

MISSOURI STUDY OF MIDDLE LEVEL EDUCATION

Teacher Survey Form E

School Name: _____

Please use the following key to indicate the degree to which each statement applies to your classroom assessment practices. This survey may look lengthy, but the items have been spaced for easy reading to save you time. The typical time to complete this survey is about 15-20 minutes.

1=Never (0%)

2=Infrequently (1 to 25%)

3=Sporadically (25 to 50%)

4=Occasionally (50 to 75%)

5=Frequently (75 to 99%)

6=Always (100%)

(Circle, check, or darken the number that applies)

1.	I inform students about the expectations for their learning at the very beginning of the learning process.	1	2	3	4	5	6
2.	I tell my students, in language that they understand, the objectives they are going to be learning.	1	2	3	4	5	6
3.	I provide a detailed scoring guide to students before engaging them in the learning experience(s), so they understand the learning expectations for the content being studied.	1	2	3	4	5	6
4.	Before instruction, I provide previous work examples for students to analyze to guide their thinking about what a successful product looks like.	1	2	3	4	5	6
5.	I spend more time on planning my instruction than I do grading my students' work.	1	2	3	4	5	6
6.	I truly think about students' responses during class discussions to ensure that I am delivering the material in a manner that they understand.	1	2	3	4	5	6
7.	I provide a detailed scoring guide as a means for students to engage in peer and self assessment.	1	2	3	4	5	6
8.	I carefully plan the questions that I ask in class so responses to questions give me good insight about student understanding.	1	2	3	4	5	6
9.	When I ask a question, I provide adequate wait time and look for visual cues to ensure that all students have formulated an answer.	1	2	3	4	5	6
10.	When I have finished teaching a unit or concept and I have assessed my students' understanding, I move on if most of my students have mastered the content.	1	2	3	4	5	6
11.	When I teach a unit or concept and I have students who don't thoroughly understand the content, I re-teach the content using the same or similar instructional materials or strategies.	1	2	3	4	5	6

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12.	When I teach a unit or concept and I have students who don't thoroughly understand the content, I design and implement different instructional strategies and experiences.	1	2	3	4	5	6		
13.	When I teach a unit or concept and some of my students don't thoroughly understand the content, I provide individualized learning experiences so those who don't understand have more time to develop that understanding and those who do understand have time for enrichment experiences.	1	2	3	4	5	6		
14.	I design my instruction based on the outcomes of previous classroom assessments.	1	2	3	4	5	6		
15.	I teach, re-teach and continue to work with students until each student has truly mastered the learning concept.	1	2	3	4	5	6		
16.	I primarily use a letter grade or percentage to inform students of how they performed on an assignment or test.	1	2	3	4	5	6		
17.	I write detailed comments on students' work to identify areas of strength as well as areas for improvement.	1	2	3	4	5	6		
18.	I use a detailed scoring guide to assess students' performance on a learning task.	1	2	3	4	5	6		
19.	I work to ensure that my students clearly understand their level of performance on a classroom assessment.	1	2	3	4	5	6		
20.	I work to ensure that my students clearly understand the desired goal of a classroom assessment and how to achieve the desired goal.	1	2	3	4	5	6		
21.	I meet with students individually at least once a week to discuss their performance.	1	2	3	4	5	6		
22.	My students' parents know the level of their child's performance in my class throughout the span of the course.	1	2	3	4	5	6		
23.	I explain to parents the meaning of their child's assessment scores and how those scores relate to their child's growth as a learner.	1	2	3	4	5	6		
24.	Students in my class are comfortable talking with each other and identifying strengths as well as areas to improve.	1	2	3	4	5	6		
25.	My students write reflections about their growth and learning over a period of time for classroom objectives.	1	2	3	4	5	6		
26.	I use conversation or written correspondence with my students to discuss, back and forth, the student's level of performance in my class.	1	2	3	4	5	6		

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27.	I teach self-assessment strategies so students can use them independently.	1	2	3	4	5	6		
28.	Formal assessment data, like the scores from an end of the unit test, common unit assessments, or district-mandated tests (e.g. writing assessments, SRI, DRA, math objective tests), have caused me to implement changes in instructional delivery .	1	2	3	4	5	6		
29.	Formal assessment data, like the scores from an end of the unit test, common unit assessments, or district-mandated tests (e.g. writing assessments, SRI, DRA, math objective tests), have caused me to implement changes in curriculum .	1	2	3	4	5	6		
30.	Formal assessment data, like the scores from an end of the unit test, common unit assessments, or district-mandated tests (e.g. writing assessments, SRI, DRA, math objective tests), have caused me to implement changes in the programs my school supports.	1	2	3	4	5	6		
31.	Formal assessment data, like the scores from an end of the unit test, common unit assessments, or district-mandated tests (e.g. writing assessments, SRI, DRA, math objective tests), have caused my school to implement changes in instructional delivery .	1	2	3	4	5	6		
32.	Formal assessment data, like the scores from an end of the unit test, common unit assessments, or district-mandated tests (e.g. writing assessments, SRI, DRA, math objective tests), have caused my school to implement changes in curriculum .	1	2	3	4	5	6		
33.	Formal assessment data, like the scores from an end of the unit test, common unit assessments, or district-mandated tests (e.g. writing assessments, SRI, DRA, math objective tests), have caused my school to implement changes in the programs my school supports.	1	2	3	4	5	6		
34.	I meet with my principal, colleagues, and/or team to analyze formal assessment data (e.g. writing assessments, SRI, DRA, math objective tests), to plan for further instruction .	1	2	3	4	5	6		
35.	I meet with my principal, colleagues, and/or team to analyze informal classroom assessment data (e.g. weekly assignments, daily quizzes, performance assessments) to plan for further instruction .	1	2	3	4	5	6		
36.	I meet with my principal, colleagues, and/or team to analyze and discuss formal assessment data (e.g. writing assessments, SRI, DRA, math objective tests), to look for individual students that need extra help.	1	2	3	4	5	6		

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37.	I meet with my principal, colleagues, and/or team to analyze and discuss informal classroom assessment data (e.g. weekly assignments, daily quizzes, performance assessments) to look for individual students that need extra help.						1	2	3	4	5	6
38.	Overall, our school faculty effectively uses assessment strategies and data to improve instruction and achievement for our students.						1	2	3	4	5	6

39. What assessment strategies do you voluntarily use because you believe they are truly beneficial in raising student achievement on the MAP test?

40. What assessment strategies are mandated by your district or principal with the intention of raising student achievement on the MAP test?

41. Based upon your responses to questions 39 and 40, which forms of assessment do you believe are the **most** beneficial in raising student achievement on the MAP test? Why?

42. Based upon your responses to questions 39 and 40, which forms of assessment do you believe are the **least** beneficial in raising student achievement on the MAP test? Why?

There are teachers in every school who consistently “step up” and provide leadership for the whole faculty. They may not have an official leadership title, but everyone in the school knows these are the teachers who provide leadership, guidance, direction, and support for school-wide change. These teachers make a positive difference in the school. Please think for a moment about the teacher leaders in your school and respond to the following statements with those teachers in mind.

1=Strongly Disagree 2=Disagree 3=Somewhat Disagree 4=Somewhat Agree 5=Agree 6=Strongly Agree
(Circle, check, or darken the number that applies)

Teacher leaders in our school:							
43.	Have both the capacity and judgment to overcome most obstacles.	1	2	3	4	5	6
44.	Command respect from the other teachers in the school.	1	2	3	4	5	6
45.	Excite other teachers with visions of what can be accomplished if we work together.	1	2	3	4	5	6
46.	Make other teachers feel and act like leaders.	1	2	3	4	5	6
47.	Give other teachers a sense of the overall purpose for the school.	1	2	3	4	5	6
48.	Lead by “doing” rather than simply by “telling.”	1	2	3	4	5	6
49.	Symbolize success and accomplishment within our profession.	1	2	3	4	5	6
50.	Serve as good models for other teachers to follow.	1	2	3	4	5	6
51.	Provide for our participation in the process of developing school goals.	1	2	3	4	5	6
52.	Encourage other teachers to work toward the same goals for the school.	1	2	3	4	5	6
53.	Problem solve with the other teachers to generate school goals.	1	2	3	4	5	6
54.	Work toward whole faculty consensus in establishing priorities for school goals.	1	2	3	4	5	6
55.	Regularly encourage other teachers to evaluate our progress toward achievement of school goals.	1	2	3	4	5	6
56.	Provide for extended training, formal or informal, to develop our knowledge and skills relevant to the school’s program.	1	2	3	4	5	6
57.	Help provide necessary resources to support implementation of school programs.	1	2	3	4	5	6
58.	Treat me as an individual with unique needs and expertise.	1	2	3	4	5	6
59.	Consider my opinion when initiating actions that affect my work.	1	2	3	4	5	6
60.	Behave in a manner thoughtful of my personal needs.	1	2	3	4	5	6

1=Strongly Disagree 2=Disagree 3=Somewhat Disagree 4=Somewhat Agree 5=Agree 6=Strongly Agree

Teacher leaders in our school:

61.	Challenge me to reexamine some basic assumptions I have about my work with my students.	1	2	3	4	5	6
62.	Stimulate me to think about what I am doing for my school's students.	1	2	3	4	5	6
63.	Provide information that helps me think of ways to implement the school improvement process.	1	2	3	4	5	6
64.	Insist on only the best performance from our school's teachers.	1	2	3	4	5	6
65.	Show us that there are high expectations for our school's teachers as professionals.	1	2	3	4	5	6
66.	Do not settle for second best in the performance of our work as faculty members.	1	2	3	4	5	6
67.	Overall, the teacher leaders in our school effectively lead other faculty in our school-wide efforts toward excellence in teaching and learning.	1	2	3	4	5	6

As you think about the leadership role that teacher leaders fulfill in your school, please take a moment to describe how those teachers make a difference. Specifically, what is it about the teacher leaders in your school that sets them apart from other teachers and allows them to provide the leadership they provide for your school?

Demographic Items

Demographic responses provide the opportunity to gain insight into differences and similarities of responses from the various groups. Such information is very valuable in this comprehensive statewide study of middle level education. Please circle or mark the most appropriate response item. Select only one response per question. Please understand that demographic items will not be used in any way to identify individual respondents. Thank you for taking a moment to respond to these items.

1. Which of the following most accurately describes your teaching area?

- a. Core content area (math, science, social studies, language arts)
- b. Non-core exploratory or elective content area
- c. Special education teacher
- d. Other, or not sure which of these to select

2. Which of the following most accurately describes your teaching assignment?

- a. I am a member of an interdisciplinary teaching team of four or more teachers.
- b. I am a member of an interdisciplinary team of two or three teachers.
- c. I am not a member of an interdisciplinary team.
- d. Other, or not sure which of these to select

<p>3. How many years (including this year) have you been an educator? a. 1 to 2 years b. 3 to 5 years c. 6 to 10 years d. 11 to 20 years e. 21+ years</p>
<p>4. What is your gender? a. Female b. Male</p>
<p>5. How many years (including this year) have you been at your present school? a. 1 to 2 years b. 3 to 5 years c. 6 to 10 years d. 11 to 20 years e. 21+ years</p>
<p>6. What subjects do you teach? a. Math b. Science c. Social Studies d. English/Language Arts e. Reading f. Other, or not sure which to select</p>
<p>7. Through which means did you obtain your certification? a. Traditional certification program b. Alternative certification program c. I do not hold teacher certification d. Other, or not sure which of these to select</p>
<p>8. As part of your teacher certification coursework, were you required to take a course on student assessment? a. Yes b. No</p>
<p>9. Do you teach in your area of your certification? a. Yes b. No</p>
<p>10. Please indicate the grade level of your certification: (please select the most appropriate response) a. Elementary b. Middle c. High d. Elementary/Middle e. Middle/High f. K-8 g. K-12 h. I don't know i. Other, not sure which of these to select</p>

If you would like to provide any feedback to our Center about this survey or other information that would help us understand your school and the items asked in this survey, please use the following space.

Thank you for taking the time to complete this survey. Please seal this Survey and your Consent Form in the envelope provided and return it to the office secretary for mailing to the Middle Level Leadership Center.

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