

My Voice™ Survey Grades 3-5 Report

Your Elementary School

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INTRODUCTION

The Role of Student Aspirations in Today's Schools

When students have high aspirations, *they have the ability to dream about the future, while being inspired in the present to reach those dreams*. Whether their goal is to learn algebra or a trade, get good grades or go to college, today's students want to be successful. Too often, however, students don't reach their goals and fullest potential because the conditions that inspire and support them are not in place. If students are to enjoy academic, social, and personal success, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow. When these experiences are absent, aspirations flounder and achievement declines.

We believe that if students are to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference**[®] and are a critical, often overlooked aspect of education and school improvement initiatives.

The 8 Conditions that Make a Difference

The *8 Conditions that Make a Difference* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they develop *Self-Worth*, foster *Active Engagement*, and instill in students a sense of *Purpose*.

*Developing students' feelings of Self-Worth:
Belonging, Heroes, and Sense of Accomplishment*

Self-Worth begins when students experience a sense of *Belonging*: they feel like they are part of the school community while being recognized and appreciated for their uniqueness as individuals. Students also experience *Self-Worth* when someone in their life believes in them. They need *Heroes*: people they can look up to, respect, and learn from. To develop *Self-Worth* students also need to have a *Sense of Accomplishment*. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth* they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

*Fostering students' Active Engagement in learning:
Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure.*

Active Engagement means that students experience *Fun & Excitement* in their learning. They become so involved they lose track of time and space. At the end of the lesson they wonder, "Where did that time go?" *Actively Engaged* students are not afraid to ask "why?" or "why not?" about the world around them. *Curiosity and Creativity* are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a *Spirit of Adventure*.

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They are not afraid to try new things, or to take on healthy challenges, regardless of whether they might succeed or fail. With *Active Engagement*, learning becomes important in and of itself.

Encouraging a sense of Purpose:

Leadership & Responsibility and Confidence to Take Action.

Schools must challenge students to think about their *Purpose*—*who* they want to become as well as what they *want* to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose* they have the Confidence to Take Action towards a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

The My Voice Student Aspirations Survey

The *My Voice* Student Aspirations Survey assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *My Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve, and how well students believe their school is meeting those objectives. Armed with such information, teachers, administrators, and staff can effectively promote students' feelings of self-worth, active engagement, and purpose.

Measuring Student Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *My Voice* survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be gleaned from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, and students. In conjunction with other information about your school, community, and students, *My Voice* is a powerful tool for initiating innovative, meaningful, school change.

For more information please visit www.myvoicesurvey.com

HOW TO USE THIS REPORT

The *My Voice* survey report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- ✓ First, gain an overall picture of your students by looking closely at the demographic section of the report. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions

- ✓ Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that each condition can be explored individually.
- ✓ Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- ✓ Note areas of strength, and celebrate!
- ✓ Note areas of concern, and take steps to understand and make improvements.

Parents

- ✓ These questions reveal the *students' perceptions* of how their parents view their child's education. Such perceptions do not necessarily reflect what parents actually think, but rather provide important information about what students believe about their parents. These results can be used to begin conversations with parents, and between parents and their children, about what school means to them.

Keep in Mind

- ✓ Working with the results is a process, not an event;
- ✓ Critical analysis is much more time consuming than taking the survey itself;
- ✓ Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive;
- ✓ Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data;
- ✓ Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth;
- ✓ The purpose of this entire effort is to improve the teaching and learning environment in your school.

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DEMOGRAPHICS

The student demographic data are presented both as counts and as percentages.¹

Age of Students			Grade of Students			Gender of Students		
Age	Count	Percent	Grade	Count	Percent	Gender	Count	Percent
7	0	0.0%	3	45	56.3%	Male	39	48.1%
8	23	28.4%	4	35	43.8%	Female	42	51.9%
9	44	54.3%	5	0	0.0%	TOTAL	81	100.0%
10	12	14.8%	TOTAL	80	100.0%			
11	2	2.5%						
12	0	0.0%						
TOTAL	81	100.0%						

¹Counts between tables may differ due to missing data. Actual tabulations of percentages may not total one hundred due to rounding and missing data.

THE 8 CONDITIONS THAT MAKE A DIFFERENCE

Belonging

Feeling like you are a part of a group, while knowing you are special for who you are.

Heroes

Having someone who believes in you and who is there when you need them.

Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.

Fun & Excitement

Enjoying what you are doing, whether at work, school, or play.

Curiosity & Creativity

Asking “why?” and “why not?” about the world around you.

Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.

Leadership & Responsibility

Making your own decisions and accepting responsibility for your choices.

Confidence to Take Action

Setting goals and taking the steps you need to reach them.

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions provide an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: there is nothing more important than motivating students to learn. The identified 8 Conditions may not represent an exhaustive list, but each is essential if we are to have ambitious, inspired, and goal-directed students. All schools must aim to create and cultivate these conditions in the lives of their students.

“Aspirations is the ability to dream about the future, while being inspired in the present to reach those dreams.”

-Dr. Russell J. Quaglia

Belonging

The Condition of **Belonging** means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a student’s feeling of well-being, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. As a teacher, you have the opportunity to establish a culture of Belonging in your classroom, one that promotes your students’ sense of well-being, connection, and self-belief.

Survey Statements	TOTALS			TOTAL “Yes”				
	“Yes”	“No”	“Sometimes”	Gender		Grade		
				Male	Female	3rd	4th	5th
I like my school.	72.8%	4.9%	22.2%	74.4%	71.4%	80.0%	65.7%	0.0%
I have friends I can be with at lunch.	82.7%	2.5%	14.8%	82.1%	83.3%	82.2%	82.9%	0.0%
Other students like me.	81.0%	3.8%	15.2%	79.5%	82.5%	81.8%	79.4%	0.0%
I feel important in my classroom.	53.1%	18.5%	28.4%	48.7%	57.1%	55.6%	51.4%	0.0%
The principal knows my name.	97.5%	0.0%	2.5%	97.4%	97.6%	95.5%	100.0%	0.0%
I think bullying is a problem at my school.	56.3%	35.0%	8.8%	57.9%	54.8%	54.5%	57.1%	0.0%
Other students are kind to me.	50.6%	4.9%	44.4%	53.8%	47.6%	51.1%	48.6%	0.0%

Heroes

Heroes are the everyday people—teachers, friends, family—in a student’s life who inspire them to excel and to make positive changes in attitude and lifestyles. Heroes are those a student can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a teacher, you can be a hero to your students. They can look up to you as someone to learn from and communicate with about many things. Building relationships with your students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Survey Statements	TOTALS			TOTAL “Yes”				
	“Yes”	“No”	“Sometimes”	Gender		Grade		
				Male	Female	3rd	4th	5th
If I have a problem, I have an adult at school I can talk to.	82.7%	4.9%	12.3%	79.5%	85.7%	84.4%	80.0%	0.0%
Students help each other at my school.	70.4%	1.2%	28.4%	69.2%	71.4%	64.4%	77.1%	0.0%
If I am upset, I can tell my teacher why.	72.2%	2.5%	25.3%	73.7%	70.7%	76.7%	65.7%	0.0%
Teachers care if I am absent from school.	87.7%	4.9%	7.4%	87.2%	88.1%	86.7%	88.6%	0.0%
My teacher cares about me.	92.5%	1.3%	6.3%	89.5%	95.2%	90.9%	94.3%	0.0%
Students respect teachers.	66.7%	1.2%	32.1%	71.8%	61.9%	62.2%	74.3%	0.0%
Teachers respect students.	90.0%	0.0%	10.0%	86.8%	92.9%	86.7%	94.1%	0.0%
Students respect each other.	69.1%	2.5%	28.4%	69.2%	69.0%	80.0%	54.3%	0.0%

Sense of Accomplishment

The condition of **Sense of Accomplishment** recognizes effort, perseverance, and citizenship as signs of a student’s success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is “best in the class.” Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. As a teacher, you have the opportunity to celebrate your students’ accomplishments in visible ways. Taking time to recognize and support your students’ efforts will result in students who are motivated to persevere through difficult tasks and to create a healthy classroom environment through hard work and dedication.

Survey Statements	TOTALS			TOTAL “Yes”				
	“Yes”	“No”	“Sometimes”	Gender		Grade		
				Male	Female	3rd	4th	5th
My teacher hangs up my work in the classroom or hallway.	65.4%	2.5%	32.1%	64.1%	66.7%	55.6%	80.0%	0.0%
Teachers recognize me when I try my best.	70.5%	5.1%	24.4%	73.0%	68.3%	61.9%	80.0%	0.0%
I help other people at my school.	84.0%	0.0%	16.0%	79.5%	88.1%	84.4%	82.9%	0.0%
My teachers recognize me when I am kind and helpful.	81.5%	0.0%	18.5%	82.1%	81.0%	82.2%	80.0%	0.0%
I give up when school work is difficult.	5.0%	86.3%	8.8%	7.9%	2.4%	9.1%	0.0%	0.0%
I give my best effort at school.	88.9%	1.2%	9.9%	89.7%	88.1%	84.4%	94.3%	0.0%
Getting good grades is important to me.	92.6%	2.5%	4.9%	87.2%	97.6%	88.9%	97.1%	0.0%

Fun & Excitement

The condition of **Fun & Excitement** is characterized by students being inspired. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. After the first three conditions—Belonging, Heroes, and Sense of Accomplishment—are established, you can motivate your students through a fun and exciting classroom environment.

Survey Statements	TOTALS			TOTAL "Yes"				
	"Yes"	"No"	"Sometimes"	Gender		Grade		
				Male	Female	3rd	4th	5th
I learn things in many different ways.	85.2%	2.5%	12.3%	82.1%	88.1%	82.2%	88.6%	0.0%
I like going to school.	60.5%	4.9%	34.6%	51.3%	69.0%	68.9%	48.6%	0.0%
School is boring.	6.2%	63.0%	30.9%	10.3%	2.4%	8.9%	2.9%	0.0%
I have fun at school.	67.1%	3.8%	29.1%	59.5%	73.8%	69.8%	62.9%	0.0%
Learning can be fun.	74.7%	5.1%	20.3%	67.6%	81.0%	62.8%	88.6%	0.0%
Teachers have fun at school.	81.3%	2.5%	16.3%	79.5%	82.9%	70.5%	97.1%	0.0%

Curiosity & Creativity

The condition of **Curiosity & Creativity** is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask “Why?” while creativity gives them the initiative to ask “Why not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a teacher you must pay careful attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Survey Statements	TOTALS			TOTAL “Yes”				
	“Yes”	“No”	“Sometimes”	Gender		Grade		
				Male	Female	3rd	4th	5th
I like to learn new things in my classroom.	82.3%	2.5%	15.2%	73.7%	90.2%	81.4%	82.9%	0.0%
My teacher listens to my ideas.	62.0%	3.8%	34.2%	62.2%	61.9%	51.2%	74.3%	0.0%
I feel comfortable asking questions in class.	60.5%	8.6%	30.9%	64.1%	57.1%	55.6%	65.7%	0.0%
I like what I learn at school.	61.7%	2.5%	35.8%	56.4%	66.7%	62.2%	60.0%	0.0%
My teacher knows what I like to do.	58.0%	12.3%	29.6%	48.7%	66.7%	53.3%	62.9%	0.0%

Spirit of Adventure

The **Spirit of Adventure** is characterized by a student’s ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. As a teacher you can encourage and support your students’ Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision making and healthy risk taking, students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Survey Statements	TOTALS			TOTAL “Yes”				
	“Yes”	“No”	“Sometimes”	Gender		Grade		
				Male	Female	3rd	4th	5th
My teacher helps me learn from my mistakes.	88.9%	0.0%	11.1%	84.6%	92.9%	82.2%	97.1%	0.0%
I am excited to tell my friends when I get good grades.	60.8%	17.7%	21.5%	56.8%	64.3%	54.5%	67.6%	0.0%
I want to do well in school.	98.8%	1.3%	0.0%	100.0%	97.6%	97.7%	100.0%	0.0%
I only raise my hand if I am sure of the answer.	63.3%	7.6%	29.1%	65.8%	61.0%	62.8%	62.9%	0.0%
My teacher thinks I am smart.	83.8%	2.5%	13.8%	84.6%	82.9%	79.5%	88.6%	0.0%

Leadership & Responsibility

The condition of **Leadership & Responsibility** means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Survey Statements	TOTALS			TOTAL "Yes"				
	"Yes"	"No"	"Sometimes"	Gender		Grade		
				Male	Female	3rd	4th	5th
I can make choices in my classroom.	50.6%	8.6%	40.7%	48.7%	52.4%	53.3%	45.7%	0.0%
I am a good decision maker.	46.8%	17.7%	35.4%	44.7%	48.8%	43.2%	52.9%	0.0%
My teachers let me be in charge of things.	30.9%	22.2%	46.9%	28.2%	33.3%	24.4%	40.0%	0.0%
I see myself as a leader.	40.0%	30.0%	30.0%	38.5%	41.5%	38.6%	40.0%	0.0%
Other students listen to my ideas.	37.5%	13.8%	48.8%	41.0%	34.1%	36.4%	40.0%	0.0%
It is important to follow rules.	98.8%	0.0%	1.2%	100.0%	97.6%	100.0%	97.1%	0.0%

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Survey Statements	TOTALS			TOTAL "Yes"				
	"Yes"	"No"	"Sometimes"	Gender		Grade		
				Male	Female	3rd	4th	5th
I know how to set goals for myself.	76.5%	8.6%	14.8%	71.8%	81.0%	80.0%	71.4%	0.0%
My teacher helps me reach my goals.	81.3%	0.0%	18.8%	81.6%	81.0%	75.0%	88.6%	0.0%
I think I am smart.	66.7%	3.7%	29.6%	66.7%	66.7%	62.2%	71.4%	0.0%
I work hard in school.	88.8%	0.0%	11.3%	82.1%	95.1%	84.1%	94.3%	0.0%
I want to go to college.	82.5%	8.8%	8.8%	78.9%	85.7%	73.3%	94.1%	0.0%

The Role of the Parents

Research indicates that students consider parents to be among the most influential persons in their lives. A reminder: These questions measure students' perceptions about their parents' involvement; they are not measures of parents' actual involvement. This information is helpful because it lets us see *the reality of the way students view their parents' role*.

Survey Statements	TOTALS			TOTAL "Yes"				
	"Yes"	"No"	"Sometimes"	Gender		Grade		
				Male	Female	3rd	4th	5th
My parents like my school.	88.8%	3.8%	7.5%	92.3%	85.4%	90.9%	88.6%	0.0%
My teacher tells my parents when I do well in school.	80.0%	5.0%	15.0%	78.9%	81.0%	72.7%	88.6%	0.0%