

Effective Teaching in Every Classroom Focus Group

I Notice/I Wonder

4-22-2021

The school leader communicates a clear vision as to how instruction should be addressed in the school	
The admin and staff both agree about clear communication. Staff thinks communication is clearer than admins.	I wonder if asked what the clear vision entails, if the admins and teachers responses would match.
The staff feels that a clear vision is communicated more confidently than admin.	I wonder what level of communication is used in different buildings surrounding vision of instruction.
I notice that admin believe their vision can be more clearly communicated.	I wonder what admin feel they could do to make their vision clearer and why they feel it isn't.
I noticed that staff and admin think a clear vision of how instruction should be addressed in school is happening (46.1% admin, 59.9% staff)	If this was broken down where would people that had been here longer fall?
I noticed that 5.9% of admin strongly disagreed that a clear vision of how instruction should be addressed in schools is present.	I wonder why this is and what needs to change to address this.
I noticed that 5.9% admin don't know if they or others communicate a clear vision to how instruction is addressed.	I wonder how often they consider the vision in all that they do daily?
I noticed that the majority of teachers and admin feel there is a clear communication around the vision to how instruction should be addressed.	I wonder if they share the same understanding of the vision.
I notice that almost 3/4 of the staff believe that the principal's vision is clearly communicated.	I wonder why 1/4 of staff feels their building leader's vision could be clearer.
Staff see admin as having a clear vision, 84%.	I wonder why staff saw instructional vision as 18% higher than admin.
Staff had stronger agreement than admin.	I wonder if admin and staff view vision differently based on their daily context.
Majority of staff feel the school leader communicates a clear vision on how instruction should be addressed.	I wonder how that vision is communicated at each building.
Administrators and staff very similar answer to this question, agree highest data score.	I wonder if administrators are being hard on themselves. I wonder if the school leader addresses clear vision in staff meetings /school report card, etc.
I noticed that no staff indicated that they "don't	I wonder how well staff interpretation of the

know" whether the leader communicated a clear vision.	leaders' plans lines up with the leaders' intentions.
Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	
Admin has more disagreement about level of support for teachers, 23.5% vs. 7.4%.	I wonder what type of support admin would like to offer staff.
I noticed that zero staff or admin strongly disagreed that teachers are provided with time to enhance their pedagogical skills through reflections and professional growth plans.	I wonder how we can move admin into strongly agree and agree categories. What would have to take place for this to happen?
I notice that administrators believe more than teachers that there should be more support given to teachers.	I wonder what areas of support admin believes should be improved the most.
I notice that approx. 75% of staff believe support is given for teachers to enhance their skills.	I wonder what additional support 1/4 of staff would like to develop their pedagogical skills.
I noticed that 23.5% of admin disagreed to providing professional growth compared to 7.4% of teachers.	I wonder how admin might collaborate on observations in order to develop growth plans that are followed up on consistently.
Staff was 25% more in agreement than admin that support is provided.	I wonder what type of support staff values most.
Staff feels more strongly that support is provided.	
Highest data score is agree and staff and administrators are similar.	I wonder if administrators are being more critical of themselves.
80% of staff agree that pedagogical support is provided.	I wonder why admin disagrees or is neutral at almost 50%.
Administrators don't agree as much that support is provided to enhance pedagogical skills through reflection/growth plans.	I wonder if agree was answered as a safe answer, almost like a neutral. I wonder if some staff feel unsupported? 61.4 score.
Admin was least in agreement of this statement pertaining to pedagogy in comparison to the other two.	I wonder if pedagogical skills are not always a high priority because of other priority goals or less confidence in building plans.
I notice that 23.3% more staff/teachers agree or strongly agree.	I wonder if staff and administrators are working with similar definitions of "reflection" and "professional growth plans".
Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	
Approximately 36% of admin feel that job embedded PD is not directly related to	I wonder what goals admin feel are not receiving PD.

instructional growth goals.	
I noticed that the majority of teachers feel they are provided with PD than not.	I wonder if they considered the PD being specific to their observation feedback?
More teachers feel they have job embedded PD. Admin number is lower, they do not agree there is as much PD.	I wonder what type of job embedded PD admin would like to offer.
I noticed that more admin disagree or strongly disagree than teachers.	I wonder if it is because the PD is not specific to a teacher's personal instructional growth goal, rather it is more global?
I notice that administrators feel more than teachers that there should be more opportunities for relevant PD.	I wonder why not more staff doesn't agree re: PD opportunities.
I noticed that 5.9% of admin doesn't think job embedded PD dir. rel. to inst. goal.	I wonder what additional opportunities would make this group feel it was.
I notice that most people believe that teachers are given relevant PD opportunities.	I wonder what additional PD opportunities admin would like to see offered.
I noticed that 54.5% agreed that job embedded PD is happening directly related to instructional growth goals.	I wonder what is happening at each building that makes staff/admin feel this way.
Again administrators and staff similar sore in agre. Discrepancy in neutral, disagree and strongly disagree between admin and staff.	I wonder if staff and administrators have some goals for students/schools? I wonder why administrators disagree at a higher number than staff.
Admin didn't believe as strongly that teachers receive directly related PD.	What PD staff find most relevant or useful or transferable to the classroom.
65% of staff think they have job embedded PD, 35% neutral or disagree.	I wonder if admin is fully aware of the staff's own instructional growth goals.
I noticed that more than 50% of staff feel PD is aimed at their goals.	What would it need to look like in job embedded PD to get close to 100% agreement.
I notice that only teachers are unsure.	I wonder if teachers can articulate their individual instructional growth goals.