

**QED Qualitative Sub-Committee Meeting
Hanover High School, Room 250**

**Monday, June 25, 2007
3 pm-4: 45 pm**

THESE ARE DRAFT NOTES-THESE NOTES HAVE NOT BEEN READ AND APPROVED BY THE MEMBERS PRESENT AT THE JUNE 25, 2007 MEETING-NOTE TAKER LINDA ADDANTE

Present: Rob Edson, Jan Assmus and Linda Addante

Absent: Mully Blight, Majorie Rose, Mary Sachsse, Paul Tierney, Sarah Curtis and Ann Waterfall

Handout:

BAY AREA SCHOOL REFORM COLLABORATIVE, TEACHER SURVEY, Spring 2002, Source: Center For Research on the Context of Teaching (CRC) at Stanford, www.stanford.edu/group/CRC/

Meeting Notes:

- I. Discussion on role of sub-committee in development of the Teacher Survey
 - A. Given that the QED is not responsible for the development of the Teacher Survey it is clear that the Qualitative sub-committee's role is limited to offering suggestions.
 - a. It was recognized by the Qualitative sub com. members present that the Teacher Survey Committee, yet to be formed, is responsible for development of the Teacher Survey.
 - b. It was also agreed that the Qualitative sub-com. should submit suggestions regarding the survey; specifically in areas where it would be useful to gather teachers' feedback in areas that are of a more qualitative nature.
 - c. It was also acknowledge that while the Qualitative sub-com can make suggestions, the committee formulating the survey has the right to use or not use any suggestions offered.
 - B. General Discussion on Survey-Reference document: CRC Bay Area Reform Collaborative. General comments made:
 - a. Original idea for a teacher survey first presented by a member of this committee was to find out from teachers what they needed so that they could do their best work in teaching and supporting learners
 - b. Its important to identify the purpose of the Teacher Survey, what's on it and what the information gathered will be used for. These are important questions to answer if we want teachers to trust and buy into the survey
 - c. Three questions posed by a sub-committee member were:
 - i. What will the survey answers mean?
 - ii. How will we know?

- iii. Who will decide?
- d. Trust is a big issue-we need to rebuild trust
- e. Tone of the questions will be important-the questions need to be neutral
- f. Need to address: Why this survey? Why these questions? Who will see it? and How will it be used? If you answer these questions, keep it simple and do it in one page you will get buy-in-don't bury it in a lot of language and many pages
- g. The questions need to reflect the mission and values of this district-that way the questions are a reflection of what we all agreed to already when we adopted the mission and it helps educate others about what has been agreed upon-the survey educates and informs by its questions.
- h. Its about teachers' perception about what needs to be in place for learning to happen
- i. Its all about reform, what are we doing to get better
- j. Reform is okay but we also need to celebrate success and when we do celebrate it doesn't mean we aren't still trying to improve-but we need to acknowledge the positive and show appreciation for what is being done and accomplished
- k. Important not to approach this as if its broken-its working, we just want to make it better
- l. All teachers want to do a good job-the assumption should be that everyone wants to do their best and to improve
- m. There is a lack of communication about what teachers are doing
- n. One person said it well in an earlier QED meeting-we need to figure out what information to send out, and when to send it out so that we get the best outcome. Increasing the amount of information being sent out is not the answer-that just creates information overload
- o. Approach it like a learning model-the community needs to be cued to learn-or the information just gets passed over
- p. Marion Cross did a "mirror survey" and the difference between what teachers thought was known and what parents knew was different-the difference was that while a lot of information had been sent out only a percentage of it was reviewed/retained by the parents.
- q. People don't absorb or attend to everything-that's the challenge: to deliver the right information in the right way and at a rate that people can attend to it and retain it.
- r. Possible to send out wrong information or too much and it is overwhelming so its ignored.
- s. One survey at MC specifically asked parents to rank information sharing vehicles-while email was chosen the PTO strongly advocated that paper copies continue to be sent home to parents
- t. People who use web sites know what they are looking for and go on line for a specific purpose-web-sites are used less by those in the general population who do not have a specific target area of

interest/question, etc. In other words web users are already motivated to go on line because they are looking for specific information.

- u. Important to involve principals in the Teacher Survey process-they are the change agents in the building
- v. Suggestion that the Principals' Council be an integral part of the process, in partnership with the SAU board in working on the survey-especially on reviewing the results, identification and implementation of the follow-up in each school
- w. Principals have a key role in budget development, teacher supervision etc so it makes sense for the principals to have a key role in the survey development, review, recommendations and implementation.
- x. Observation that the CRC survey example asks questions about different layers of support for each teacher-from classroom on up through district-wide programs and initiatives. It gives a big picture view of the support teachers have or don't have throughout the district, in their school, and individual classroom.
- y. The example survey seems really long-too long? Would teachers be willing to take this long of a survey?
- z. This survey is really about finding out from the teachers' perspective what they need to do their best work-there may be other questions we want to ask teachers but we have to ask ourselves is that question something we want to know or is it something a teacher would want us to know-in other words the information gathered should be useful in helping the district identify what needs to be in place so that teachers can do their best work.

C. Topic areas for consideration by the Teacher Survey Committee:

- a. Several specific questions were presented and discussed. Some of the points made are reflected above.
- b. The following topic areas-"statements" were selected by the sub-members present as ones to be shared with the Teacher Survey Committee. These will be forwarded to the Superintendent so that they can be shared with the Teacher Survey Committee when it is convened. The Qualitative sub-committee members submit these asking that the Teacher Survey Committee consider formulating questions to include on the survey that would gather teacher feedback, from a qualitative perspective in these areas.
 - i. Meeting the kids where they are: High—Low—Middle
 - ii. How to help parents be more supportive

D. Next Steps:

- a. SAU meeting tonight. Agenda item is to accept recommended actions steps of the QED.
 - i. Next Qualitative sub-committee agenda to be determined following the SAU meeting discussion tonight-approval of the recommended QED action steps.

- ii. Deferred identification of next steps to be taken by the Qualitative Sub-Committee's until the next meeting to be scheduled in late August/early Sept.

Respectfully submitted by Linda Addante June 26, 2007