



Collaborative Teachers Report

Report for Madison

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Collaborative Teachers



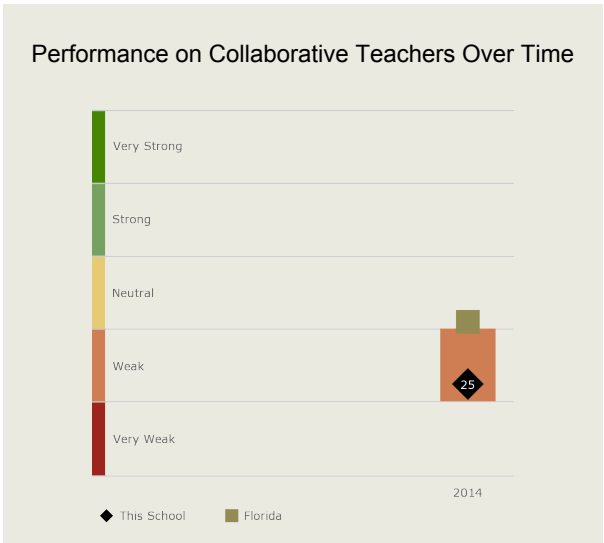
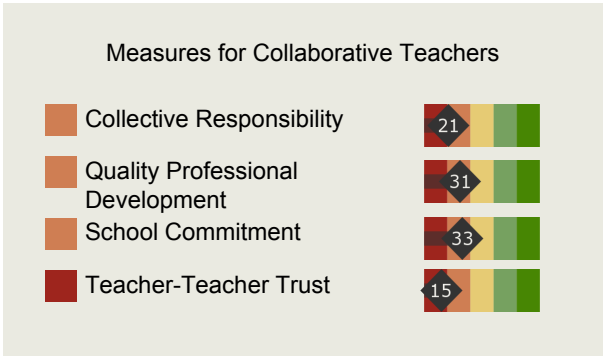
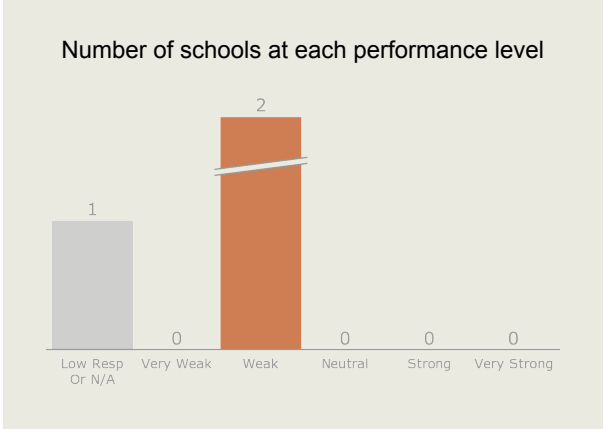
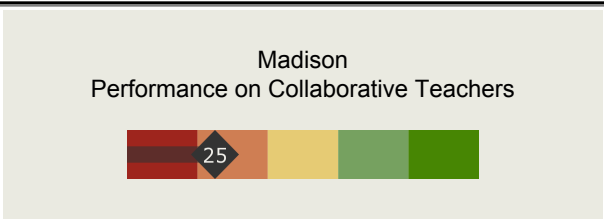
Performance: **Weak**

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Madison received a score of **25**, representing its aggregate performance across four key indicators of indicators of this essential:

- Collective Responsibility (21 - Weak)
- Quality Professional Development (31 - Weak)
- School Commitment (33 - Weak)
- Teacher-Teacher Trust (15 - Very Weak)



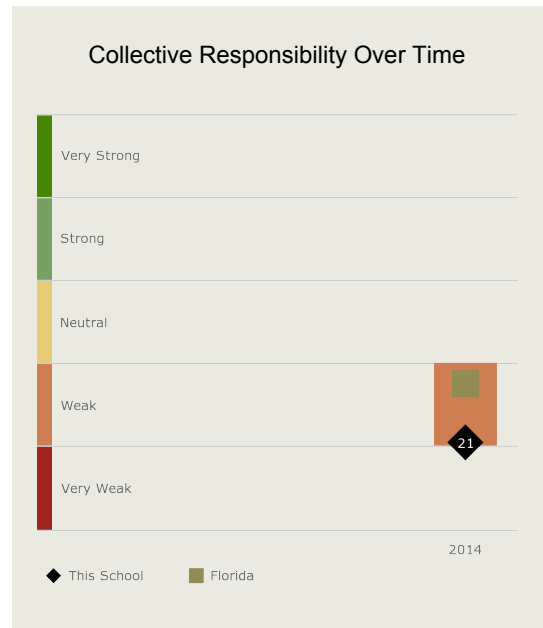
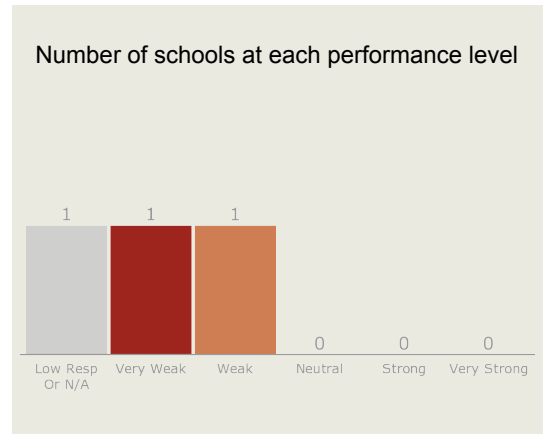
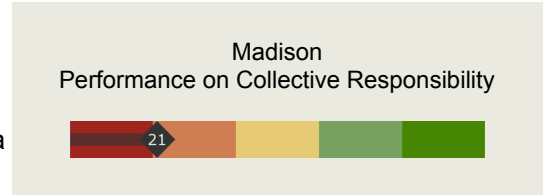
Measures of Collaborative Teachers

Collective Responsibility

Performance: Weak

In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

- Based on a comparison to the benchmark, an mScore of 21 means that, on average, schools in Madison are **weak** on this measure.

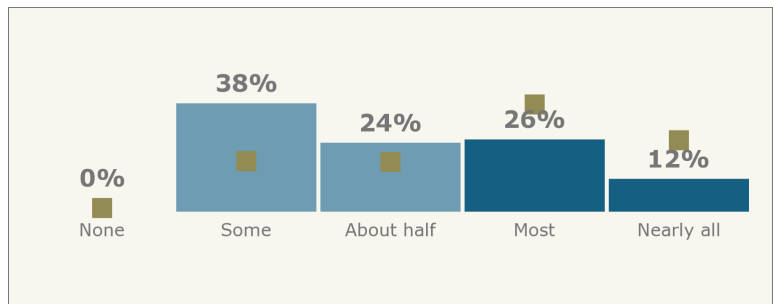


What are these results based on?

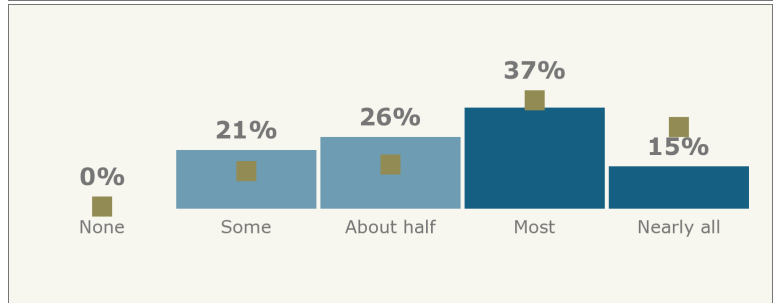
This groups's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this group compare to the benchmark.

Teachers report that other teachers in the school:

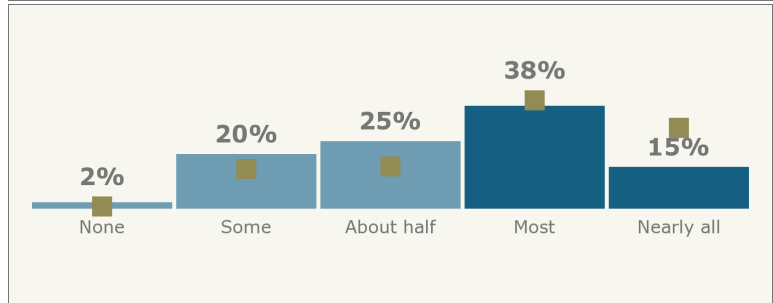
Feel responsible when students in this school fail.



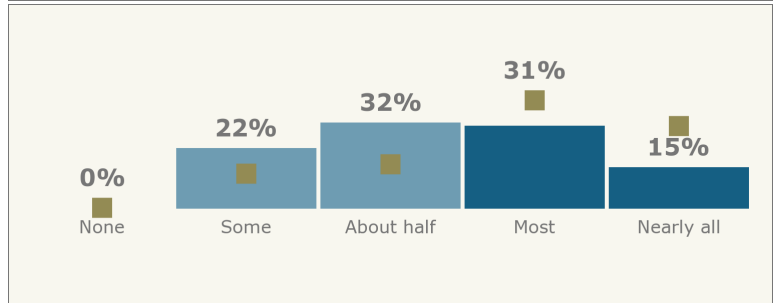
Feel responsible to help each other do their best.



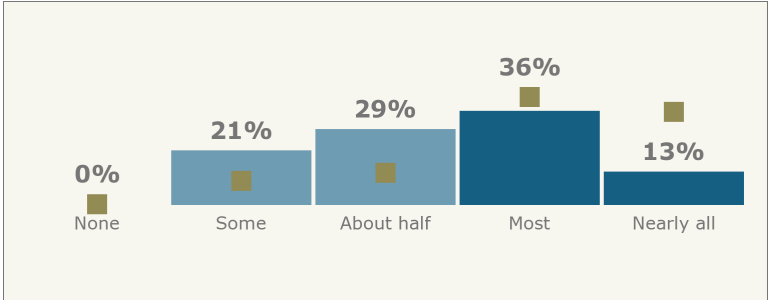
Help maintain discipline in the entire school, not just their classroom.



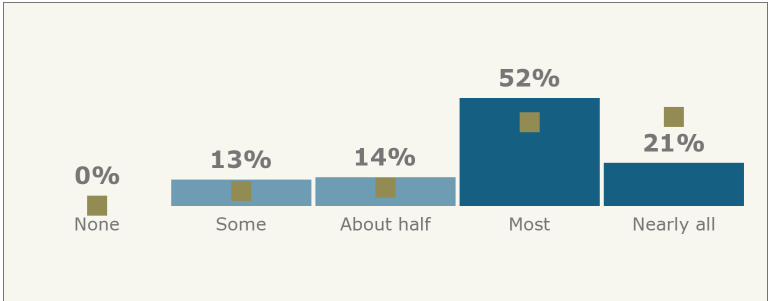
Take responsibility for improving the school.



Feel responsible for helping students develop self-control.



Feel responsible that all students learn.

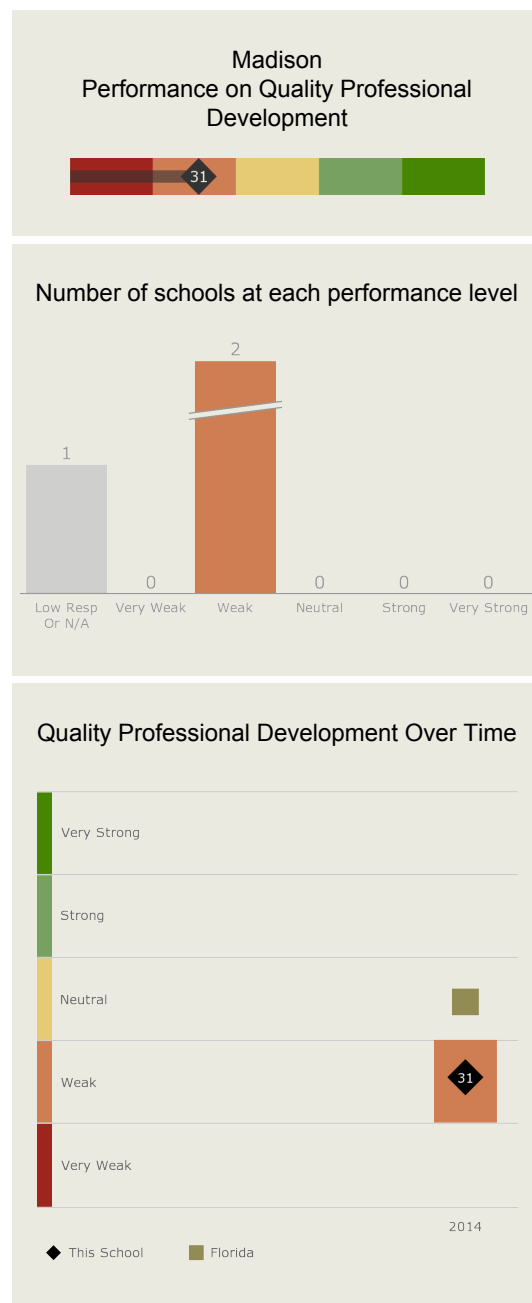


Quality Professional Development

Performance: **Weak**

In schools with strong Quality Professional Development, professional development is rigorous and focused on student learning.

- Based on a comparison to the benchmark, an mScore of **31** means that, on average, schools in Madison are **weak** on this measure.

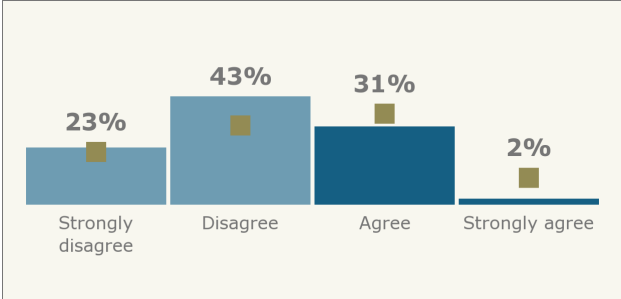


What are these results based on?

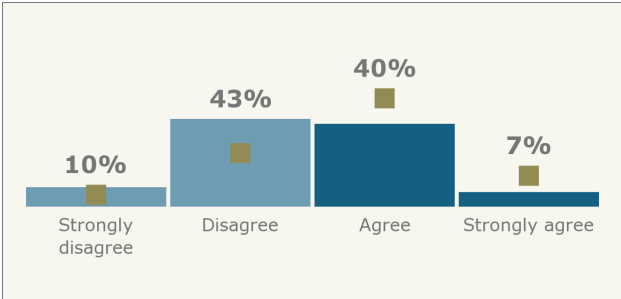
This group's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this group compare to the benchmark.

Teachers report that professional development this year has:

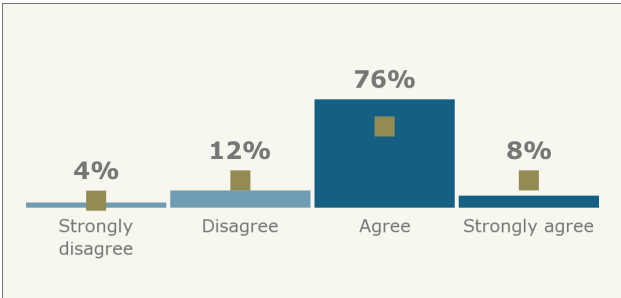
Included opportunities to work productively with teachers from other schools.



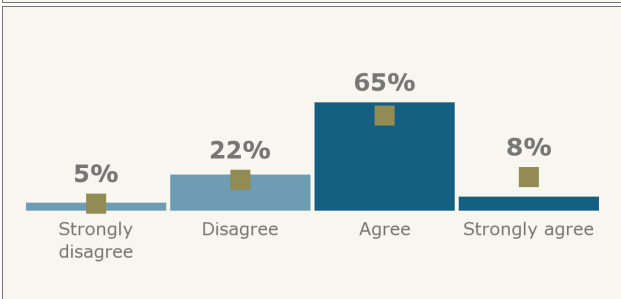
Included enough time to think carefully about, try, and evaluate new ideas.



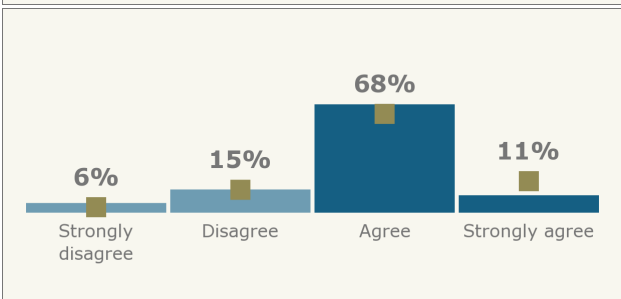
Been sustained and coherently focused, rather than short-term and unrelated.



Included opportunities to work productively with colleagues in my school.



Been closely connected to my school's improvement plan.

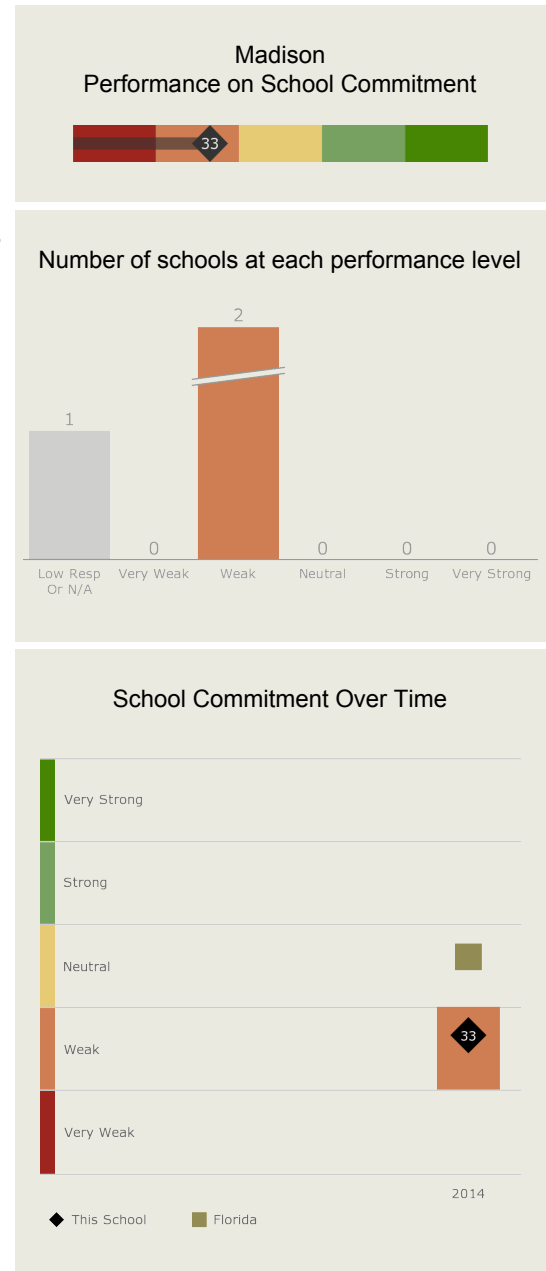


School Commitment

Performance: **Weak**

In schools with strong School Commitment, teachers are deeply committed to the school.

- Based on a comparison to the benchmark, an mScore of **33** means that, on average, schools in Madison are **weak** on this measure.

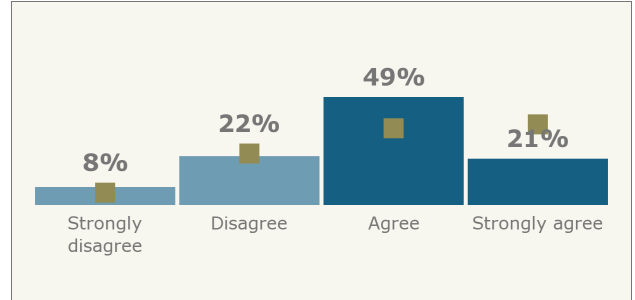


What are these results based on?

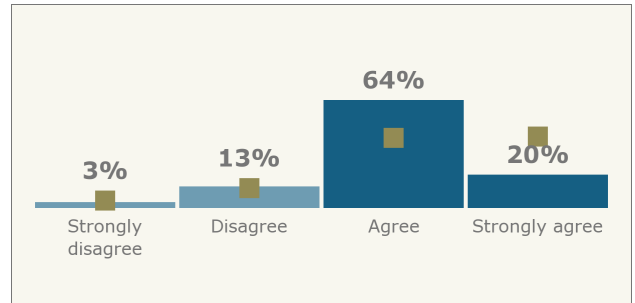
This groups's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this group compare to the benchmark.

Teachers report that:

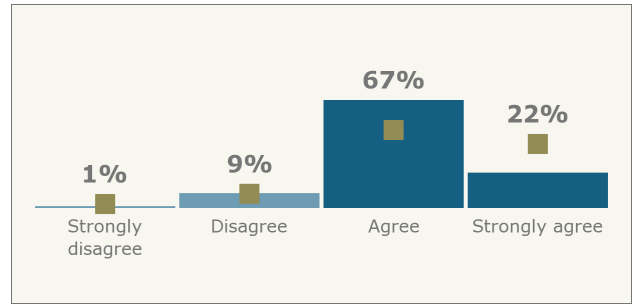
I wouldn't want to work in any other school.



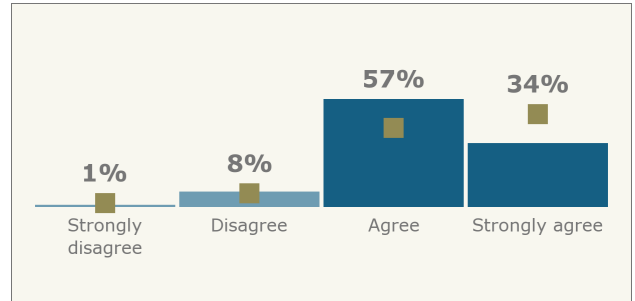
I would recommend this school to parents seeking a place for their child.



I usually look forward to each working day at this school.



I feel loyal to this school.

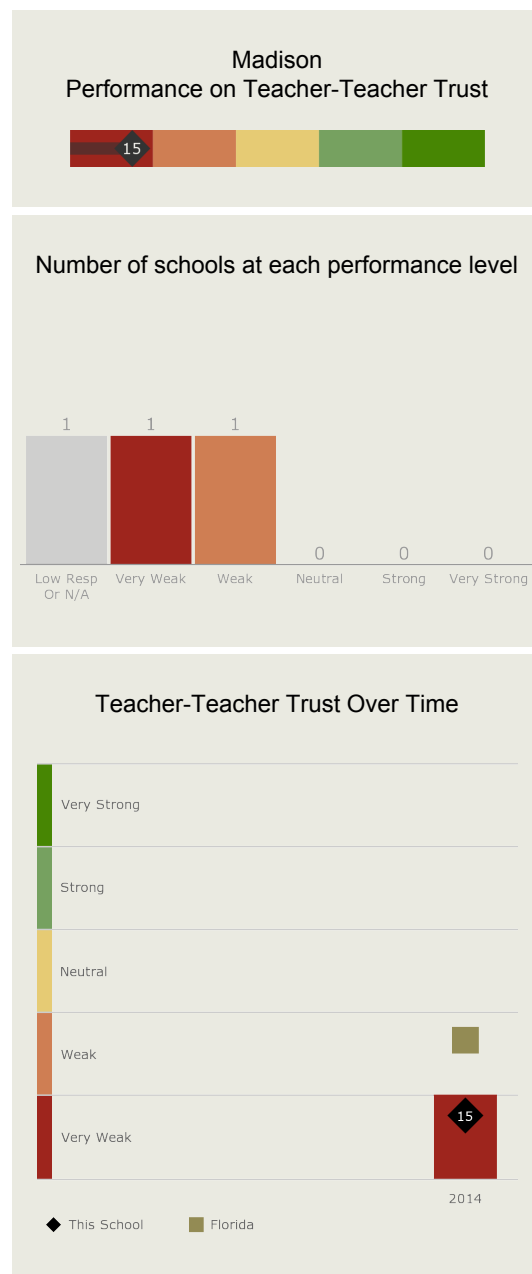


Teacher-Teacher Trust

Performance: **Very Weak**

In schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally.

- Based on a comparison to the benchmark, an mScore of **15** means that, on average, schools in Madison are **very weak** on this measure.

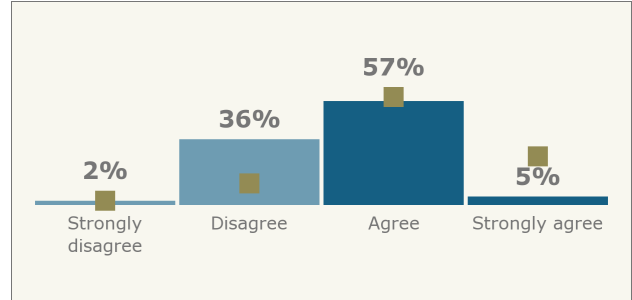


What are these results based on?

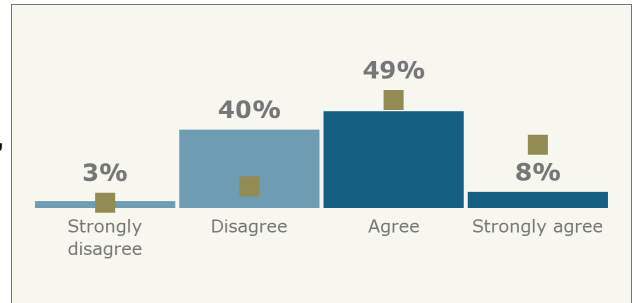
This group's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this group compare to the benchmark.

Teachers report that:

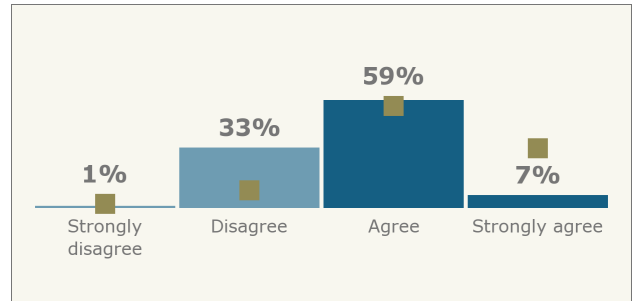
Teachers in this school trust each other.



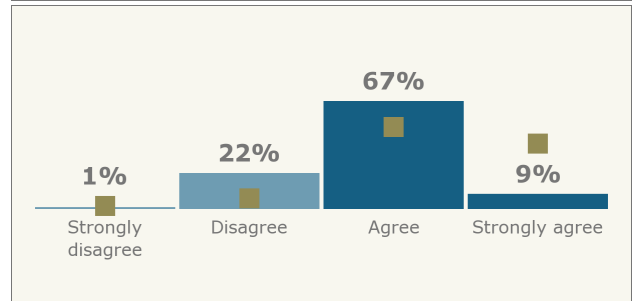
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



Teachers feel respected by other teachers

