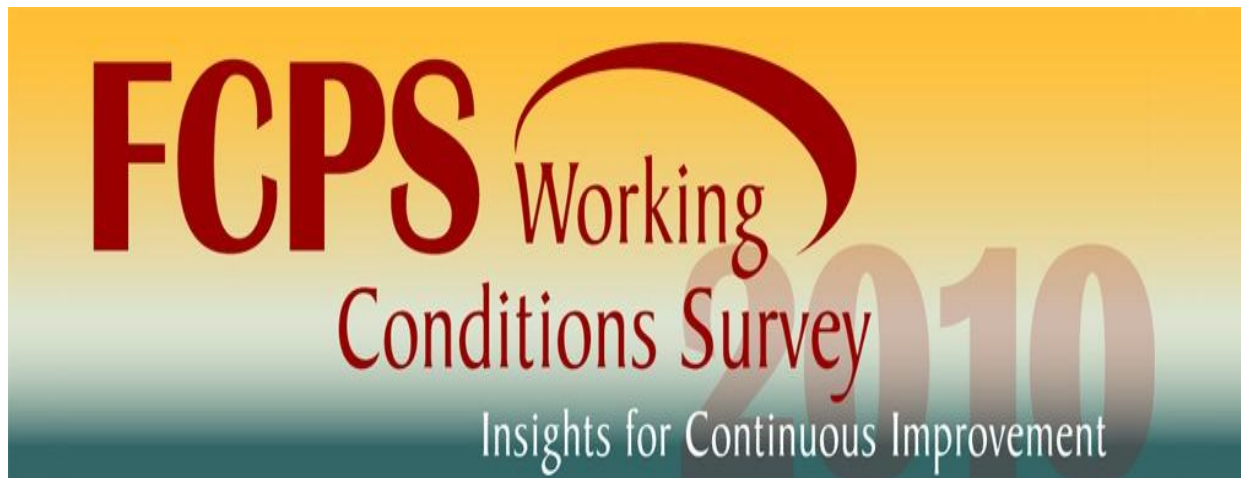


NEW TEACHER CENTER

2010 FCPSWCS Handouts



FCPSWCS Training Objectives

- **Become familiar with your school data from the 2010 survey results.**
- **Participate in a drill down process to move through the data in an orderly and efficient manner.**
- **Have practice conversations around data results using survey item worksheets.**
- **Understand a process for presenting this information at your school.**
- **Gain a level of comfort in interpreting and disseminating WCS data.**
- **Anticipate challenges to unpacking this information at your school.**

Next Action Steps Following This Training

- **Develop a process for reflecting upon this data with your school community.**
- **Disseminate WCS learning with all members of your school community.**
- **Allocate time to initiate a process for identifying issues based on the WCS data.**
- **Engage in meaningful conversations over time about how this data reflects the context of your school.**
- **Use the survey findings to inform and design school improvement plans.**
- **Share best practices in utilizing the data in meaningful and productive ways with colleagues across the district.**

Norms for the Discussion

- **Equity of Voice**

- All voices are heard

- **Active Listening**

- Really listen to what people are saying
- Avoid side conversations
- Stop internal monologues

- **Safety to Share Different Perspectives**

- Welcome all ideas, suggestions, or thoughts on the topic
- Respectfully discuss differing opinions

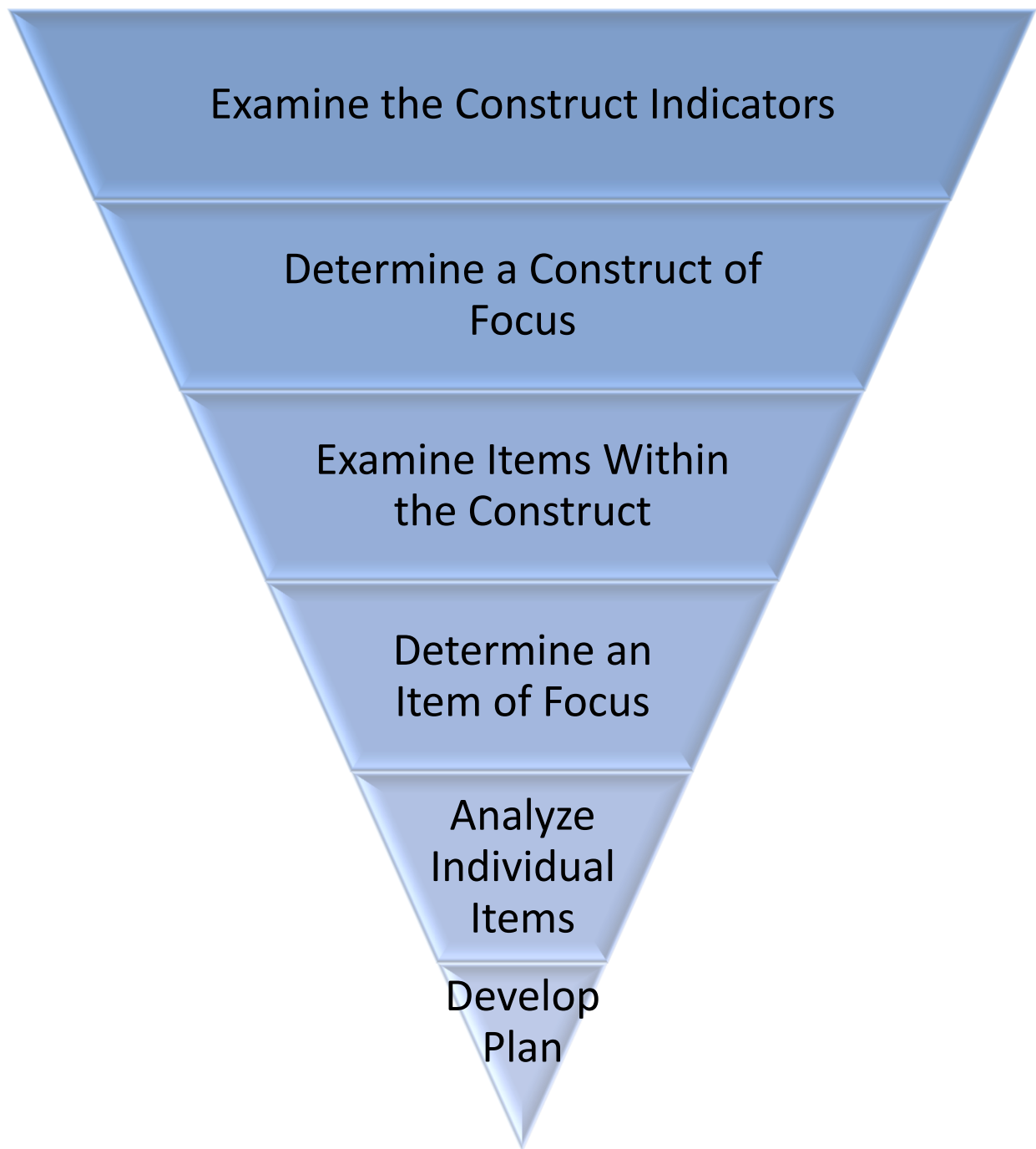
- **Confidentiality**

- Avoid specific names or titles

- **Other?** _____

FCPSWCS

Data Drill Down



Reflecting and Selecting

Which Constructs do I Examine Further?

Read through the following prompts and reflect on the school data you just received.

1. In which constructs did your school have the most positive working conditions?
 - What are some possible reasons for this?
2. In which constructs did your school have the least positive working conditions?
 - What are some possible reasons for this?
3. Are there any constructs or focus areas in which your school's results are significantly different than the district or level?
 - Look for both positives and negatives. Positives should be acknowledged, and can be illuminating when thinking through areas of concern.
 - NOTE: Questions above 50% agreement are indicating that a majority of teachers at your school perceive the condition is in place, but this does not imply there is nothing to work on in this area. Conversely, lower agreement does not mean everything in the school surrounding this topic is in terrible condition. It is important to think of survey results as a vehicle to begin conversation and reflection about the conditions of your school.
 - Are any of the areas surprisingly negative?
 - Are those areas of dissatisfaction unique to your school or is this an area of concern for all schools within the district?
 - Are there multiple areas of dissatisfaction that may be related to each other? If so, can you identify the root causes that may be driving dissatisfaction across multiple areas?
4. Do you have a personal interest in examining a particular area more carefully?
5. Is there an area your school has already targeted for reflection and reform?

How do I Interpret the Item Data?

The examples

Once you have decided upon a construct, we need to examine each item within that section. Data provided in the summary report is displayed in the same manner as in the construct section.

Below is an example of data in the format you will be seeing.

TIME example				
Item	Please rate how strongly you agree or disagree with the following statements:	% Agree		
		School	School Level	District
Q2.1	a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	19.6	53.6	50.1
	b. Teachers have time available to collaborate with their colleagues.	57.8	62.8	65.4
	c. The non-instructional time provided for teachers in my school is sufficient.	47.8	45.3	48.6
	d. Teachers are protected from duties that interfere with their essential role of educating students.	58.7	59.8	57.3
	e. Efforts are made to reduce the amount of routine administrative paperwork that teachers are required to do.	45.7	46.7	46.5

TIME Item WS example

a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.

d. Teachers are protected from duties that interfere with their essential role of educating students.

School	School Level	District	Area of Focus
<u>19.6</u>	<u>53.6</u>	<u>50.1</u>	
S - SL: <u>-34.0</u> *		S - D: <u>-30.5</u>	<input checked="" type="checkbox"/>
<u>58.7</u>	<u>59.8</u>	<u>57.3</u>	
S - SL: <u>-1.1</u>		S - D: <u>+1.4</u>	<input type="checkbox"/>

How do I Interpret the Item Data?

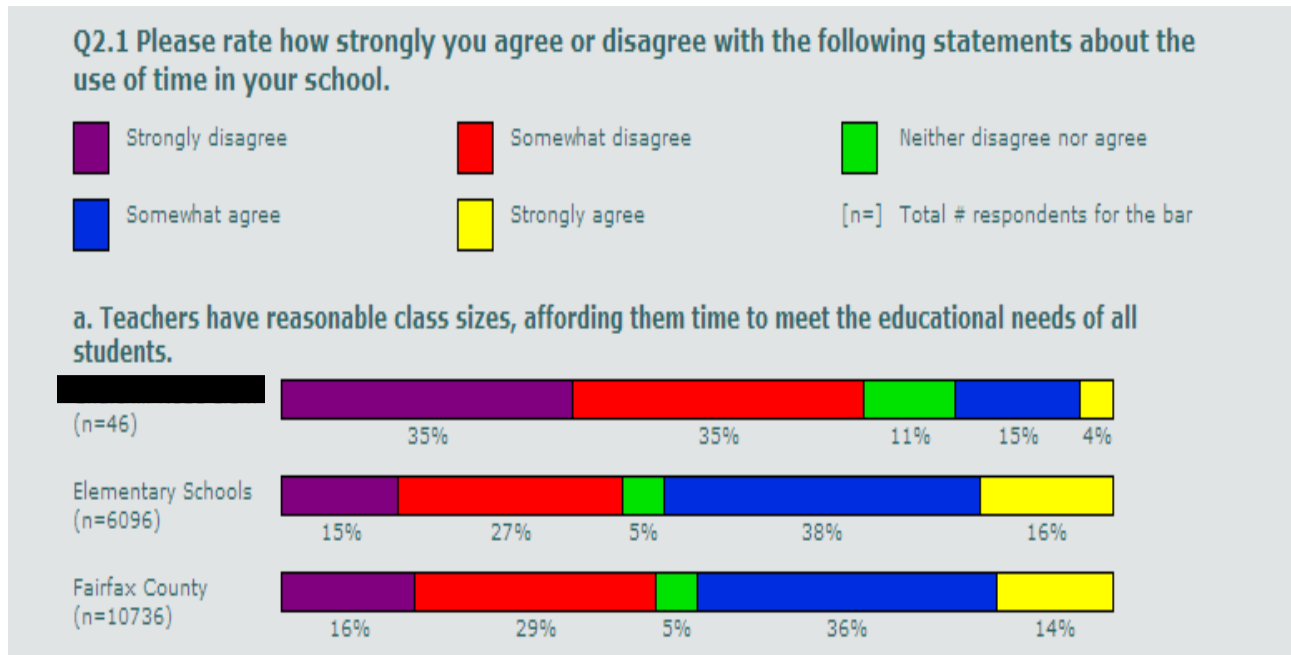
The Explanation

1. Once you have chosen a specific Construct, you need to examine each response item within that construct. To do this, fill out the Construct Item Worksheet (the +/- worksheet) to capture more general trends of the data. Reflect on how your school compared to District and School Level agreement.
2. Compare your school first to your School Level. In the example above, “a. Teachers have reasonable class sizes...”, we see that the school has an agreement rate of 19.6%, while the school level has an agreement rate of 53.6 %. When you subtract the school % from the School Level % you get a difference of -34%. It is negative because this school’s agreement rate is lower than other schools at the same level. Record this number on the blank below (indicated with a *).
3. Next, compare your school to the District. Using the same example, we see that the District had an agreement rate of 50.1%, which leads us to a difference of negative -30.5%.
4. Be sure to indicate whether your school had greater or lesser agreement than the School Level or District by using the + and – signs.
5. The box titled “Area of Focus” allows you to rate the items in any way that you choose for reference or further exploration.
6. Consider the overall item distribution, as it can reveal interesting trends in teacher perception.
 - In this example we see this particular school scored disproportionately lower than the District and Level in item, “a. Teachers have reasonable class sizes...”
 - The school had slightly higher agreement than the District and Level in “d. Teachers are protected from duties...”.
 - The school had slightly lower agreement than the District and Level in items c and e.
 - The school had moderately lower agreement than the District and Level in item b.
7. In particular, this school had the least positive relative conditions in “a. Teachers have reasonable class size, affording them time to meet the educational needs of all students.” The school reported 30.5 percentage points lower agreement than the district, and 34 percentage points lower agreement than their school level. This can be interpreted in a number of ways.

- If 19.6 % of teachers agree that they have “reasonable class sizes”, then 80.4 % of teachers DO NOT AGREE. This is a very strong statement. The majority of the school disagrees with this statement, which may indicate a need to examine this area further.
 - The district’s results show that almost exactly half of the teachers statewide feel their class sizes are appropriate.
 - Slightly more than half of the teachers in this school’s particular level also agree their class sizes are appropriate.
 - You may want to think about which 20% of teachers may have agreed that their class sizes ARE reasonable. Are class sizes equitable across the school? Are there variations in teacher/student ratios across grade levels or subject areas? This may give you insight about WHY they answered that way.
8. As you examine your own data, reflect on what aspects of your school could be contributing to these results.

 9. Once you have completed the Construct Item worksheet and looked more closely at each item within your chosen construct, you need to narrow your focus to one or two questions that you all feel need additional discussion and require a plan of action.
 - This does NOT have to be your lowest item scores.
 - You and your faculty know the context of your school. Use that knowledge to choose an item of greatest impact.
 10. After deciding upon one or two items of focus, move to the Specific Item Data to gather more information.

How do I Interpret the Detailed Report?

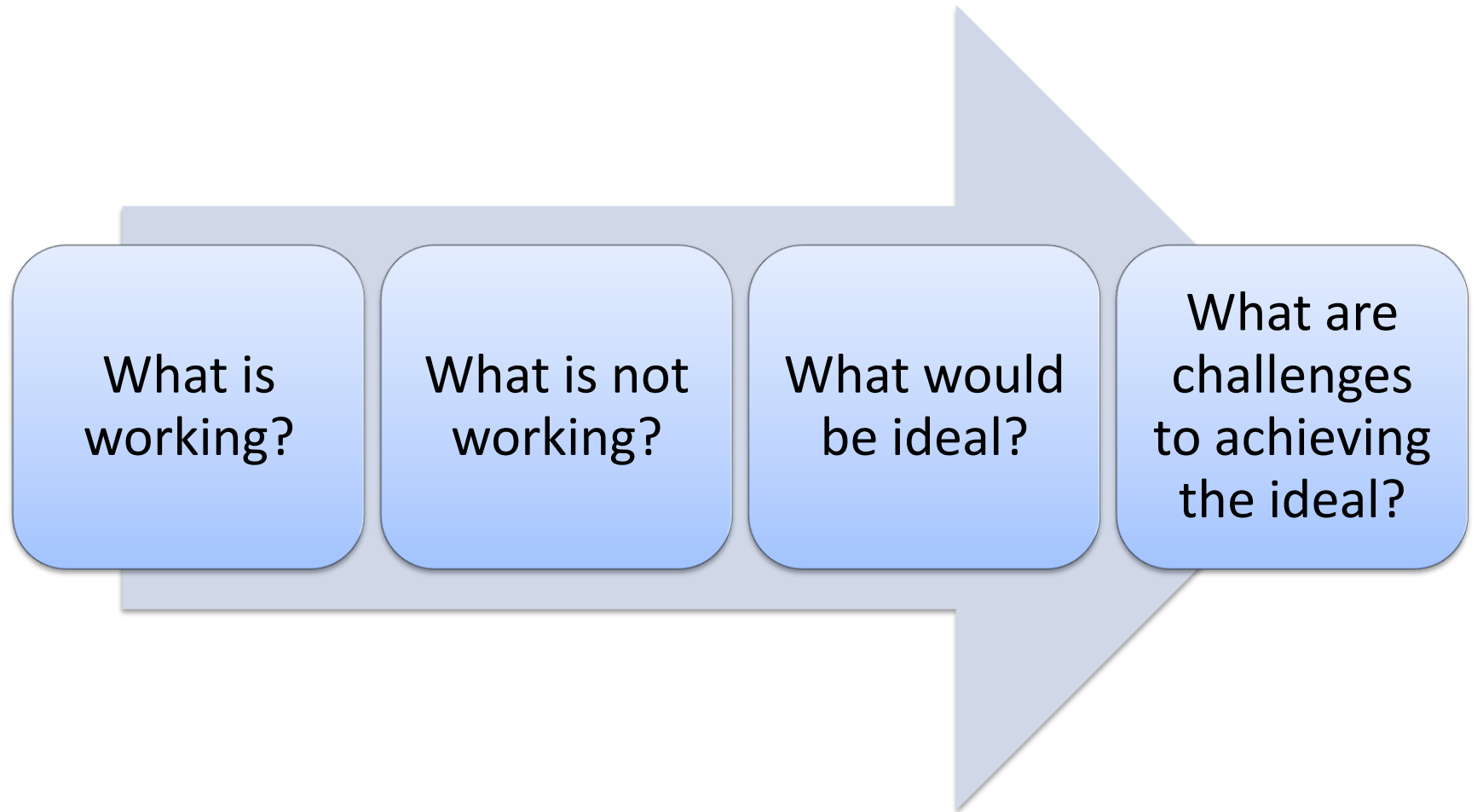


- Specific Item Data is made up of 5 segments, moving from left to right: Strongly Disagree- purple, Somewhat Agree- red, Neither Disagree nor Agree- green, Somewhat Agree- blue and Strongly Agree- yellow.
- Here, we see the same data as before, but with more detail. We get to see the percentage of Strongly and Somewhat Agree/Disagree as opposed to the more general category of “% Agree”. This can potentially give you a clearer picture of your school.
 - Item A, “ Teachers have reasonable class sizes...”, reflects a 19 % Agreement rate. This is a combination of 15% Somewhat agree and 4% Strongly Agree.
 - At first you might assume that 81% of the staff DISAGREE, but looking at the break down, we see that 35% Strongly Disagree and 35 % Somewhat Disagree, which together equals 70% instead of 81 %. The remaining 11% score in under Neither Agree or Disagree.
 - You may want to consider why someone would mark the category Neither Agree or Disagree. Did they feel it was “average”? Did they not have an opinion one way or the other? Did they decline to answer because they felt intimidated? Did they feel that the issue did not apply to them?
- You can break the percentages into numbers of people in each category by multiplying N, the number of respondents (here N=46), times the percentage in the specific category. This can be helpful in making the numbers seem real, and equating the data to actual people. (Remember, when multiplying a percentage, move the decimal 2 places to the left.)

- Here the equation would be: $46 (N) \times .35$ (strongly disagree) = 16. So 16 of 46 people strongly disagreed that they have reasonable class sizes.
 - Identifying pockets of agreement or disagreement can be helpful when moving forward and thinking about your action plan. While it is useful to think about these findings as actual people instead of percentages, it is also potentially hazardous if this process leads you to making assumptions as to who specifically may have responded. Remember that this is an anonymous survey. We have gone to great lengths to ensure anonymity. You can NOT be sure who your respondents are, and asking people to identify themselves can break the trust and your ability to gather accurate data.
4. We also need to look at N. N is the total number of respondents, or people who took the survey.
- Does N match the number of teachers at your school? This is an important consideration!
 - If $N = 46$, but there are 80 teachers at your school, then almost half of the school has not answered the question. This could be quite different than looking at data where 46 of 50 teachers responded.
 - What does that mean as you interpret the data? Are you looking at a majority of faculty, or only a fraction? Are the results indicative of the whole school?
5. Sometimes we may see a heavy response in both the positive and the negative areas. This bimodal distribution would suggest that teachers are split on their perception. This is significantly different from the traditional bell curve. In other words, some of the school might think this area is in good condition and the other half does not.
- Occasionally we see a serious difference in answers, with a large portion of the staff answering “Strongly Disagree” and the other half answering “Strongly Agree”. This shows a huge difference in staff perceptions. This may indicate a need to explore an item further.
 - Think about what the distribution looks like for your school for each item.
6. If strong dissatisfaction exists, exploring some immediate short term strategies as well as long term solutions may be necessary.

Process for Analyzing an Identified Item

Consider:



What is working/not working? EXAMPLE

ITEM EXAMINED

POSITIVE FACTORS

EFFECT ON SCHOOL/MY TEACHING

STEPS TO EXPLOIT

2.1 B Teachers have time available to collaborate with their colleagues.

District gives protected work days and ½ days for PLCs	→	Dedicated, protected group planning time	→	Expand my interaction to include folks from other schools to get more input and ideas Be prepared to maximize this planning time
Front office is good about turning away parents who come unannounced	→	Keeps my time protected. Allows me more time to plan with colleagues	→	Sincerely thank the front office staff for their help.
Administration does a good job of only calling meetings when it is absolutely necessary, and gives us notice.	→	The meetings are more engaging and welcomed. My time is protected.	→	Thank the administration. Reinforce the steps they are taking. Be committed to engaging in the meetings when they are called.

CHALLENGING FACTORS

EFFECT ON SCHOOL/MY TEACHING

STEPS TO MITIGATE

Kids are coming to me during my planning time to get additional help	→	It is helping the kids, but hurting my planning and preparation with colleagues	→	Designate specific days of the week as off-limits to students
Subs are not available so we often have to cover other classes during our planning	→	Often unexpected and really hurts my planning time and scheduling of important activities with colleagues	→	Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?
Not using my time as efficiently as I could be.	→	Causing me to need more protected time than necessary to accomplish goals	→	Chart what I am doing with my time to determine where I am inefficient. Work with veteran teachers and administrators to consider different approaches

What is Ideal? What are the Challenges?

Item:

2.1 B Teachers have time available to collaborate with their colleagues.

WHAT WOULD THE IDEAL LOOK LIKE?

Teachers never have to cover other teachers' classes.

Teachers are never asked to a last minute meeting for EC.

School team/grade level/subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.



WHAT ARE THE CHALLENGES?

Not practical.
There will be times teachers must cover for one another

Knowing when manifestations are due
Scheduling all parties ahead of time and keeping everyone up to speed

Skill of facilitator, relationships
Needs of staff are different



HOW DO WE OVERCOME THE CHALLENGES?

Put a rotation in place for teacher coverage so the amount of times each teacher is called on is equitable. Reward teachers who do cover other classes.

Reflect on the meeting process and improve the efficiency of the process. Mandate teachers are notified ahead of time. Teachers are chosen that work with the child. The process is equitable for teachers.

Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.

Notes