

Keystone Faculty Forum / Survey Results 2007-2008

July 10, 2008

Respondents: 30 total
Launched Date: 05/27/2008
Closed Date: 7/10/08

Keystone is required by its bylaws to hold at least one faculty forum every year to identify concerns of the faculty at University High School. Since the 2006-2007 school year the Executive Council of Keystone has decided to administer this forum at the end of the school year as an online survey. This is a report of the 2007-2008 Faculty Forum online survey.

The survey can be divided into four basic parts. The first section of the survey includes a number of questions designed to determine the effectiveness of Keystone Council for the 2007-2008 school year. These questions are similar to questions asked in the 2006-2007 school year, and since comparison of these results may be beneficial, the 2006-2007 results are also included in this report when applicable. The second section of the survey was designed by the Parent-Teacher Subcommittee in order to generate feedback about Spring Parent teacher conferences. The third part of the survey was developed by the School Development Subcommittee in order to generate feedback about the Required Edline Use Policy that was implemented for faculty in the 2007-2008 school year. The final question of the survey was developed by the School Development Subcommittee in order to help generate feedback regarding the school's vision for graduating seniors.

Questions Summary

Questions 1-6: The Efficacy of Keystone

1. Are you currently serving on the Keystone Council or a Keystone Council subcommittee?
2. Please rate Keystone's effectiveness in
 - o Articulation and Support of the lab schools' mission
 - o Clinical Field Experiences
 - o Personnel Matters
 - o School Development (such as curriculum, professional development)
 - o Discipline, student conduct and school climate
 - o Codification of internal policies and procedures
 - o Communication
3. Please add any comments you have about Keystone's effectiveness
4. Do you feel that Keystone empowers faculty...
5. Does Keystone address student learning issues?
6. Are there any questions or additional feedback you would like addressed in terms of the purpose or the effectiveness of Keystone Council?

Questions 7-16 Parent Teacher Conferences

7. Before spring conferences, did you contact any parents of students who were having difficulty in your course and invite them to schedule a conference?
8. If you answered "yes" to the question above how many appointments did you make?
9. How many parent contacts resulted in a scheduled conference?
10. Overall, do you find the current format of spring conferences satisfactory?
11. Does the current format of spring conferences allow for the opportunity to address the needs of your students?
12. Which of the following formats would you prefer?
13. Which of the following formats would you prefer for spring parent teacher conferences?
14. Do you consider the mid-March date of parent-teacher conferences:
15. Which of the following concerns do you share:
16. Do you have any other comments about parent teacher conferences?

Questions 17-20 Edline Use

17. Did you use Edline prior to the initiation of the Required Edline Use policy?
18. What aspects of the Online Grade Reporting that are beneficial?
19. Do you share any of the following concerns about Online Grade Reporting?
20. Do you have any more comments or suggestions about Online Grade Reporting?

Question 21: Essential Qualities of the U-High Graduate

21. This year the School Development Subcommittee is revising the "Essential Qualities of a U-High Graduate." What are some of the qualities you think should be added, maintained or developed in this document? In other words: what qualities and skills are the most essential in U-High graduates?

1. Are you currently serving on the Keystone Council or a Keystone Council subcommittee?

2008 Responses:

RESPONSES	YES	NO
Number of Responses	9	21
Percentage	30%	70%
Total Respondents: 30		

2007 Responses:

RESPONSES	YES	NO
Number of Responses	12	19
Percentage	39%	61%
Total Respondents: 31		

2. Please rate Keystone's effectiveness in each of the following areas:

Articulation and Support of the lab schools' mission:

2008 Responses:

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	10	17	3	0	0
Percentage	33%	57%	10%	0%	0%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	5	21	5	0	0
Percentage	16%	68%	16%	0%	0%
Total Responses: 31					

Clinical Field Experiences:

2008 Responses:

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	13	14	3	0	0
Percentage	43%	47%	10%	0%	0%
Total Responses: 30					

2007 Responses:

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	6	20	5	0	0
Percentage	19%	65%	16%	0%	0%
Total Responses: 31					

Personnel Matters:

2008 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	5	15	7	1	2
Percentage	17%	50%	23%	3%	7%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	1	16	11	0	2
Percentage	3%	53%	37%	0%	7%
Total Responses: 30					

School Development (such as curriculum, professional development):

2008 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	6	17	5	1	1
Percentage	20%	57%	17%	3%	3%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	2	15	8	4	2
Percentage	6%	48%	26%	13%	6%
Total Responses: 31					

Discipline, student conduct and school climate:

2008 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	6	14	9	1	0
Percentage	20%	47%	30%	3%	0%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	2	17	8	3	1
Percentage	6%	55%	26%	10%	3%
Total Responses: 31					

Extracurricular activities:

2008 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	3	15	11	1	0
Percentage	10%	50%	37%	3%	0%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	2	13	14	0	2
Percentage	6%	42%	45%	0%	6%
Total Responses: 31					

Codification of internal policies and procedures:

2008 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	7	17	4	1	1
Percentage	23%	57%	13%	3%	3%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	5	17	7	2	0
Percentage	16%	55%	23%	6%	0%
Total Responses: 31					

Communication with faculty:

2008 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	7	16	5	1	0
Percentage	24%	55%	17%	3%	0%
Total Responses: 30					

2007 Responses

RESPONSES	Very Effective	Effective	Neutral	Ineffective	Very Ineffective
Number of Responses	11	10	9	0	1
Percentage	35%	32%	29%	0%	3%
Total Responses: 31					

3. Please add any comments you have about Keystone's effectiveness.

- The work of the School Development committee is crucial and needs to become a priority.
- Has everyone met core expectations in terms of serving on committees?
- Keystone needs to get involved in the hiring practices. The hiring process needs to be consistent. The way it's being done now is totally at random. Some people are just handed jobs while others are made to jump through a million hoops to get the job. People are refusing to serve on search committees because it is a waste of time and no one cares about their opinion. It's time for something to be done.
- I think this year has proven the complete ineffectiveness of Keystone. There have been many issues and few meetings. I think it is time to re-examine Keystone. It certainly does not do what it was set up to do.
- If I had not shared an office with a Keystone member I would have leard very little about what the committee was up to this year. I thought communication was very poor this year. Very little of value was ever said at the information sessions held at faculty meetings. Maybe you just didnt accomplish anything of value this year to talk about.

Total Respondents 5
(skipped this question) 25

4. Do you feel that Keystone empowers faculty and staff enabling them to be a part of the decision making body at University High School?

RESPONSES	YES	NO
Number of Responses	26	3
Percentage	90%	10%
Total Respondents: 29		

5. Does Keystone address student learning issues?

RESPONSES	YES	NO
Number of Responses	21	8
Percentage	72%	28%
Total Respondents: 29		

6. Are there any questions or additional feedback you would like addressed in terms of the purpose or the effectiveness of Keystone Council?

- The communication procedures articulated in the by-laws need to be followed (i.e. call for agenda items, distribution of minutes)
- I think having Keystone makes people believe there is input in decision making, but there really isn't.

Total Respondents 2
(skipped this question) 28

7. Before spring conferences, did you contact any parents of students having difficulty in your classes and invite them to schedule a conference?

RESPONSES	YES	NO
Number of Responses	16	14
Percentage	53%	47%
Total Respondents: 30		

8. If you answered “yes” to the question above, how many contacts did you make?

RESPONSES	One	Two	Three	Four	Five
Number of Responses	5	3	1	2	1
Percentage	33%	20%	7%	13%	7%
Total Responses: 15					

Other (please specify): I did not specifically contact parents re: spring conferences, but I have been in contact throughout the year with several parents

9. How many parent contacts resulted in a scheduled conference?

RESPONSES	One	Two	Three	Four	Five
Number of Responses	7	2	2	0	3
Percentage	44%	12%	12%	0%	19%
Total Responses: 16					

Other (please specify): 0 (three similar responses)

10. Overall, do you find the current format of SPRING parent-teacher conferences satisfactory?

RESPONSES	YES	NO
Number of Responses	22	6
Percentage	76%	21%
Total Respondents: 29		

If "no," please elaborate on why: They are not well attended

11. Does the current format of SPRING parent teacher conferences allow for the opportunity to address the needs of your students?

RESPONSES	YES	NO
Number of Responses	23	5
Percentage	77%	17%
Total Respondents: 29		

If "no," please elaborate on why: If they were earlier we could solve some issues before they become bigger problems.

12. Which of the following formats would you prefer?

RESPONSES	Conference with student present	Conference without student present
Number of Responses	17	9
Percentage	65%	35%
Total Respondents: 26		

13. Which of the following formats would you prefer for SPRING parent teacher conferences?

RESPONSES	Open Format (lounge)	Open format w/ appointments	Private format without appointments	Private format w/ appointments	Scheduled staffing for at-risk students
Number of Responses	2	3	0	14	10
Percentage	7%	11%	0%	50%	36%
Total Responses: 28					

14. Do you consider the mid-March date of parent-teacher conferences to be:

RESPONSES	Too early	Too late	About the right time
Number of Responses	1	11	18
Percentage	3%	37%	60%
Total Respondents: 30			

15. Which of the following concerns do you share about the current spring parent teacher conference format?

RESPONSES	Format is inefficient	Required attendance for faculty (w/ no scheduled appointments)	Can not meet with enough parents	I have no problems with the current format
Number of Responses	9	14	1	8
Percentage	32%	50%	4%	29%
Total Responses: 28				

16. Do you have any other comments about parent teacher conferences?

- Appointments allow for adequate preparation for the meeting.
- Personally, I like the open format in the fall and individual conferences in the spring.

Total Respondents 2
(skipped this question) 28

17. Did you use Edline prior to the initiation of the Online Grade reporting policy?

RESPONSES	YES	NO
Number of Responses	22	7
Percentage	76%	24%
Total Respondents: 29		

18. What aspects of the Online Grade Reporting Policy do you find to be positive?

RESPONSES	Effective communication with parents	Reduces communication with parents
Number of Responses	9	14
Percentage	32%	50%
Total Responses: 23		

Other, please specify:

- Personal accountability
- Students are more aware of their standing
- Still believe a personal phone call to parents to be effective

19. Do you share any of the following concerns about the Online Grading Policy?

RESPONSES	Lack of technical support	Posting frequency	Parental confusion	Lack of direct connection to Skyward
Number of Responses	1	4	1	1
Percentage	6%	24%	6%	6%
Total Responses: 17				

20. Do you have any more comments or suggestions regarding the Online Grade Reporting Policy?

- Parents are very appreciative and I find using Edline does foster student responsibility.
- Question - when and how are parents informed about Edline?
- The real question is if there is a better way to ensure that the grades get communicated and the tool is used. I think that the system itself can sometimes result in unfair pressure being put on students...I had an A+ student who had trouble with the first exam of the year get grounded for three weeks.
- It would be nice if all pieces were linked. We should enter grades once, not three times in three places.
- Teachers should update weekly.
- EdLine is great!
- Needs to be monitored and teachers need to be held accountable if they do not follow policy. Needs to be consistent.
- Would like to move to Skyward grade reporting system (like Unit 5). The software is relatively inexpensive, and technically would not require much training.

Total Respondents 7

(skipped this question) 23

21. This year the School Development Subcommittee is revising the "Essential Qualities of a U-High Graduate." What are some of the qualities you think should be added, maintained or developed in this document? In other words: what qualities and skills are the most essential in U-High graduates?

- Critical thinking, personal accountability, civility
- Critical thinkers ... articulate speakers ... accomplished writers in expressive and expository modes ... active listeners ... good citizens ... literate (numeracy, technologically, etc.)
- To be able to leave U-high equipped to handle the pressures and expectations of the "outside world".
- I believe personal and social responsibility should be a part of qualities.
- Responsibility for self
- Kindness
- Honesty
- Creativity
- Professionalism
- Efficient time management
- Respectful
- I need some time to process this. i will get back to the committee with my suggestions.
- Independent thinker and problem solver (ability to apply classroom skills and knowledge to real life situations); Lifelong learner
- Technology, problem solving, critical thinking, responsible, ethical.
- Don't think that this has very many practical uses.
- Respect, responsibility, critical thinking, common sense, good work ethic - computer skills, research skills, communication skills, group work skills
- Good to be self-directed individuals but should also be involved in community service. Many of our students do both already. Better when we inspire students to do such but it loses something when such activities are mandated.
- Typing

Total Respondents 12

(skipped this question) 18