

Key Take-Aways

Elementary/Middle School Workshop: *Understanding Our Collective Responsibility for Excellence and Ethics (CREE) Survey*

October 15, 2009

Below are the key take-aways from the teAm initiative workshop held on October 15, 2009.

- **Survey** – A snapshot in time where one inspects, examines or scrutinizes by looking comprehensively at a gathering of data or opinions considered to be representative of the whole.
- The purpose of surveys:
 - Used to determine how we are doing
 - Used to find out specific information
 - Provides evidence to think about what it means and how we plan to use it and take action
- How is a survey useful?
 - Provides information about the current state of affairs
 - Respondents feel consulted
 - Respondents feel empowered that they can influence the impact and outcome of the initiative
 - Any action steps that follow the survey should be attached to the survey
 - People will continue to feel empowered
 - People will respond to future surveys
- Dimensions Addressed on the CREE survey:
 - Student character
 - School / class climate
 - Ethical learning community
 - Professional learning community
 - Faculty and staff character practices
 - Student experiences with character
- Ethical Learning Community:
 - Is a caring school (classroom, advisory group, team, etc.) community organized around worthy goals and shared norms
 - More specifically, a community that supports and challenges, whose members pursue their own potential and seek to bring out the best in every other person in the quest for excellence and ethics
- Ethical Learning Community Scales:
 - Acceptance of differences and caring for peers = caring, belonging and support
 - Collective responsibility for classrooms
- Professional Learning Community (PLC):
 - In PLC, faculty and staff:
 - Share professional values
 - Collectively focus on the student and adult learning
 - Engage in collaborative professional learning and reflective dialogue
 - Deprivatize practice
 - Exercise collective control over curricular and other decisions

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- Professional Ethical Learning Community Scales:
 - Perceptions of school leadership
 - Perceptions of collective responsibility for excellence and ethics
 - Personal responsibility for continuous self development
- Ways to understand data:
 - Look at areas of strength
 - Look for areas for improvement
 - Look for surprising differences between response groups
 - Sometimes it makes sense to combine categories or information
- Cognitive organizer for thinking about CREE data:
 - What stands out?
 - What patterns look interesting?
 - What relationships do you see between dimensions?
 - What noticeable differences are there between students and staff?
 - What additional questions does this suggest?
 - How does this relate to what you observe in your school?

For the survey data to be valuable, you must first understand the data.

- Big Picture questions for consideration:
 - What does this information add?
 - What additional observations do you have?
 - What additional questions does it raise?
 - What possible theories does it begin to suggest?
 - How do these theories contribute to your action plan?
- Getting the Word Out:
 - Who will the reported information be given to?
 - What is the format of the report?
 - When do you discuss results?
 - From whom will the report come?
 - What information is included in the report?
 - What pitfalls do we want to avoid?
- Content:
 - Introduce the audience to “why the report was done”
 - Executive summary
 - Selected figures from the report
 - Selected question to analyze
 - Side by side comparisons
 - Present information in digestible amounts
 - Make whole report available
 - Inform about next steps
 - Determine “what is the reader’s role?”

Imagine... understanding the power of data.