

STANDARD 3

Instruction
Endicott Survey Summary

3.1 QUESTIONS

STAFF

- Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.

PARENTS

- My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.

3.1 Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

- 66.2% of staff agree that they continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning. 24.3% are undecided.
- 59.9% of parents agree that their son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations.

For both questions we are within 1% of the aggregate, but below the 70% benchmark. Note the percent of undecided are equal for both questions; almost a quarter (24.3%) of staff and parents are undecided.

3.2 QUESTIONS

STUDENTS

- My teachers personalize my instruction.
- My teachers give me opportunities to choose topics for some assignments
- I have an opportunity to apply what I am learning outside the classroom.
- My teachers ask me to use technology in my assignments.
- My teachers spend one-on-one time with me.
- My teachers provide me with opportunities to assess my own work.

STAFF

- Teachers personalize instruction to support the achievement of the school's learning expectations.
- Teachers emphasize inquiry, problem solving, and higher order thinking to support the achievement of the school's learning expectations.

PARENTS

- My son's/daughter's teachers emphasize inquiry, problem-solving, and higher order thinking.

3.2 Teachers' instructional practices support the achievement of the school's 21st century learning expectations by: • personalizing instruction • engaging students in cross-disciplinary learning • engaging students as active and self-directed learners

• emphasizing inquiry, problem-solving, and higher order thinking • applying knowledge and skills to authentic tasks • engaging students in self-assessment and reflection • integrating technology

- Personalized instruction: 59.3% of students agree that their teacher personalizes their instruction (5% above aggregate). However, 35.3% are undecided. Note that for indicator 3.1 parents were asked the same question and 59.9% of them agreed. On the contrary, 83.8% of the teachers believe that they personalize instruction to support the achievement of the school's learning expectations. This is 3% above the aggregate.
- Inquiry/problem solving/higher order thinking: 83.8% of staff agree that they emphasize inquiry, problem solving, and higher order thinking to support the achievement of the school's learning expectations (0.4% above aggregate). However, 71.7% of parents agree that teachers do this (2.9% below aggregate). 20% of parents are undecided, whereas 12.2% of teachers are undecided.
- 78.4% of students say that their teachers ask them to use technology for their assignments (1.2% below aggregate). Note that in indicator 2.3 87.2% of students agree that they are knowledgeable about ethical use of technology.

3.2 continued

- 59% of students agree that their teachers give them opportunities to choose topics for some assignments. This is 0.4% above aggregate).
- 36.8% of students agree that their teachers spend one on one time with them. This is 5.7% below the aggregate, however 33.2% of the students are undecided.
- 71.5% of students agree that teachers provide opportunities for them to assess their own work, 6.6% above aggregate)
- 63.1% of students agree that they have opportunities to apply what they are learning outside the classroom; 10.3% above the aggregate. For indicator 2.3, the same percentage of parents, 63.1%, agree that their son/daughter has a number of opportunities to apply what he/she is learning to real life situations. However, for indicator 2.3, 58% of the students agree that their teachers explain how to apply what they are learning in classes to their life outside of school.

3.2 continued

- *For Indicator 2.4 83.8% of staff agree that the formal curriculum emphasizes inquiry problem solving and higher order thinking. Parents were also asked if their son/daughter is developing problem-solving and higher order thinking skills. 75% of them agree. These stats are in line with the responses provided for this indicator.*
- *The seventh graders were the lowest in agreement compared to other classes. This is because the survey was taken at the beginning of the school year.*
- *Note that there are some overlapping themes in Standard 2.*

3.3 QUESTIONS

STUDENTS

- Teachers use group activities in my classes.
- My teachers use a variety of teaching strategies in my courses.

STAFF

- Teachers adjust their instructional practices by organizing group learning activities.
- Teachers use differentiated instructional practices to meet the learning needs of all students.

PARENTS

- Teachers engage my son/daughter as an active learner.
- Teachers modify/adjust their instructional practices based on students' progress in achieving the school's 21st century learning expectations.
- Teachers provide additional support to my son/daughter when needed.

3.3 Teachers adjust their instructional practices to meet the needs of each student by:

• using formative assessment, especially during instructional time • strategically differentiating • purposefully organizing group learning activities • providing additional support and alternative strategies within the regular classroom

- Group work/engagement: 88.3% of students agree that their teachers use group work in their classes; 4.6% above the aggregate. While 73% of staff agree that they adjust their instructional practices by organizing group learning activities; 7.1% below the aggregate. Likewise, 73% of parents agree that the teachers engage their son/daughter as an active learner; 2.8% below the aggregate.
- Differentiated instruction: 73.1% of the students, 75.7% of the staff, 50% of the parents agree that a variety of teaching strategies/differentiated instruction/modified instruction is used to meet the learning needs of all students. Students in agreement are 8.5% above the aggregate, while staff and parents in agreement are 5.3% and 7% below the aggregate, respectively.
- 81.5% of parents agree that the teachers provide additional support to their son/daughter when needed. 1.1% above the aggregate.

We are below the aggregate on 4 out of 7 questions. For the two questions asked of students we are above the aggregate. There is only one question that we are below the benchmark and that is the question asked to parents regarding teachers modifying/adjusting their instructional practices. However, it is important to note that a very large percent, 36.2%. of parents are undecided. Overall for indicator 3.3 we are doing well.

3.4 QUESTIONS

STUDENTS

- My teachers ask for my ideas/opinions to improve how they teach.
- My teachers make learning exciting and interesting for me.

STAFF

- Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.
- Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.
- Teachers have formal opportunities to examine student work to improve their instructional practices.

PARENTS

- My son's/daughter's teachers have asked me for feedback about their instructional practices.

3.4 Teachers, individually and collaboratively, improve their instructional practices by:

- **using student achievement data from a variety of formative and summative assessments**
- **examining student work**
- **using feedback from a variety of sources, including students, other teachers, supervisors, and parents**
- **examining current research**
- **engaging in professional discourse focused on instructional practice**

- 74.3% of staff agree that they improve their instructional practices by using achievement data from a variety of formative and summative assessment. 2.6% below aggregate.
- 78.4% of staff agree that they improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices. 9.2% above aggregate.
- 73% of staff agree that they have formal opportunities to examine student work to improve their instructional practices (14.8% above the aggregate).
- 54.1% of students agree that their teachers ask for their ideas/opinions to improve how they teach. 11% above the aggregate. 22.8% are undecided - 31.3% are 7th graders all other grades are 18.45 to 23.8% undecided.
- 49.5% of students agree that teachers make learning exciting and interesting for them. 8.7% above the aggregate. However, 27% are undecided - not sure how they don't know - it's not the 7th graders they are the lowest percent of undecided 22.1%.
- 25.5% of parents agree that teachers have asked them for feedback about their instructional practices. 1.8% above aggregate.

Although some of these percentages are low, they are all above the aggregate. Favorable teacher responses could be due to allotted PLC time.

3.5 QUESTIONS

STUDENTS

- My teachers are knowledgeable about the subjects they teach.

STAFF

- Teachers maintain expertise in their content area and in content-specific practices.

PARENTS

- My son's/daughter's teachers maintain expertise in their subject area.

3.5 Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content specific instructional practices.

- 86.8% of students (5.5% above aggregate), 86.5% of staff (1.1% below aggregate), and 70.3% of parents (2.4% below aggregate) agree that the teachers maintain expertise in their subject area. Note that the parents are the highest percent who are undecided, 24.2%.

Note that only 3.2% of students, 2.7% of teachers, and 5.5% are in disagreement. No parents strongly disagree with this statement.