**61622-88: Visionary School Leadership**

**Module 3 Assignment:** Analysis of the School Climate Survey

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This analysis of the school climate survey comes from Hanawalt Elementary School, a K-5 building in Des Moines, IA, where I currently teach second grade. Out of 24 certified, non-administrative staff members in my school building, 21 surveys were completed and returned, which is an 87.5% rate of participation.  
 After tabulating the results, the overall average of the 735 responses to each survey item (21 participants responding to all 35 items) was 3.6. This is an indicator that most of the survey participants agreed with most of the items on this survey.  
 The category that scored the highest in this survey was “Unity of Purpose” (Items 4, 10, 17, 25), with a section average score of 4.24. The item that rated the highest overall was Item #10, “Teachers are willing to help out whenever there is a problem.” The median score for this item was 4.48, and the mode was 5, which was also the highest possible score for each item, indicating that a majority of the staff “strongly agree” with that item.

Three items did not fare as strongly. The three items that received the lowest rating are listed in the “Teacher Collaboration” category. The average score for this section was 2.94. I have listed, in descending order, the three lowest-scoring items below.

An Excel document, listing the individual and collective results of the 35-item survey are listed at the end of this analysis.

**Item #15: *Teachers take time to observe each other teaching*.** (Median Score: 2.10)

**Rationale and Obstacles**

While the practice of taking time to observe colleagues teach is highly encouraged in our district, this doesn’t happen much, and I can’t remember when I last heard of anyone in our building taking time off from their own class to observe another teacher, either in our building, or in another. I’m not sure how many would want to observe other colleagues teach, but the biggest obstacle to this being allowed to happen is actually a shortage of substitute teachers. Even within a building, having another teacher, or a released teacher watch over a class is difficult, as those people are already doing extra duties because of the pandemic or because of some student’s poor behavior requires extra supervision.  
 The biggest obstacle I encounter along these lines is that unless I hear of someone doing something that I want to see, I don’t have a big desire push for this. I also feel that I would have spend extra time to prepare for a sub, and perhaps, have someone take over my class who is being forced to do so.

**Item #33: *Teaching practice disagreements are voiced openly and discussed*.** (Median Score: 2.62)

**Rationale and Obstacles**

There are several reasons why disagreements are not openly discussed. As a “union rep”, I often hear of concerns within a building, often about building and classroom climate. Within my grade level team, concerns and disagreements are expressed about directives coming from building and district leadership, and I know this happens in other teams as well. In many leadership team meetings at the building and district level, dissention is discouraged when meeting norms are being agreed to as the meeting begins. Also bringing up disagreements can be seen as being disruptive and making meetings less timely. On a personal level, people also have a fear of bringing up disagreement as to not be seen as selfish, having only one’s own personal agenda in mind, being seen as a complainer, and not being seen as a team player. Leaders at the building and district levels are also emphasizing “being positive”. Disagreeing with a directive, initiative, policy, or practice can also be seen as being negative.

An obstacle I face when it comes down to openly disagreeing with a teaching practice is not contingent on how others see me. Instead it can be phrased in the form of a question, “Is this a battle worth picking?”

**Item #3:  *Teachers have opportunities for dialogue and planning across grades and subjects*.** (Median Score: 3.00)

**Rationale and Obstacles**

Planning across grades and subjects does not happen much because time does not allow it. Because of the variance between hybrid and virtual learning schedules that the pandemic has led us to follow across our district, even grade level teams in our building do not have time to meet. Many years ago, we used professional development time for curriculum mapping. Currently there is no directive or initiative currently encouraging this type of collaboration.  
 An obstacle I would encounter to make this happen is a lack of desire to encourage this to happen unless there is a collective group pushing for this type of collaboration to take place. If that were to happen, then I would want to get involved in the planning process for this professional development opportunity, in the hopes to streamline the process, and to be good stewards of our colleagues’ time.

**Visionary School Leadership – M3 Assignment:** School Climate Survey Results

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