Teacher Survey PaHSCI

Data Highlights

RESEARCH for *ACTION*

June 26, 2006

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Teacher Demographics and Background

Gender	
Female	65%
Male	35%

Current Position	
Classroom Teacher	87%
Teacher Leader	3%
Department Head	6%
Other	9%

Ethnicity	
American Indian/Alaskan Native	1%
Asian	1%
Black/African American	6%
Hispanic/Latino	3%
Native Hawaiian/Pacific Islander	1%
White	93%
Other	1%

School Environment

How would you describe the professional climate in your school?	
I am supported to excel in my teaching	52%
I feel my colleagues listen to my ideas	57%
I am encouraged to try out new ideas	70%
I have assisted my colleagues	70%
I have advised my colleagues	51%

Support for PaHSCI

My school administration supports teacher participation in the PA High School Coaching Initiative.

Response	n	%	Valid %
Strongly Disagree	6	1%	1%
Disagree	15	2%	3%
Agree	271	45%	52%
Strongly Agree	227	38%	44%
Don't Know	51	8%	
Missing	32	5%	
Total	602	100%	

Support for PaHSCI

My school administration supports teacher participation in the PA High School Coaching Initiative.

Response		Valid
Agree	45%	52%
Strongly Agree	38%	44%

School administrators are responsive to the challenges teachers raise related to the Initiative.

Response		Valid
Agree	41%	47%
Strongly Agree	15%	18%

I feel that my principal expects to see Penn Literacy Network (PLN) strategies implemented in the classroom.

Response		Valid
Agree	46%	53%
Strongly Agree	32%	37%

Teacher Perceptions of Coaches

The Coaches work together to solve problems that arise.		
Response		*Valid*
Agree	42%	61%
Strongly Agree	20%	30%

Coaches are available to help teachers to address issues and problem solve.		
Response		*Valid*
Agree	50%	59%
Strongly Agree	29%	32%

Teachers in my school are really supported by Coaches from the PA Coaching Initiative.		
Response		*Valid*
Agree	41%	61%
Strongly Agree	22%	32%

My Coach has a strong understanding of my needs as a teacher.		
Response		*Valid*
Agree	33%	48%
Strongly Agree	24%	35%

Teacher Perceptions of Coaches

Teachers have adequate time to meet with Coaches and to plan with them.

Response		Valid
Agree	31%	46%
Strongly Agree	12%	17%

My Coach has a strong understanding of my content area.

Response		Valid
Agree	32%	47%
Strongly Agree	23%	34%

My Coach has a strong understanding of the PLN framework.

Response		Valid
Agree	34%	50%
Strongly Agree	31%	46%

My Coach has a strong understanding of existing student needs in my classes.

Response		Valid
Agree	36%	52%
Strongly Agree	22%	32%

Teacher Perceptions of Coaches

My Coach has a strong understanding of the needs of the school.

Response		Valid
Agree	38%	56%
Strongly Agree	27%	40%

My Coach is gaining my trust.

Response		Valid
Agree	31%	45%
Strongly Agree	31%	45%

I have a clear understanding of the role of Coaches and the support that they are meant to provide.

Response		Valid
Agree	45%	53%
Strongly Agree	20%	23%

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Knowledge, Participation, Awareness of PaHSCI

I have a clear understanding of the goals of the PA High School Coaching Initiative.		
Response		*Valid*
Agree	44%	52%
Strongly Agree	17%	21%

I have a clear understanding of the role of the Foundations' Mentor.		
Response		*Valid*
Agree	26%	31%
Strongly Agree	10%	11%

This initiative helps teachers work collaboratively with other teachers.		
Response		*Valid*
Agree	42%	49%
Strongly Agree	15%	18%

Frequency of Teacher-Coach Interactions

Met individually with a Coach.		
Response		*Valid*
Never	24%	28%
Daily or almost daily	6%	7%
Once or twice a WEEK	17%	20%
Once or twice a MONTH	39%	45%

Planned curriculum units with a Coach.		
Response		*Valid*
Never	51%	59%
Daily or almost daily	2%	2%
Once or twice a WEEK	8%	9%
Once or twice a MONTH	26%	30%

Frequency of Teacher-Coach Interactions

Have been supported by a Coach in the classroom.		
Response		*Valid*
Never	37%	43%
Daily or almost daily	3%	4%
Once or twice a WEEK	10%	12%
Once or twice a MONTH	35%	41%

Have been visited by a Coach while teaching a class.		
Response		*Valid*
Never	34%	39%
Daily or almost daily	4%	4%
Once or twice a WEEK	10%	11%
Once or twice a MONTH	39%	45%

Frequency of Teacher-Coach Interactions

Have met in a small group with a Coach and other teachers.		
Response		*Valid*
Never	40%	46%
Daily or almost daily	2%	2%
Once or twice a WEEK	10%	11%
Once or twice a MONTH	35%	41%

Have had a lesson containing PLN strategies modeled to me by a Coach.		
Response		*Valid*
Never	45%	52%
Daily or almost daily	4%	5%
Once or twice a WEEK	7%	8%
Once or twice a MONTH	29%	33%

Participation in Professional Development

Which of the following professional development activities have you participated in?	
June central training in Lancaster	3.54%
August central training in Lancaster	4.38%
October one-day central training in Lancaster	3.88%
Ongoing PLN regional training course in my district	15.68%
School-based professional development about the PA High School Coaching Initiative	24.62%

Familiarity with PLN

Please indicate your familiarity, knowledge, and beliefs about the Penn Literacy Network (PLN) framework.			
	No	**Yes**	**Don't Know**
	Valid	*Valid*	
I am familiar with the PLN framework	29%	71%	9%
I learned about the PLN framework PRIOR to the PA Coaching Initiative	75%	25%	6%
I started learning about the PLN framework DURING the PA Coaching Initiative	37%	63%	7%
The PLN framework and strategies integrate well with our district curriculum	15%	85%	28%

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Familiarity with PLN

Please indicate your familiarity, knowledge, and beliefs about the Penn Literacy Network (PLN) framework.	No	Yes	Don't Know
	Valid	*Valid*	
I believe the PLN framework and strategies will increase student ENGAGEMENT	12%	88%	27%
I believe the PLN framework and strategies will increase student ACHIEVEMENT	13%	87%	29%
Working with a Coach is increasing my ability to use the PLN framework	30%	70%	32%

Student Response to PLN Strategies

How would you describe your students' response to your use of these strategies?				
	Not Applicable	**Resistant**	**Engaged**	**Enthusiastic**
	Valid	*Valid*	*Valid*	*Valid*
Do Now	27%	10%	55%	8%
Students working in pairs	5%	5%	61%	30%
Small Groups	5%	7%	58%	30%
Independent Reading	12%	39%	46%	3%
BDA model (before/during/after)	37%	10%	48%	4%
Writing across content areas	18%	36%	44%	3%

Teacher Open-ended Responses

A critical element of improving student achievement at this school is:

Student Accountability

Overwhelmingly, respondents stated that students need to take more responsibility for their education. Repeatedly, teachers stated the following,

"A critical element to improve student achievement at this school is to make students accountable and proud of their achievements and their school. It is their responsibility to work to their full capacity in gaining and applying the information that is presented."

Teacher Collaboration

Many respondents shared a vision of having all teachers more involved and working together so that all students can be reached.

"We have a lot of teachers at my high school – over 200. I know that if we dedicated ourselves to pooling our resources we could come up with several ways to improve student achievement and also provide some consistency for the students from one class to the next."

Teacher Open-ended Responses

A critical element of improving student achievement at this school is:

Teacher Accountability

Many respondents pointed to the importance of teacher accountability and knowledge as the most critical element to improve student achievement.

"I *believe that students will improve when I as a teacher provide an environment that motivates them to enjoy learning. I believe that PLN is a means to supplement our curriculum and aid our students to be more active in their learning experience."*

Administration/Faculty Cooperation and Involvement

A few respondents mentioned the importance of administrative support for teachers.

"Learning requires a concerted effort on the part of teachers and students, with the support of administration and parents. If administrators are learning these strategies have them come into the classroom and work with the students rather than just sit in the back of the room and find fault with the lesson."

Teacher Open-ended Responses

A critical element of improving student achievement at this school is:

School Infrastructure

Several respondents recommended various changes in the school and roster structure.

Most frequently mentioned were: smaller class size, homogenous grouping, providing a safe environment, and consistent consequences for tardiness and disruptive behavior.

PaHSCI

Several respondents mentioned the coaching initiative as having the potential to improve student achievement. One elaborated,

"The PLN strategies will work more effectively if all teachers are using the same strategies, not just the non-tenured teachers and the ones taking the course. It would be easier on the students and the teachers if the same strategies were used in every classroom they enter throughout the day."

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Moving Forward

- 88% of teachers agreed or strongly agreed that their district supported teacher participation in PaHSCI.

- 82% believed that PaHSCI "should focus on helping all teachers become more effective with at-risk learners."

- 55% reported that the "Before/During/After" strategy was new to them this year and 17% reported they used "BDA's" daily.

- 45% reported that "Do Now" activities were new to them this year and 42% reported they used "Do Now's" daily.

Moving Forward

- Teachers
  - 61% report they would like to attend training on the PLN framework.
  - 52% would like to have a Coach visit their classroom and offer feedback.
  - 55% would like to invite a Coach to teach their class.
- School and District
  - Understanding change in specific context.
  - Clearly articulated plan to communicate informally and formally about positive change.
  - Clarifying and disseminating School District's Theory of Action.
    - Ex. If your H.S. [Action plan goals], then [expected outcomes].