

Teacher SCAP Survey Results Review

December 4th

Background

Given in October around PT Conference time (right before)

Certified Staff Only

14 of 17 staff completed the survey--Survey is anonymous.

Used during SCAP visits and also for grant work

Link to results:

<https://public.tableau.com/profile/cpeer#!/vizhome/SCAPSurveyDashboard2020-202110-5-2021/SCAPSurveyResponses>

What are we looking at ???

We are going to use the Teacher Survey-Item Details by Category.

Observers will look at each of the 13 Constructs...

- Community Support & Involvement
- Data & Support Systems
- Deeper Learning Instructional Practice
- Facilities & Resources
- Future Plans
- Instructional Planning
- Managing Student Conflict
- Professional Development
- S-CAP
- School Leadership
- Staff Responsibility for Learning
- Teacher Leadership
- Time

Measurement Levels

Strongly Disagree
Disagree
Agree
Strongly Agree
I don't know

Years

18-19
19-20 (some questions not asked)
20-21

Record Observations

In groups (breakout rooms) record observations made while looking at the data. Also record hunch for observations after you finish observations in each construct. Each Construct has a slide

- Observations are what is THERE, not what you THINK
- Hunch is why you THINK the data says what it says...
 - Record hunch as an indented bullet.

Example:

- This being a good place to work dropped from 100% last year to 84.6% this year.
 - Too much change with COVID and Face-to-Face Instruction

What to look for...

- Celebrations
 - Well above SCAP School Average
 - Dramatically Increased
- Overall/General Observations
- Wonderings?
- Areas that JH/HS is below the SCAP School average (yellow)
- Areas that JH/HS has decreased over the past year
- Areas with high percentage of I don't know





Community Support & Involvement

- Good chunk of data is in the agree/strongly agree
- Overall increase over time
 - COVID-no time for anything extra
- Below SCAP average in provides families with strategies to support students at home
 - Because of COVID teachers don't feel they are able to help sometimes
- Community Support increases from 20% in 18-19 to 92.3 on 20-21
 - Trying harder to get community involved so we feel more involvement
 - Remote learning has increased communication
- Schools effort has increased by 44% from 18-19 to 20-21 in effort to engage families



Data & Support Systems

- English Learners are not adequately supported
- GT students are not adequately supported
 - GT accommodations get shifted to all students
- We are statistically where we were last year
- High Expectations for Students and believing in high student achievement have dipped in the past year by about 20% points
 - Hard to differentiate in the current circumstances
- Diverse needs of students are met by school curriculum is down 20%
 - Hard to reach that because some students need the structure of school everyday
- Well above SCAP average in SEL questions
- We need a full time position to support ELL students.

Deeper Learning Instructional Practices



- We have been relatively consistent in this area
- The ones that start with I are all high, but when administration is involved, there is more disagree
 - We are biased towards ourselves
- Classroom instructional strategies and autonomy decisions in the classroom have decreased about 12%
 - Teacher turnover, new staff may not feel comfortable making those decisions yet
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Facilities & Resources



- This data is in an upward trend.
 - Our hunch is that the upward trend is due to continuous improvements and changes to our facilities.
- Safe place to work
 - COVID
 - No SRO
- Class sizes are reasonable = 100%
 - Covid =smaller classes
- Adequate resources is down from last year
 - COVID and unknown waters for resources

Future Plans

- Turnover rate of 2 teachers is “normal”
- This graph is difficult to understand



Instructional Planning



- Instructional planning has not changed much over the last year and a half.
- 100% of teachers understand their academic standard and 100% teach to the standards
- Drop in variance in learning levels, varied interests and learning preferences of students
 - Drop in budget?, More strict with Colorado Academic Standards, COVID
- Higher loss from previous years
 - Better understand so we have a better understanding of what we didn't know



Managing Student Conflict

- The data is in an upward trend. The increase from year 1 to year 2 was very drastic.
 - Hunch: Implementation of things like MTSS contributed to this increase. A change of the personnel in charge of discipline could be a contributing factor. An increase in staff buy-in could also be a contributing factor.
- 14% drop in the consistency of student conduct and management
 - Lack of ability of ISS, with OSS it is more difficult to send students home

Definite trend upward

Professional Development



- This data is on a steady upward trend.
 - Hunch: We actually utilize our PD days for professional development rather than just as plan time as some other school districts do. Also, the collaboration district-wide is a contributing factor. The fact that the staff has some say so as to what we would like to learn through PD is a factor.
- Strong Professional Development all areas above the SCAP average
 - Regular (Monthly) PD Days
- Overall increase over time

SCAP

- Our data is consistent but high.
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School Leadership



- This data shows a slight increase from Year 1 to 2, then a larger decrease from year 2 to 3.
 - Hunch: The initial increase could be due to a change of administration. This could possibly be due to a “honeymoon phase”. The decrease could be due to the end of the “honeymoon phase” and, possibly, the fact that we are now dealing with a lot of new issues (i.e. Covid).
- Recruitment process is nonexistent
- Large drop in recruitment plan for teachers
 - A lot of turnover last year, and people shifting positions to fill needs
- Large drop in bringing issues to leadership
- Drop in positive adult relationships
- Teachers like feedback

Staff Responsibility for Learning



- There was a drop from 19-20 to 20-21.
 - Hunch: Staff is under a lot more stress due to COVID and they are having to prioritize much differently than before.
- Continuing to increase in the growth and development of every child
- Overall lower than the SCAP average

Teacher Leadership



- There was a significant increase from year 1 to 2, then a significant decrease from year 2 to 3.
 - Hunch: The teachers have been less involved with some of the decision making as well as the UIP. Possibly, teachers feel like they have less say so in decision making.
- Collaborative problem solving is down
 - Covid is setting restrictions on who we talk to and meet in person

Time



- There has been a steady and significant increase in this data over time. Although it is still somewhat low, it is in an upward trend.
- Not a lot has changed year to year, above SCAP average in every category other than 1
 - With new administration there is still a short sample size for things to change or for a change to be determined

Now What...Action Steps

Identify Growth Opportunities

- What might we put in place to...
- How might we make staff aware of...
- What ideas might you have...



Community Support & Involvement

- Making sure staff are aware of the contact we do with parents
 - Parent postcards
 - Progress reports in GC
- Parents contact information isn't always updated
 - Use minute meetings?
- We could possibly incorporate a volunteer coordinator to arrange activities in the community to encourage and increase support and involvement from the community.



Data & Support Systems



- Action step for diversity would be to bring in the students that need the additional support during remote learning/hybrid learning.
- Action step would be to continue use of goedustar for grades and attendance, during remote learning as opposed to google classroom like last spring. Increases student accountability.
- Possibly develop a GT committee to support GT students at a higher level.

Deeper Learning Instructional Practices

- Action Step: Adding the question “What is something that you want to try or implement in your classroom that you need support with?”
- Do Depth & Complexity trainings for the whole staff.



Facilities & Resources

- Action step: compilation of resources for remote learning
- Using the resources we learned over the summer
- Define: Adequate resources that way the question is more specific and can be actionable in the future.
- Get an electronic work order form to make it easier to track in the system.



Future Plans

- Help staff to understand that administration has an open door policy
- Write up the description of how hiring, recruitment and retainment is handled within the school district.
 - Add to handbook



Instructional Planning

- Keep allowing time on PD days to do planning.
- Respect the scheduled plan times for each individual teacher.



Managing Student Conflict

- Our score for managing student conflict has an upward trend over the last 3 years.
- Action Step: Communication back and forth from admin to teachers about what happened and how it was handled afterwards.
- Stay consistent with MTSS plans and strategies.



Professional Development

- Continue to give staff the opportunity to help guide PD topics
- Utilize staff reflection on PD to guide future PD.



SCAP

- Continue the continuous improvement model.
- Look at the data more frequently and provide clearer definitions of what the data is.



Staff Responsibility for Learning

- Do more frequent check-ins with staff.



School Leadership

- Post job openings on CDE's website
- Write up the description of how hiring, recruitment and retainment is handled within the school district.
 - Add to handbook
- Hold students accountable for their actions



Teacher Leadership

- Awareness of Rtl Process
- Advertise opportunities to be involved



Time



Next Steps

BLT will review the information next week.

If you think of anything please reach out to the team and share.

If you would like to have a conversation around the results (one-on-one) please contact me. My door is always open and so is Zoom or Hangouts!