

FSE Teacher Feedback: 2020-2021

		At the end of the 20-21 school year, how long have you worked in AGSD?				FSE Weighted Average	AGSD Weighted Average
		1-5 years (3)	6-10 years (0)	11-20 years (10)	21+ years (9)		
Focus Direction	AGSD's mission is clear	3.00		3.10	2.89	3.00	3.28
	AGSD's mission drives its action	3.00		3.11	2.78	2.95	3.13
	AGSD uses a small number of clear goals that are tied to student learning	3.00		2.78	2.78	2.81	2.96
	AGSD uses a small number of clear goals that are tied to student behavioral and emotional growth	3.00		2.56	2.67	2.67	2.60
	Decision-making is clearly connected to AGSD's articulated goals and evidence of student needs	2.67		2.70	2.56	2.64	2.73
	AGSD's goals are connected to a clear strategy	2.67		2.67	2.78	2.71	2.90
	AGSD's goals and strategies are shared by administrators with building stakeholders	2.33		2.70	2.44	2.55	2.88
	AGSD's goals and strategies are known by building teachers	2.33		2.60	2.33	2.45	2.76
	AGSD's goals and strategies are understood by caregivers	1.67		2.57	2.25	2.28	2.50
	Information communicated by district administration is clear	2.33		3.00	2.67	2.77	2.97
Information communicated by building administration is clear	2.33		2.90	2.33	2.59	2.88	
Collaborative Cultures	A growth mindset underlies AGSD's culture	3.33		2.90	2.67	2.86	2.99
	Trust underlies AGSD's culture	2.67		2.67	2.22	2.48	2.51
	Shared responsibility for student success underlies AGSD's culture	3.33		2.80	2.33	2.68	2.77
	Innovation and action are encouraged throughout AGSD	3.33		2.89	2.56	2.81	2.94
	A teacher's individual strengths and talents are encouraged and fostered	3.00		2.44	2.11	2.38	2.60
	Administrators model learning and support a learning culture	2.67		2.22	1.89	2.14	2.67
	Teachers model learning and support a learning culture	3.33		3.00	3.44	3.24	3.28
	Administrators and teachers learn and problem-solve together	2.67		2.00	2.00	2.10	2.54
	Collaborative inquiry is present in formal groupings and structures	3.00		2.71	2.22	2.53	2.65
	Collaborative inquiry is present in informal groupings and structures	3.00		3.00	2.22	2.63	2.83
	A common knowledge base exists to support meaningful change	3.00		2.88	2.33	2.65	2.68
	A common skill-set exists to support meaningful change	3.00		3.00	2.44	2.75	2.72
	All teachers are engaged in a cycle of learning	3.00		2.70	3.00	2.86	2.71
Collaborative teams are intentionally developed and supported	3.00		2.70	2.67	2.73	2.77	
Collaborative teams establish goals and plans that support student learning	3.33		2.78	2.89	2.90	2.90	
Deepening Learning	Learning targets for students are clear and drive instruction	3.33		3.10	3.33	3.23	3.30
	Learning targets are focused on real-life problems and transferable skills	3.33		3.00	3.11	3.11	2.93
	Learning targets are comparable across classrooms for different groups of students	3.00		3.14	3.22	3.16	3.06
	Learning targets are identified and adapted to the individual needs of students	3.00		3.00	3.11	3.05	2.79
	Evidence of learning is collected in an ongoing manner	3.33		3.00	3.11	3.10	3.24
	Evidence of learning is used to drive instructional decisions and practices	3.00		3.00	2.89	2.95	3.07
	Students are actively engaged in their own learning through personal goals, plans and reflection	2.00		2.56	2.78	2.57	2.74
	All students are expected to learn and grow	3.33		3.20	3.33	3.27	3.31
	Teachers have access to the data needed to drive instruction	3.00		3.20	3.33	3.24	3.23
	Evidence is gathered to support the behavioral and social-emotional needs of individual students	2.67		2.67	2.44	2.57	2.66
	Resources for teachers are aligned to the curriculum in each course	3.00		2.80	3.11	2.95	3.04
	A common understanding of instructional expectations is present	3.33		3.00	2.89	3.00	3.04
	Instructional practices that are evidence-based have been identified and incorporated into professional learning	3.00		2.90	2.89	2.91	3.07
Professional learning is relevant and aligned to each teacher's professional needs	2.67		2.30	2.67	2.50	2.56	