



PROGRESS REPORT

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APRIL 2009

Washington State Leadership Academy

SURVEY REPORT

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Washington State Leadership Academy

SURVEY PROGRESS REPORT

INTRODUCTION

The purpose of this progress report is to document the survey data results for Year 2 of the Washington State Leadership Academy (WSLA). The survey was administered to gather baseline data around attitudes and practice. The information for this report was gathered through survey data collection and analysis.

In Year 2, the pilot phase, WSLA leaders implemented the research-based program, with four participating Educational Service Districts and 18 School Districts. ESD and district staff members participated in state and regional training that provides the background for their on-site work. Each district team worked with an on-site external coach for reflection and support. All support is centered around six curriculum strands, which serve as the framework for the academy program.

Survey Constructs

The results are organized around the six curricular strands. The six strands are: Build Clear and Collaborative Relationships, Enhance Personal Leadership Skills, Focus on Learning, Lead Coherent System-wide Support for Learning, Problem of Practice, and Why Change?. The teachers' survey also included a strand around constructivist teaching.

Tables 1 through 7 detail the results of the survey. The results show the percentage of respondents who agreed or strongly agreed around each of the curricular strands. One star indicates that the item is not part of the coach survey. Two stars indicate that the item is not part of the teacher survey.

Survey Results for Coaches, Administrators, and Teachers

Build Clear and Collaborative Relationships

Table 1.
Build Clear and Collaborative Relationships

Question	Coaches	Admin.	Teachers
	% Agreed or Strongly Agreed		
It is important to me to work collaboratively with my administrative colleagues	*	98%	**
I am clear about my roles and responsibilities related to improving teaching and learning	*	87%	**
School Board, Superintendent, administrators, and school personnel share a firm commitment to improve student learning	50%	78%	88%
District administrators work collaboratively	67%	76%	67%
The focus of administrative collaboration time has been improving teaching and learning	50%	76%	61%
Administrators are clear about the roles and responsibilities they have related to improving teaching and learning	33%	70%	68%
District administrative collaboration is characterized by open and honest dialogue	67%	66%	41%
District leaders at every level are actively involved in improving teaching and learning	50%	64%	**
Time for administrative collaboration is built into the calendar	50%	63%	**
District collaboration time is used effectively	33%	50%	**
There are high levels of trust among individuals within the district administrative team	56%	48%	33%
Team norms guide district administrative collaboration time	50%	47%	**
There are key questions that drive district administrative collaboration	39%	46%	**

Enhance Personal Leadership Skills

Table 2.
Enhance Personal Leadership Skills

Question	Coaches	Admin.	Teachers
	% Agreed or Strongly Agreed		
There are specific times that I have reflected on my own personal leadership skills related to improving teaching and learning	72%	93%	**
I (my principal) empower(s) others to help improve teaching and learning	61%	89%	86%
I (my principal) provide(s) proper recognition to others who help improve teaching and learning	33%	86%	82%
My (my principals) listening skills contribute to clear communication and trust building	72%	85%	83%
I (my principal) have (has) the ability to effectively coach others to improve teaching and learning	33%	83%	79%
I am playing an important role in leading change in my district	*	71%	**
I have adopted and use a personal leadership assessment tool to guide my professional development	18%	44%	**



Focus on Learning

Table 3.
Focus on Learning

Question	Coaches	Admin.	Teachers
	% Agreed or Strongly Agreed		
I understand how to help others improve teaching and learning	17%	82%	**
I am clear about what powerful teaching and learning is	39%	79%	**
My colleagues (principal) understand(s) how to help others improve teaching and learning	*	55%	79%
We have begun implementing powerful teaching and learning in classrooms across the district	28%	52%	**
Our district has made progress in implementing our vision for powerful teaching and learning	50%	50%	70%
Instructional coaching is a priority for the district	56%	46%	41%
Staff meetings model powerful teaching and learning	6%	44%	57%
My colleagues (principal) are (is) clear about what powerful teaching and learning is	*	42%	80%
Our district has selected an instructional framework	33%	38%	52%
Our district has clear vision for what effective instruction looks like	22%	36%	62%
Administrators share a clear understanding for what powerful teaching and learning looks like in the classroom	6%	35%	**
Administrative meetings model powerful teaching and learning	17%	33%	**
Our district has a written definition of powerful teaching and learning	6%	21%	33%

Lead Coherent System-wide Support for Learning

Table 4.
Lead Coherent System-wide Support for Learning

Question	Coaches	Admin.	Teachers
	% Agreed or Strongly Agreed		
The leadership encourages continuous improvement of teaching and learning	72%	84%	**
Improving instruction is part of existing district improvement strategies at every level	44%	71%	70%
The school board, administration, and employee representatives share a goal of helping all students achieve	50%	67%	**
District members understand and implement strategies to support the overall district goals for improving instruction	44%	56%	**
There are specific school board policies that support a focus on improving instruction	18%	55%	37%
District aligns resources (e.g. highly qualified teachers / support staff) to improving instruction	33%	45%	57%
Efforts to improve teaching and learning are coordinated throughout the district	17%	43%	57%
Our district is working as a system	29%	41%	50%
Effective instructional strategies have been communicated up and down the system	22%	32%	57%
Our district has a visual model that clearly shows a system-wide support for learning	22%	24%	29%



Problem of Practice

Table 5.
Problem of Practice

Question	Coaches	Admin.	Teachers
	% Agreed or Strongly Agreed		
Our problem of practice focuses on improving student learning	100%	79%	36%
I can point to specific data that helps define our problem of practice	89%	77%	**
Our administrative team has identified a problem of practice	89%	75	29
Our team has placed an emphasis on framing the problems facing the district	80%	74%	**
We have emphasized re-framing problems using data	83%	71%	**
As we work on our problem of practice, we can track progress over time using data	39%	69%	50%
We have a theory of action that includes a rationale	50%	51%	**

Why Change?

Table 6
Why Change?

Question	Coaches	Admin.	Teachers
	% Agreed or Strongly Agreed		
I understand why we need to change	72%	97%	**
I think it is important to fundamentally change the work of our district	71%	90%	**
Members of the team are clear about the need to change	67%	84%	**
I am clear about data related to opportunity gap and disproportionality	67%	84%	**
Most administrators in the district believe it is important to fundamentally change the work	67%	77%	35%
My colleagues are clear about the data used to highlight the need to change	*	69%	**
I believe I have a clear understanding of what students currently say about their educational experiences	11%	64%	**
District implements a system-wide framework for using disaggregated data to inform work in closing the achievement gap, reducing dropout rates and improving instruction	11%	48%	**

Constructivist Teaching

Teachers' survey included a strand around constructivist teaching. Table 8 shows the findings for percentages of agreed and strongly agreed responses.

Table 7.
Constructivist Teaching

Question	% Agreed or Strongly Agreed
Students are engaged in activities to develop understanding.	91.5%
Clear expectations define what students should know and be able to do.	86.9%
Student work shows evidence of understanding, not just recall.	82.5%
Students are engaged in active participation, exploration, and research.	81.1%
Students are presented with a challenging curriculum designed to develop depth of understanding.	78.8%
Teachers and students set learning goals and monitor progress.	77.6%
Students produce quality work products.	76.6%
Assessment tasks allow students to exhibit higher-order thinking.	76.2%
Students apply knowledge in real world contexts.	73.8%
The learning focus is competence, not coverage.	65.5%
Teachers utilize the diverse experiences of students to build effective learning experiences.	65.4%
Students present to real audiences.	56.5%



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