

Faculty Reflection Worksheet

An Analysis of Issues Associated with Student Academic Success

Please read each statement carefully and mark the response that best describes your perception of how well you or you school faculty implement each statement. Some statements are about you, personally, and others are about your school's faculty as a collective whole. It is important that we look at the issues from a personal perspective to understand and interpret the issues from a collective, school-wide perspective.

For each item, select the response that describes how effectively YOU or YOUR SCHOOL'S FACULTY address each element. Please use the following nine-point scale as the measure of effectiveness.

1-----2-----3-----4-----5-----6-----7-----8-----9
 (Very Low Degree) (Low Degree) (Moderate Degree) (High Degree) (Very High Degree)

How well do you/we do these critical elements associated with student success?		
1.	How committed am I to the academic success of each of my students?	1...2...3...4...5...6...7...8...9
2.	How committed are we as a faculty to the academic success of each of our students?	1...2...3...4...5...6...7...8...9
3.	How much self-efficacy do I have as an individual teacher? (Do I believe I can make a difference in the academic life of my students?)	1...2...3...4...5...6...7...8...9
4.	How much collective self-efficacy do we have as a whole faculty? (Do I believe that our faculty can make a difference in the academic life of our students?)	1...2...3...4...5...6...7...8...9
5.	How effectively is our school curriculum aligned with state curriculum, standards, and expectations?	1...2...3...4...5...6...7...8...9
6.	How effectively do I implement the aligned curriculum in my classes?	1...2...3...4...5...6...7...8...9
7.	How effectively do we as a faculty implement the aligned curriculum in all classes?	1...2...3...4...5...6...7...8...9
8.	How effectively do I implement instruction that is aligned with the curriculum?	1...2...3...4...5...6...7...8...9
9.	How effectively do we as a faculty implement instruction that is aligned with the curriculum?	1...2...3...4...5...6...7...8...9
10.	How effectively do I teach? (Is my instruction based upon best practice and do I effectively implement that best practice?)	1...2...3...4...5...6...7...8...9
11.	How effectively do we as a faculty teach? (Is our collective instruction based upon best practice?)	1...2...3...4...5...6...7...8...9
12.	How effectively do we as a school collect formative and summative assessment data that inform our understanding of student success?	1...2...3...4...5...6...7...8...9
13.	How effectively do I use formative assessment data to guide my instruction? (Do I use formative assessment data, such as common unit assessments and/or daily/weekly assessments, to design and redesign instruction and to re-teach?)	1...2...3...4...5...6...7...8...9
14.	How effectively do we as a faculty use formative assessment data to guide our instruction? (Do we use formative assessment data, such as common unit assessments and/or daily/weekly assessments to design and redesign instruction and to re-teach?)	1...2...3...4...5...6...7...8...9

Scoring Template for Faculty Reflection Worksheet

		A	B	C
1.	How committed am I to the academic success of each of my students?			
2.	How committed are we as a faculty to the academic success of each of our students?			
3.	How much self-efficacy do I have as an individual teacher? (Do I believe I can make a difference in the academic life of my students?)			
4.	How much collective self-efficacy do we have as a whole faculty? (Do I believe that our faculty can make a difference in the academic life of our students?)			
5.	How effectively is our school curriculum aligned with state curriculum, standards, and expectations?			
6.	How effectively do I implement the aligned curriculum in my classes?			
7.	How effectively do we as a faculty implement the aligned curriculum in all classes?			
8.	How effectively do I implement instruction that is aligned with the curriculum?			
9.	How effectively do we as a faculty implement instruction that is aligned with the curriculum?			
10.	How effectively do I teach? (Is my instruction based upon best practice and do I effectively implement that best practice?)			
11.	How effectively do we as a faculty teach? (Is our collective instruction based upon best practice?)			
12.	How effectively do we as a school collect formative and summative assessment data that inform our understanding of student success?			
13.	How effectively do I use formative assessment data to guide my instruction? (Do I use formative assessment data, such as common unit assessments and/or daily/weekly assessments, to design and redesign instruction and to re-teach?)			
14.	How effectively do we as a faculty use formative assessment data to guide our instruction? (Do we use formative assessment data, such as common unit assessments and/or daily/weekly assessments to design and redesign instruction and to re-teach?)			

A: Total the number of points for the item by adding the number of responses that were 9, 8, etc. until you have a total of the values given to the responses.

B: Insert the number of individuals who responded to the item

C. Compute the average for the item by dividing the number of respondents from column B into the total number of points from column A. Please compute to hundredths (e.g. 6.45 rather than 6 or 6.5) .

