

OurSCHOOL

Teacher Survey

A Model of Teaching Focused on Learning

The OurSCHOOL Teacher Survey is an effective tool to gather reliable insight from teachers and further increase school effectiveness. This online survey instrument allows teachers to give their input into school improvement initiatives in an anonymous manner.

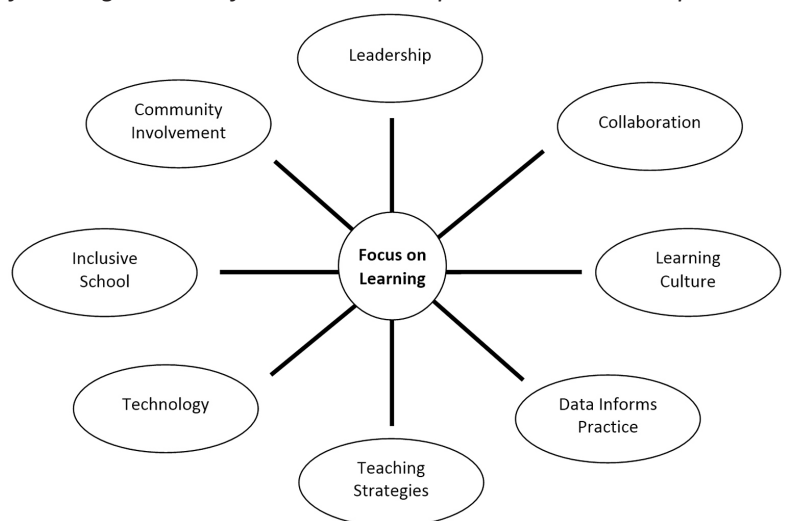
The OurSCHOOL Teacher Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is “effective schools” research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. Research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm relates to dimensions of classroom and school practices and is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals and it leads participants to achieving those goals in incremental steps. The Outward Bound model is described in John Hattie’s book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter’s model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

The OurSCHOOL Teacher Survey was created by The Learning Bar , based on the work by founder Dr. J. Douglas Willms. Dr. Willms is widely known internationally for his work on the development of educational monitoring systems, including the *Programme for International Student Assessment (PISA) of the Organisation for Economic Cooperation and Development*.

A Planning Tool

The planning tool includes eight measures, shown to the right. These measures assess the traditional aspects of classroom and school effectiveness for which there is strong evidence of their effects on student achievement. The OurSCHOOL Planning Tool differs from traditional assessments in that the requirement for challenging and visible learning goals, and the three key features of the model of teaching, are embedded within each of the eight measures.



The OurSCHOOL model requires schools to present **challenging and visible learning goals** for students. Teachers enable students to achieve these learning goals through:

1. An intentional transfer of skills and knowledge through **planned learning opportunities**;
2. **Quality feedback** that guides students' efforts and attention; and,
3. **Support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self esteem, lack of perseverance, poor help-seeking behaviors).

Implementation

To ensure anonymity, teachers are provided with a random user name and password. It could be completed as part of a PD session or staff meeting, for example. Data suppression measures are used to ensure teacher anonymity.

Schools can create two additional Multiple-Choice Questions (MCQs) and two additional Open-Ended Questions (OEs) of their own. The survey is accessed online and it takes approximately 27 minutes to complete. School created MCQs and OEs would add to that time.

How will the data be provided to schools?

The reports provide a summary “radar” chart that shows a school’s average scores on a ten-point scale for the 8 measures. For example, the chart for this school indicates that it has relatively high scores on “leadership” and “data informing practice,” but low scores on “use of technology” and “collaboration.”

Following this chart, the report shows the mean scores for each measure and for each question. The distribution of Teachers’ average scores for each measure is shown with a box-plot. The report also compares the school’s results with the district average.

The reports are available within two days of the survey closing.

What is the intended use of the data? Who is it intended for?

Schools, Principals, or School Coordinators will use this as a planning tool to focus on the development of effective professional learning strategies that meet the needs of teachers to improve student learning outcomes.

