

My Voice™ Survey Staff Report

Your Middle School

9/10/2008 9:45:41 AM

Data processed by:

Pearson
19500 Bulverde Rd.
San Antonio, TX 78259



www.myvoicesurvey.com

TABLE OF CONTENTS

INTRODUCTION	1
HOW TO USE THIS REPORT	3
DEMOGRAPHICS	4
THE 8 CONDITIONS	5
Belonging	6
Heroes	7
Sense of Accomplishment	8
Fun & Excitement	9
Curiosity & Creativity	10
Spirit of Adventure	11
Leadership & Responsibility	12
Confidence to Take Action	13
ADMINISTRATION & COMMUNICATION	14
ADDENDUM: All Statements and Responses By Percentage	15

INTRODUCTION

The Role of Aspirations in Today's Schools

When people in schools have high aspirations, *they have the ability to dream about the future and take steps in the present to reach those goals*. Whether their goal is to be a better classroom teacher, become a department head or supervisor, or simply do their job to the best of their ability, people want to be successful. Too often, however, school staff can't reach their future goals and dreams because the conditions around them are not supportive. As a result, their aspirations flounder and effectiveness wanes, thus affecting the entire teaching and learning environment. In order for school staff 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 part of education and school improvement initiatives. *The 8 Conditions that Make a Difference* in promoting 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*. All members of the school community can foster the 8 Conditions, making a positive difference in the lives of their colleagues and today's students by supporting the goals each person sets and strives to reach.

The My Voice Staff Aspirations Survey

The *My Voice* Staff Aspirations Survey assesses staff's aspirations by asking questions based on each of the 8 Conditions. By asking how *they* perceive the school environment, *My Voice* provides educators and those that support them with a powerful tool for understanding both what motivates and inspires every person to achieve, and how well the staff believes their school is meeting those objectives.

Measuring Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate, improve student effectiveness, 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, staff, 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

THIS PAGE WAS
INTENTIONALLY
LEFT BLANK

HOW TO USE THIS REPORT

The *My Voice Staff* survey report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of all staff members*. The purpose of this report is to provide a context for exploring how adults view the teaching and learning experience in their schools 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 aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all participants 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 staff by looking closely at the demographic section of the report. Refresh your understanding of who your colleagues are, their experience, 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.
- ✓ Note areas of strength, and celebrate!
- ✓ Note areas of concern, and take steps to understand and make improvements.

Administration & Communication

- ✓ These questions reveal *the staff's perception* of how they experience communication in its various forms in the building. Such perceptions do not necessarily reflect actual practice, but rather provide important information about staff perceptions. These results can be used to begin conversations about effective communication.

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., between staff & student reports) 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.

Your Middle School

DEMOGRAPHICS

This section reports the background information from the survey. The demographic data are presented both as counts and as percentages.¹

Years Working in Schools			Years at Current School			Current Position		
Years	Count	Percent	Years	Count	Percent	Position	Count	Percent
First Year	3	4.8%	First Year	12	19.4%	Classroom Teacher	41	65.1%
2-5	8	12.7%	2-5	15	24.2%	Certified Support	6	9.5%
6-10	20	31.7%	6-10	24	38.7%	Support Staff	16	25.4%
11-20	23	36.5%	11-20	8	12.9%	TOTAL	63	100.0%
Over 20	9	14.3%	Over 20	3	4.8%			
TOTAL	63	100.0%	TOTAL	62	100.0%			
Grade Level			Gender			Highest Level of Education		
Level	Count	Percent	Gender	Count	Percent	Level	Count	Percent
Pre K-2	2	2.9%	Male	18	28.6%	High sch./G.E.D.	11	17.7%
3-5	2	2.9%	Female	45	71.4%	Associate's	2	3.2%
6-8	62	91.2%	TOTAL	63	100.0%	Bachelor's	13	21.0%
9-12	2	2.9%				Master's	16	25.8%
TOTAL	68	100.0%				Master's +	20	32.3%
						Doctorate	0	0.0%
						TOTAL	62	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 first condition that needs to be in place is **Belonging**. Belonging entails establishing a sense of community and participation, and believing that all participants in the educational process are valuable members. Administrators expect all employees to be fully active participants in the life of the school, and responsible, contributing citizens of the school. The pertinent question is: Are standards and expectations for responsibility and success set in a context of peer and administrative support? Schools may be bureaucratic, but their democratic roots should extend to and nourish the entire staff as full partners in the entire educational process.

Survey Statements	Total in Agreement
I feel valued for my unique skills and talents.	65.1%
School is a welcoming and friendly place.	77.8%
I am proud of my school.	88.9%
I think bullying is a problem at my school.	69.8%
I feel comfortable in the staff room.	69.4%
Students care about my feelings.	68.3%
I feel accepted for who I am at school.	82.5%

Heroes

The second foundational condition is **Heroes**. We have found that school employees who are highly motivated form meaningful relationships with others in the school. Heroes are our trusted guides. Mutual respect and commitment to one another are the hallmarks of a staff dedicated to building-wide school improvement. Too often in today’s schools, adults become isolated from one another. The condition of Heroes reminds us that what happens in schools ought never be a solitary enterprise.

Survey Statements	Total in Agreement
Students care if I am absent from school.	81.0%
I have a colleague at school who is a positive role model for me.	87.3%
If I have a problem, I have a colleague with whom I can talk.	92.1%
Staff respect each other.	55.6%
Students respect me.	93.7%
I respect students.	98.4%
Students care about me as an individual.	79.4%

Sense of Accomplishment

The third and final of the foundational conditions is **Sense of Accomplishment**. This condition is about recognizing and appreciating effort, perseverance, and citizenship. Meeting performance goals in one’s job is only one indicator of success. Highly dedicated employees make contributions beyond the “call of duty.” In schools that exhibit a Sense of Accomplishment reward systems encourage effort, as well as end product.

Survey Statements	Total in Agreement
I have never been recognized for something positive at school.	19.0%
I feel overwhelmed by my workload.	46.0%
I receive constructive feedback from colleagues.	72.6%
I put forth my best effort at school.	98.4%
Our school celebrates the accomplishments of the staff.	65.1%
I am recognized when I try my best.	41.3%
Professional development is an important part of my educational growth.	69.4%

Fun & Excitement

The first of the motivational conditions is **Fun & Excitement**. Fun & Excitement is about being interested and engaged by one's work; enjoyment improves one's effectiveness. When staff are excited, they are eagerly engaged, actively involved, and they contribute more. If we expect all employees to be enthusiastic about coming to school, we must provide diverse, interesting, challenging and enjoyable work experiences.

Survey Statements	Total in Agreement
I enjoy working here.	92.1%
I am excited to be working with students.	100.0%
Students enjoy working with teachers.	77.4%
Students have fun at school.	87.1%
Students make school an exciting place to work.	90.5%
I have fun at school.	93.7%
Learning can be fun.	100.0%

Curiosity & Creativity

At the center of the 8 Conditions we find **Curiosity & Creativity**. Allowing and encouraging all the participants in the school building to question and explore fosters this condition. Staff should be encouraged to trust and nurture their own curiosity and creativity. One of the greatest obstacles to learning in schools is the routine that can set in day after day, term after term, year after year. All staff members in an educational institution should be open to the same growth and change we expect of students.

Survey Statements	Total in Agreement
At school I am encouraged to be creative.	60.3%
Building administration is open to new ideas.	61.9%
I enjoy learning new things.	96.8%
Our school is a dynamic and creative learning environment.	55.6%
I seek out opportunities to learn new things.	92.1%
Meaningful professional development opportunities exist in my district.	30.2%
I feel comfortable asking questions in staff meetings.	68.3%

Spirit of Adventure

The final motivational condition is **Spirit of Adventure**. This condition is about being supported so that one can take healthy risks, trusting that it is all right to make mistakes and knowing there is something to be learned from all consequences—positive and negative. Any type of new idea, strategy, or tactic can pose a risk; for some, it might be making a career change, and for others, simply trying out a new way of doing something. Creativity and innovation spring from the sense of security and support that allows and encourages employees to take healthy chances.

Survey Statements	Total in Agreement
Setting yearly goals with my supervisor is important for my work.	52.4%
I challenge myself to do a better job every day.	95.2%
Staff are supportive of each other.	69.8%
I am afraid to try something if I think I may fail.	4.8%
My colleagues help me learn from my mistakes.	66.7%
I am concerned my colleagues will resent me if I am too successful.	25.4%
I am excited to tell my colleagues when I do something well.	44.4%

Leadership & Responsibility

The condition of **Leadership & Responsibility** deals with giving every member of the staff a voice in the school—letting them know they matter and are trusted to make decisions. If all personnel are expected to be responsible members of the school community, they must be trusted enough to have a voice in their departments and in the building as a whole. A school that encourages Leadership & Responsibility embraces and promotes mutual trust and acceptance of individual rights, responsibilities, opinions, and beliefs. All of its members are allowed to practice leadership skills, to understand and accept consequences, and to learn from their mistakes and move forward with greater knowledge and understanding.

Survey Statements	Total in Agreement
I see myself as a leader.	85.7%
My colleagues see me as a leader.	61.3%
I am involved in school-wide decisions.	44.4%
I know the goals my school is working on this year.	61.7%
I actively seek out student opinions and ideas.	84.1%
I encourage students to make decisions.	95.2%
I think about others' feelings when I make decisions.	93.5%

Confidence to Take Action

The eighth and final condition is **Confidence to Take Action**. This is the condition we should all strive for. Schools that foster this condition encourage all members to believe in themselves, trusting that they can be successful and are making a difference. Though society’s expectations of schools are high, the confidence needed to meet those expectations must be internal to each employee. Awards, accolades, and other external recognition for success are welcome, but the intrinsic desire to provide the best service one is capable of must drive effective employment. Schools that value, respect, and celebrate the opinions and ideas of all staff members foster positive development of everyone’s self-worth and confidence.

Survey Statements	Total in Agreement
I believe I can be successful.	100.0%
I believe I can make a difference in this world.	96.8%
I feel confident voicing my honest opinions and concerns.	57.1%
I work hard to reach my goals.	93.7%
I am excited about my future career in education.	81.0%
Continuing my education is important for my future.	76.2%
I think it is important to set high goals.	100.0%
I feel confident working with students with special needs.	88.9%

Administration & Communication

The presence or absence of the 8 Conditions in a school can depend largely on how authority and power are exercised and distributed in the school and district. Effective leadership shares decision making. Additionally, effective leadership at all levels requires effective communication.

Survey Statements	Total in Agreement
Central office understands the unique culture of our school.	42.9%
We communicate effectively in our building.	46.0%
I know my students' hopes and dreams.	69.4%
Building administration is visible in our school.	82.5%
Building administration knows my professional goals.	38.1%
Building administration is accessible to me.	79.4%
I communicate effectively with parents.	83.9%

Addendum

All Statements and Responses by Percentages

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7	Belonging	I feel valued for my unique skills and talents.	65.1%	15.9%	49.2%	15.9%	15.9%	3.2%
16	Belonging	School is a welcoming and friendly place.	77.8%	25.4%	52.4%	14.3%	7.9%	0.0%
25	Belonging	I am proud of my school.	88.9%	33.3%	55.6%	7.9%	3.2%	0.0%
34	Belonging	I think bullying is a problem at my school.	69.8%	15.9%	54.0%	20.6%	7.9%	1.6%
43	Belonging	I feel comfortable in the staff room.	69.4%	32.3%	37.1%	17.7%	11.3%	1.6%
52	Belonging	Students care about my feelings.	68.3%	20.6%	47.6%	25.4%	6.3%	0.0%
61	Belonging	I feel accepted for who I am at school.	82.5%	28.6%	54.0%	6.3%	7.9%	3.2%
8	Heroes	Students care if I am absent from school.	81.0%	20.6%	60.3%	12.7%	6.3%	0.0%
17	Heroes	I have a colleague at school who is a positive role model for me.	87.3%	33.3%	54.0%	4.8%	4.8%	3.2%
26	Heroes	If I have a problem, I have a colleague with whom I can talk.	92.1%	55.6%	36.5%	1.6%	4.8%	1.6%
35	Heroes	Staff respect each other.	55.6%	11.1%	44.4%	19.0%	15.9%	9.5%
44	Heroes	Students respect me.	93.7%	30.2%	63.5%	6.3%	0.0%	0.0%
53	Heroes	I respect students.	98.4%	68.3%	30.2%	1.6%	0.0%	0.0%
62	Heroes	Students care about me as an individual.	79.4%	20.6%	58.7%	19.0%	1.6%	0.0%
9	Sense of Accomplishment	I have never been recognized for something positive at school.	19.0%	3.2%	15.9%	7.9%	52.4%	20.6%
18	Sense of Accomplishment	I feel overwhelmed by my workload.	46.0%	12.7%	33.3%	11.1%	39.7%	3.2%
27	Sense of Accomplishment	I receive constructive feedback from colleagues.	72.6%	19.4%	53.2%	8.1%	16.1%	3.2%
36	Sense of Accomplishment	I put forth my best effort at school.	98.4%	55.6%	42.9%	1.6%	0.0%	0.0%
45	Sense of Accomplishment	Our school celebrates the accomplishments of the staff.	65.1%	22.2%	42.9%	11.1%	19.0%	4.8%
54	Sense of Accomplishment	I am recognized when I try my best.	41.3%	12.7%	28.6%	27.0%	20.6%	11.1%
63	Sense of Accomplishment	Professional development is an important part of my educational growth.	69.4%	24.2%	45.2%	16.1%	11.3%	3.2%

Your Middle School

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10	Fun & Excitement	I enjoy working here.	92.1%	46.0%	46.0%	6.3%	1.6%	0.0%
19	Fun & Excitement	I am excited to be working with students.	100.0%	71.4%	28.6%	0.0%	0.0%	0.0%
28	Fun & Excitement	Students enjoy working with teachers.	77.4%	21.0%	56.5%	19.4%	3.2%	0.0%
37	Fun & Excitement	Students have fun at school.	87.1%	11.3%	75.8%	11.3%	1.6%	0.0%
46	Fun & Excitement	Students make school an exciting place to work.	90.5%	36.5%	54.0%	3.2%	6.3%	0.0%
55	Fun & Excitement	I have fun at school.	93.7%	31.7%	61.9%	3.2%	3.2%	0.0%
64	Fun & Excitement	Learning can be fun.	100.0%	74.6%	25.4%	0.0%	0.0%	0.0%
11	Curiosity & Creativity	At school I am encouraged to be creative.	60.3%	15.9%	44.4%	22.2%	15.9%	1.6%
20	Curiosity & Creativity	Building administration is open to new ideas.	61.9%	28.6%	33.3%	20.6%	12.7%	4.8%
29	Curiosity & Creativity	I enjoy learning new things.	96.8%	65.1%	31.7%	3.2%	0.0%	0.0%
38	Curiosity & Creativity	Our school is a dynamic and creative learning environment.	55.6%	12.7%	42.9%	28.6%	14.3%	1.6%
47	Curiosity & Creativity	I seek out opportunities to learn new things.	92.1%	39.7%	52.4%	6.3%	1.6%	0.0%
56	Curiosity & Creativity	Meaningful professional development opportunities exist in my district.	30.2%	7.9%	22.2%	22.2%	31.7%	15.9%
65	Curiosity & Creativity	I feel comfortable asking questions in staff meetings.	68.3%	25.4%	42.9%	19.0%	7.9%	4.8%
12	Spirit of Adventure	Setting yearly goals with my supervisor is important for my work.	52.4%	9.5%	42.9%	15.9%	25.4%	6.3%
21	Spirit of Adventure	I challenge myself to do a better job every day.	95.2%	47.6%	47.6%	1.6%	3.2%	0.0%
30	Spirit of Adventure	Staff are supportive of each other.	69.8%	25.4%	44.4%	19.0%	6.3%	4.8%
39	Spirit of Adventure	I am afraid to try something if I think I may fail.	4.8%	1.6%	3.2%	7.9%	54.0%	33.3%
48	Spirit of Adventure	My colleagues help me learn from my mistakes.	66.7%	17.5%	49.2%	19.0%	9.5%	4.8%
57	Spirit of Adventure	I am concerned my colleagues will resent me if I am too successful.	25.4%	9.5%	15.9%	12.7%	38.1%	23.8%
66	Spirit of Adventure	I am excited to tell my colleagues when I do something well.	44.4%	15.9%	28.6%	27.0%	20.6%	7.9%

Your Middle School

#		Survey Statements	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Leadership & Responsibility	I see myself as a leader.	85.7%	27.0%	58.7%	7.9%	6.3%	0.0%
22	Leadership & Responsibility	My colleagues see me as a leader.	61.3%	14.5%	46.8%	32.3%	4.8%	1.6%
31	Leadership & Responsibility	I am involved in school-wide decisions.	44.4%	11.1%	33.3%	17.5%	23.8%	14.3%
40	Leadership & Responsibility	I know the goals my school is working on this year.	61.7%	16.7%	45.0%	8.3%	23.3%	6.7%
49	Leadership & Responsibility	I actively seek out student opinions and ideas.	84.1%	25.4%	58.7%	11.1%	4.8%	0.0%
58	Leadership & Responsibility	I encourage students to make decisions.	95.2%	41.9%	53.2%	4.8%	0.0%	0.0%
67	Leadership & Responsibility	I think about other's feelings when I make decisions.	93.5%	46.8%	46.8%	3.2%	3.2%	0.0%
14	Confidence to Take Action	I believe I can be successful.	100.0%	73.0%	27.0%	0.0%	0.0%	0.0%
23	Confidence to Take Action	I believe I can make a difference in this world.	96.8%	52.4%	44.4%	3.2%	0.0%	0.0%
32	Confidence to Take Action	I feel confident voicing my honest opinions and concerns.	57.1%	20.6%	36.5%	23.8%	12.7%	6.3%
41	Confidence to Take Action	I work hard to reach my goals.	93.7%	44.4%	49.2%	4.8%	0.0%	1.6%
50	Confidence to Take Action	I am excited about my future career in education.	81.0%	46.0%	34.9%	17.5%	1.6%	0.0%
59	Confidence to Take Action	Continuing my education is important for my future.	76.2%	41.3%	34.9%	14.3%	7.9%	1.6%
68	Confidence to Take Action	I think it is important to set high goals.	100.0%	63.5%	36.5%	0.0%	0.0%	0.0%
69	Confidence to Take Action	I feel confident working with students with special needs.	88.9%	39.7%	49.2%	3.2%	7.9%	0.0%
15	Administration & Communication	Central office understands the unique culture of our school.	42.9%	9.5%	33.3%	27.0%	25.4%	4.8%
24	Administration & Communication	We communicate effectively in our building.	46.0%	9.5%	36.5%	19.0%	23.8%	11.1%
33	Administration & Communication	I know my students' hopes and dreams.	69.4%	9.7%	59.7%	21.0%	9.7%	0.0%
42	Administration & Communication	Building administration is visible in our school.	82.5%	38.1%	44.4%	3.2%	14.3%	0.0%
51	Administration & Communication	Building administration knows my professional goals.	38.1%	14.3%	23.8%	23.8%	25.4%	12.7%
60	Administration & Communication	Building administration is accessible to me.	79.4%	42.9%	36.5%	7.9%	6.3%	6.3%
70	Administration & Communication	I communicate effectively with parents.	83.9%	33.9%	50.0%	12.9%	1.6%	1.6%