



## Educator Survey Results: Monte Vista School District, Fall 2019

### Overview

Approximately 54 Monte Vista teachers and 8 leaders, across all school levels, completed the S-CAP Educators Survey during October, 2019. Some of these questions are taken with permission from the Teaching and Learning Conditions in Colorado (TLCC) Survey, to permit state-level comparisons, and many are specific to the Student Centered Accountability Project<sup>1</sup>. The questions or items for this survey were developed by the Colorado Department of Education (CDE) with support and feedback from a variety of stakeholder groups across the state.

### Groups of Items or Constructs

Individual TLCC survey items were grouped into categories (constructs) to make it easier to interpret the results. Researchers added the “names” of the groups (constructs), so it may be helpful to look at the wording of the individual items to fully understand what the items within in a group were measuring. TLCC constructs that are relevant to the S-CAP Frameworks are provided including the following:

- Learning Climate and Learning Dispositions: School Leadership Team Climate, Teacher Leadership, Student Conduct
- Curriculum & Instruction: Time, Instructional Practices Responsibility for Instruction, Instructional Practices Differentiating/Adjusting Instruction, Facilities and Instructional Resources
- Professional Development: Professional Development
- Leadership and Vision: School Leadership Team Climate, School Leadership Evaluation, Teacher Leadership, Community Support and Involvement
- Overall opinion of the school: Overall rating of the school

### Interpreting Percent Positive

All of the survey items asked teachers to indicate how much they agreed with a statement choosing from the following responses: strongly agree, agree, neutral, disagree, or strongly disagree. To simplify the reporting of the results, for each group of items the score reported is the “average percent positive” for all of the items in the group. For these items, the percent positive includes the responses of “agree” or “strongly agree” with the statement.

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<sup>1</sup> © S-CAP Core Partners, do not use without permission. The S-CAP Core Partners are Buena Vista School District R-31, Buffalo School District RE-4J, Kit Carson R1 School District, La Veta School District RE-2, Monte Vista School District C-8, Generation Schools Network, University of Colorado Denver C-PEER, & Battelle for Kids. Survey developed & results provided by Seidel & Oxenford O’Brian, University of Colorado Denver.

## Curriculum & Instruction Related Items

Frame-work		Items <i>(BOLD indicates this item was significantly different for teachers and leaders)</i>	Teachers (NOTE: no results for MV Middle School)						Leaders	
			Marsh PreK, n~8	Marsh Area summary	Bill Metz ES, n~28	BM ES Area summary	MV HS, n~18	MV HS Area summary	ALL schools, n~8	Leaders, All school summary
general		I would recommend this school as a good place for students to learn.	100%	100%	91%	91%	83%	83%	100%	100%
general		I would recommend this school as a good place to work.	100%		91%		83%			
communi-ty		<b>The school provides strategies that families can use at home to support their children's learning.</b>	75%	82%	78%	88%	47%	73%	100%	91%
resource-s		<b>Instructional resources are adequate to support student learning.</b>	88%		91%		80%			
resource-s		I have adequate time to prepare for instruction.	75%		83%		69%			
resource-s		My time is protected from duties that take time away from teaching.	75%		83%		71%			
resource-s		I have adequate physical space to work productively.	100%		91%		94%			
resource-s		My class size(s) is reasonable.	88%		96%		86%			
C&I	B.8. + D.1. + D.2.	<b>I have adequate time to analyze and respond to student assessment data.</b>	75%		91%		62%			
L&V	A.1.	School/district leadership communicates high expectations for student performance.	100%		85%		100%		87%	
L&V	A.1. & D.1. & D.3.	School/district leadership communicates high expectations for school staff.	100%	96%		78%				
L&V	C.2.	<b>District Leadership uses a variety of strategies (e.g. faculty meetings, community meetings, social media, newsletters) to communicate the district vision and strategic priorities.</b>	88%	96%		68%				
PL	F.3., G.1., E.1.	The school improvement plan (e.g., Unified Improvement Plan) influences teachers' professional learning choices.	63%	78%		50%				
L&V	B.3.	<b>School/District leaders share S-CAP review results with staff.</b>	88%	74%		55%				
L&V	B.3.	<b>S-CAP review results are used in district strategic planning.</b>	75%	78%		58%				
C&I	A.4.	Teachers at my school participate in efforts to align curriculum (defined as a planned course of study) cross grade-levels and/or content-areas to ensure there are no gaps or unnecessary overlaps in curriculum.	75%	92%		87%	87%	71%		88%
C&I	A.8.	The curriculum I use reflects connections across content areas.	100%		78%	94%				
C&I	B.2.	I understand the academic standards and expectations for my grade level/content area(s).	100%		96%	100%				

Frame-work		Items <i>(BOLD indicates this item was significantly different for teachers and leaders)</i>	Teachers (NOTE: no results for MV Middle School)					Leaders		
			Marsh PreK, n~8	Marsh Area summary	Bill Metz ES, n~28	BM ES Area summary	MV HS, n~18	MV HS Area summary	ALL schools, n~8	Leaders, All school summary
C&I	B.3.	I use criteria for students mastering learning targets or objectives as I design instruction.	100%	95%	96%	92%	97%	94%	75%	83%
C&I	B.7.	I use aligned district curriculum documents (e.g., curriculum maps, pacing guides) to guide my instructional planning.	88%		83%		82%		88%	
C&I	A.1. & B.5.	I utilize the Colorado Academic Standards in my instructional planning.	100%		91%		100%		75%	
C&I	B.6.	Teachers are encouraged to plan instruction that requires students to make meaning of the most important concepts and principles in a subject area.	100%		100%		97%		88%	
C&I	B.4.	I regularly plan for how I will engage students in understanding and owning the objectives or targets for their learning.	88%		91%		94%		88%	
C&I	D.1, D.2, F.8, I.3, I.4.	I use formative assessment data to improve my students' learning.	100%	92%	100%	91%	97%	78%	88%	88%
PL	E.2.	Teachers have regular opportunities to analyzing student academic performance to improve their practice.	100%		91%		71%		88%	
L&V	A.7.	I receive adequate professional development to effectively use student data (e.g., assessments, surveys).	75%		83%		68%		88%	
C&I	C.1.	Teachers at my school regularly plan for an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice.	88%	88%	87%	81%	82%	75%	88%	88%
C&I	C.4. & I.6.	Teachers at my school design lessons to provide extension opportunities for students performing at grade level and beyond to ensure learning is challenging, engaging, and sustained.	75%		74%		71%		88%	
C&I	C.3.	Resources selected by teachers at my school in planning reflect the varied interests, readiness levels and learning preferences of students.	100%		83%		74%		88%	
C&I	E.2.	<b>Our district has established a tiered system of supports for students.</b>	88%	88%	96%	89%	60%	67%	100%	94%
C&I	E.2.	<b>I make use of our school/district system of tiered supports for students.</b>	100%		96%		57%		100%	
C&I	D.3.	Our school/district provides an assessment and data management/reporting system that makes it possible to document student learning progress over time and across different assessments.	100%		96%		68%		75%	
C&I	E.4.	<b>The district/school provides programs/resources before, during, and after school to ensure all students have the supports they need to be academically successful.</b>	63%		70%		84%		100%	

Frame-work		Items <i>(BOLD indicates this item was significantly different for teachers and leaders)</i>	Teachers (NOTE: no results for MV Middle School)					Leaders		
			Marsh PreK, n~8	Marsh Area summary	Bill Metz ES, n~28	BM ES Area summary	MV HS, n~18	MV HS Area summary	ALL schools, n~8	Leaders, All school summary
C&I	A.5. + E.3. + I.2.	<b>Instruction in this school encourages different cultural viewpoints.</b>	100%	85%	65%	79%	83%	68%	100%	98%
C&I	A.5. + E.3. + I.2. + I.5.	The diverse academic needs of our students are met by this school's current curriculum.	75%		65%		66%		88%	
C&I	A.5. + E.3. + I.2.	<b>English Learners are adequately supported in this school.</b>	100%		83%		54%		100%	
C&I	A.5. + E.3. + I.2.	<b>Students with disabilities are adequately supported in this school.</b>	75%		65%		68%		100%	
C&I	A.5. + E.3. + I.2.	<b>Gifted students are adequately supported in this school.</b>	63%		100%		57%		100%	
PL	C2., C.3.	<b>Staff in this school consistently seek new and improved ways of providing instruction.</b>	100%		96%		84%		100%	
PL	E.2.	Teachers have regular opportunities to analyzing student social and emotional learning data to improve their practice.	100%	88%	30%	48%	42%	64%	63%	79%
LC&LD A.6. & C.6.	C&I E.5.	Students' social and emotional learning is adequately supported in this school.	88%		65%		78%		88%	
C&I	E.5.	<b>I have adequate time to support my students' social and emotional learning.</b>	75%		48%		70%		88%	
C&I	I.4.	Students have the knowledge, skills and supports needed to focus on learning.	75%	83%	78%	88%	67%	87%	88%	85%
C&I	H.1.	Students understand how class activities relate to learning objectives.	75%		87%		86%		75%	
C&I	I.3.	I review learning strengths and challenges with my students.	100%		91%		92%		88%	
C&I	I.4.	I regularly provide students with specific descriptive feedback (in addition to scores or grades) to help improve their learning.	88%		91%		94%		88%	
C&I	C.1. & F.3.	I provide opportunities for students to revise their work.	100%		96%		97%		88%	
C&I	I.1.	Teachers at my school provide frequent opportunities for student practice and response.	63%		87%		84%		88%	



## Learning Climate & Learner Dispositions

Frame-work		Items <i>(BOLD indicates this item was significantly different for teachers and leaders)</i>	Teachers (NOTE: no results for MV Middle School)						Leaders	
			Marsh PreK, n~8	Marsh Area summary	Bill Metz ES, n~28	BM ES Area summary	MV HS, n~18	MV HS Area summary	ALL schools, n~8	Leaders, All school summary
general		I would recommend this school as a good place for students to learn.	100%	96%	91%	91%	83%	76%	100%	96%
general		I would recommend this school as a good place to work.	100%		91%		83%		100%	
communi-ty		The community is supportive of the school.	88%		91%		60%		88%	
L&V	A.2.	This school is led by an effective team.	100%	100%	96%	92%	73%	69%	88%	95%
L&V	D.3.	Our work together is guided by a shared vision that is student focused.	100%		100%		70%		100%	
L&V	A.5.	<b>School/district leadership develops and sustains relationships with staff based on trust and respect.</b>	100%		91%		68%		100%	
L&V	A.3.	School/district leadership are regularly visible in classrooms.	100%		87%		59%		100%	
PL	A.2.	I feel comfortable raising important issues with school leadership.	100%		87%		73%		88%	
L&V	C.1.	The school's efforts to engage families are effective.	75%	88%	78%	80%	62%	67%	88%	92%
L&V	C.1.	All families have access to information about what is happening in the school.	100%		83%		83%		88%	
L&V	C.1.	<b>I have adequate time to communicate with my students' families.</b>	88%		78%		57%		100%	
LC&LD	C.3.	School leadership demonstrate the belief all students can learn at high levels.	100%	100%	96%	97%	86%	87%	100%	100%
LC&LD	C.1., C.3.	Staff in this school hold themselves accountable for the academic growth of every child.	100%		96%		89%		100%	
LC&LD	C.3.	School staff demonstrate the belief that students can learn at high levels.	100%		100%		86%		100%	
L&V, A.5.	PL A.2.	School staff show respect for each other.	100%	100%	96%	87%	92%	82%	100%	94%
LC&LD	A.1.	The adult relationships at our school are consistently positive.	100%		78%		73%		88%	
LC&LD	B.1. + B.2. + C.4.	<b>Students know how they are expected to act in the school.</b>	88%	91%	96%	88%	74%	80%	100%	94%
LC&LD	B.1. + B.2. + C.4.	Rules for student behavior are enforced in a consistent manner.	75%		57%		54%		75%	
LC&LD	B.1. + B.2. + C.4.	This school is a safe place for students to learn.	100%		100%		97%		100%	
LC&LD	B.1. + B.2.	Our school is a safe place to work.	100%		100%		93%		100%	

Frame-work		Items <i>(BOLD indicates this item was significantly different for teachers and leaders)</i>	Teachers (NOTE: no results for MV Middle School)					Leaders		
			Marsh PreK, n~8	Marsh Area summary	Bill Metz ES, n~28	BM ES Area summary	MV HS, n~18	MV HS Area summary	ALL schools, n~8	Leaders, All school summary
LC&LD	B.8.	Multiple opportunities are provided at our school for diverse groups of students to learn from and with each other; disaggregated groups of students are not isolated.	100%	84%	83%	65%	81%	77%	88%	88%
LC&LD	A.6 & C.6.	<b>The district/provides programs/resources to support students social and emotional needs.</b>	100%		59%		78%		100%	
LC&LD	A.6. & C.6.	Students' social and emotional learning is adequately supported in this school.	88%		65%		78%		88%	
PL	H.2.	I receive adequate professional development to support my students' social and emotional learning.	50%		52%		71%		75%	
L&V	A.4.	Teachers have an adequate level of influence on important school decisions.	100%	94%	91%	89%	62%	69%	88%	91%
L&V	A.4.	I have had leadership opportunities in this school.	88%		78%		89%		75%	
L&V	A.4. + B.1.	<b>School staff participate in the improvement planning process (e.g., Unified Improvement Plan) in a meaningful way.</b>	88%		87%		56%		100%	
LC&LD	A.4.	Teachers' professional expertise is valued.	100%		100%		68%		100%	
PL	C.1.	Our district/school has effective strategies to recruit new staff members.	75%	69%	43%	52%	41%	48%	75%	81%
L&V	B.5.	Our district/school has effective strategies to retain staff members.	63%		39%		29%		75%	
PL	G.3.	Professional learning at our school includes opportunities for personal reflection about practice.	63%		78%		68%		88%	
PL	B.1. + F.2. + F.3.	<b>Professional learning opportunities are personalized and aligned to teacher needs and strengths.</b>	75%		48%		53%		88%	

New Teacher Supports		Marsh	Metz	MV HS
		n=5	n=11	n=6
Have you received any new teacher supports at this school?	<i>Yes:</i>	80%	73%	83%
	<i>No:</i>	20%	n/a	n/a
	<i>Don't know:</i>	n/a	27%	17%
Have you been assigned a mentor teacher this school year?	<i>Yes:</i>	40%	45%	33%
	<i>No:</i>	20%	27%	50%
	<i>Don't know:</i>	40%	27%	17%
To what extent do you meet with your mentor teacher during the school day?				
<i>Great / moderate extent:</i>		0%	18%	0%
<i>Limited extent:</i>		20%	18%	17%
<i>no answer / don't know:</i>		80%	64%	83%
<b>Which of the following new teacher supports have you received at this school (select all that apply):</b>				
• <i>Ongoing dialogue with school leaders</i>		40%	55%	83%
• <i>New teacher orientation (e.g., welcome, administrative procedures)</i>		40%	55%	67%
• <i>New teacher training to develop content knowledge</i>		40%	55%	17%
• <i>Scheduled shared planning time</i>		20%	55%	17%
• <i>Scheduled time with my mentor teacher</i>		20%	45%	17%
• <i>Classroom coverage to enable me to observe other classrooms</i>		20%	27%	17%
• <i>Networking with other new teachers</i>		0%	45%	17%
• <i>Reduced teaching responsibilities</i>		20%	0%	17%
• <i>New teacher training to develop pedagogy</i>		0%	18%	17%

Professional Learning Needs / Interests (Select UP TO THREE):	Marsh	Metz	MVHS
• <i>Social-emotional learning</i>	55%	54%	39%
• <i>Differentiating instruction</i>	36%	14%	50%
• <i>My content area</i>	27%	29%	39%
• <i>Parent engagement</i>	27%	25%	22%
• <i>Classroom management techniques</i>	27%	21%	11%
• <i>Reading strategies</i>	18%	18%	11%
• <i>Methods of teaching</i>	18%	14%	11%
• <i>Colorado Academic Standards</i>	9%	14%	17%
• <i>Using technology in classroom instruction</i>	9%	4%	22%
• <i>Teaching gifted students</i>	9%	7%	11%
• <i>Using assessment results to guide instruction</i>	0%	7%	17%
• <i>Understanding data</i>	0%	7%	11%
• <i>Supporting English Language Learners</i>	0%	14%	11%
• <i>Supporting special education (students with disabilities)</i>	9%	14%	0%