



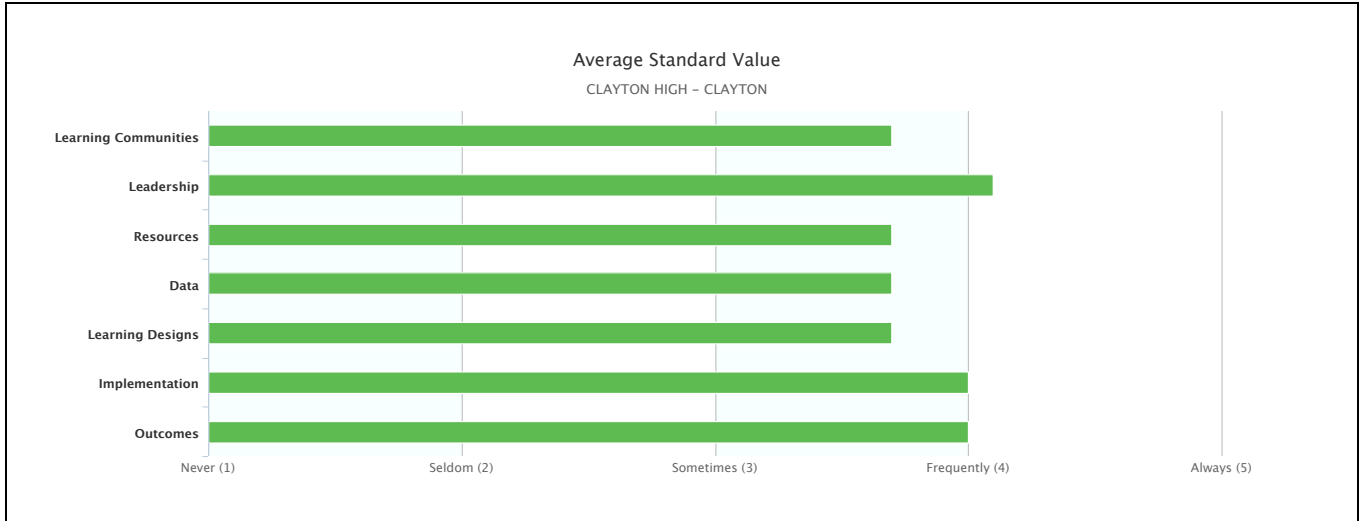
Standard and Question Averages

CLAYTON HIGH - CLAYTON

This report shows the average for each standard and each question within each standard. It is based on 79 responses as of 2013-02-27 16:18:15.

Overall Standard Averages

This chart shows the average standard values calculated from the question responses.



The following table shows the average response values for each of the questions grouped by standard.

Learning Communities		Recommendations: The Learning Communities Standard (Please note this link will open a new window)
1. My school system has policies and procedures that support the vision for learning communities in schools.		4.2
2. Learning communities in my school meet several times per week to collaborate on how to improve student learning.		2.8
3. Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.		4.2
4. In my school, some of the learning community members include non-staff members, such as students, parents, community members.		2.8
5. My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).		3.9
6. In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.		3.9
7. All members of the learning communities in my school hold each other accountable to achieve the school's goals.		3.9
Average of the questions above.		3.7
Leadership		Recommendations: The Leadership Standard (Please note this link will open a new window)
8. My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.		4.0
9. My school's leaders are active participants with other staff members in the school's professional learning.		3.9
10. My school's leaders advocate for resources to fully support professional learning.		4.1
11. My school's leaders regard professional learning as a top priority for all staff.		4.1
12. My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.		4.2
13. My school's leaders speak about the important relationship between improved student achievement and professional learning.		4.1
14. My school's leaders consider all staff members capable of being professional learning leaders.		4.2
Average of the questions above.		4.1
Resources		Recommendations: The Resources Standard (Please note this link will open a new window)
15. Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.		4.2
16. Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.		3.9
17. Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.		3.3
18. In my school, time is available for teachers during the school day for professional learning.		3.2
19. Teachers in my school are involved with the decision-making about how professional learning resources are allocated.		3.4
20. Professional learning is available to me at various times, such as job embedded experiences, before or after-school hours, and summer experiences.		3.7
21. Teachers in my school have access to various technology resources for professional learning.		4.1
Average of the questions above.		3.7
Data		Recommendations: The Data Standard (Please note this link will open a new window)
22. Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.		3.3
23. In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.		4.0

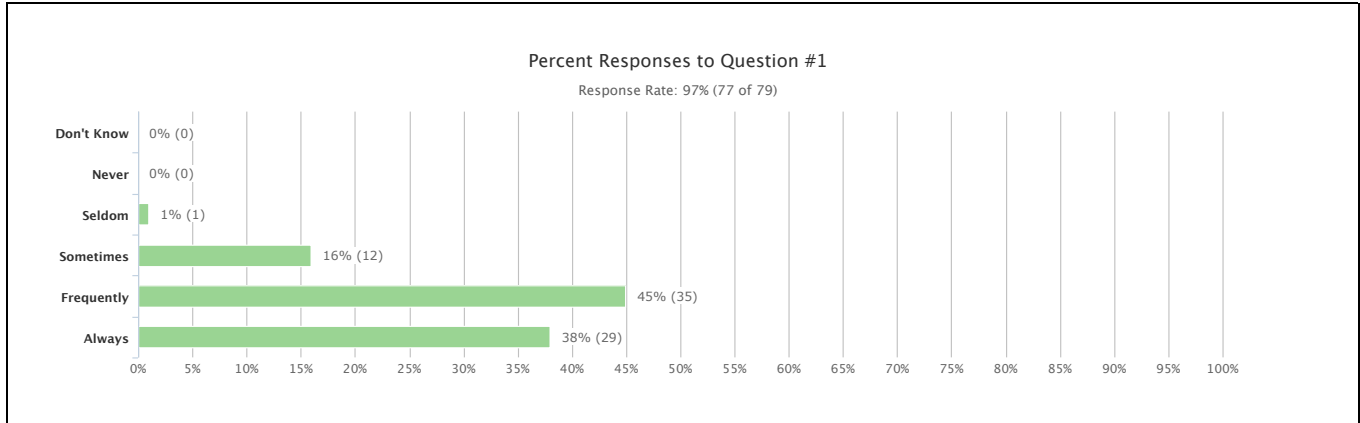
24. In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.	3.7
25. My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.	4.0
26. In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.	4.0
27. My school uses a variety of data to monitor the effectiveness of professional learning.	3.7
28. A variety of data are used to assess the effectiveness of my school's professional learning.	3.6
29. In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.	3.5
Average of the questions above.	3.7
Learning Designs	Recommendations: The Learning Designs Standard (Please note this link will open a new window)
30. In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.	3.5
31. The use of technology is evident in my school's professional learning.	4.1
32. Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning.	4.1
33. Professional learning in my school includes various forms of support to apply new practices.	3.7
34. In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.	3.0
35. In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.	3.2
36. Teachers' input is taken into consideration when planning school-wide professional learning.	3.9
Average of the questions above.	3.7
Implementation	Recommendations: The Implementation Standard (Please note this link will open a new window)
37. A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.	4.3
38. Teachers in my school receive on-going support in various ways to improve teaching.	3.8
39. My school has a consistent professional learning plan in place for three to five years.	4.1
40. My school's professional learning plan is aligned to school goals.	4.2
41. In my school, teachers individually reflect about teaching practices and strategies.	4.2
42. Professional learning experiences planned at my school are based on research about effective school change.	3.8
43. In my school, teachers give frequent feedback to colleagues to refine the implementation of instructional strategies.	3.3
Average of the questions above.	4.0
Outcomes	Recommendations: The Outcomes Standard (Please note this link will open a new window)
44. Professional learning at my school focuses on the curriculum and how students learn.	3.9
45. Professional learning in my school contributes to increased student achievement.	3.9
46. Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.,).	3.7
47. All professional staff members in my school are held to high standards to increase student learning.	4.3
48. In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.	4.0
49. Student learning outcomes are used to determine my school's professional learning plan.	3.9
50. My professional learning this school year is connected to previous professional learning.	3.8
Average of the questions above.	4.0

Frequency Counts by Standard Question CLAYTON HIGH - CLAYTON

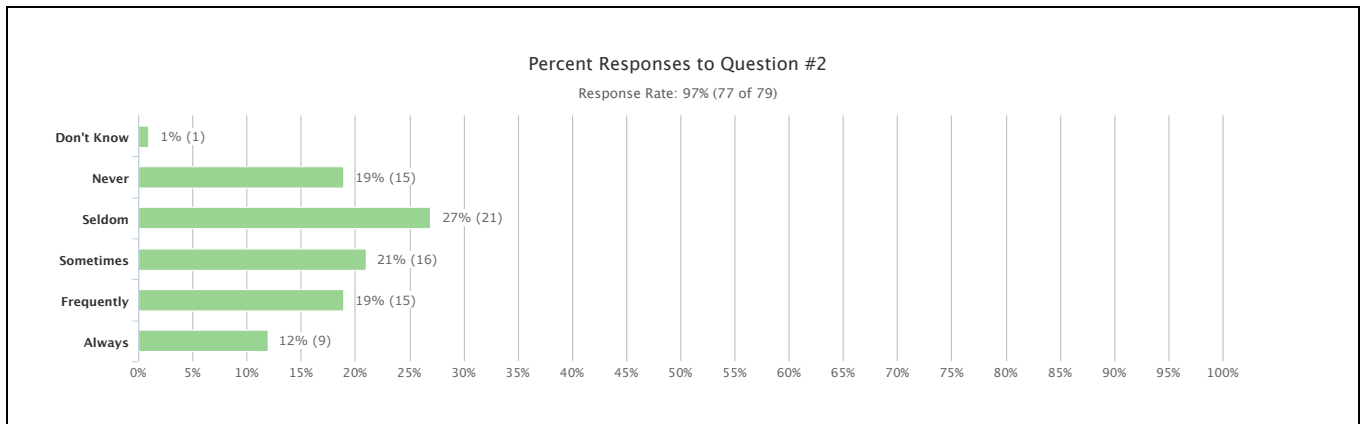
Total Responses (N) = 79

Learning Communities

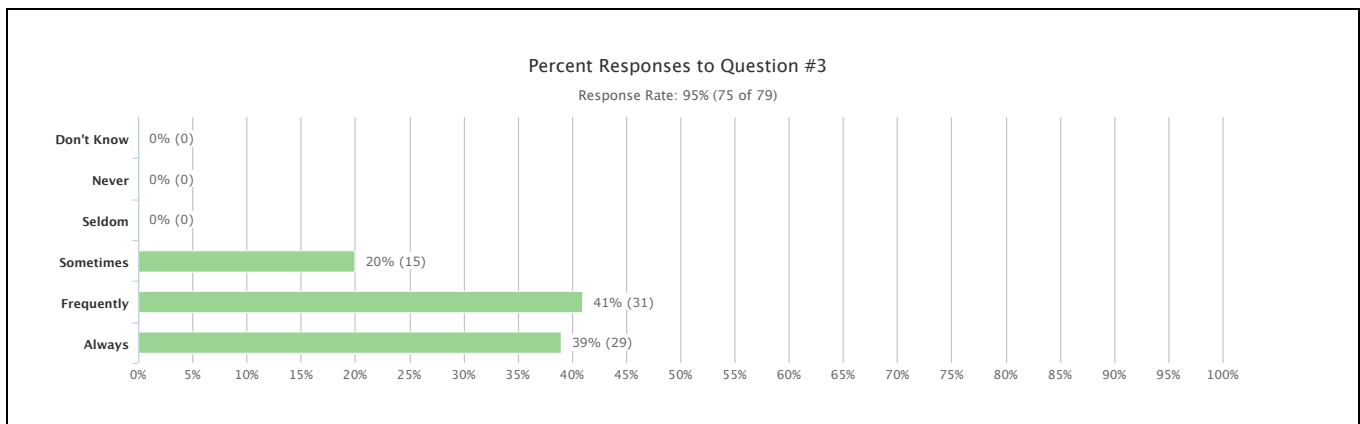
1. My school system has policies and procedures that support the vision for learning communities in schools.



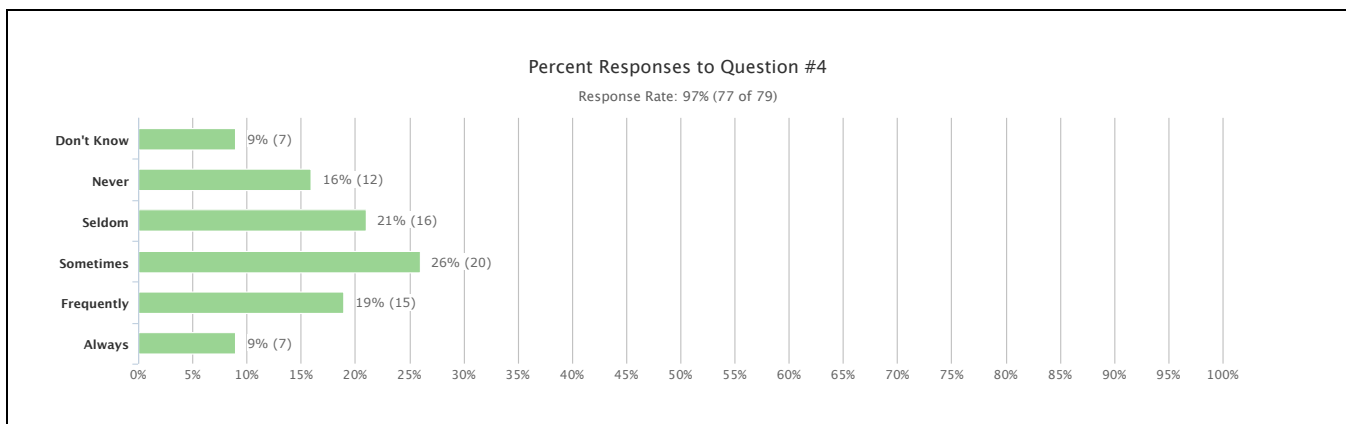
2. Learning communities in my school meet several times per week to collaborate on how to improve student learning.



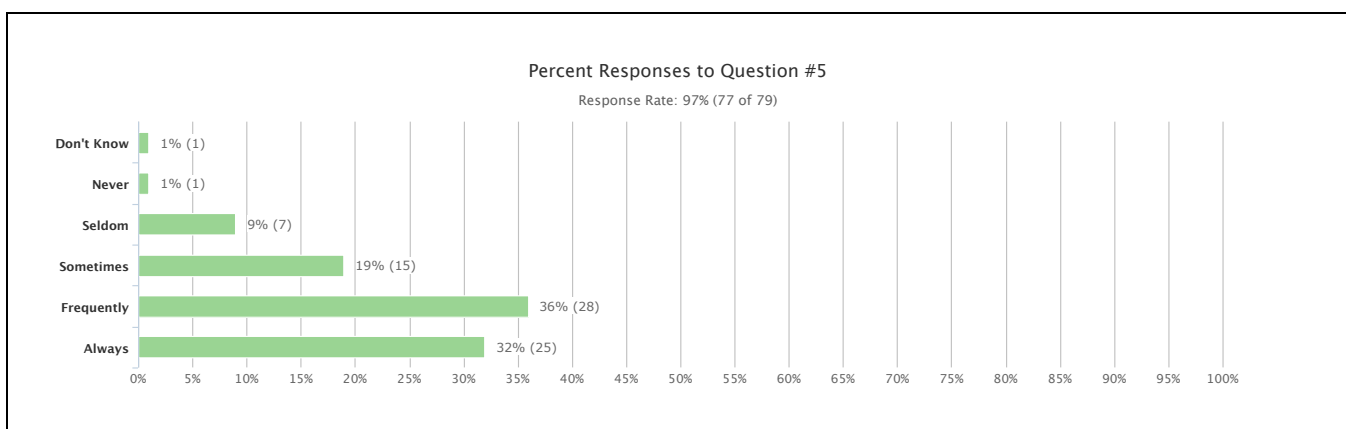
3. Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.



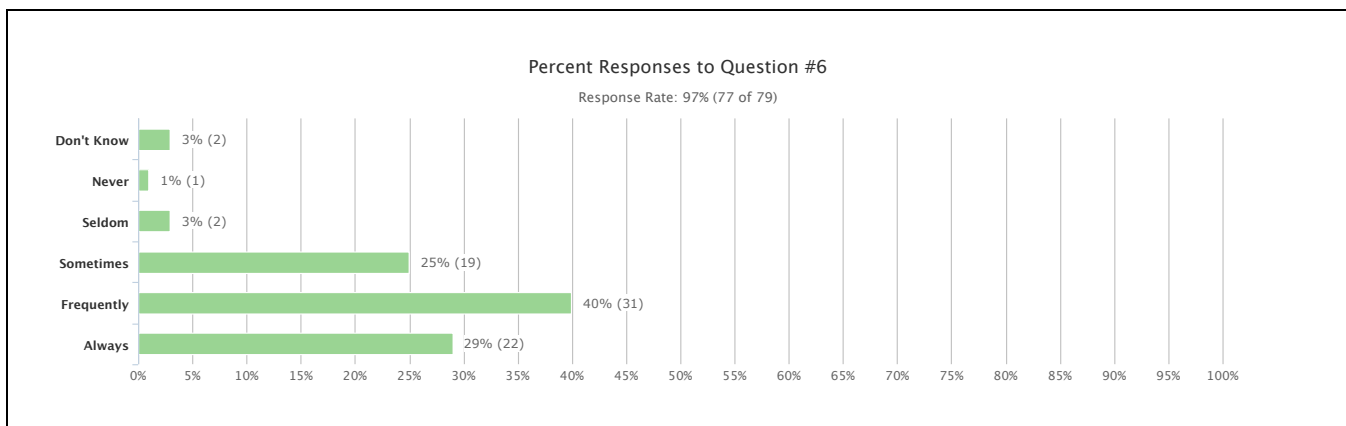
4. In my school, some of the learning community members include non-staff members, such as students, parents, community members.



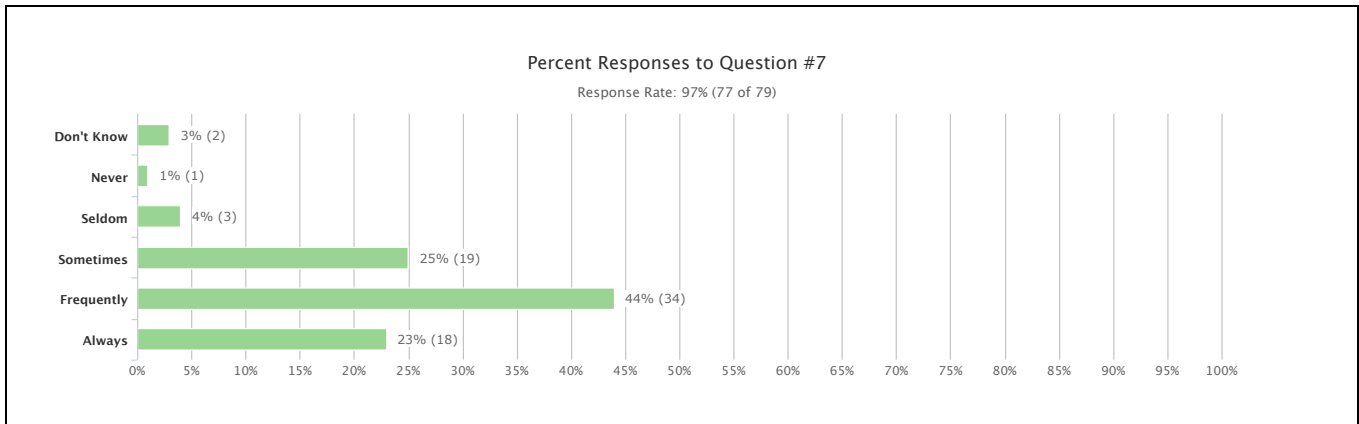
5. My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e., data analysis, planning, implementation, reflection, and evaluation).



6. In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group.

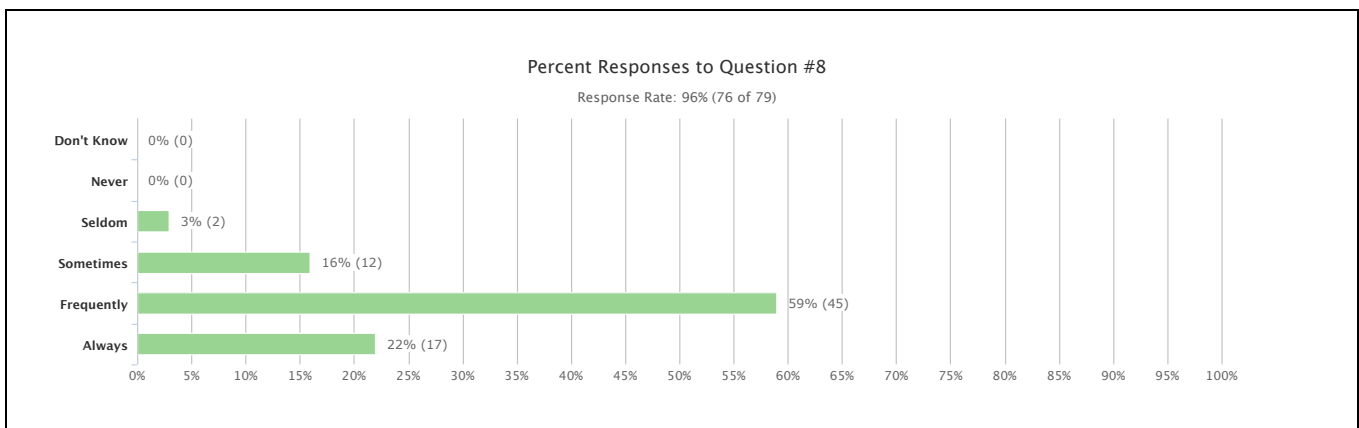


7. All members of the learning communities in my school hold each other accountable to achieve the school's goals.

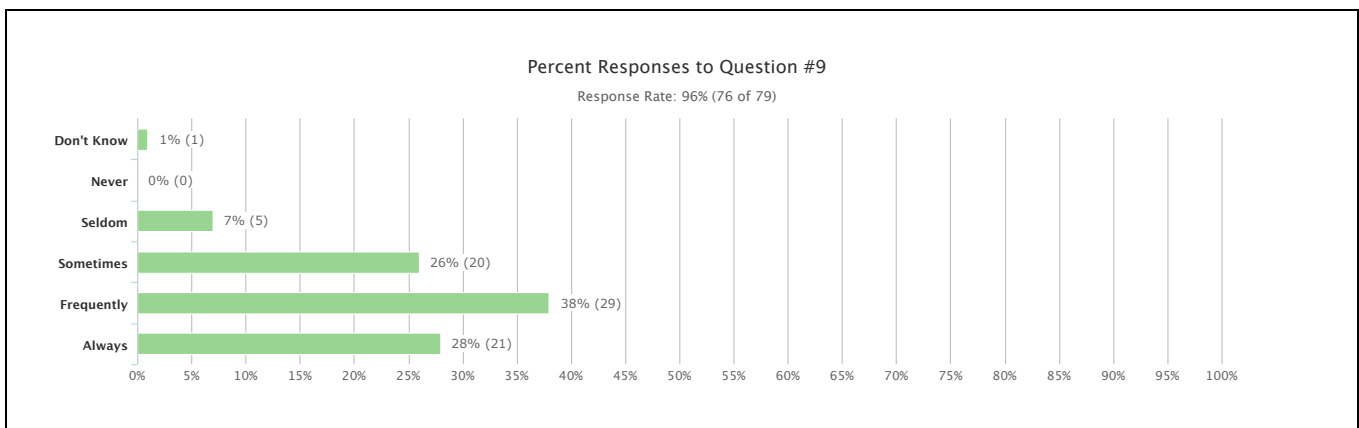


Leadership

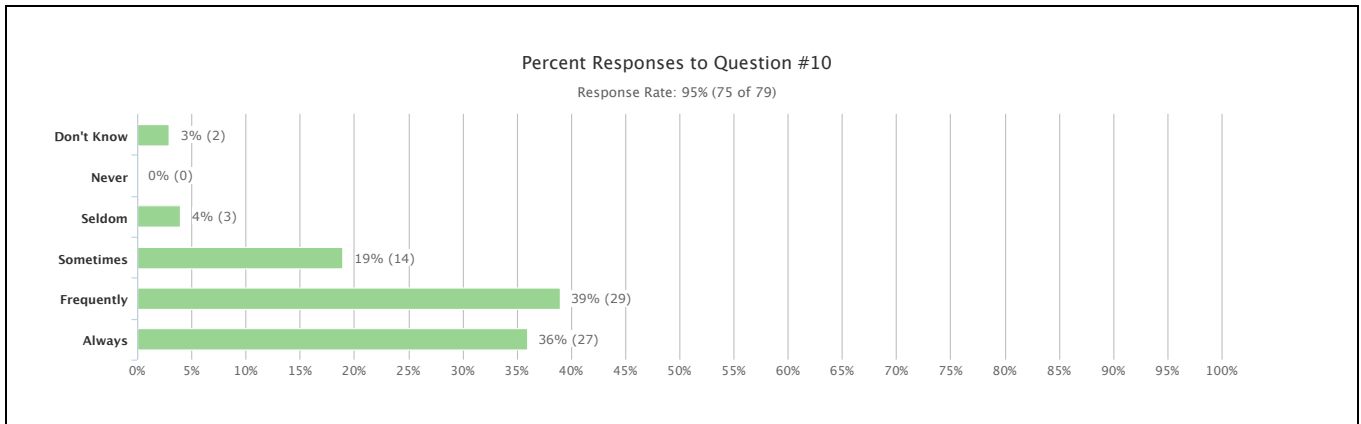
8. My school's leaders provide teachers with equitable resources to support our individual and collaborative goals for professional learning.



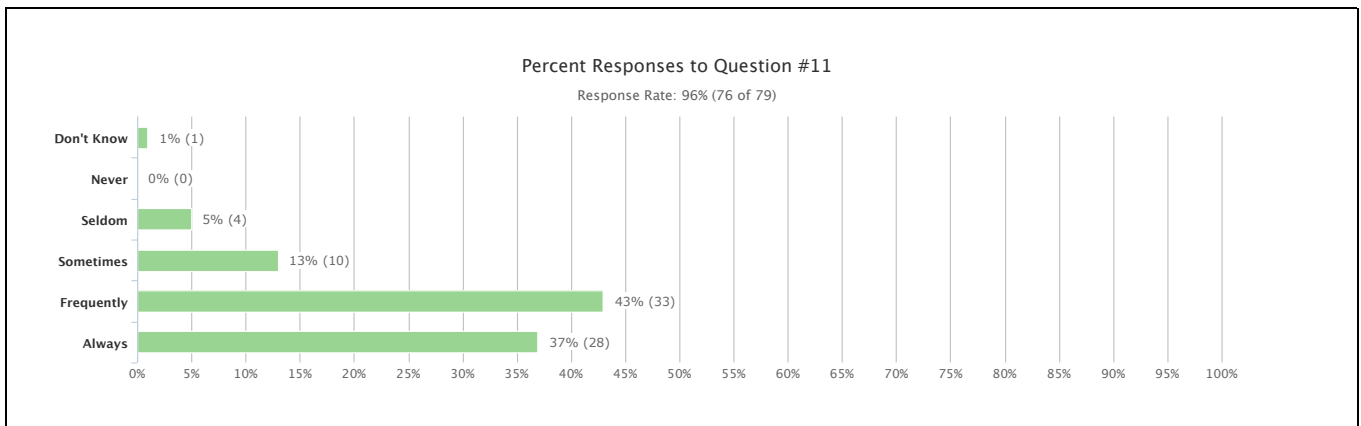
9. My school's leaders are active participants with other staff members in the school's professional learning.



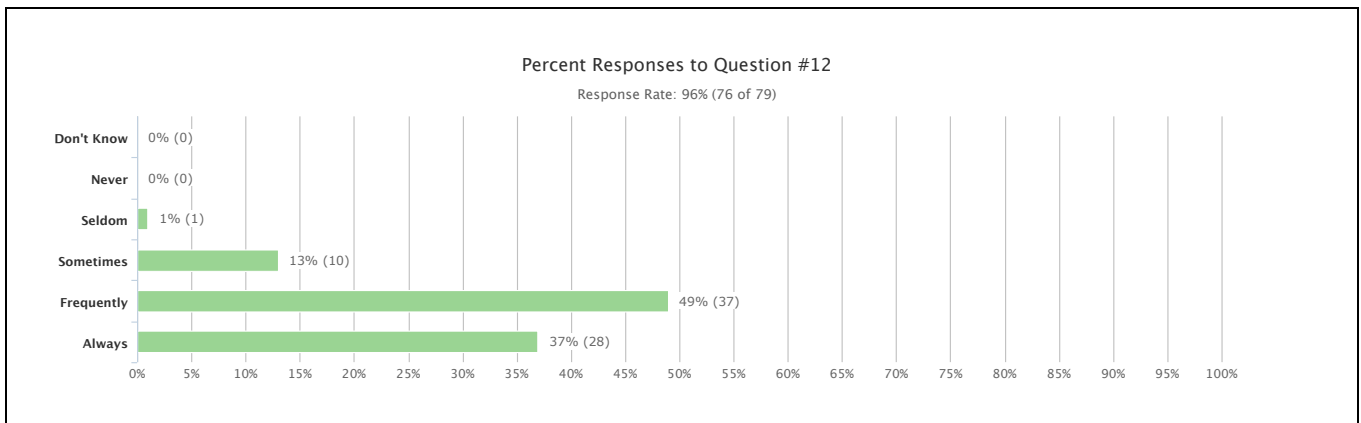
10. My school's leaders advocate for resources to fully support professional learning.



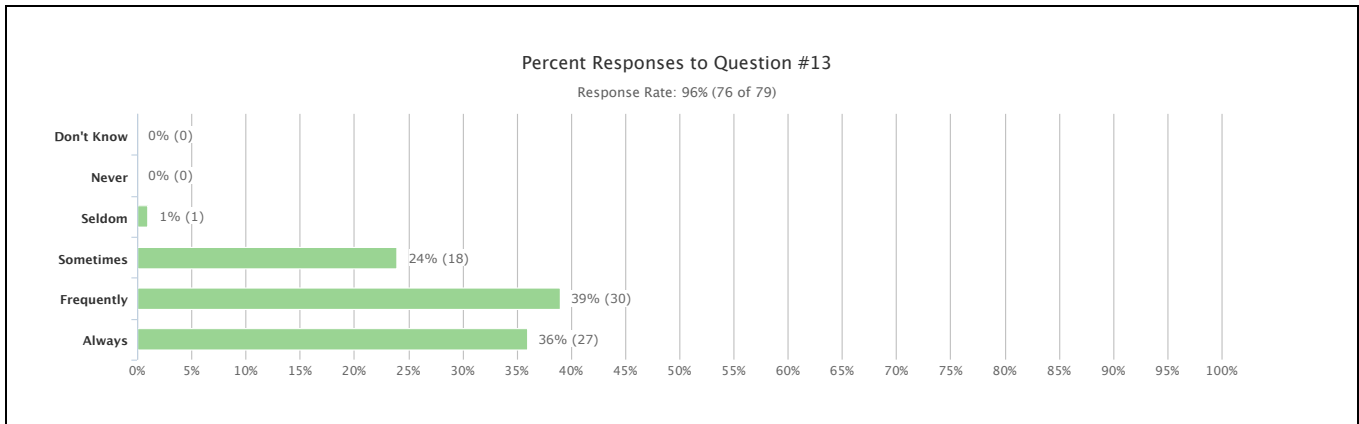
11. My school's leaders regard professional learning as a top priority for all staff.



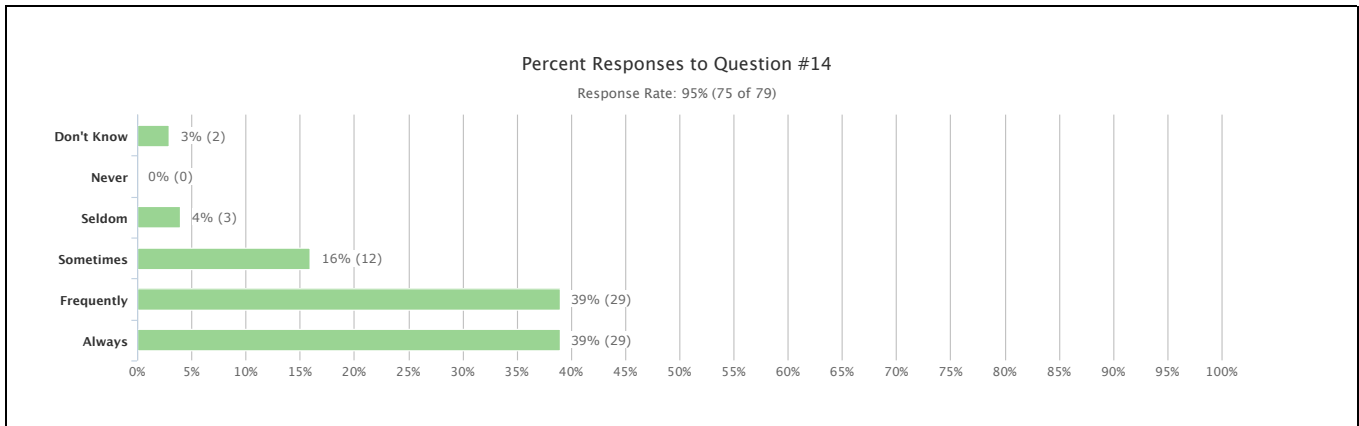
12. My school's leaders cultivate a positive culture that embraces characteristics such as, collaboration, high expectations, respect, trust, and constructive feedback.



13. My school's leaders speak about the important relationship between improved student achievement and professional learning.

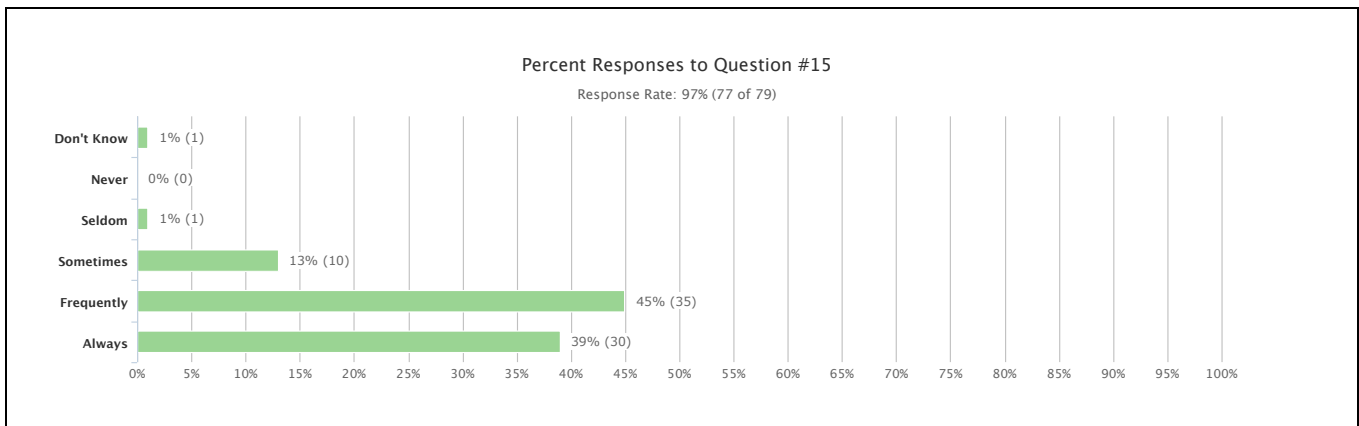


14. My school's leaders consider all staff members capable of being professional learning leaders.

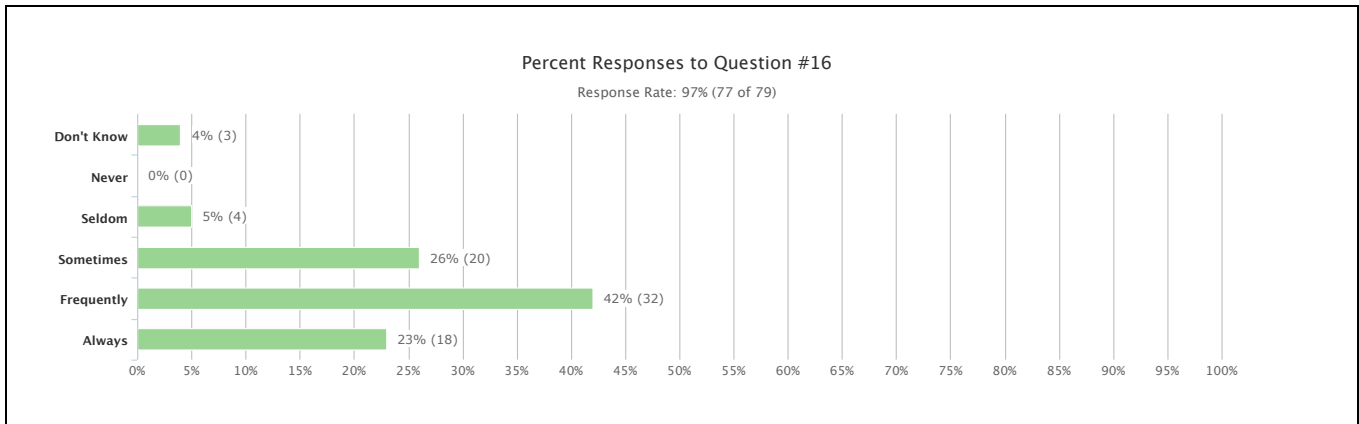


Resources

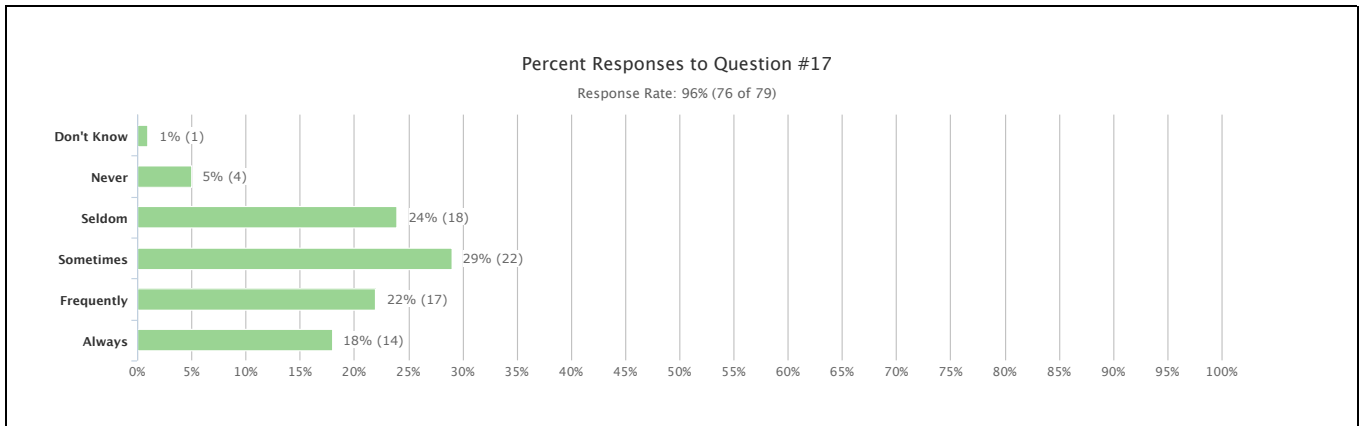
15. Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.



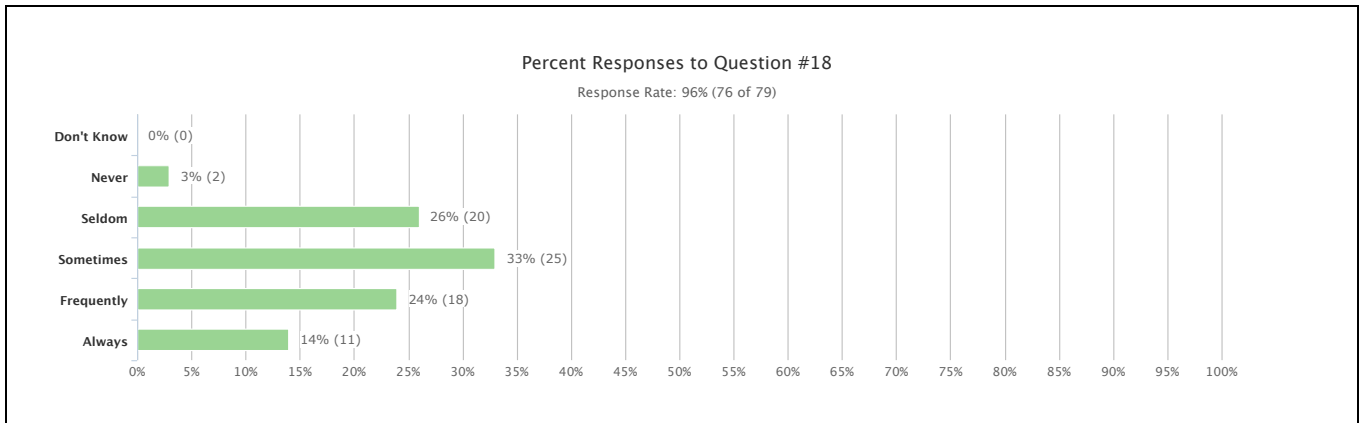
16. Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.



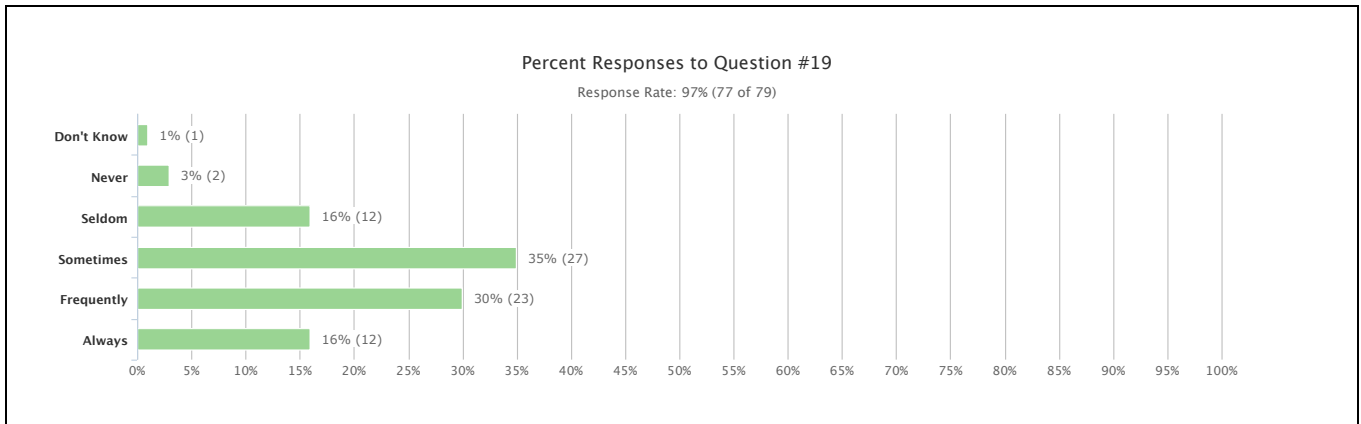
17. Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.



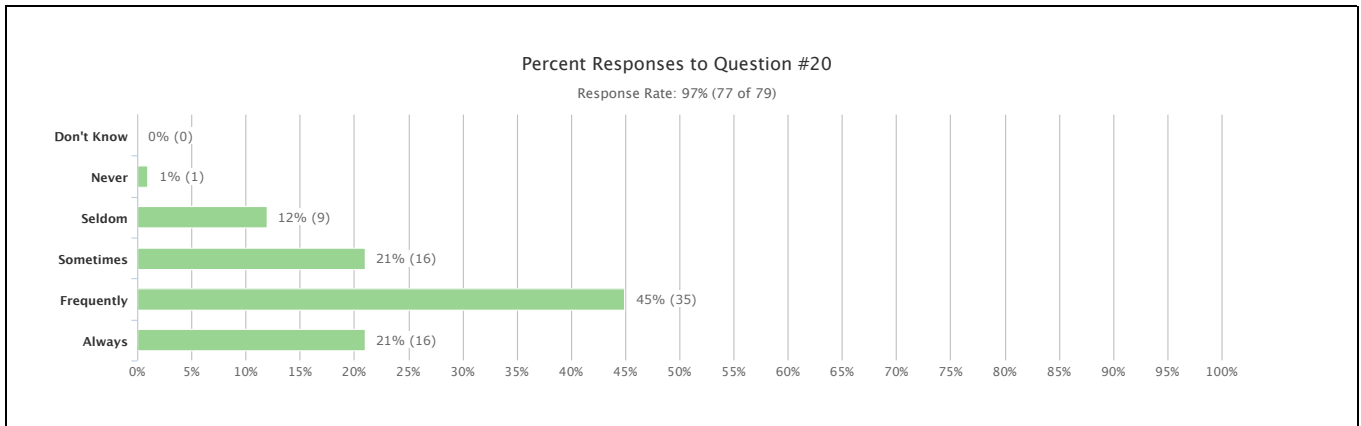
18. In my school, time is available for teachers during the school day for professional learning.



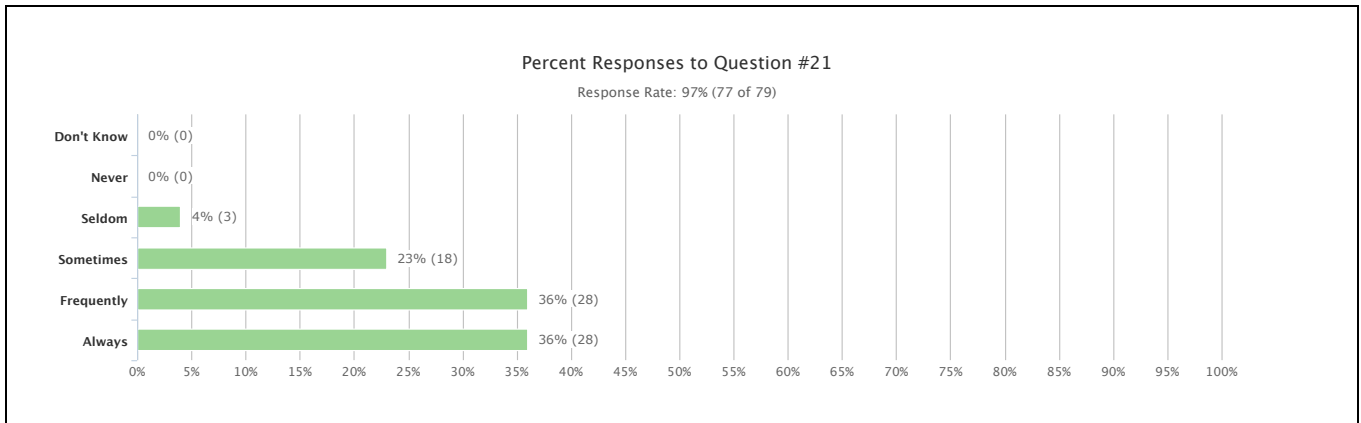
19. Teachers in my school are involved with the decision-making about how professional learning resources are allocated.



20. Professional learning is available to me at various times, such as job embedded experiences, before or after-school hours, and summer experiences.

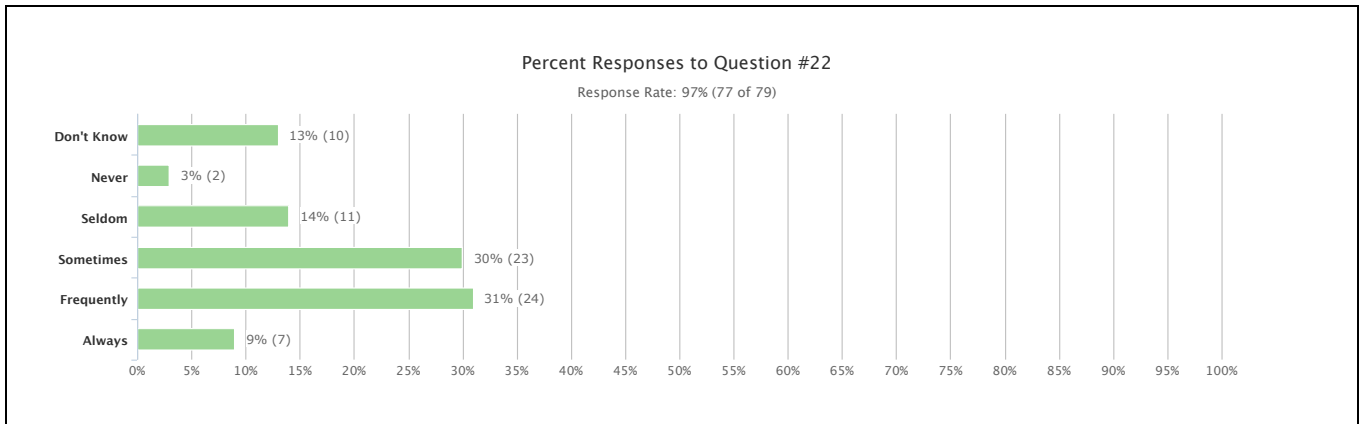


21. Teachers in my school have access to various technology resources for professional learning.

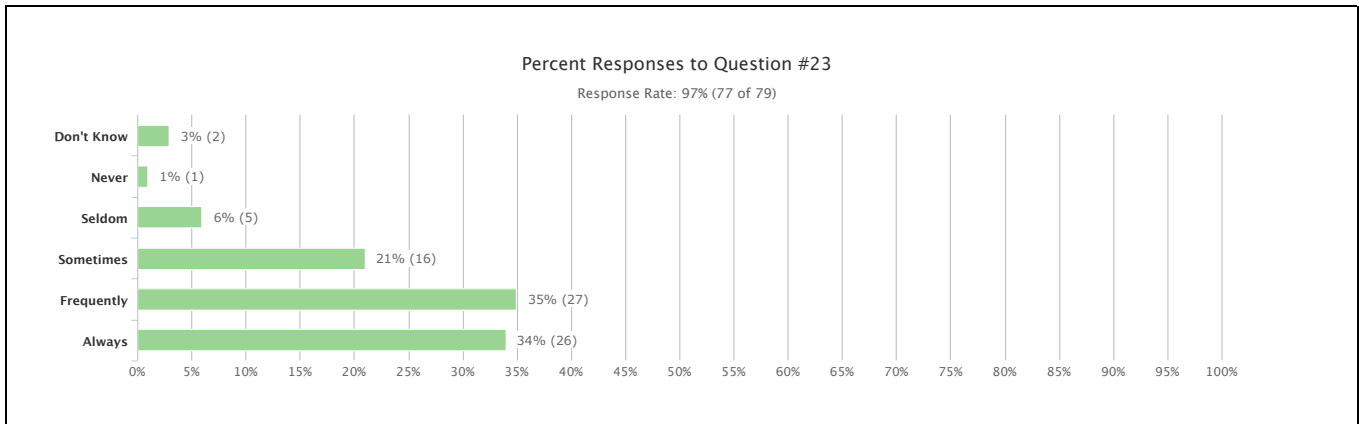


Data

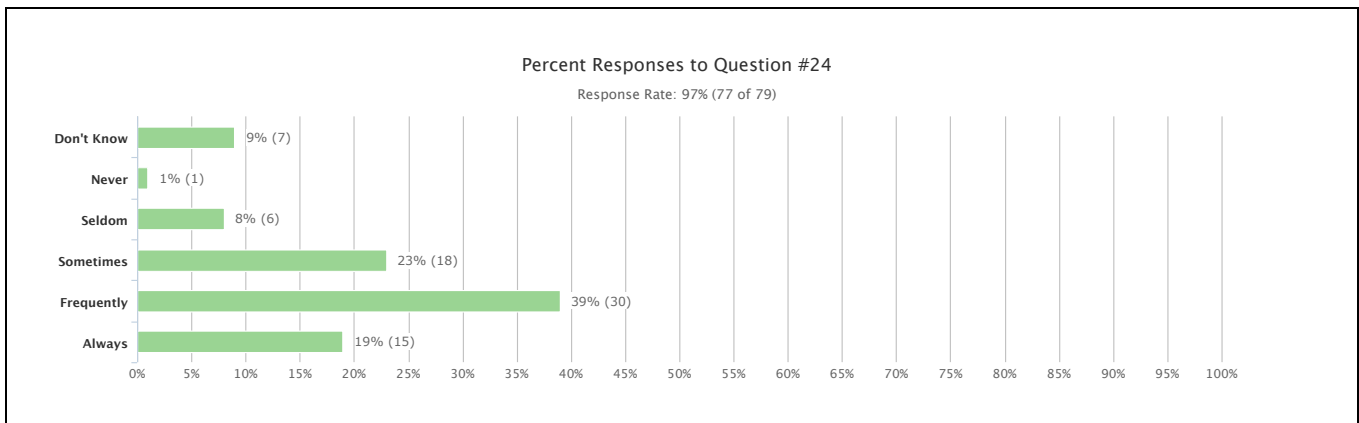
22. Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.



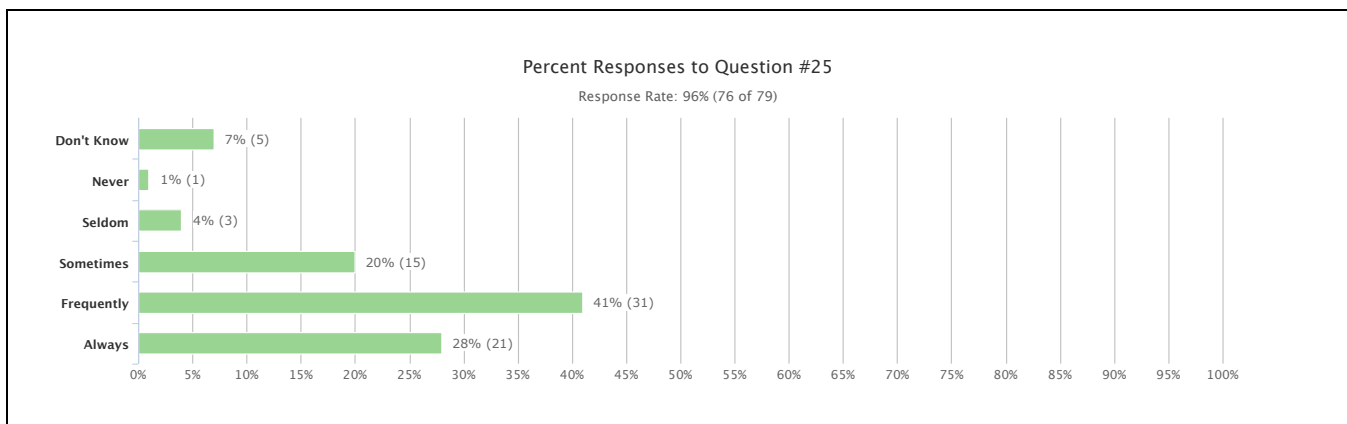
23. In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.



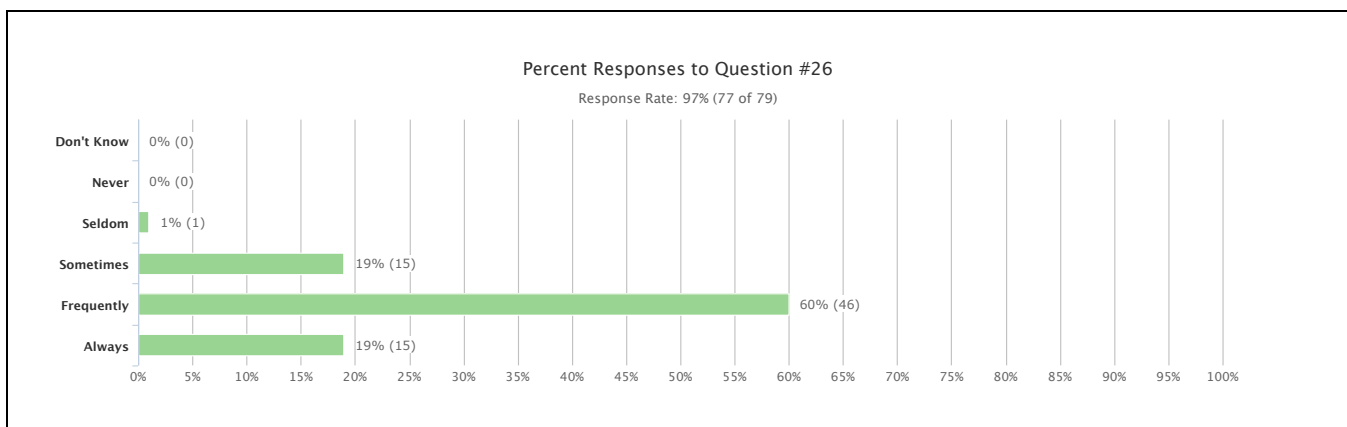
24. In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.



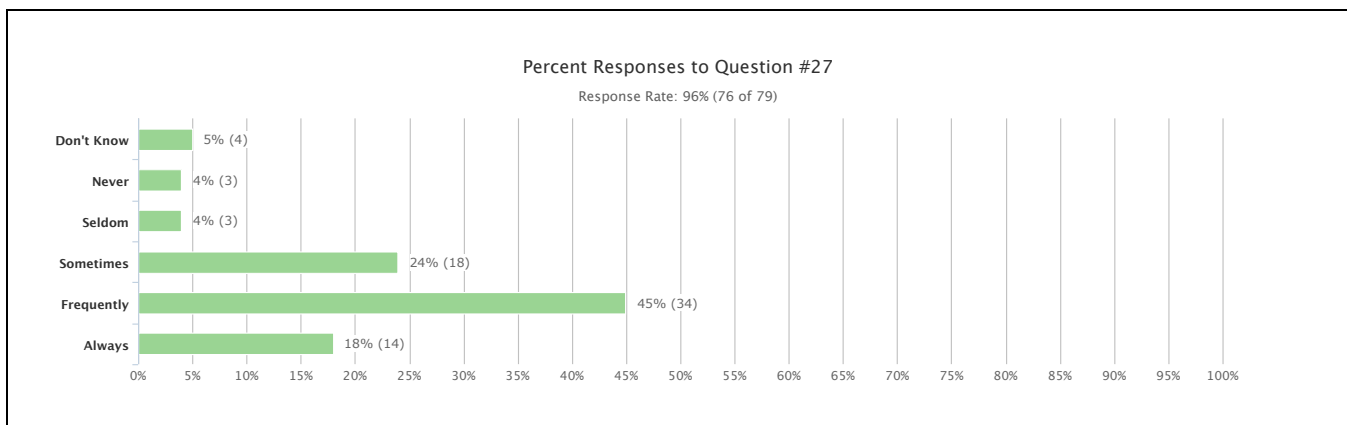
25. My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.



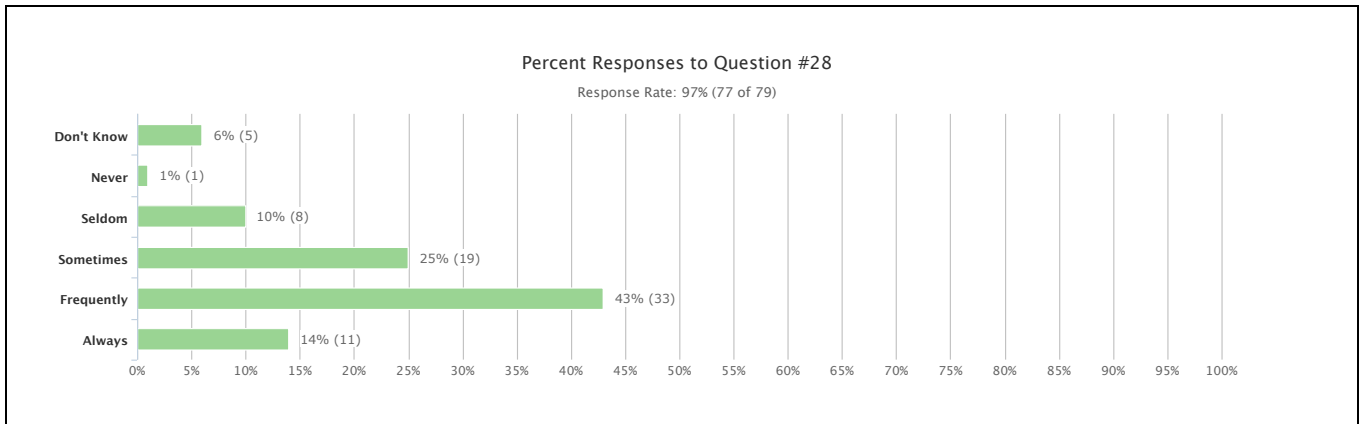
26.. In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.



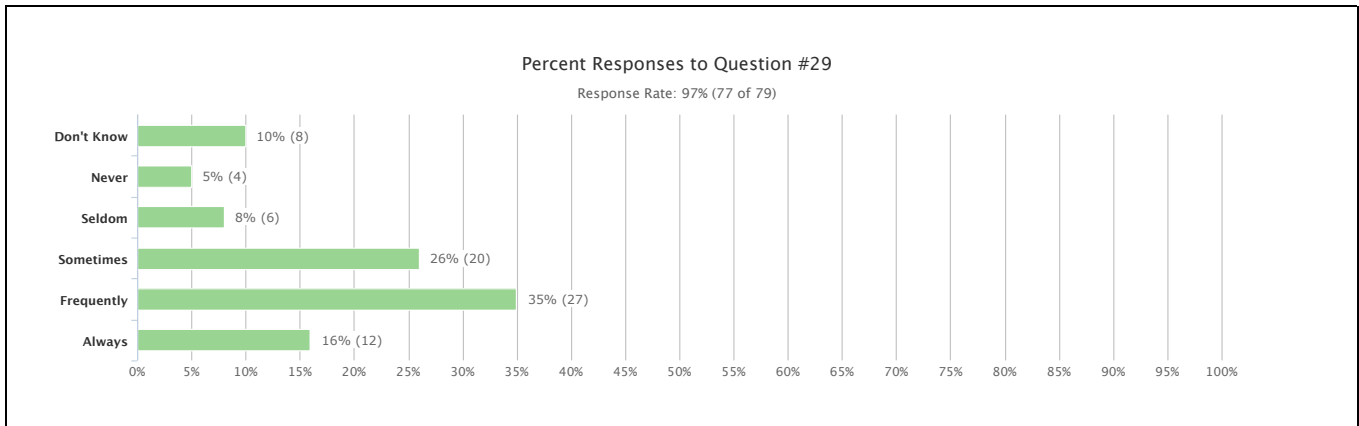
27. My school uses a variety of data to monitor the effectiveness of professional learning.



28. A variety of data are used to assess the effectiveness of my school's professional learning.

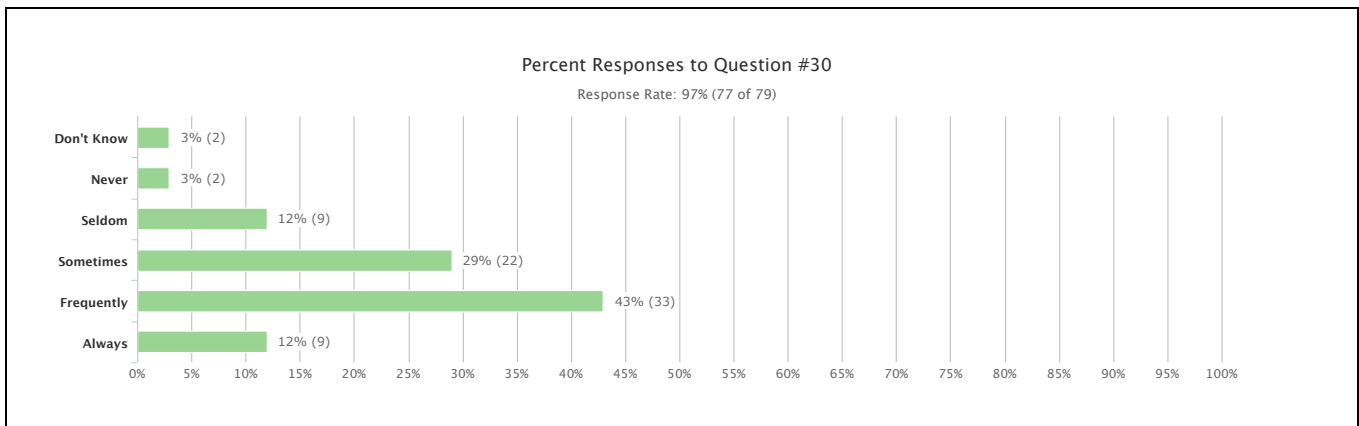


29. In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.

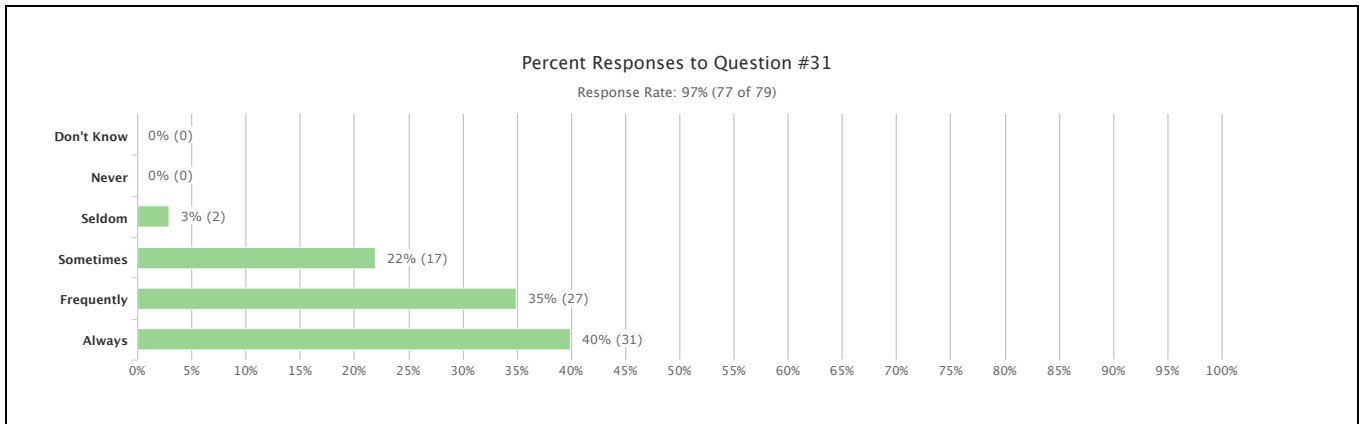


Learning Designs

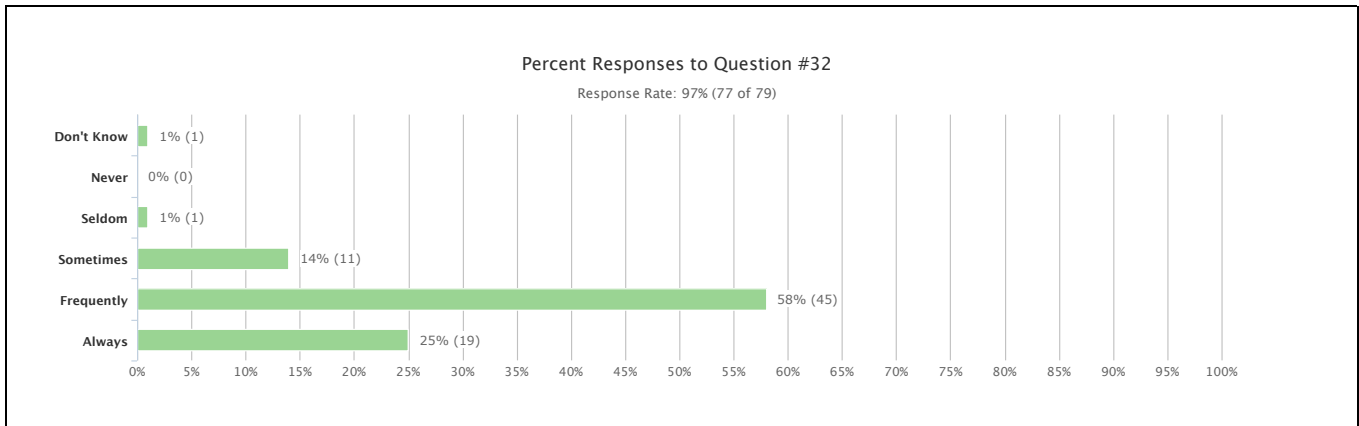
30. In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.



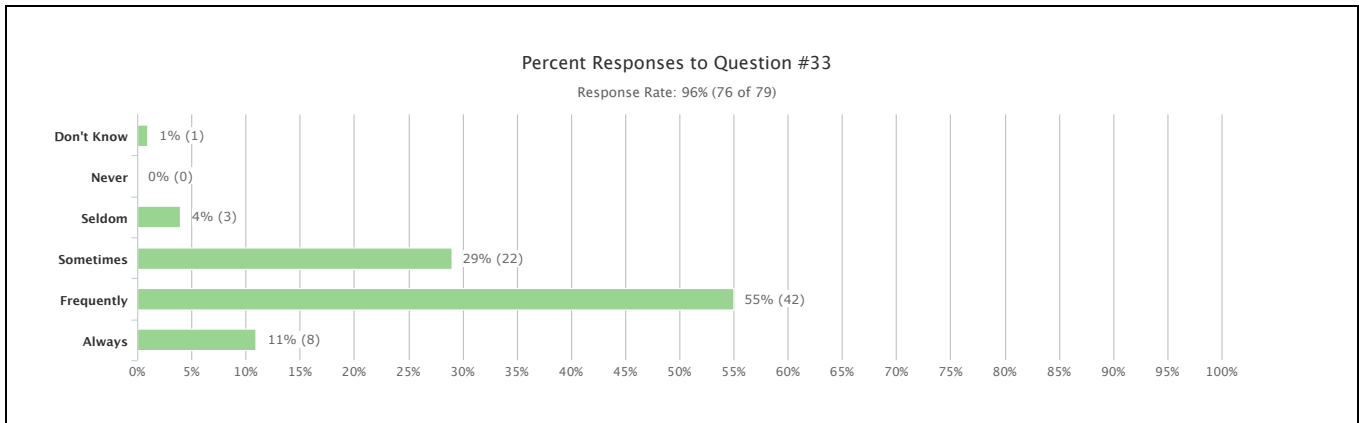
31. The use of technology is evident in my school's professional learning.



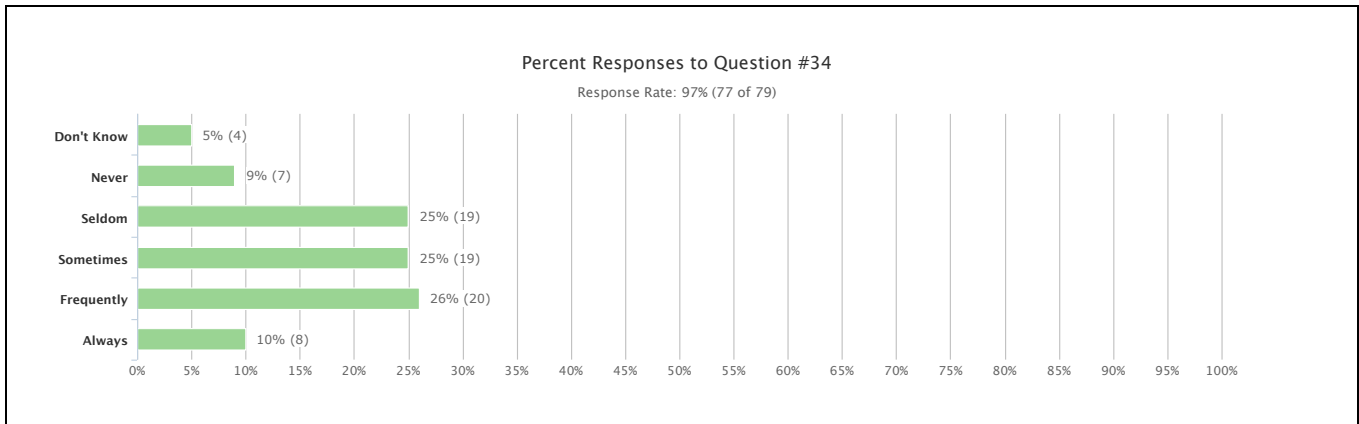
32. Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning.



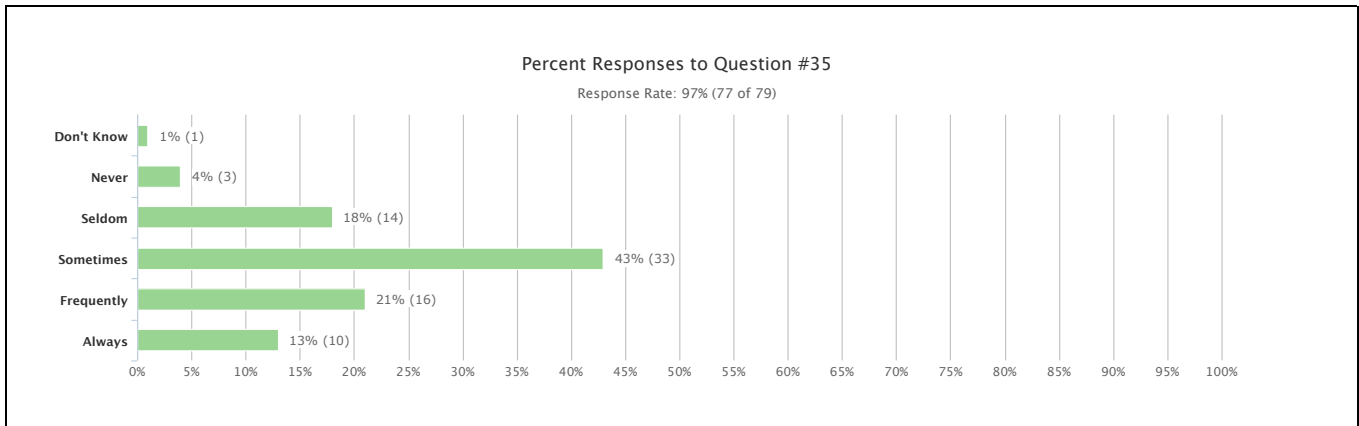
33. Professional learning in my school includes various forms of support to apply new practices.



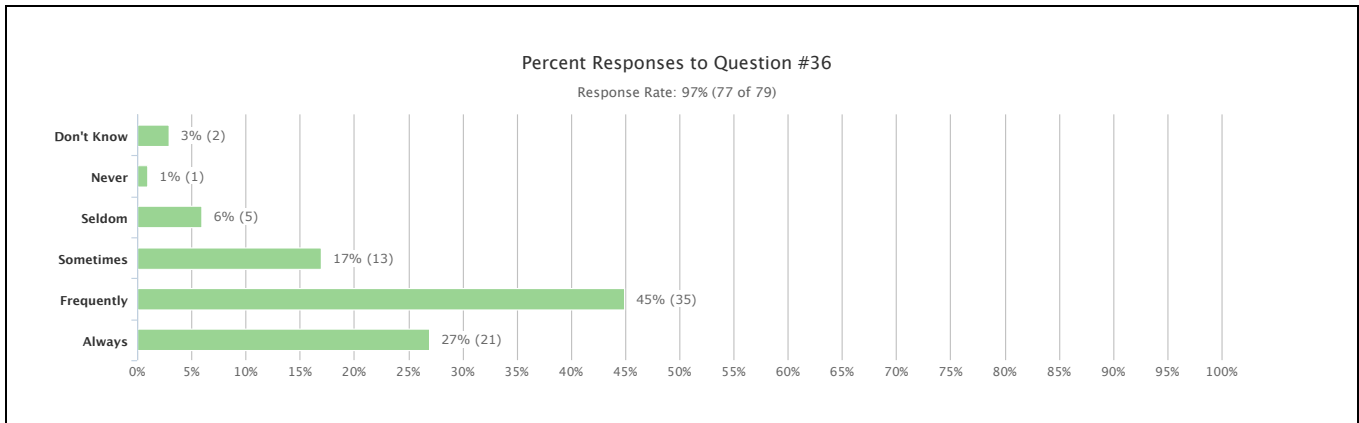
34. In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.



35. In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.

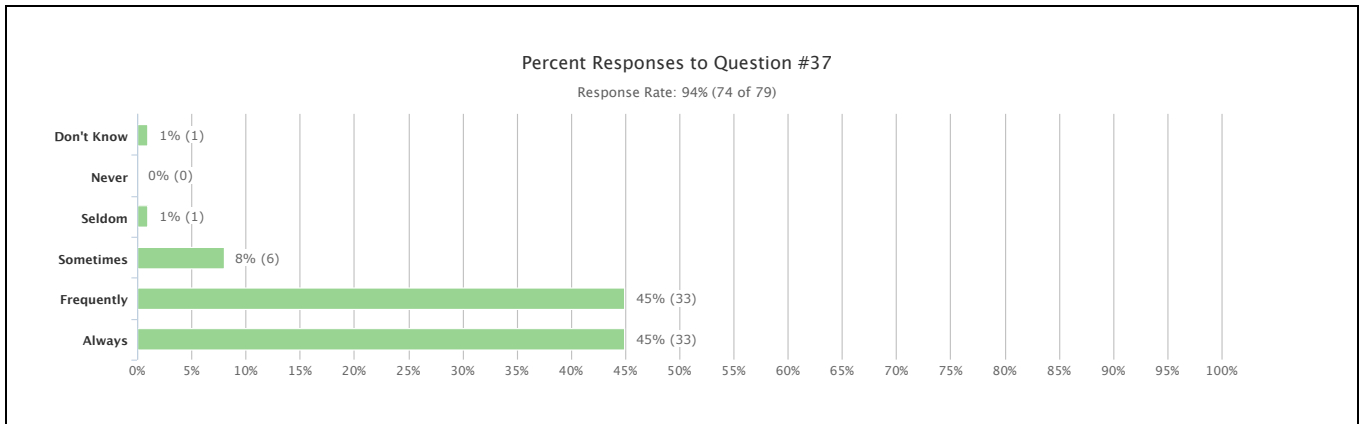


36. Teachers' input is taken into consideration when planning school-wide professional learning.

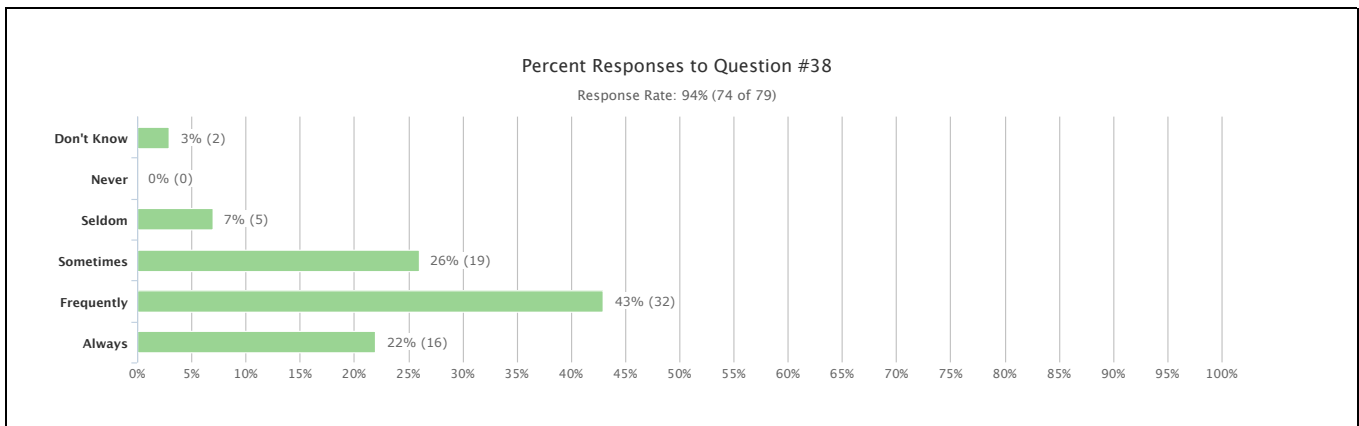


Implementation

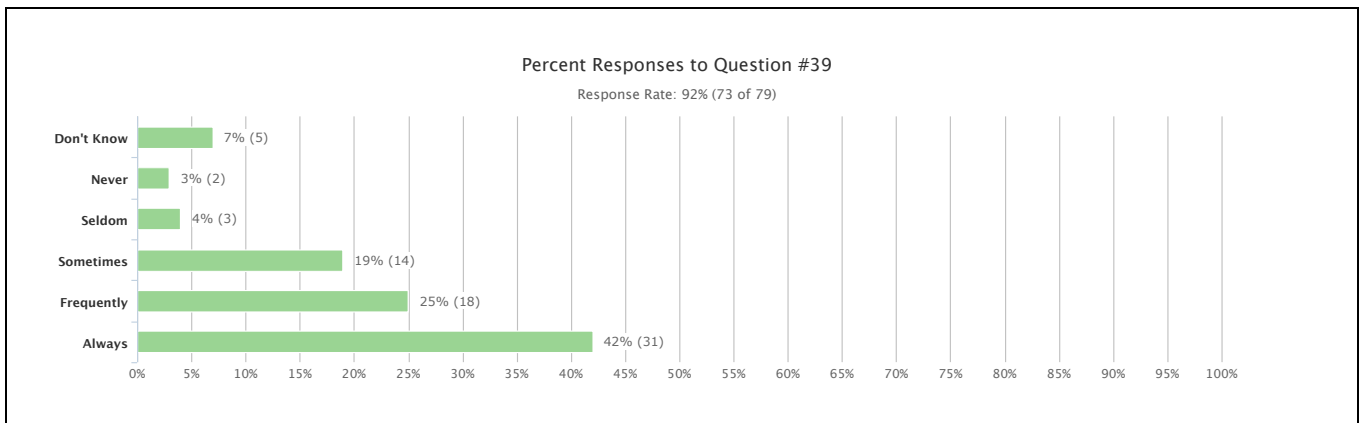
37. A primary goal for professional learning in my school is to enhance teaching practices to improve student performance.



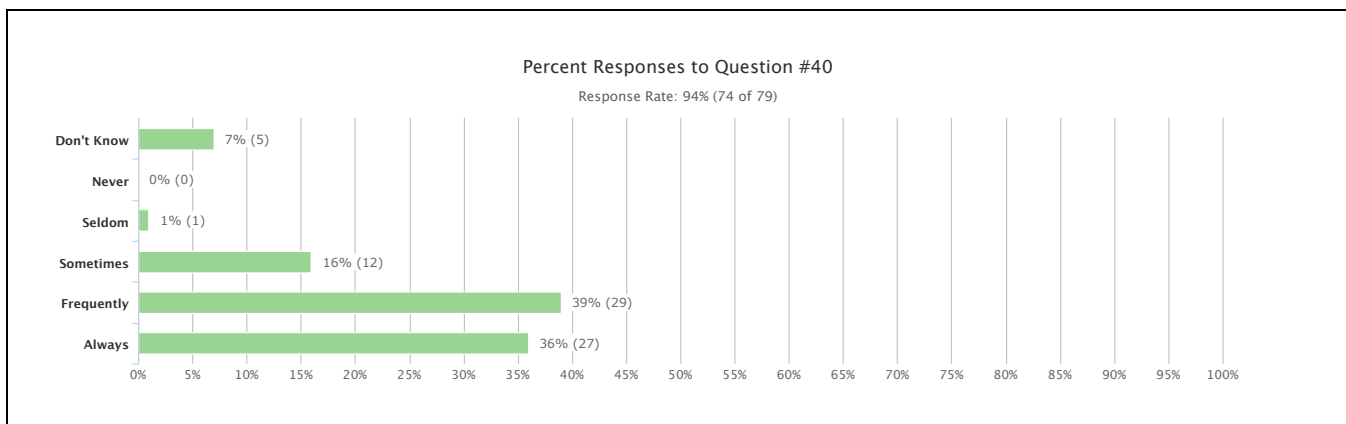
38. Teachers in my school receive on-going support in various ways to improve teaching.



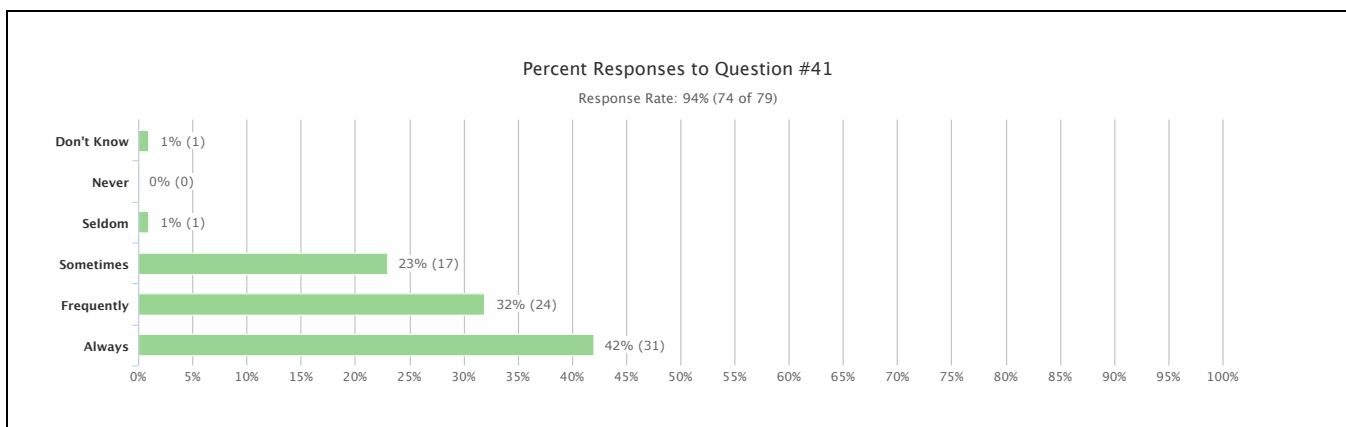
39. My school has a consistent professional learning plan in place for three to five years.



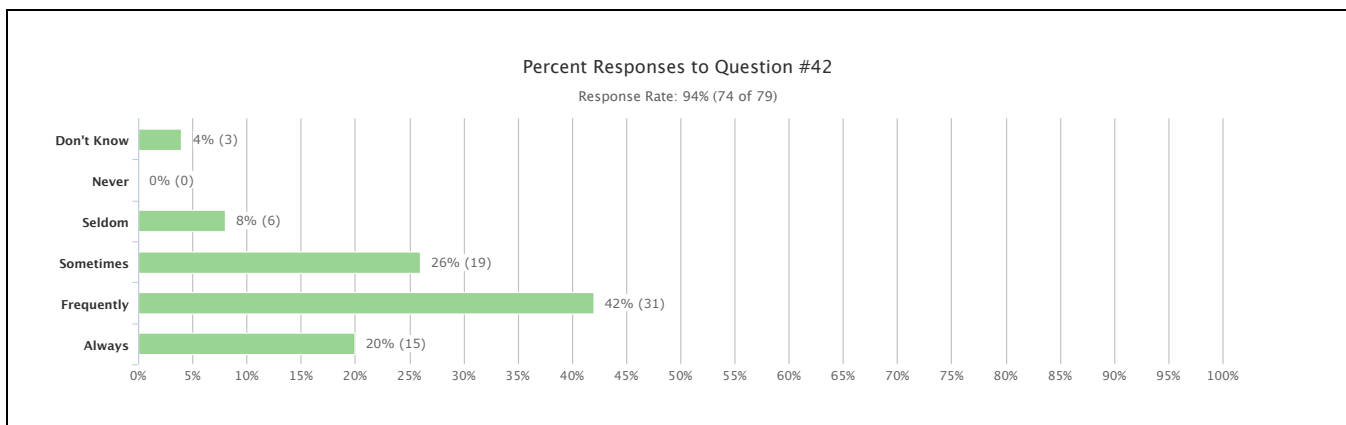
40. My school's professional learning plan is aligned to school goals.



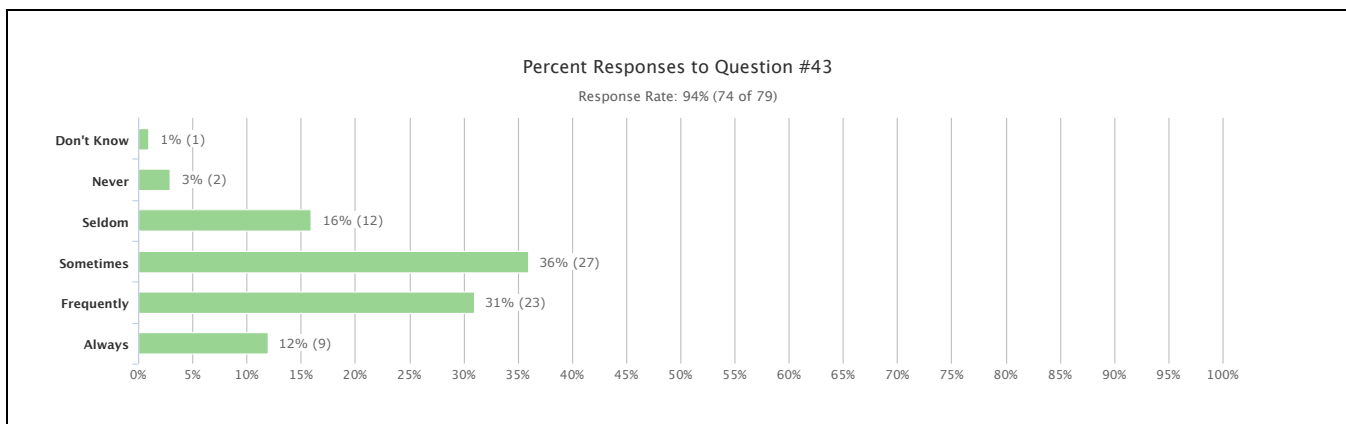
41. In my school, teachers individually reflect about teaching practices and strategies.



42. Professional learning experiences planned at my school are based on research about effective school change.

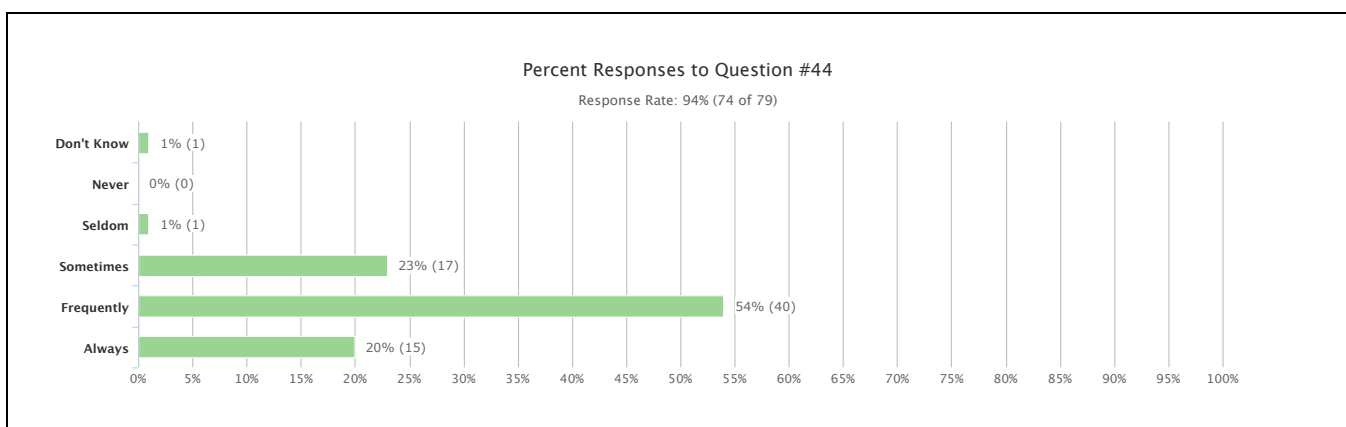


43. In my school, teachers give frequent feedback to colleagues to refine the implementation of instructional strategies.

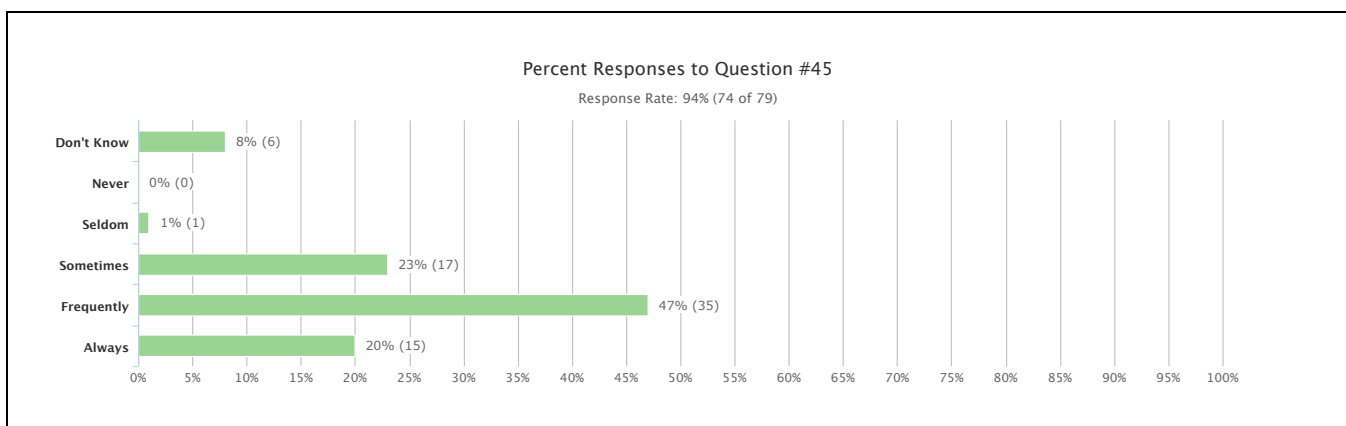


Outcomes

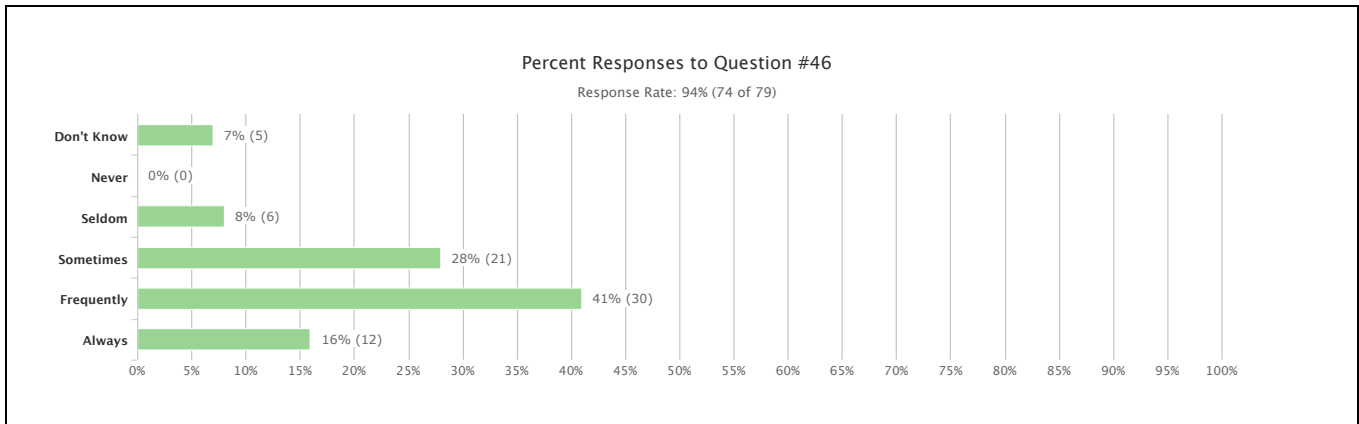
44. Professional learning at my school focuses on the curriculum and how students learn.



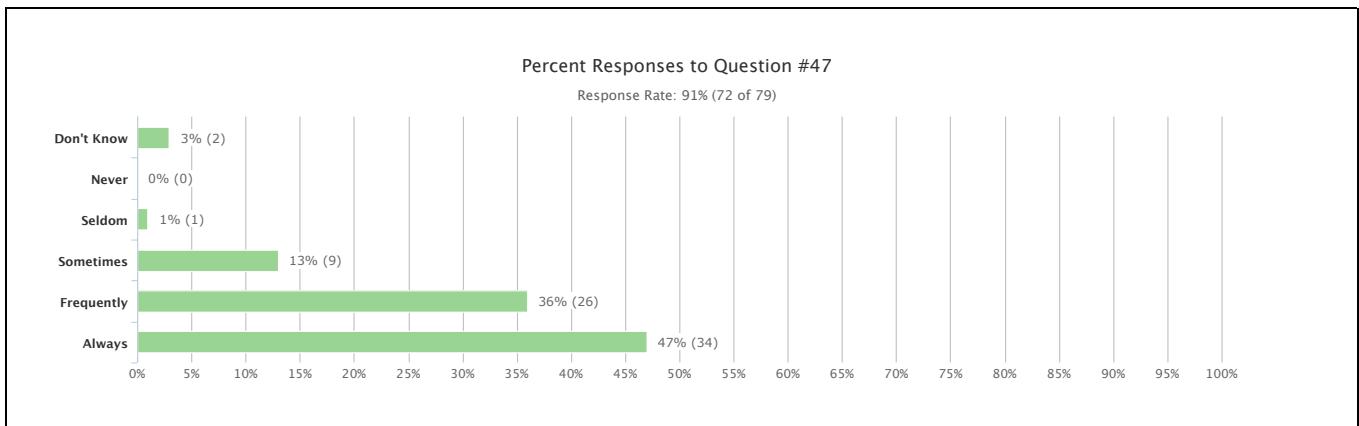
45. Professional learning in my school contributes to increased student achievement.



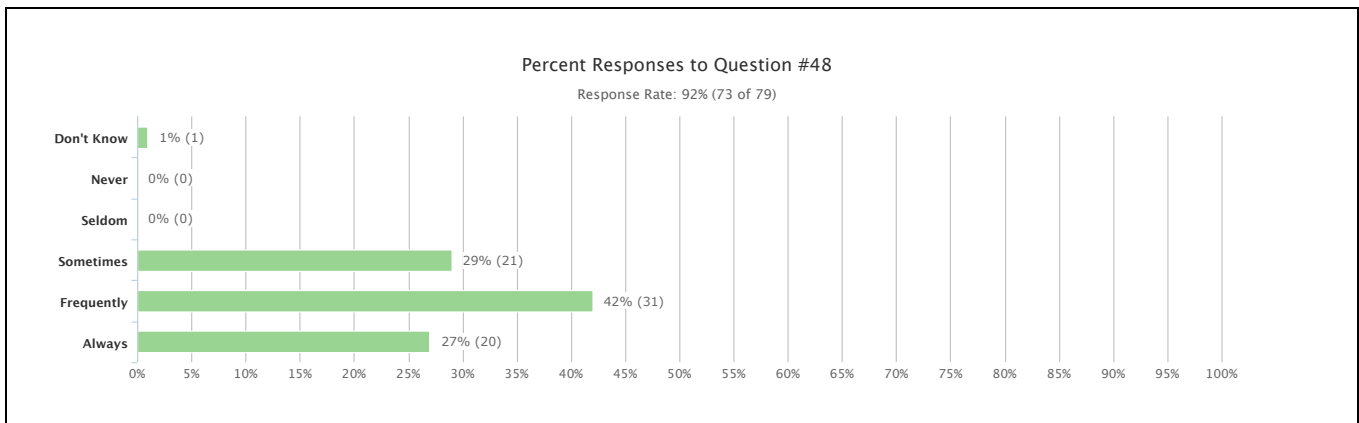
46. Professional learning experiences in my school connect with teacher performance standards (e.g., teacher preparation standards, licensing standards, etc.,).



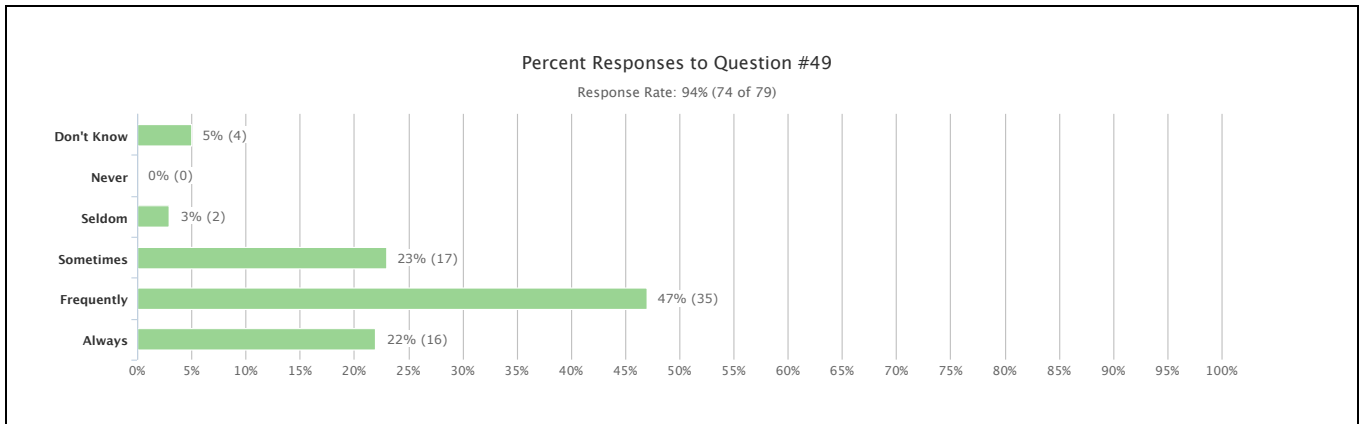
47. All professional staff members in my school are held to high standards to increase student learning.



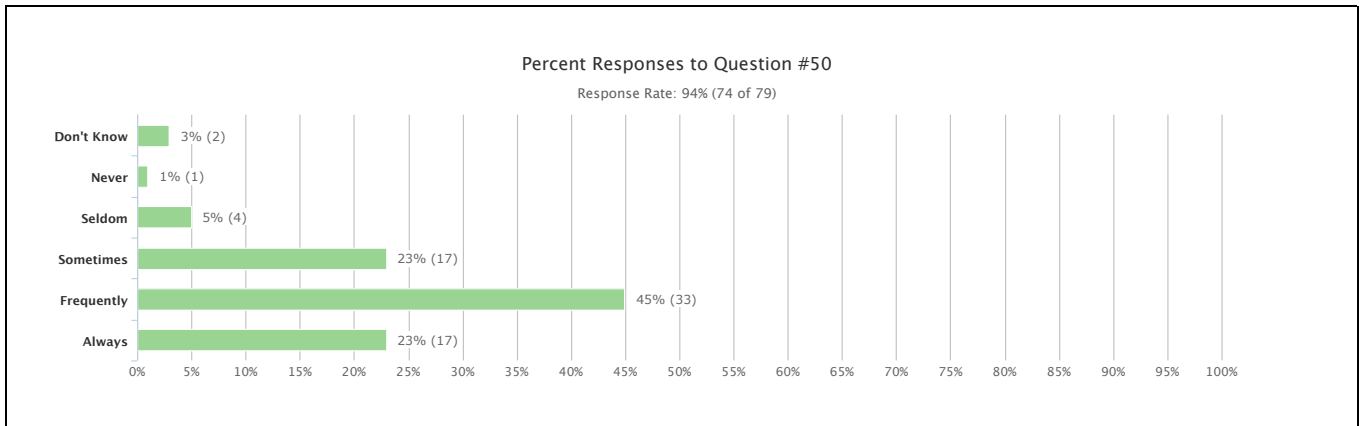
48. In my school, professional learning supports teachers to develop new learning and then to expand and deepen that learning over time.



49. Student learning outcomes are used to determine my school's professional learning plan.



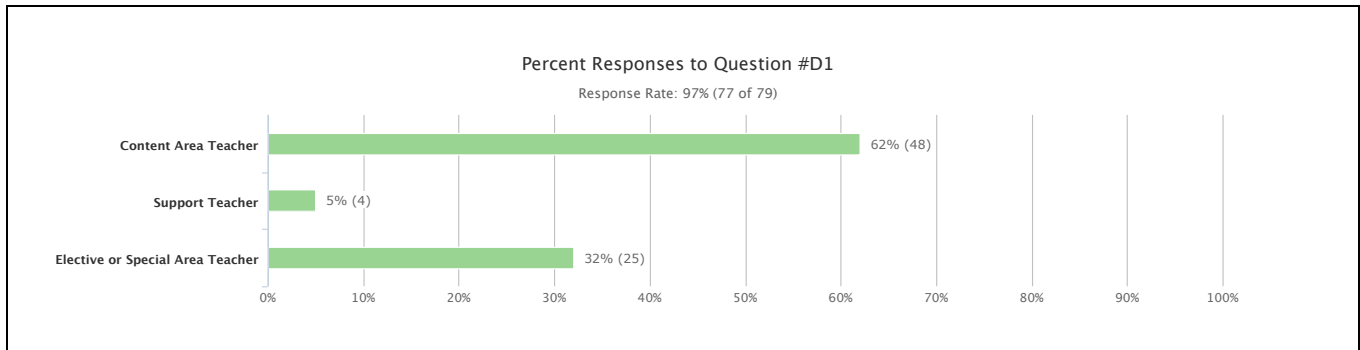
50. My professional learning this school year is connected to previous professional learning.



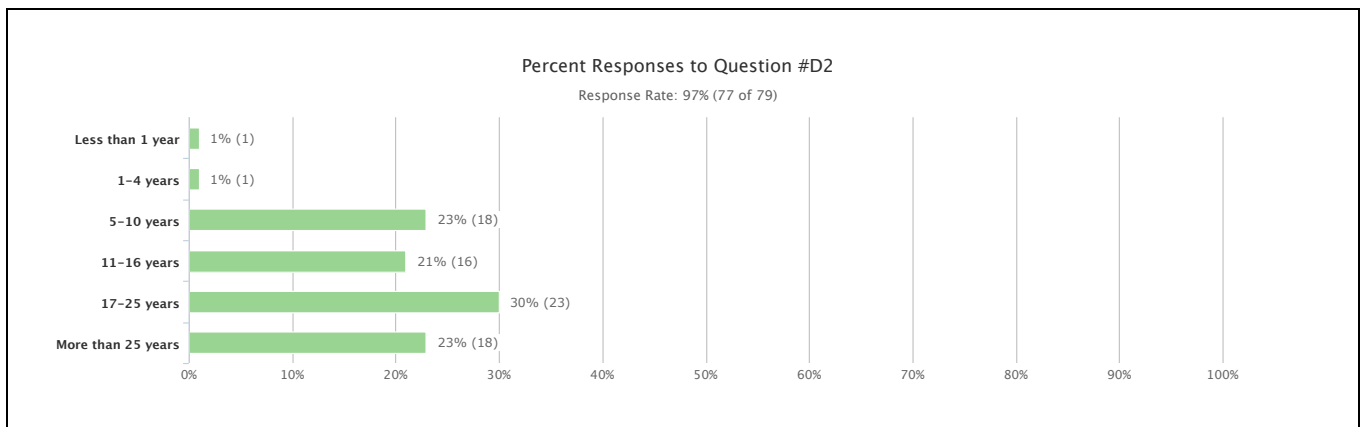
Demographic Counts CLAYTON HIGH - CLAYTON

Total Responses (N) = 79

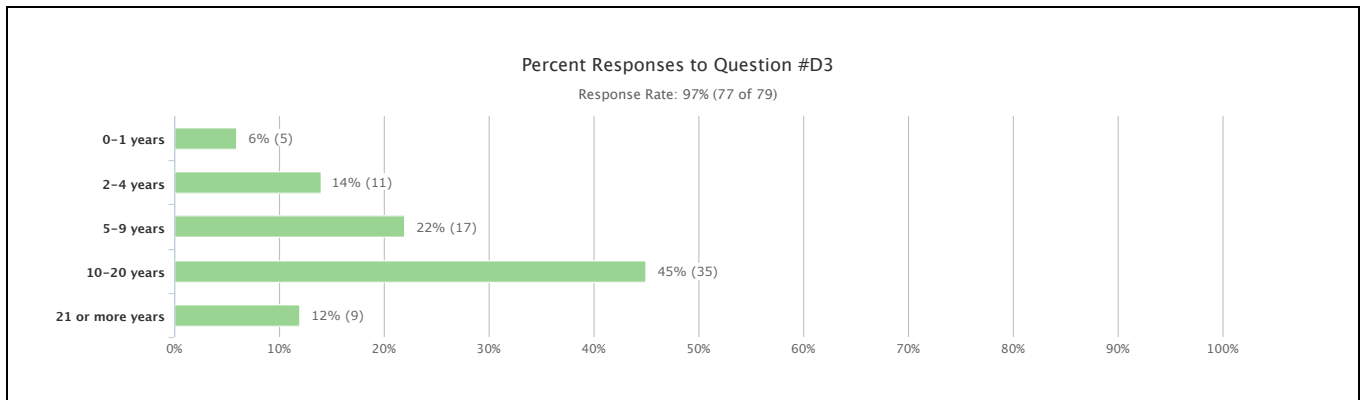
1. Role



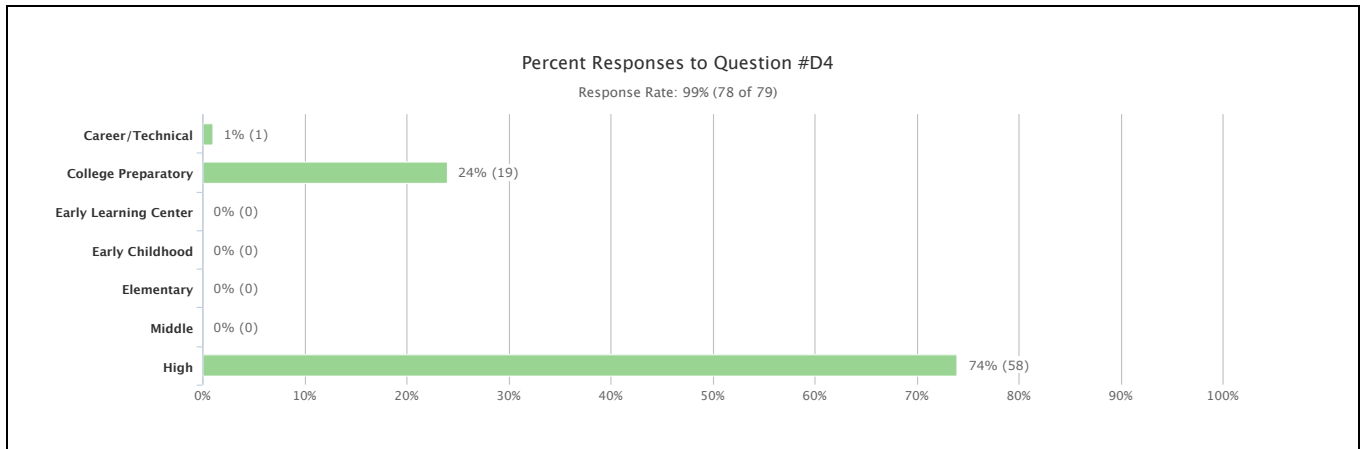
2. Experience Level as a Teacher



3. Years at Current School



4. School Setting



5. School Governance

