

My Voice Aspirations Survey

Cherry Elementary/Linderman Elementary/Polson 5-6/Polson 7-8/Polson HS

My Voice Aggregate Report

Survey Type

- ☐ ***My Voice* Student Survey (Grades 3-5)**
- ☐ ***My Voice* Student Survey (Grades 6-12)**
- ☒ ***My Voice* Staff Survey)**
- ☐ ***My Voice* Parent Survey**
- ☐ ***My Voice* Student Survey (Key Stage 2)**
- ☐ ***My Voice* Student Survey (Years 7-13)**

Start Date: 12/5/2011

End Date: 12/19/2011

Schools: 5

City: Polson

State/Locality: Montana

Country: USA

Zip/Postcode: 59860

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The Role of Aspirations in Today's Schools

School staff members want to be successful, whether their goal is to be a better classroom teacher, to become a department head or supervisor, or simply to do their job to the best of their ability. Too often, however, school staff can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the staff themselves.

The *8 Conditions that Make a Difference*® in promoting staff aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of 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 help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Active Engagement*, and *Purpose*.

Developing Self-Worth:

Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when staff experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Staff also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth*, staff also need a Sense of Accomplishment. They should be recognized for their effort, perseverance, and citizenship. When staff have a sense of *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their professional goals.

Fostering Active Engagement in Learning:

Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Active Engagement means that staff experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the day, they wonder, "Where did that time go?" Actively engaged staff are not afraid to ask "Why?" or "Why not?" about the world around them and the possibilities in their school. Curiosity & Creativity are alive in the way they learn and teach, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged staff also have a Spirit of Adventure. 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 staff to think about their *Purpose* -- *who* they want to become as well as *what* they want to be. To reach this goal, staff need to explore what it means to have, and create, a successful and rewarding professional life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, staff need the opportunity to assume Leadership & Responsibility in their school. They must be allowed to make decisions and understand the consequences of their choices. When staff have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding career. They believe in themselves and are motivated to reach their professional dreams.

Staff aspirations, and staff perceptions of student aspirations, are important. 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 Survey

The *My Voice* Staff Survey assesses staff aspirations by asking questions based on each of the 8 Conditions. By asking how *they* perceive their school environment, *My Voice* provides educators and those who 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 improve staff 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 identified 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, the *My Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit myvoice.pearsonfoundation.org.

How to Use This Report

The *My Voice* Report (Staff) gives educators a unique chance to look at their school, staff 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 school and how their views align with the school's mission and vision. By exploring and discussing these results, school staff 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 Demographics. Refresh your understanding of who your colleagues are and their experience.

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 every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of staff say that they see themselves as leaders, while a low percentage agreed that they have a voice in decision-making at school? 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.

Administration & Communication

- These questions reveal the *staff's perceptions* of how they experience communication in its various forms in the building. The responses 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 and 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.

Demographic Summary

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

Total number of respondents: 159

Gender of Staff			Years Working in Schools			Years in Current School		
Gender	Count	Percent	Years	Count	Percent	Years	Count	Percent
Male	46	29.9	First Year	3	1.9	First Year	9	5.8
Female	108	70.1	2-5	24	15.4	2 - 5	46	29.9
			6-10	28	17.9	6 - 10	39	25.3
			11-20	55	35.3	11 - 20	36	23.4
			Over 20	46	29.5	Over 20	24	15.6

Current Position			Grade Level			Highest Level of Education		
Position	Count	Percent	Level	Count	Percent ²	Level	Count	Percent
Classroom Teacher	101	66	Pre K - 2	52	32.7	High School / G.E.D.	16	10.4
Certified Support Staff	25	16.3	3 - 5	46	28.9	Associate's	3	1.9
Support Staff	27	17.6	6 - 8	33	20.8	Bachelor's	61	39.6
			9 - 12	59	37.1	Master's	27	17.5
						Master's +	46	29.9
						Doctorate	1	0.6

¹ Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding and missing data.

² In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

The 8 Conditions that Make a Difference

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions can have positive effects on the development of student and staff aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student and staff aspirations alike. 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 do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students and staff. All schools can benefit by creating and cultivating these Conditions in the lives of their students and staff.

*"Aspirations is the ability to dream and set goals for the future
while being inspired in the present to reach those dreams."*

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a person is a valued member of a community while still maintaining his or her uniqueness. Belonging entails establishing a sense of community and collegiality -- believing that all participants in the educational environment are valued for who they are. Collegiality depends upon all staff being fully active participants in the life of the school and responsible, contributing citizens of the school community. The pertinent questions are: Are standards and expectations for responsibility and success set in a context of peer and administrative acceptance and support? Does each person on the staff feel like a contributing member of the school's educational mission? Schools may be organized hierarchically, but their democratic roots should extend to and nourish the entire staff as full partners in the overall educational process.

Survey Statements	Total in Agreement
I feel valued for my unique skills and talents.	77%
School is a welcoming and friendly place.	80%
I am proud of my school.	79%
I think bullying is a problem at my school.	49%
I feel comfortable in the staff room.	61%
Building administration makes an effort to get to know me.	67%
I feel accepted for who I am at school.	80%
I am a valued member of my school community.	72%

Heroes

Heroes are the everyday people -- mentors, friends, family members -- in our lives who inspire us to excel and to make positive changes in attitude and lifestyle. Heroes are our cheerleaders and trusted guides. School staff who form meaningful relationships with others in the school can become highly motivated to perform at their best. 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 should never be a solitary enterprise.

Survey Statements	Total in Agreement
Students care if I am absent from school.	78%
I have a colleague at school who is a positive role model for me.	83%
If I have a problem, I have a colleague with whom I can talk.	89%
I know my students' hopes and dreams.	68%
Staff respect each other.	59%
Students respect me.	91%
I respect students.	99%
Students care about me as an individual.	80%

Sense of Accomplishment

Sense of Accomplishment is about recognizing and appreciating effort, perseverance, and citizenship. Meeting performance goals is only one indicator of success. A highly dedicated staff makes contributions "beyond the call of duty." In schools that foster a Sense of Accomplishment, reward systems encourage effort, as well as end product, and perseverance as much as results. Opportunities for colleagues to reward and celebrate one another are as important as recognition that comes from administrators and supervisors.

Survey Statements	Total in Agreement
I have never been recognized for something positive at school.	23%
I actively encourage students to practice good citizenship.	98%
I receive constructive feedback from colleagues.	71%
Our school celebrates the accomplishments of the staff.	61%
I am recognized when I try my best.	55%
Professional development is an important part of my educational growth.	82%

Fun & Excitement

The Condition of Fun & Excitement is characterized by staff being inspired by their shared passion for being educators. Fun & Excitement is about being interested in and engaged by one's work. Such enjoyment and satisfaction improves one's effectiveness. When staff are excited, they are eagerly and actively involved, and tend to contribute more. If all staff are expected to be enthusiastic about coming to school, then they should be provided diverse, interesting, challenging, and enjoyable work experiences.

Survey Statements	Total in Agreement
I enjoy working here.	85%
I make learning relevant to my students.	95%
Students enjoy working with teachers.	84%
Students have fun at school.	84%
Students make school an exciting place to work.	95%
I have fun at school.	84%
Learning can be fun.	100%

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Allowing and encouraging all the participants in the school 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. A genuine learning organization is one in which everyone is inquisitive and innovative.

Survey Statements	Total in Agreement
At school I am encouraged to be creative.	74%
Building administration is open to new ideas.	62%
I enjoy learning new things.	99%
School inspires me to learn.	80%
Our school is a dynamic and creative learning environment.	66%
Staff work in a collaborative manner.	66%
Meaningful professional development opportunities exist in my district.	41%
I feel comfortable asking questions in staff meetings.	66%

Spirit of Adventure

The Spirit of Adventure is characterized by a person's ability to take on positive, meaningful challenges at school. This Condition is about being supported so that one can take healthy risks, trusting that it is all right to make mistakes and knowing that there is something to be learned from all consequences -- positive and negative. Any 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.	62%
I challenge myself to do my job better every day.	96%
Staff are supportive of each other.	63%
I am afraid to try something if I think I might fail.	7%
My colleagues help me learn from my mistakes.	57%
I am concerned my colleagues will resent me if I am too successful.	12%
I am excited to tell my colleagues when I do something well.	50%

Leadership & Responsibility

The Condition of Leadership & Responsibility allows all members of the staff to have 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 should 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.	78%
My colleagues see me as a leader.	52%
I have a voice in decision making at school.	58%
I know the goals my school is working on this year.	74%
I actively seek out student opinions and ideas.	83%
I encourage students to make decisions.	97%
Building administration is willing to learn from staff.	58%

Confidence to Take Action

Confidence to Take Action is the extent to which a person believes in him- or herself. This is the Condition for which we should all strive. Schools that foster this Condition encourage all staff 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 member of the staff. Awards, accolades, and other external recognition for success are welcome, but the intrinsic desire to provide service to the best of one's capabilities must drive effectiveness. 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.	97%
I believe I can make a difference in this world.	93%
I feel confident voicing my honest opinions and concerns.	57%
I work hard to reach my goals.	98%
I am excited about my future career in education.	64%
Continuing my education is important for my future.	80%
I think it is important to set high goals.	100%

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.	34%
We communicate effectively in our building.	44%
Building administration is visible in our school.	69%
Building administration knows my professional goals.	59%
Building administration is accessible to me.	72%
I communicate effectively with parents.	85%