 - Strongly Agree 100%

Total

2

Average

2

"In reading but not in math"

Protect Names

18.) I feel safe in sharing ideas and asking questions in my collaborative team (Data Team / PLC) meetings.

Teachers

Count Response breakdown Count Percent

3 -1 - Disagree 10%

3 0 10%

10 1 - Agree 32%

15 2 - Strongly Agree 48%

Total

31

Average

1.19

"I am hesitant at times because I don't want to upset others. Some people don't like hearing about your ideas."

"We share a lot."

"Strong personalities sometimes make one feel they should keep their opinions to themselves."

"Typically I do feel safe in sharing ideas and asking questions, but not 100% of the time. "

18.) Teachers feel safe in sharing ideas and asking questions in staff meetings and collaborative team (Data Team / PLC) meetings.

Admin

Count Response breakdown Count Percent

1 1 - Agree 50%

1 2 - Strongly Agree 50%

Total

2

Average

1.5

*Operational Norms***19.) An agenda is prepared before each collaborative team (Data Team / PLC) meeting, and minutes are taken during the meeting.**

Teachers

Count Response breakdown Count Percent

12	-2 - Strongly Disagree	39%
12	-1 - Disagree	39%
5	0	16%
2	1 - Agree	6%

Total

31

Average

-1.1

"We talk about what we would like to do, but no official agenda or minutes"

"I agreed to the agenda, but we usually do not take minutes."

"This hasn't happened this year. In the past we have written things down and sent them to Marti but not this year."

"Let just say at the beginning of this process yes, minutes were kept, and turned in, and an agenda/topic/task was given to us from our administrator....lately no agenda, or minutes, we've been meeting in grade level teams to address up coming themes, units, special events, and working together to prepare and plan for them. "

"I do not believe this has ever happened"

"We once kept minutes, but stopped in October '11."

"Doesn't happen. "

"No clue - "

19.) I document the progress of the school's collaborative (Data Team / PLC) teams by collecting, reviewing and providing feedback on agendas and meeting minutes.

Admin

Count Response breakdown Count Percent

2	-1 - Disagree	100%
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Total

2

Average

-1

*Operational Norms***20.) Members of my collaborative team (Data Team / PLC) arrive on time to each meeting, are prepared, and actively participate.**

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
9	-1 - Disagree	29%
4	0	13%
13	1 - Agree	42%
4	2 - Strongly Agree	13%

Total

31

Average

0.32

"not all prepared"

"Not on time, not always actively participating, but I'm not going to push it because I don't feel it's my job to hold their hand. We will meet with whomever is there."

"A lot of time we have to remind teachers to come."

"Everyone is punctual, but not sure what the goal is for each meeting."

"With few exceptions"

"Bus duty, students in rooms seeking help often cause delays "

20.) I regularly monitor each collaborative team (Data Team / PLC) to ensure staff arrive on time, are prepared and actively participate.

Admin

Count Response breakdown Count Percent

2 -1 - Disagree 100%

Total

2

-1

21.) I construct learning activities explicitly connected to priority (Power) standards, goals and student data.

Teachers

Count Response breakdown Count Percent

2 -1 - Disagree 6%

3 0 10%

20 1 - Agree 65%

6 2 - Strongly Agree 19%

31

0.97

"for reading and math"

"I feel I do this. I could do it better."

"I use the teacher's manual, which aligns nicely"

"in math"

"Math and writing"

"In some subject areas more strongly than others."

"I connect lessons to standards."

21.) After classroom observations, I provide timely feedback focusing on the effective use of priority standards and related learning strategies.

Admin

Count Response breakdown Count Percent

2 1 - Agree 100%

Total

2

Average

1

"Not timely enough "

Continued

22.) I bring data and examples of student work to observation conferences with my principal to illustrate how I use data to make instructional changes in my classroom.

Teachers

Count Response breakdown Count Percent

5	-2 - Strongly Disagree	16%
14	-1 - Disagree	45%
6	0	19%
3	1 - Agree	10%
3	2 - Strongly Agree	10%

31

-0.48

"Especially when meeting with parents."

"I never bring student work to observation conferences. Didn't realize that was part of the process."

"Never"

"I don't recall ever doing that."

"There would be no time for that. Observation conferences are beneficial to the degree of discussing the areas that we ask to be observed. I feel this (data/instructional changes) is better discussed in PLC's."

"This has never happened, and I do not feel that time would currently be made or is available for this."

"This is true when we have met to build the math intervention classes."

"I share many assignments and activities with my admins."

22.) As a building leader, I debrief data team results and student growth monthly with my superintendent or supervisor.

Admin

Count Response breakdown Count Percent

2	-1 - Disagree	100%
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2

-1

Assessment

23.) I analyze student work to improve my instruction.

Teachers

Count Response breakdown Count Percent

1	0	3%
13	1 - Agree	42%
17	2 - Strongly Agree	55%

31

1.52

"This tells me what I didn't make clear to them."

"If they can't tell me what they've learned or can't apply it to a topic, then I have failed."

"All the time."

"Informal assessment changes the direction of my lessons each day"

"Use student work to guide my teaching. "

"Student work helps fuel what I teach."

"I always use student work to determine if I have met my instructional goals and if not, I reteach and review."

23.)

Admin

Count	Response breakdown	Count	Percent
2	0		100%

Count

2

Average

0

Assessment

24.) I use data to communicate academic progress and student growth to both students and parents.

Teachers

Count	Response breakdown	Count	Percent
1	-1 - Disagree	3%	
2	0	6%	
17	1 - Agree	55%	
11	2 - Strongly Agree	35%	

Count

31

Average

1.23

"I use dibels scores, aimsweb scores, timed test record, reading checkout scores, and mastery test scores."

"Packet scores, and Diebls...love those graphs for reading data"

"Data from assignments."

"Grades and progress reports go out regularly"

24.) Our teachers openly share their data and results of their data analysis.

Admin

Count	Response breakdown	Count	Percent
2	1 - Agree	100%	

Count

2

Average

1

Assessment

25.) I analyze formative, interim, diagnostic and summative assessment results to guide my instructional decisions.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	3%	
5	-1 - Disagree	16%	
1	0	3%	
17	1 - Agree	55%	
7	2 - Strongly Agree	23%	

Count

31

Average

0.77

"In reading we do, but we don't have much to help us in the way of this for math."

" You need the variety to get a better picture of the whole student."

"Especially interim data."

25.) I ensure new staff receive training on the data analysis process.

Admin

Count Response breakdown Count Percent

1	-1 - Disagree	50%
1	1 - Agree	50%

Count

2

Average

0

Assessment

26.) I use data to show evidence of progress toward my own professional goals.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
11	-1 - Disagree	35%
3	0	10%
13	1 - Agree	42%
3	2 - Strongly Agree	10%

Count

31

Average

0.19

"Haven't done that"

"I would do this if required or asked for."

26.) I use data to show evidence of progress toward my own professional goals.

Admin

Count Response breakdown Count Percent

1	-1 - Disagree	50%
1	1 - Agree	50%

Count

2

Average

0

Stand of Vision

27.) The primary focus of our collaborative team (Data Team / PLC) is to improve student learning.

Teachers

Count Response breakdown Count Percent

6	-1 - Disagree	19%
3	0	10%
16	1 - Agree	52%
6	2 - Strongly Agree	19%

Count

31

Average

0.71

"Our PLC Team also will focus on teaching strategies and methods that will help us."

"That is the goal."

"Yes but we don't have a plan for those students who are not making progress."

"It should be the primary focus."

"This is a goal but it doesn't always get done."

27.) I have observed and collected evidence that collaborative teams (Data Team / PLC) in my school focus primarily on improving student learning.

Admin

Count	Response breakdown	Count	Percent
1	-1 - Disagree	50%	
1	1 - Agree	50%	

Total

2

Average

0

dissemination

28.) Our collaborative team (Data Team / PLC) uses common summative assessments.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	3%	
7	-1 - Disagree	23%	
5	0	16%	
15	1 - Agree	48%	
3	2 - Strongly Agree	10%	

Total

31

Average

0.39

"In some areas"

"In Math and Reading "

"We have in the past when we were reviewing reading progress, we have use unit test to analyze math success this year. We don't have an assessment for written language yet."

"In some areas, yes."

"Not sure, I rarely meet with other science teachers or with the teachers who teach other subjects to my students"

"Currently there is very little cross-over between the grade levels with respect to common summative assessments, so we have not developed these as of yet."

28.) Teachers who teach the same course or grade level are required to use a common summative assessment, and I regularly review the data from those assessments.

Admin

Count	Response breakdown	Count	Percent
1	-1 - Disagree	50%	
1	1 - Agree	50%	

Total

2

Average

0

Shared Vision

29.) Our school's improvement efforts focus on results rather than programs.

Teachers

Count	Response breakdown	Count	Percent
9	-1 - Disagree	29%	
1	0	3%	
16	1 - Agree	52%	
5	2 - Strongly Agree	16%	

Total

31

Average

0.55

"We love data"

"We do what works for whoever needs it. Not program specific"

"both"

"we focus on both results and programs."

"are their scores going up? Never how did you get that to happen?"

"I don't think we have enough focus on results or the kind of results we are wanting. More training or school-wide discussions about the kind of results that could really make a difference might be needed."

"Again, -in some areas."

"We are trying to focus on results, but the difficult is in getting the kids motivated to do work at all. Many of them lack the intrinsic motivation to get the work done."

29.) Our school's improvement efforts focus on results rather than programs.

Admin

Count Response breakdown Count Percent

2 1 - Agree 100%

Total

2

Teachers

1

Supporting Schools & Teachers

30.) Team members disaggregate data to identify subgroups that may be struggling.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	3%
10	-1 - Disagree	32%
4	0	13%
14	1 - Agree	45%
2	2 - Strongly Agree	6%

Total

31

Average

0.19

"We have but not very often"

"as a grade level only"

"We do this in grade level teams rather than the whole PLC team."

30.) Teachers have the skills and the tools necessary to disaggregate student achievement data.

Admin

Count Response breakdown Count Percent

2 -1 - Disagree 100%

Total

2

Teachers

-1

Supporting Schools

31.) Our school and district administrators support and model collaboration.

Teachers

Count Response breakdown Count Percent

13	-1 - Disagree	42%
14	1 - Agree	45%
4	2 - Strongly Agree	13%

Total

31

Average

0.29

"We rarely have an administrator at our PLC group. The Administrator usually meets with the head of each PLC group and then the head of each PLC models or passes information on."

"We are very fragmented this year for some reason. Some people have too many hats. I feel like I'm on my own island (which is fine) but that does not bode well for collaboration."

"they support collaboration but they rarely model it"

"I've seen sessions spent on complaining rather than collaborating. That is often the result of people not having a clear picture of what they are supposed to be doing."

"This happens sometimes. I honestly believe that teachers are more of an impediment than administrators."

"I agree somewhat, but there is a serious breakdown when it comes to communication, so while the talk may be focused on collaboration, the modelling of it breaks down."

31.) Administrators in our district model and support collaboration.

Admin

Count Response breakdown Count Percent

2	1 - Agree	100%
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Total

2

Average

1

32.) Data from common formative assessments is used to help identify the most promising instructional practices to be replicated.

Teachers

Count Response breakdown Count Percent

2	-2 - Strongly Disagree	6%
14	-1 - Disagree	45%
4	0	13%
8	1 - Agree	26%
3	2 - Strongly Agree	10%

Total

31

Average

-0.13

"We started the CFA's in math but have had other topics to cover in PLC's and they have not been made as much as we should."

"we haven't done this as a PLC group"

"we are only in beginning stages of using common formative assessments."

"common formative assessments are difficult to use at the kindergarten level, a child has to reach a certain proficiency level before standardize test can be used. so in kindergarten it feels like teaching to the test, and then filling in the knowledge gaps. "

"Not sure"

"We have discussed putting these into place, but have not had the time to get together and create them, let alone discuss possible results."

32.) I systematically analyze the instructional strategies and assessments used by teachers and provide feedback as part of the teacher evaluation process.

Admin

Count Response breakdown Count Percent

1	-1 - Disagree	50%
1	2 - Strongly Agree	50%

Total

2

Average

0.5

Agreement

33.) Our collaborative team (Data Team / PLC) uses common formative assessments that are based on clearly identified standards and a common understanding of proficiency.

Teachers

Count	Response breakdown	Count	Percent
3	-2 - Strongly Disagree	10%	
6	-1 - Disagree	19%	
6	0	19%	
12	1 - Agree	39%	
4	2 - Strongly Agree	13%	

Total

31

Average

0.26

"we changed our math tests so that align with the standards."

"We are currently coordinating on writing assessments."

"Same as above"

"in math"

"we are beginning to use common formative assessments."

"See comments above"

"Difficult to come to consensus."

"I think this would happen if we could have time to create them. Or more thorough curriculum that included useful asesments. "

"Not sure"

33.) There is clear evidence (data) that our collaborative teams (Data Team / PLC) use common formative assessments that are based on clearly identified standards and a common understanding of proficiency.

Admin

Count	Response breakdown	Count	Percent
2	-1 - Disagree	100%	

Total

2

Average

-1

Agreement

34.) Our collaborative team (Data Team / PLC) regularly uses pre-assessments to help focus units and lessons on concepts that students have not mastered.

Teachers

Count	Response breakdown	Count	Percent
4	-2 - Strongly Disagree	13%	
10	-1 - Disagree	32%	
5	0	16%	
10	1 - Agree	32%	
2	2 - Strongly Agree	6%	

Total

31

Average

Average

-0.13

"We have not done this and up until now I didn't know that we should be doing that. Which brings me to say we need clear guidelines of what is expected to happen in these meetings. Too often there is no set plan so the PLC leader makes something up for everyone to do for 45 min. PLC leaders should not be taking extra time from there day to organize and set up meetings but that is what it feels like."

"Some of us use pre-assessments, but even then we don't do it in all subject areas."

34.) I gather and analyze data about the frequency staff use pre-assessments to better target instruction.

Admin

Count	Response breakdown	Count	Percent
2	-1 - Disagree		100%

Total

2

Average

-1

*Effective 2010/11***35.) Our collaborative team (Data Team / PLC) focuses on the most urgent needs of learners.**

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	3%	
6	-1 - Disagree	19%	
3	0	10%	
19	1 - Agree	61%	
2	2 - Strongly Agree	6%	

Total

31

Average

0.48

"We don't discuss the urgent needs at PLC, this happens at lunch when we are stress and desperate to help a child. These needs would be addressed at an EBIS meeting."

"Academic needs."

35.) I allocate time and resources to support implementation of priority (Power) standards.

Admin

Count	Response breakdown	Count	Percent
1	-1 - Disagree	50%	
1	2 - Strongly Agree	50%	

Total

2

Average

0.5

*Reporting & Accountability***36.) Our collaborative team (Data Team / PLC) has identified priority (Power) standards in order to devote more time to essential curriculum.**

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	3%	
3	-1 - Disagree	10%	
5	0	16%	
15	1 - Agree	48%	
7	2 - Strongly Agree	23%	

Total

31

Average

Average

0.77

"we did, but i dont know where they are or what they are"

"In Math only."

"In some areas. I feel I've answered this one before"

"Math "

"We never teach math in order of the chapters."

"in math"

"Did it for MATH and Writing"

"We worked at that quite extensively particularly in math.but not as much in other areas."

"We once did, but now we are confused about whether or not we are to use Power standards."

36.) Priority standards for each content area and/or grade level have been identified and documented.

Admin

Count Response breakdown Count Percent

1	1 - Agree	50%
1	2 - Strongly Agree	50%

Total

2

Average

1.5

Goal Setting

37.) Our collaborative team's (Data Team / PLC) actions are guided and focused by SMART goals, and the goals are routinely revised based on data. (SMART—Specific, Measurable, Attainable, Results-oriented, Time-bound)

Teachers

Count Response breakdown Count Percent

4	-2 - Strongly Disagree	13%
11	-1 - Disagree	35%
4	0	13%
10	1 - Agree	32%
2	2 - Strongly Agree	6%

Total

31

Average

-0.16

"Used Smart goals for Math... we are not very well set up for the reteaching of a unit when children are struggling. We did and intervention for the portion of the class that was struggling with writing and recognizing numbers to 20 by dividing the class in half, and having two groups different levels of math instruction. "

"I would not say the goals are revised. We are pretty much tied into the State's goals. I would say we revise our strategies to meet those goals."

37.) Each collaborative team (Data Team / PLC) is required to write SMART goals and share their progress toward meeting each goal as part of meeting minutes.

Admin

Count Response breakdown Count Percent

2	-1 - Disagree	100%
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Total

2

Average

-1

38.) When analyzing data in our collaborative team (Data Team / PLC) meetings, we focus on one or two instructional strategies.

Teachers

Count	Response	breakdown	Count	Percent
5	-2	- Strongly Disagree	16%	
11	-1	- Disagree	35%	
5	0		16%	
9	1	- Agree	29%	
1	2	- Strongly Agree	3%	

31

-0.32

"WE rarely look at data."

"We have not focused on instructional strategies. Most of our PLC have been tied up in getting the AVID program up and running"

38.) Collaborative teams (Data Team / PLC) have been trained to focus on one or two instructional strategies during each meeting cycle.

Admin

Count	Response	breakdown	Count	Percent
2	-1	- Disagree	100%	

2

Average

-1

DMR

39.) I use data to inform daily instructional decisions.

Teachers

Count	Response	breakdown	Count	Percent
3	-1	- Disagree	10%	
1	0		3%	
20	1	- Agree	65%	
7	2	- Strongly Agree	23%	

31

1

"In my own room yes"

"Not formal data just daily observation, m and antidotal notes"

39.) I use data to inform daily decisions as an instructional leader.

Admin

Count	Response	breakdown	Count	Percent
2	2	- Strongly Agree	100%	

Total

2

2

DMR

40.) I post exemplary student work or anchor papers and use them during instruction.

Teachers

Count	Response	breakdown	Count	Percent
6	-1	- Disagree	19%	
3	0		10%	

Count Response breakdown Count Percent

12	1 - Agree	39%
10	2 - Strongly Agree	32%

Total
31

Average
0.84

"Not always but I do"

"in the room not in the hall"

"I have not done that as much this year and need to improve on the frequency of this practice."

"Sometimes not as often as i could or should. "

40.) I encourage (or require) teachers to post exemplary student work and anchor papers for use during instruction.

Admin

Count Response breakdown Count Percent

1	1 - Agree	50%
1	2 - Strongly Agree	50%

Total
2

Average
1.5