2021-2022 Curriculum and Instruction Survey for Teachers

Results and Analysis

Hewlett-Woodmere Public Schools

School Year: 2021-2022



Overview of the Study

Hewlett-Woodmere Public Schools (HWPS) asked teachers to share their perceptions on topics regarding curriculum and instruction. Topics included:

- Overall Preparation
- Academic Support
- Student Support
- Social-Emotional Learning Support
- Information and Resources
- Technology Resources
- Progress and Assessments
- Growth Mindset
- Self-Management

The survey was open February 7 - 28, 2022.

Email invitations with unique survey links were sent to all teachers. Reminders were sent on Feb. 10, 15, 18, 22, and 28.

This report summarizes district-level survey results and includes year to year trending data with the 2018-2019 and 2020-2021 survey administrations, where available. This survey was not administered in the 2019-2020 school year.

Results do not reflect random sampling; therefore, they should not be generalized to all HWPS teachers.

Findings for each item in the report exclude participants who did not answer. Percentages may not total 100 due to rounding.



Key Insights and Summary

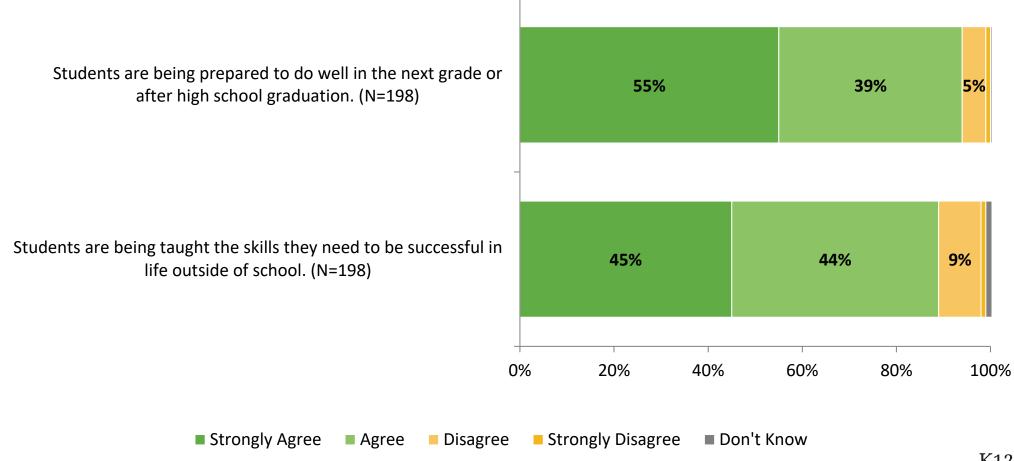
- Overall, 94% of participating teachers strongly agreed or agreed that students are being prepared to do well in the next grade or after graduation and 89% said students are being taught the skills they need to be successful in life outside of school.
- Overall, 95% of participating teachers strongly agreed or agreed that teachers make it clear to students that bullying is not tolerated. When asked questions regarding the reporting of bullying, 83% of teachers said students would tell them if they're being bullied in their class; a 5-percentage point increase from last school year (78%), and 78% of teachers said students would tell them when other students are being bullied; also, a 5-percentage point increase from last school year (72%).
- Within the dimension of Professional Development, 85% percent of participating teachers strongly agreed or agreed that professional development experiences helped them implement practices to support the well-being of their students. Additionally, 80% of teachers said that professional development helped them understand how self-care benefits their students. Furthermore, within the Social-Emotional Learning dimension, 90% of teachers strongly agreed or agreed their school provides professional development in social-emotional learning; a 5-percentage point increase from last school year (85%).
- Within the dimension of Information and Resources there was a 5-percentage point decrease in agreement that teachers' subject content is consistently implemented across the district and an 8-percentage point decrease in agreement that teachers and staff work collaboratively across the district. It would be beneficial to explore perception on opportunities for communication and collaboration within schools and across in the district.
- Several items within the dimension of Self-management saw decreases in favorable responses from the 2020-2021 survey administration. For example, the item 'students are rarely distracted by their peers' decreased from 43% to 31% and 'students can appropriately manage their time' decreased from 56% to 48%.

DRAFT – FOR DISCUSSION ONLY

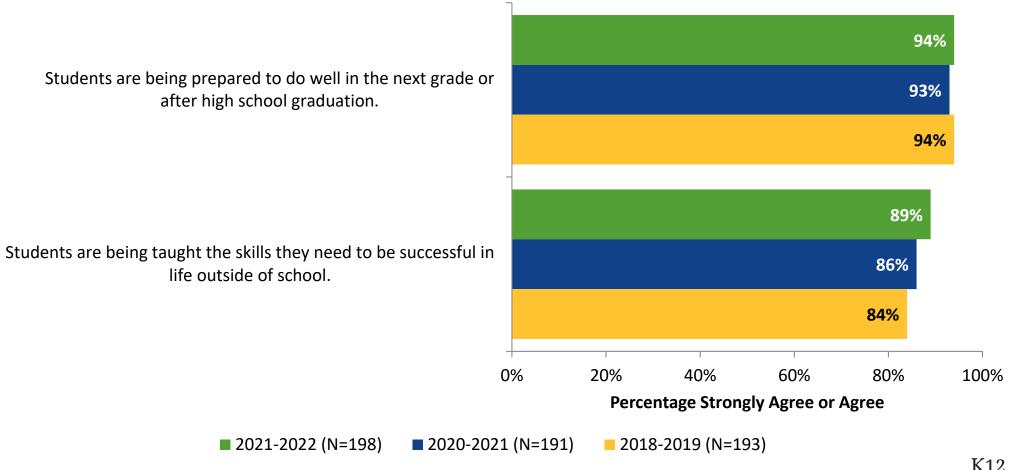
Participation

Survey Year	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	
2021-2022	483	198	41%	
2020-2021	313	192	61%	
2018-2019	308	194	63%	

Overall Preparation

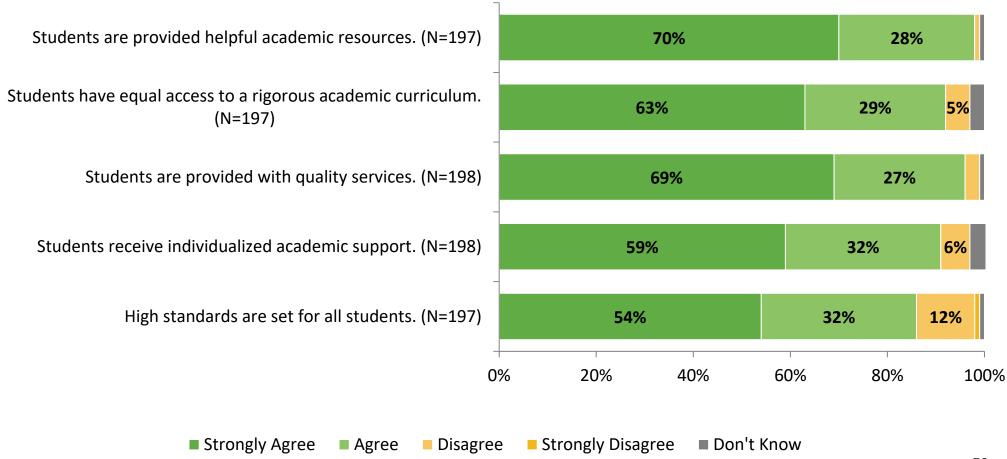


Overall Preparation: Comparison Over Time



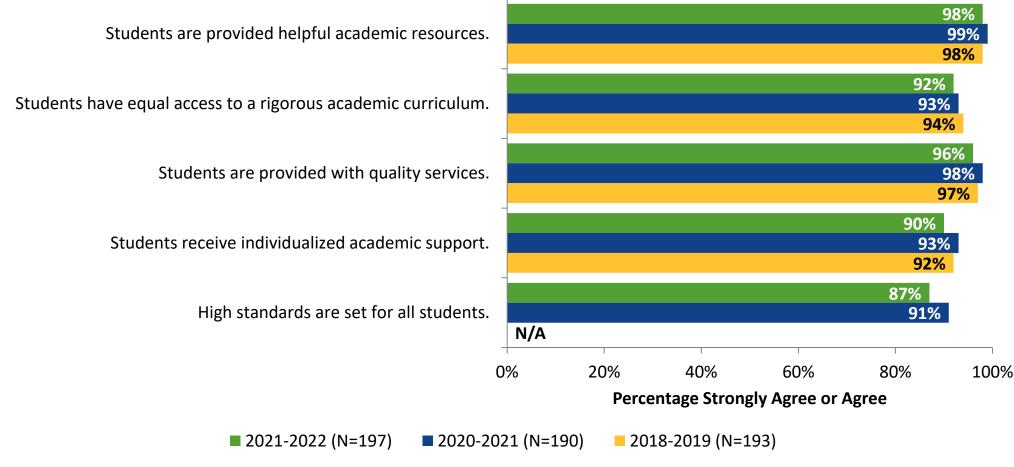


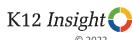
Academic Support





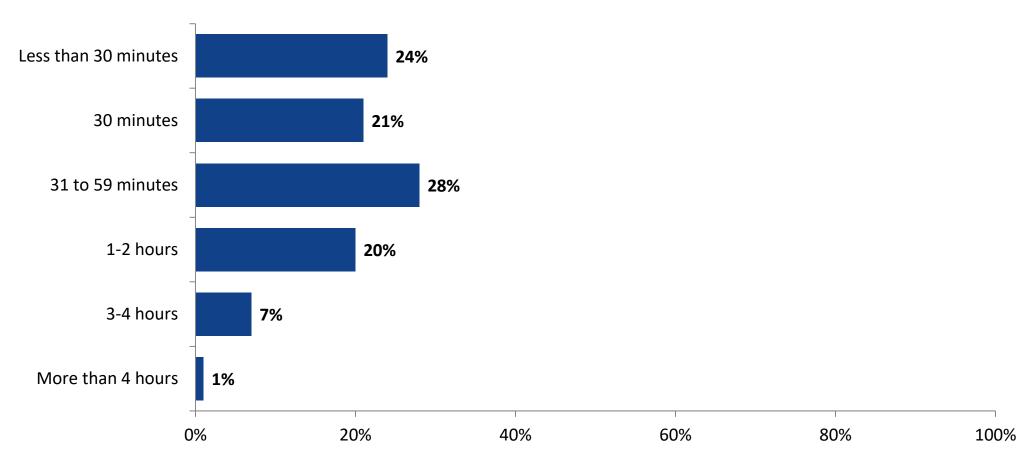
Academic Support: Comparison Over Time



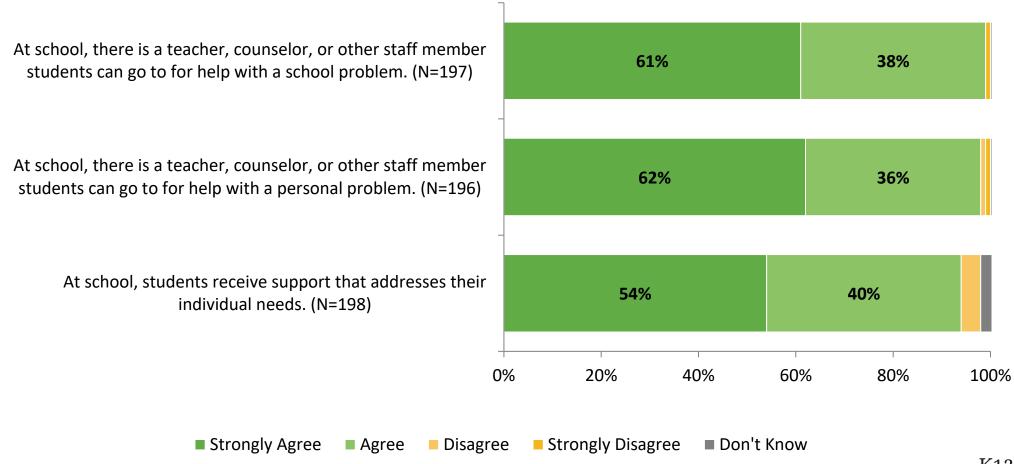


Time on Homework

On average, how much time do you think students spend doing homework each night? (N=195)

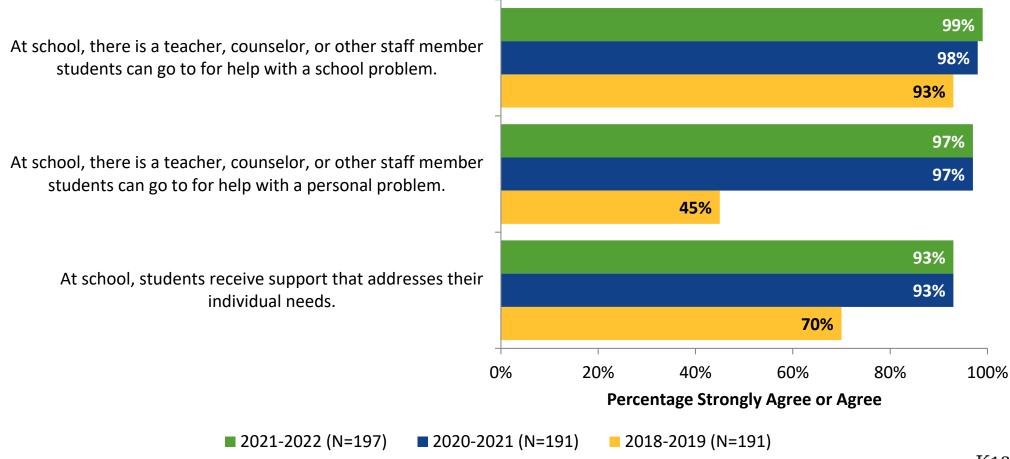


Student Support



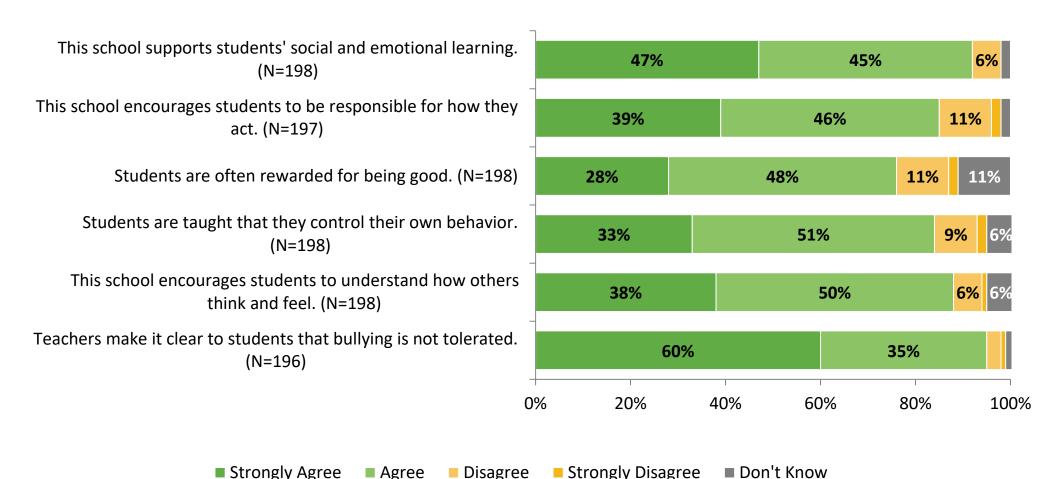


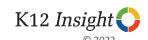
Student Support: Comparison Over Time





Support for Social-Emotional Learning





Support for Social-Emotional Learning (Continued)

How strongly do you disagree or agree with the following statements?

If a student in my class was being bullied, she or he would tell me. (N=197)

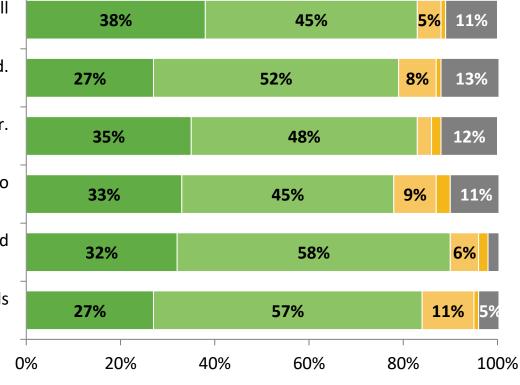
Students tell teachers when other students are being bullied. (N=196)

This school helps students solve conflicts with one another. (N=198)

This school offers programs that help students learn how to manage their feelings. (N=197)

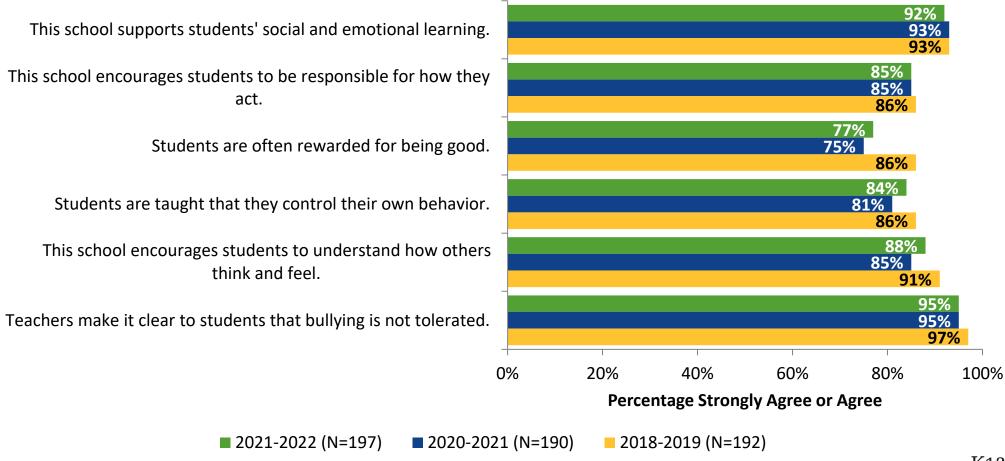
This school provides professional development on social and emotional learning. (N=198)

This school prepares me to meet the social and emotional needs of my students. (N=197)





Support for Social-Emotional Learning: Comparison Over Time





Support for Social-Emotional Learning: Comparison Over Time (Continued)

How strongly do you disagree or agree with the following statements?

If a student in my class was being bullied, she or he would tell me.

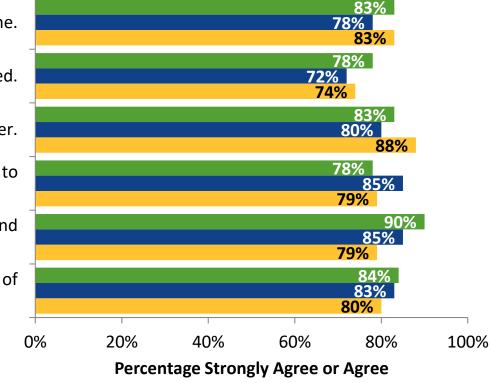
Students tell teachers when other students are being bullied.

This school helps students solve conflicts with one another.

This school offers programs that help students learn how to manage their feelings.

This school provides professional development on social and emotional learning.

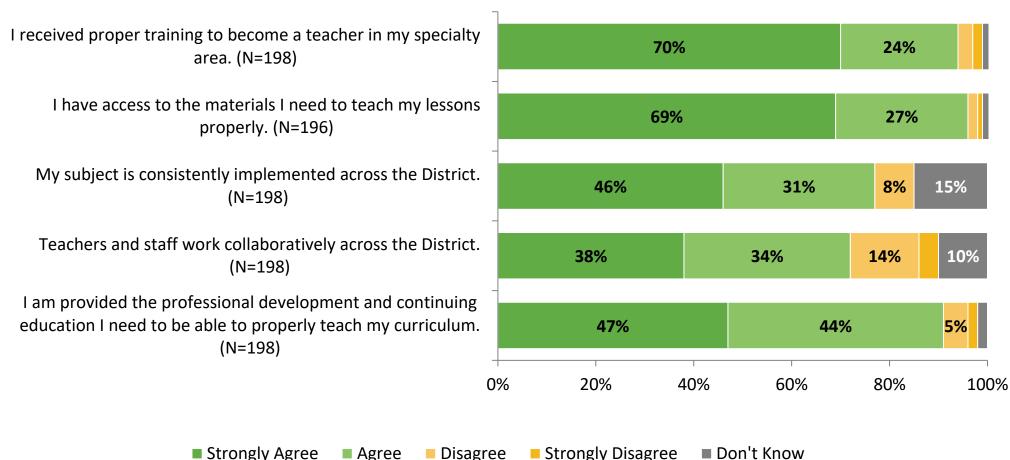
This school prepares me to meet the social and emotional needs of my students.



■ 2021-2022 (N=197) ■ 2020-2021 (N=190) ■ 2018-2019 (N=192)

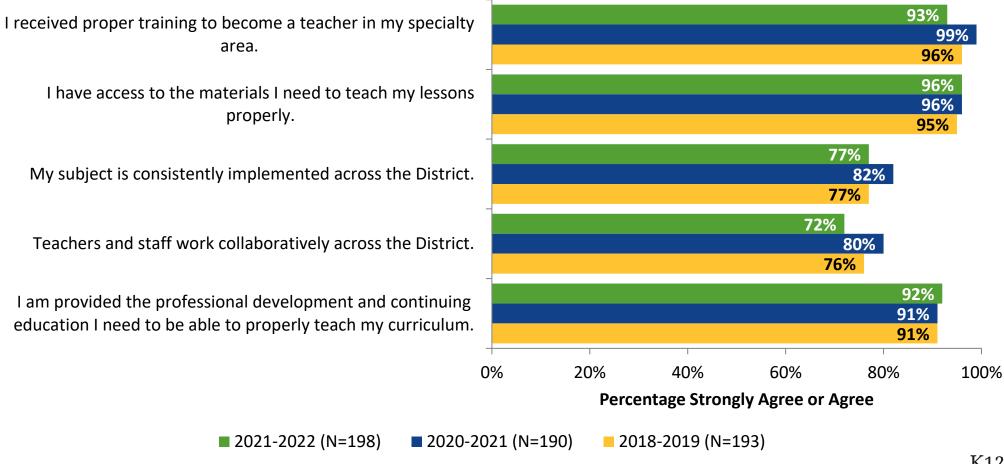


Information and Resources



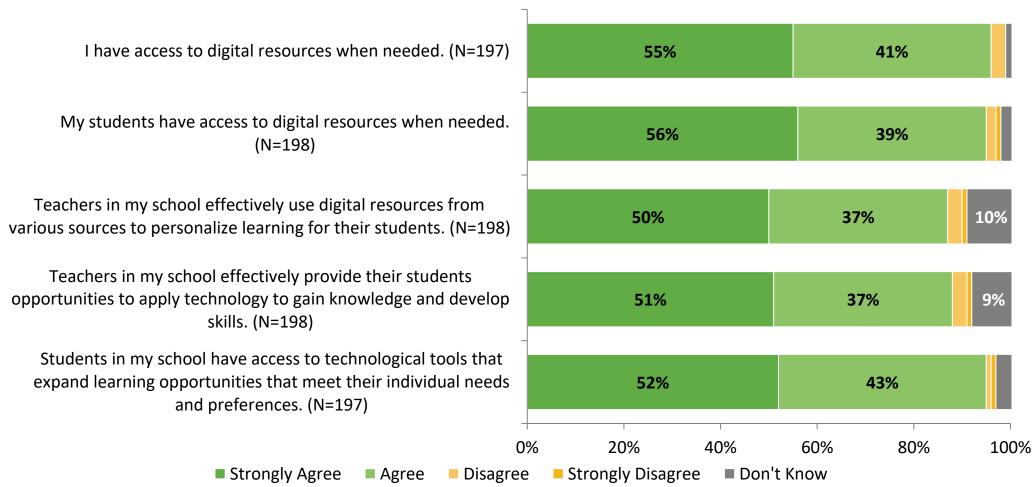


Information and Resources: Comparison Over Time

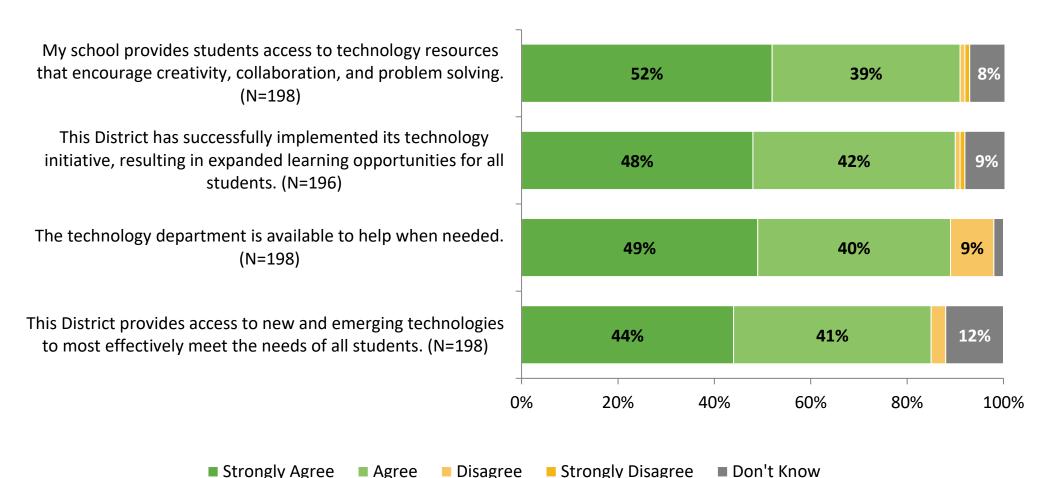




Technology

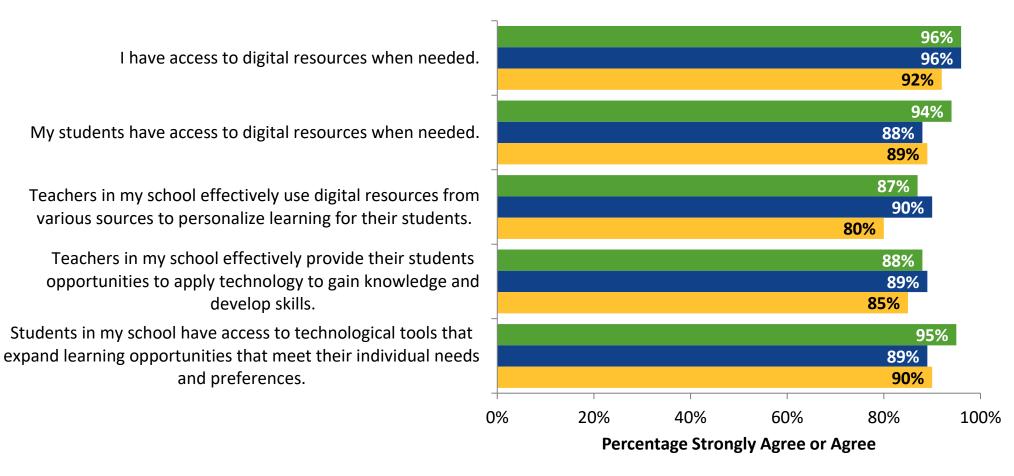


Technology (Continued)





Technology: Comparison Over Time





Technology: Comparison Over Time

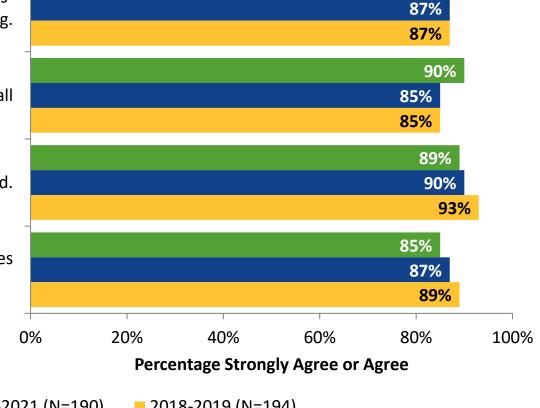
How strongly do you disagree or agree with the following statements about your school?

My school provides students access to technology resources that encourage creativity, collaboration, and problem solving.

This District has successfully implemented its technology initiative, resulting in expanded learning opportunities for all students.

The technology department is available to help when needed.

This District provides access to new and emerging technologies to most effectively meet the needs of all students.



■ 2021-2022 (N=198)

■ 2020-2021 (N=190)

2018-2019 (N=194)

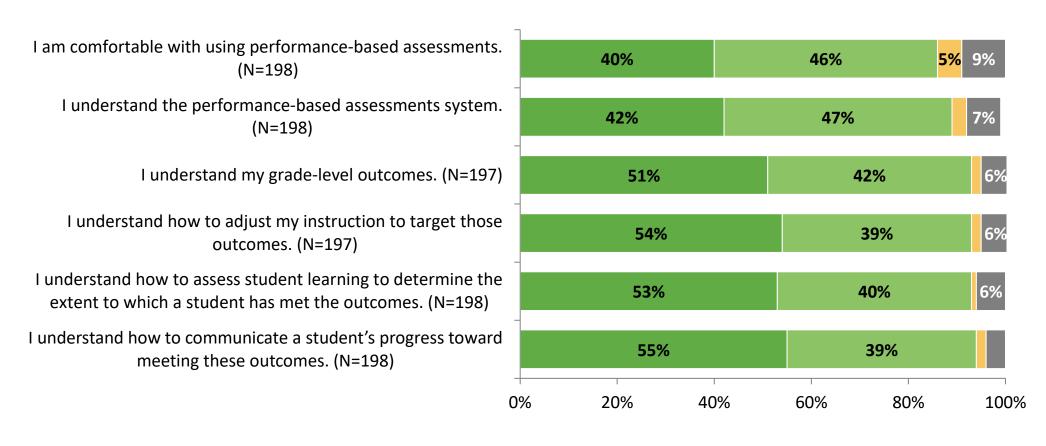


91%

Progress and Assessments

How strongly do you disagree or agree with the following statements about your school?

■ Strongly Agree ■ Agree



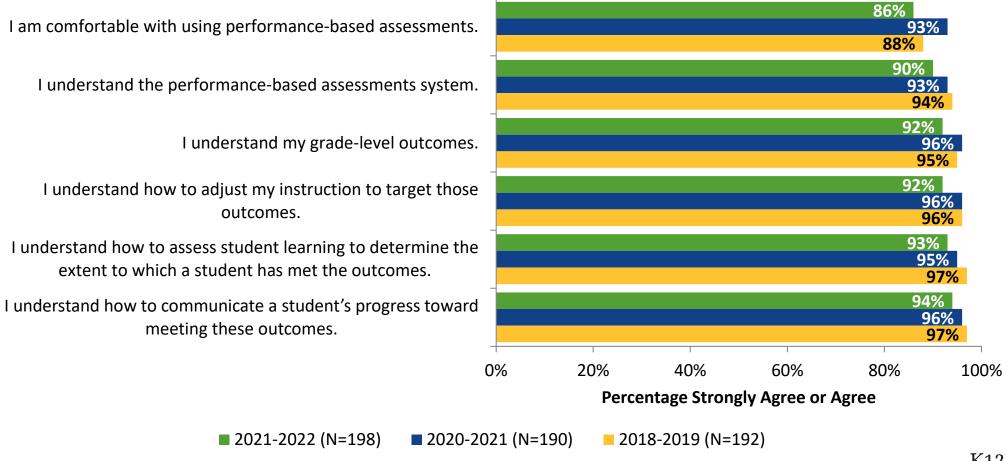
Disagree

Strongly Disagree

■ Don't Know



Progress and Assessments: Comparison Over Time





Professional Development

How strongly do you disagree or agree with the following statements about your school?

My professional development experiences this past year...

... have been useful for improving my instruction. (N=198)

... have helped me implement practices to support the wellbeing of my students. (N=197)

... have helped me understand how self-care benefits my students. (N=197)

... have helped me implement technology in the classroom. (N=196)

... have helped me stay current on best practices for effective instructional practices. (N=198)

... have helped me understand how to personalize goals for individual students. (N=197)

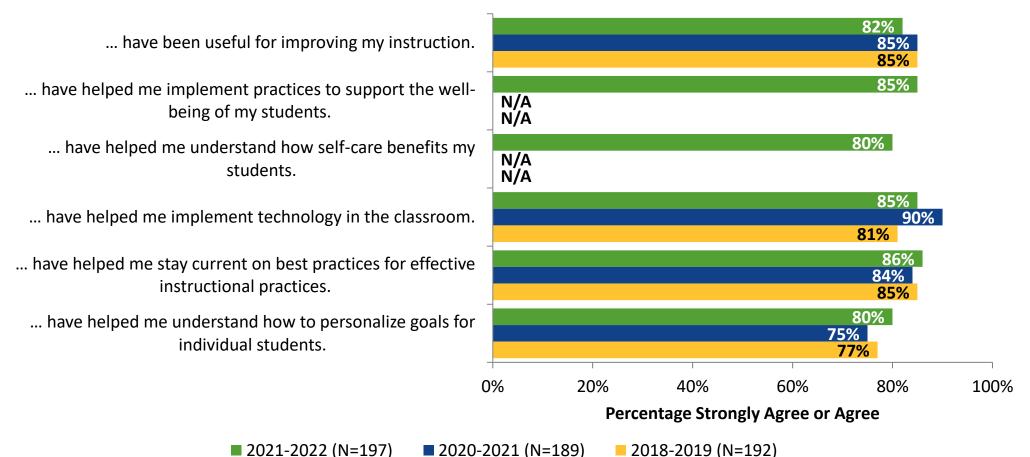




Professional Development: Comparison Over Time

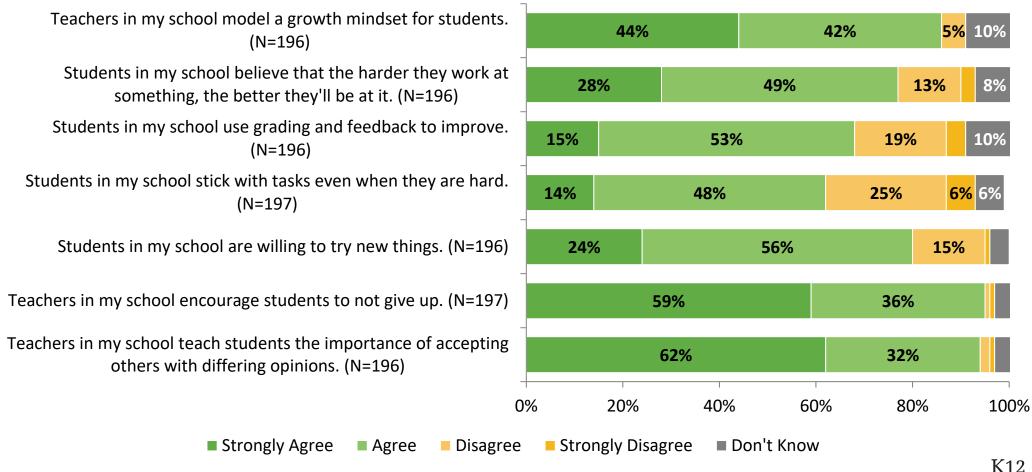
How strongly do you disagree or agree with the following statements about your school?

My professional development experiences this past year...





Growth Mindset



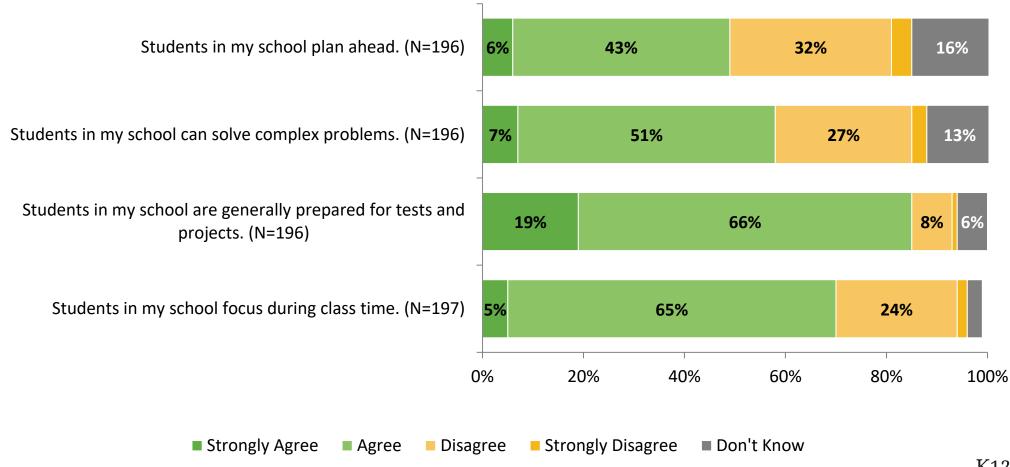
Growth Mindset: Comparison Over Time

How strongly do you disagree or agree with the following statements about your school?

Teachers in my school model a growth mindset for students. Students in my school believe that the harder they work at something, the better they'll be at it. 79% 68% Students in my school use grading and feedback to improve. 73% 74% Students in my school stick with tasks even when they are hard. 80% Students in my school are willing to try new things. Teachers in my school encourage students to not give up. Teachers in my school teach students the importance of accepting others with differing opinions. 94% 0% 20% 40% 60% 80% 100% **Percentage Strongly Agree or Agree** ■ 2021-2022 (N=196) ■ 2020-2021 (N=191) 2018-2019 (N=191)

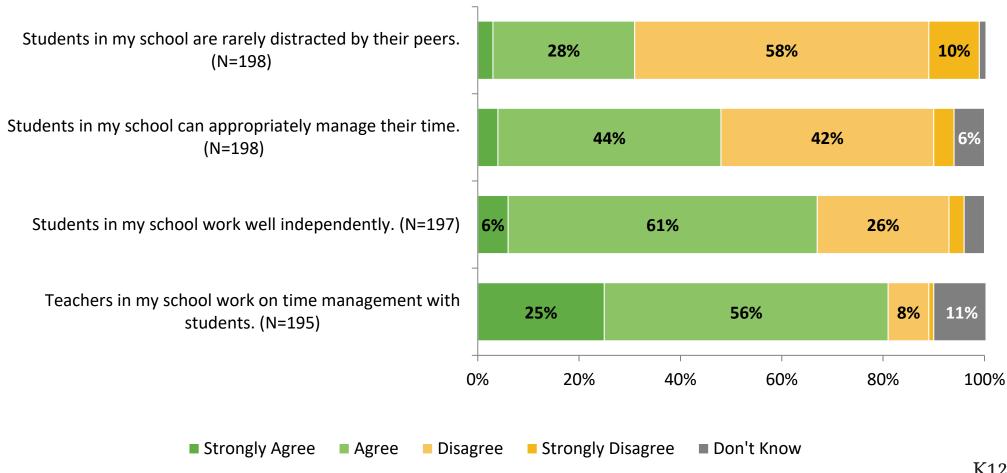


Self-management



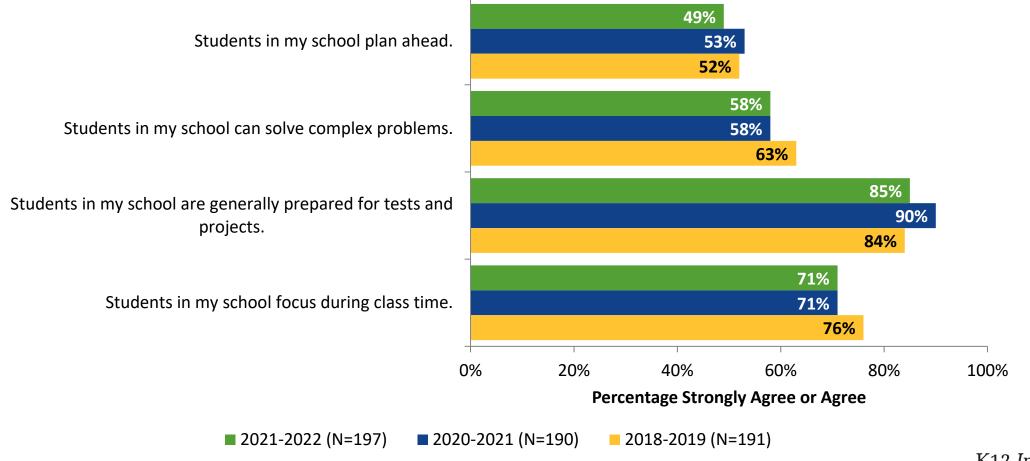


Self-management (Continued)

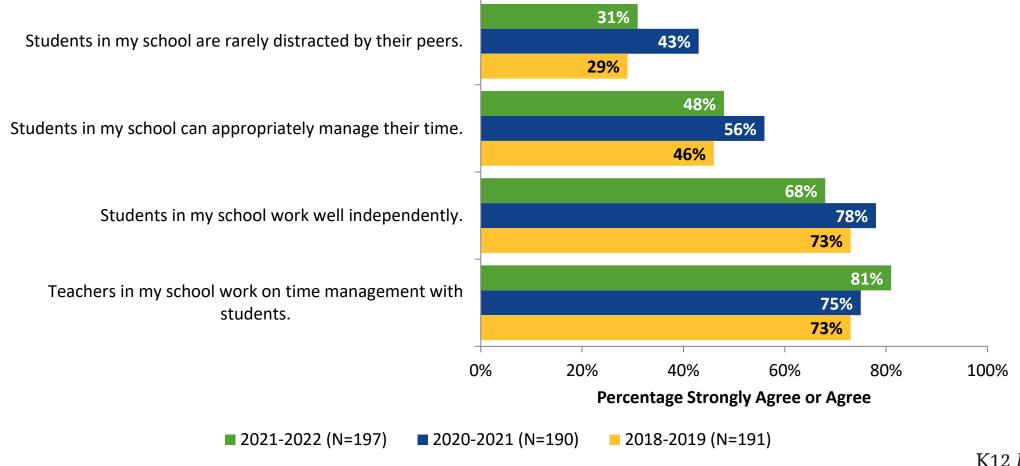




Self-management: Comparison Over Time



Self-management: Comparison Over Time (Continued)





Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Students are provided helpful academic resources.	98%	Academic Support
Students are provided with quality services.	96%	Academic Support
I have access to the materials I need to teach my lessons properly.	96%	Information and Resources
I have access to digital resources when needed.	96%	Technology
Students in my school have access to technological tools that expand learning opportunities that meet their individual needs and preferences.	95%	Technology

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students in my school are rarely distracted by their peers.	67%	Self-management
Students in my school can appropriately manage their time.	46%	Self-management
Students in my school plan ahead.	35%	Self-management
Students in my school stick with tasks even when they are hard.	31%	Growth Mindset
Students in my school can solve complex problems.	30%	Self-management

DRAFT – FOR DISCUSSION ONLY

Participant Profile

Primary Work Location

Which of the following is your primary work location? (N=198)

Response	Count (N)	Percentage (%)
Franklin Early Childhood Center	39	20%
Hewlett Elementary School	12	6%
Ogden Elementary School	31	16%
Woodmere Middle School	54	27%
George W. Hewlett High School	61	31%
Non-Public Schools	1	1%

Subject

Subject (N=198)

Subject	Count (N)	Percentage (%)	Subject	Count (N)	Percentage (%)
Art Teacher	6	3%	Music Teacher	4	2%
Business Education Teacher	5	3%	Physical Education Teacher	9	5%
Elementary Teacher	43	22%	Reading Teacher	10	5%
English Teacher	11	6%	Science Teacher	13	7%
English to Speakers of Other Languages	3	2%	Social Studies Teacher	8	4%
Foreign Language Teacher	6	3%	Special Education Teacher or Special Education Teacher-Leave	29	15%
Home & Careers Teacher	1	1%	Speech Teacher or Speech Teacher-Leave	6	3%
Hourly Teacher	1	1%	Sub Teacher PERMANENT POOL	3	2%
Library Media Specialist	2	1%	Teacher Aide or Teaching Assistant	30	15%
Math Teacher	8	4%			

Department

In which department do you teach? (N=198)

Response	Count (N)	Percentage (%)
Art	6	3%
Business	5	3%
Elementary Teacher (all Pre-K-6 teachers of ELA, Math, Science, Social Studies)	52	26%
English Language Arts	30	15%
Life Skills	2	1%
Math	12	6%
Music	4	2%
Physical Education/Health	8	4%
Science	17	9%
Social Studies	10	5%
World Languages	6	3%
Other	46	23%



Follow us on Twitter: @k12insight

www.k12insight.com