



Data Packet

for

Jason Voorhees

September 23, 2020



Principal's Name: Jason Voorhees

Respondents were asked to rate how well the principal is meeting the following expectations using the following ratings:

5=highest agreement 1=lowest agreement UA=Unable to assess

Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
		Self-Rating	Teacher Ratings		
			N	Mean	SD
1	Collaboratively develops and implements a shared vision (where we want to be in 3-5 years) and mission (what we do)	2	8	3.50	1.20
2	Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning	3	8	3.50	0.93
3	Creates and implements plans to achieve goals	4	8	3.88	0.64
4	Promotes continuous and sustainable improvement	2	8	3.75	1.04
5	Monitors and evaluates progress and revises plans as needed	4	8	4.25	0.71

Standard #2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.					
		Self-Rating	Teacher Ratings		
			N	Mean	SD
6	Nurtures and sustains a culture of collaboration, trust, learning, and high expectations	5	8	3.63	1.19
7	Creates a comprehensive, rigorous, and coherent curricular program	4	8	3.50	0.53
8	Creates a personalized and motivating learning environment for students	4	8	3.88	0.99
9	Supervises instruction	5	8	3.63	1.30
10	Develops assessment and accountability systems to monitor student progress	4	8	3.88	0.64
11	Develops the instructional and leadership capacity of staff	2	8	4.13	1.13
12	Maximizes time spent on quality instruction	4	8	4.13	0.99
13	Promotes the use of the most effective and appropriate technologies to support teaching and learning	1	8	4.00	1.07
14	Monitors and evaluates the impact of the instructional program	3	8	4.25	0.89

Standard #3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
		Self-Rating	Teacher Ratings		
			N	Mean	SD
15	Monitors and evaluates the management and operational systems	3	8	4.00	0.76
16	Obtains, allocates, align, and efficiently utilizes human, fiscal, and technological resources	5	8	4.14	1.07
17	Promotes and protects the welfare and safety of students and staff	5	8	4.25	1.04
18	Develops the capacity for distributed leadership	3	8	4.25	0.71
19	Ensures teacher and organizational time is focused to support quality instruction and student learning	4	8	4.63	0.52

Standard #4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.					
		Self-Rating	Teacher Ratings		
			N	Mean	SD
20	Collects and analyzes data and information pertinent to the educational environment	4	8	4.25	0.89
21	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	3	8	4.13	0.83
22	Builds and sustains positive relationships with families and caregivers	4	8	3.75	1.39
23	Builds and sustains productive relationships with community partners	2	8	3.88	0.83

Standard #5: An education leader promotes the success of every student by promoting the success of every student by acting with integrity, fairness, and in an ethical manner.					
		Self-Rating	Teacher Ratings		
			N	Mean	SD
24	Ensures a system of accountability for every student's academic and social success	5	8	3.63	0.92
25	Models principles of self-awareness, reflective practice, transparency, and ethical behavior	5	8	4.50	0.76
26	Safeguards the values of democracy, equity, and diversity	4	8	4.38	0.74
27	Considers and evaluates the potential moral and legal consequences of decision-making	5	8	4.13	0.64
28	Promotes social justice and ensures that individual student needs inform all aspects of schooling	5	8	3.75	1.04

Standard #6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

		Self-Rating	Teacher Ratings		
			N	Mean	SD
29	Advocates for children, families, and caregivers	5	8	4.13	0.83
30	Acts to influence local, district, state, and national decisions affecting student learning	4	8	3.60	0.89
31	Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	5	8	4.00	0.53

Key

NR = No Response

N= # of Teachers Responding

Mean - Average

SD = Standard Deviation: A measure of the dispersion of a set of data from its mean. The more spread apart the data, the higher the deviation.

Mindset Survey Score:

Sample Data

Mindset Survey

This is NOT a test! It is an opinion survey. It asks your opinion about your beliefs about intelligence and your views on learning and achievement. It is very important that you give your own opinion, not what someone else thinks. Read each statement. Decide how much you agree or disagree with the statement and circle the answer.

Do you agree or disagree?	Disagree a lot	Disagree	Disagree a little	Agree a little	Agree	Agree a lot	Profile Number
1. No matter how much intelligence you have, you can always change it a good amount.	1	2	3	4	5	6	
2. You can learn new things, but you cannot change your basic amount of intelligence.	1	2	3	4	5	6	
3. I like learning something new when it challenges me and makes me think hard.	1	2	3	4	5	6	
4. I like learning something new when I can do it really well without too much trouble.	1	2	3	4	5	6	
5. I like tasks, activities, and projects that I will learn from even if I make a lot of mistakes.	1	2	3	4	5	6	
6. I like tasks, activities, and projects that I can do easily without any mistakes.	1	2	3	4	5	6	
7. When something is a challenge, it just makes me want to work more on it, not less.	1	2	3	4	5	6	
8. To tell the truth, when I have to work hard at something, it makes me feel like I'm not very smart.	1	2	3	4	5	6	
Mindset Assessment Profile Number							

Creating Your Mindset Assessment Profile

1. Determine your profile number for each question.

For questions with odd numbers (1, 3, 5, 7), write the number of your answer into the boxes in the right column.

For questions with even numbers (2, 4, 6, 8), use the table below to fill in the gray boxes in the right column.

If you chose this answer:	Then write this number in the gray box on the right (profile number)
Disagree a lot (1)	6
Disagree (2)	5
Disagree a little (3)	4
Agree a little (4)	3
Agree (5)	2
Agree a lot (6)	1

2. Add up all your Profile numbers.

Add up all the numbers in the Profile column on the right, and write the total in the last box in the bottom right corner.

3. What does your Mindset Profile Number mean?

Find the group that includes your number in the chart below and circle it. Now, read what it says about your MAP group.

If your profile number falls into this range:	Then your MAP group is:	People in this MAP group usually believe the following:
8-12	F5	You strongly believe that your intelligence is fixed – it doesn't change much. If you can't perform perfectly you would rather not do something. You think smart people don't have to work hard.
13-16	F4	
17-20	F3	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy.
21-24	F2	
25-28	F1	You haven't really decided for sure whether you can change your intelligence. You care about your performance and you also want to learn, but you don't really want to have to work too hard for it.
29-32	G1	
33-36	G2	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You want to do well, but you think it's more important to learn than to always "perform" well.
37-40	G3	
41-44	G4	You really feel sure that you can increase your intelligence by learning and you like a challenge. You believe that the best way to learn is to work hard and you don't mind making mistakes while you do it.
45-48	G5	

Why Does this Matter?

What effect might my mindset have on my school/department/team?

Fixed	<p>A fixed mindset organization is one in which people lack confidence in their ability to grow and develop together in a positive direction. When a community is working with a primarily fixed mindset orientation, most of its members are focused on preserving their status and avoiding negative judgments. Like an individual with a fixed mindset, a fixed mindset organization keeps people anxious, striving to either look good or guard against looking bad, rather than working with effective effort to grow. These conditions can undermine the motivation and morale of everyone in the building—administrators, teachers, and students.</p> <p>Even high-performing people can exhibit these belief-based dynamics, limiting their potential to engage everyone to their utmost.</p> <p>But mindsets CAN be changed! Just as a person can develop a growth mindset, when members of the organization consciously cultivate growth mindset principles and practices, they too can transform their collective culture and experience much greater success.</p>
Mixed	<p>An organization with a mixed mindset is not meeting its full potential. While some staff members are focusing on how they can do better, others are preoccupied with trying to maintain the status quo and avoid the risk of blame or new demands. Like an individual with a mixed mindset, a mixed mindset organization creates vulnerabilities and weak points where people are striving for a positive judgment or to maintain comfort, rather than to continuously improve. It is not uncommon for middle or high-performing individuals fall into this category—content to rest on a positive achievement record, but missing the opportunity to accelerate achievement or to serve the needs of all students at a high level.</p> <p>While there may be a feeling that the organization is doing well and there are no glaring issues, a closer look might reveal some areas that are real cause for concern. Unless there is a system and a culture for supporting growth, those small areas will never resolve themselves.</p> <p>But mindsets CAN be changed! Just as a person can develop a growth mindset, when members of the organization consciously cultivate growth mindset principles and practices, they can transform their collective culture and experience much greater success.</p>
Growth	<p>An organization with a growth mindset is one where all staff see themselves as learners and where they support one another in developing toward individual and common goals. Knowing that all humans can grow their intelligence influences and motivates both adult and adolescent learners. Being in a growth mindset organization doesn't mean that there are no challenges, mistakes, or failures—it means that people are continually striving to overcome them. When adults and students are in an environment that promotes growth and intellectual risk-taking, they excel too.</p> <p>Of course, even a growth-minded organization usually has some areas in which they could develop and be more effective. When members consciously cultivate growth mindset principles and practices, they can transform their collective culture and experience into ever greater success.</p>