

Synopsis P16 Post-Summit Online Survey April 2013

The P-16 Consortium has certainly has captured people's interest: 103 of the 283 individuals who received the post-Summit online survey responded to it. That's just over a 36% response rate. Here's what they said:

Is there a clear mission/vision?

Overall, the April 10 P-16 Educational Leadership Summit attendees felt the Consortium has a clear mission/vision (76.8%), and 51.7% felt that about the Task Forces.

Those rates increased among those who actually have been working on a Task Force, with 82.6% of Task Force members feeling the Consortium has a clear mission/vision, and 78.3% feeling that way about their Task Forces.

Breaking down into key subgroups within the overall April 10th Summit attendees:

- The K-12 group most strongly felt there is a clear mission/vision for the Consortium (88.6%), and the Task Forces (60.5%);
- followed by Schools of Ed., Consortium (71.4%), Task Forces (57.1%),
- and Higher Ed., Consortium (61%), Task Forces (42.1%).

Is there a Clear Mission/Vision for the P-16 Consortium and Task Forces?

<u>All</u>	Y	N	N/A
Consortium	76.8%	16.2%	7.1%
Task Forces	51.8%	19.1%	29.2%
<u>Task Force Teams</u>	Y	N	N/A
Consortium	82.6%	17.4%	0.0%
Task Forces	78.3%	17.4%	4.3%
<u>K-12 All</u>	Y	N	N/A
Consortium	88.6%	4.5%	6.8%
Task Forces	60.5%	15.8%	23.7%
<u>Higher Ed</u>	Y	N	N/A
Consortium	61.0%	31.7%	7.3%
Task Forces	42.1%	26.3%	31.6%
<u>Schools of Ed</u>	Y	N	N/A
Consortium	71.4%	28.6%	0.0%
Task Forces	57.1%	14.3%	28.6%

What is that mission/vision?

When asked what the mission/vision was, most responses followed this pattern:

- Provide clear objectives for school to college to workforce
- To create a seamless educational experience for all students P16
- To improve communication, work together, from P-16

How well is work progressing?

On a scale of 1 (low) to five (high),

Among general Summit attendees, 44.4% gave a **3** to the Consortium's progress, 31.3% gave a **4**, and 7.1% a **5**. Regarding Task Force progress, 26.6% gave a **3**, 28.7% a **4**, and 7.4% a **5**.

Actual Task Force members judged Consortium progress as:

33.3% a **3**, 41.7% a **4**, and 12.5% a **5**

Regarding Task Force progress, 20.8% gave a **3**, 58.3% a **4**, and 12.5% a **5**.

Broken into K12, Higher Ed., and Schools of Ed. subgroups:

K-12: 39.6% gave Consortium progress a **4** or **5**.

34.9% gave a **4** or **5** to Task Force progress.

Higher Ed: 35.7% gave Consortium progress a **4** or **5**; 36.8% gave Task Force progress a **4** or **5**.

Schools of Ed: 37.6% gave Consortium progress a **4** or **5**; 42.9% gave Task Forces a **4** or **5**.

On a scale of 1 (low) to 5 (high), how well do you feel work is progressing on:

All	1	2	3	4	5	N/A
Consortium	0%	8.1%	44.4%	31.3%	7.1%	9.1%
Task Forces	0%	9.6%	26.6%	28.7%	7.4%	27.7%
<u>Task Force Teams</u>	1	2	3	4	5	N/A
Consortium	0%	12.5%	33.3%	41.7%	12.5%	0%
Task Forces	0%	8.3%	20.8%	58.3%	12.5%	0%
<u>K-12</u>	1	2	3	4	5	N/A
Consortium	0%	9.3%	44.2%	32.6%	7.0%	7.3%
Task Forces	0%	14.0%	25.6%	27.9%	7.0%	25.6%
<u>Higher Ed</u>	1	2	3	4	5	N/A
Consortium	0%	4.8%	50.0%	28.6%	7.1%	9.5%
Task Forces	0%	5.3%	28.9%	28.9%	7.9%	28.9%
<u>Schools of Ed</u>	1	2	3	4	5	N/A
Consortium	0%	12.5%	50.0%	25.0%	12.5%	0%
Task Forces	0%	0%	42.9%	28.6%	14.3%	14.3%

What is going well with the P-16 Consortium?

Generally, responses to what is going well with the P-16 Consortium fell along these lines:

- Everyone is at the table
- Sharing information
- Communication of ideas and concerns
- You can see momentum building, greater interest and involvement from all sectors
- Positive attitude, shared resources

What is going well with the Task Force Teams?

Overall, Summit respondents felt they did not know enough to say. But among Task Force team members themselves, responses included these:

- Understanding the pre-service to in-service teacher education continuum
- Successfully inaugurated the database of partnerships
- Learning more about the needs of P12 and higher education
- Mostly, except for a last minute coup by one of the members (Jane's note: ?!)
- Networking and getting a shared understanding of APPR and edTPA demands
- Core dedicated members of the task force

What could be done better?

In general, comments about providing more time, more meetings, more communication, more awareness, more specificity, more action prevailed.

Other thoughts included the need for dialogue about Common Core and testing initiatives and getting education's voice heard by policy makers.

Parent and business/industry involvement, Pre-K and legislative involvement, and expanding the initiative beyond our immediate region also were suggested.

Is it worth the time?

When asked if the P-16 initiative has been a productive use of time, 52% of general Summit attendees said YES regarding the Consortium, and 42.9% said SOMEWHAT. 54.9% said YES regarding the Task Forces, and 33.8% said SOMEWHAT.

Among actual members of Task Forces, 62.5% said YES, the Consortium has been a productive use of time, and 42.9% said SOMEWHAT. Regarding the Task Forces, 68.2% said YES, 22.7% said SOMEWHAT.

Broken into K12, Higher Ed., and Schools of Ed. subgroups, Schools of Ed. felt most strongly that the Consortium has been a productive use of time, with 62.5% saying YES, and 25% saying SOMEWHAT. The percentage jumps even higher when asked whether the Task Forces have been a productive use of time, with 83.3% saying YES and 16.7% saying SOMEWHAT.

K-12 respondents said YES (54.8%) and SOMEWHAT (45.2%) to the Consortium, and 48.3% said YES and 48.3% SOMEWHAT regarding the Task Forces.

Higher Ed. respondents said YES (48.8%) and SOMEWHAT (39.5%) to the Consortium, and 54.8% YES and 25.8% SOMEWHAT to the Task Forces.

Has this initiative been a productive use of your time?

All	Yes	Somewhat	No
Consortium	52.0%	42.9%	5.1%
Task Forces	54.9%	33.8%	11.3%

Task Force Teams	Yes	Somewhat	No
Consortium	62.5%	33.3%	4.2%
Task Forces	68.2%	22.7%	9.1%

K-12	Yes	Somewhat	No
Consortium	54.8%	45.2%	0%
Task Forces	48.3%	48.3%	3.4%

Higher Ed	Yes	Somewhat	No
Consortium	48.8%	39.5%	11.6%
Task Forces	54.8%	25.8%	19.4%

Schools of Ed	Yes	Somewhat	No
Consortium	62.5%	25%	12.5%
Task Forces	83.3%	16.7%	0%

Do you feel you are part of 'the Team'?

Those who have been active with Task Forces were most likely to feel they were part of 'the team': 33.3% said YES and 54.2% said SOMEWHAT regarding the Consortium, and 39.1% said YES, and 56.5 % said SOMEWHAT regarding the Task Forces. The other response and category ranges are depicted below:

Do you feel you are an integral part of the team?

All	Yes	Somewhat	No	N/A
Consortium	12.8%	37.2%	26.6%	23.4%
Task Forces	16.3%	29.1%	17.4%	37.2%

<u>Task Force Teams</u>	Yes	Somewhat	No	N/A
Consortium	33.3%	54.2%	8.3%	4.2%
Task Forces	39.1%	56.5%	0%	4.3%

<u>K-12</u>	Yes	Somewhat	No	N/A
Consortium	15.0%	40%	22.5%	22.5%
Task Forces	19.4%	30.6%	16.7%	33.3%

<u>Higher Ed</u>	Yes	Somewhat	No	N/A
Consortium	15.0%	35%	32.5%	17.5%
Task Forces	18.4%	21.1%	23.7%	36.8%

<u>Schools of Ed</u>	Yes	Somewhat	No	N/A
Consortium	11.1%	55.6%	33.3%	0%
Task Forces	25%	37.5%	12.5%	25%

Would you commit to continuing?

A very high percentage of respondents across all groups vowed they would commit to continuing within the Consortium, ranging from 75% YES among Higher Ed and Schools of Ed., and 75.9% among general Summit attendees. The YES response was highest among Task Force team members (95.7%), followed by the K-12 community (84.8%)

Nearly all Task Force team members (90.9%) said they would continue on as a member of a Task Force, followed by 66.7% of the K-12 Community, 58.2% of general Summit attendees, 57.1% in the Higher Ed. community, and 50% in the Schools of Ed. community.

Would you personally commit to continuing as a member of:

<u>All</u>	Yes	No	N/A
Consortium	75.9%	6.9%	17.2%
Task Forces	58.2%	6.3%	35.4%

<u>Task Force Teams</u>	Yes	No	N/A
Consortium	95.7%	4.3%	0%
Task Forces	90.9%	4.5%	4.5%

<u>K-12</u>	Yes	No	N/A
Consortium	84.8%	0%	15.2%
Task Forces	66.7%	0%	33.3%

<u>Higher Ed</u>	Yes	No	N/A
Consortium	75%	15%	10%
Task Forces	57.1%	14.3%	28.6%

<u>Schools of Ed</u>	Yes	No	N/A
Consortium	75%	0%	25%
Task Forces	50%	0%	50%

What's the end vision?

Several respondents said they did not know, including one who said, "I have absolutely no idea what the goals are of this activity."

Several respondents said there is no end vision, that the Consortium represents an ongoing continuum of improvement. Others were more specific:

- Coordinating the efforts of P16 education to produce all sorts of tools to improve the education of students
- Collaboration
- Coordinating preparedness from both secondary and college perspectives
- Creating sustainability
- Quality teachers who generate academic gains for children

What's the next step?

Many said they did not know. Many said they wanted more meetings, not just task forces, but large groups, with time for debriefing and troubleshooting. More conversations. Involve more people. Address Common Core. Partnerships. More discussion. Continued work and collaboration. Dissemination of information. Completion of the database.

Are there issues to be addressed to ensure future success?

When asked whether there are issues to be addressed to ensure the success of the Consortium moving forward,

YES responses were highest among the K-12 respondents (60%), followed by Higher Ed. (51.4%); Task Force Team members (50%), general Summit attendees (48.2%), and Schools of Ed. (44.4%).

Roughly 30-40% of respondents said they did not know.

<u>All</u>	Yes	No	Don't Know
	48.2%	12%	39.8%
<u>Task Force Teams</u>	Yes 50%	No 9.1%	N/A 40.9%
<u>K-12</u>	Yes 60%	No 8.6%	N/A 31.4%
<u>Higher Ed</u>	Yes 51.4%	No 16.2%	N/A 32.4%
<u>Schools of Ed</u>	Yes 44.4%	No 11.1%	N/A 44.4%

All of respondent comments about issues that need to be addressed are listed below (these are unedited/unredacted):

- 1 The entire purpose of the Consortium cannot be to prepare for the Summit
- 2 Parents of all socio-economic backgrounds need to be part of the partnership.
- 3 More specific goals to summits
- 4 implementation and communication

5 We can't just blindly follow what we are told to do. As a unified professional organization, we should have a voice in how teachers are prepared, trained and evaluated. We need to work together on that task. There are many challenges that face us, but so far, we have faced them all on our own and then "told" the other group about them. A unified whole is a dream.

6 Allowing participants to "attend" through phone or skype meetings, sometimes travel to face to face meetings is time prohibitive. Phone meetings have made it possible for me to remain connected and active.

7 an uncertain

8 I felt that there was an assumption that people were in agreement as to the value of the Common Core and associated testing initiatives. I do not think that that consensus existed.

9 Long term sustainability

10 Clear defined ways to sustain our work.

11 Parent involvement

12 The consortium cannot work from the position that everyone is supportive of the CCS and the current state of assessment. There are legitimate concerns about both, particularly from faculty and administrators at the post-secondary level. The dialogue needs to be more open.

13 Evaluation of college professors

14 It seems that less talking and more doing would be a good way to build confidence in the group's mission.

15 more direction/clarity from the state

16 Clear goals, less posturing. Better understanding that the higher ed participants have little market reason to cooperate with one another.

17 Increasing membership and partnerships with business.

18 Consistency, communication, and accountability

19 More time for dialog with other attendees. Use the task force to facilitate a number of discussions or tasks rather than lecture. Use the intellectual capacity of all the people in the room. The partnership time afforded that.

20 The consortium would benefit from being more integrated into the fabric of other PM groups such as IDAB, SEAC and post-secondary meetings of similar natures to get communication going.

21 As I stated above, we need to put more focus on the younger grades, filling in the gaps.

22 Degree options for students not capable of passing Regents but not eligible for Alternative Assessments

23 Funding and specific actions.

24 Hugely busy with changes at higher ed. and P-12 when communication is most important.

25 Clarity of purpose and a commitment from schools, colleges and universities to take on what is recommended.

26 See previous responses. Also, although I understand why some favor using colored markers, chart paper, drawings, etc., I feel this takes away from time for conversation and takes away from some of the seriousness of the conversation

27 the annual summit needs more focus and clarity for all of the individuals who are not members of the task forces

28 Higher Ed needs to have a better understanding of what goes on in schools and what students are taught prior to college, and vice versa.

29 Finding venues to break the cultural divide between P-12 and college educators.

30 More of a focus on pre-k and primary grades. It is shortsighted that we do not pay more attention and provide more resources to students at this age.

31 Focus on students as individuals not as a collective whole.

32 Collaborations with all stakeholders.

33 Growth needs structure. Needs committee structure with strong leaders who can facilitate meetings and project manage. K-12 voice cannot be lost. WNY College Connection needs to be a partner, not a lead.

34 As stated above, legislators are the ones making the laws that educators often find troublesome. They need to be brought into the discussion, not simply labeled as the bad guys who lack the expertise to set education policy.

35 Leadership for communicating initiatives, meetings, etc.

36 What is its mission. What are its concrete goals? What is it really trying to accomplish?

37 There needs to be some sort of virtual space to share resources and brainstorm ideas together. Some of the other participants who I spoke with at the summit would love to exchange ideas, sample lesson plans, sample student papers, etc. online, and to be able to collaborate with all of the partnerships that were mentioned, but there doesn't feel like there is a space or place within which to make that happen.

38 What effects over education will play on the existing/future manufacturing jobs that will be available for our students.

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