

Teacher Inventory_International_9-12-18

run on 09/18/2018



surveys





surveys

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Teacher Inventory_International

1 survey(s) 23 response(s)

Report Filters

School:

N/A

Tag:

N/A



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1 survey(s) 23 response(s)

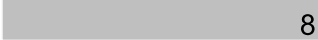


AdvancED Certified Content


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B.

1. I base decisions in my classroom on the strategic direction of my school.

Almost always  8 47%

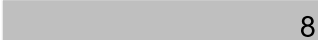
Often  8 47%

Sometimes  1 6%

17 respondents

2. My actions, in and out of the classroom, are aligned to the strategic direction of the school.

Almost always  9 53%

Often  8 47%

17 respondents

3. I participate in formal professional collaboration with my peers.

Frequently and regularly  6 35%

Sporadically  2 12%

Regularly but not frequently 7 41%

Rarely 2 12%

17 respondents

4. My lessons are based on high expectations for students.

Almost always 14 82%

Often 3 18%

17 respondents

5. Learning goals are different for each student in my class/course.

Almost always 1 6%

Often 7 41%

Sometimes 6 35%

Seldom 3 18%

17 respondents

6. My lessons include opportunities for students to express individual creativity.

Almost always 2 12%

Often 7 41%

Sometimes 6 35%

Seldom 2 12%

17 respondents

7. My lessons provide opportunities for students to be actively engaged in their learning.

Almost always 9 53%

Often 7 41%

Sometimes 1 6%

17 respondents

8. I structure lessons, tasks and activities that require students' use of digital tools for learning.

Frequently and regularly 3 18%

Sporadically 3 18%

Regularly but not frequently 8 47%

Rarely 3 18%

17 respondents

9. I use student achievement data to modify and adjust materials and lessons for my students.

Almost always 8 47%

Often 9 53%

17 respondents

10. I design my lessons by first determining the expected outcome.

Almost always 10 59%

Often 7 41%

17 respondents

11. I provide exemplars for my students.

Frequently and regularly 6 35%

Sporadically 5 29%

Regularly but not frequently 4 24%

Rarely 2 12%

17 respondents

12. I use formative assessments to monitor student progress.

Frequently and regularly 17 100%

17 respondents

13. I use a formal, two-way process to communicate with the parents, families and/or legal guardians of my students.

Frequently and regularly 3 18%

Sporadically 7 41%

Regularly but not frequently 5 29%

Rarely 2 12%

17 respondents

14. Students in my class have formal opportunities to develop positive relationships with their peers and/or adults.

Frequently and regularly 13 76%

Sporadically 2 12%

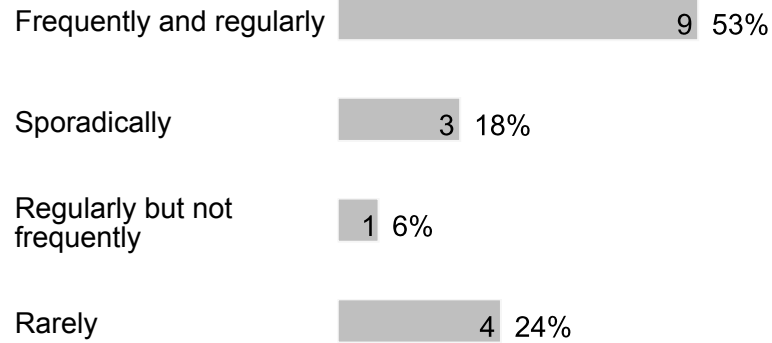
Regularly but not frequently 1 6%

Rarely 1 6%

17 respondents

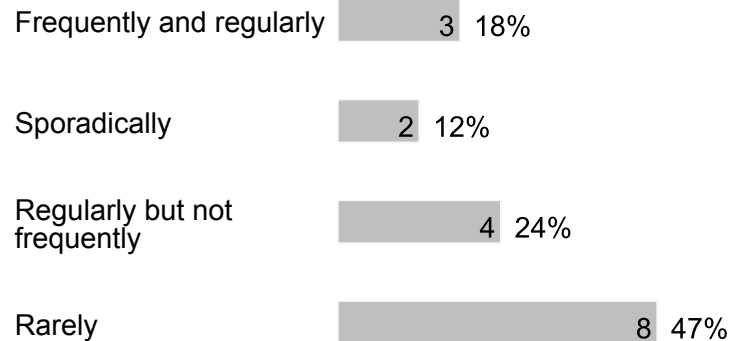
C.

1. I participate in targeted professional learning activities designed to meet the individual needs of my students.



17 respondents

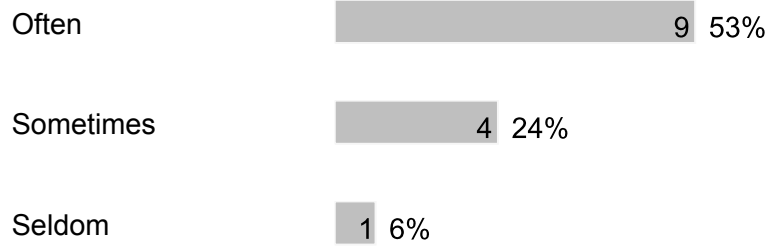
2. I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.



17 respondents

3. I am involved in decisions and actions that impact student achievement and the overall functioning of our school.





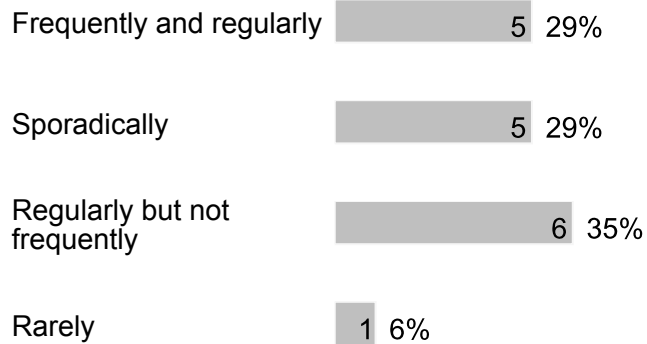
17 respondents

4. I use a formal process to measure the success of the implementation of curriculum, instruction and educational programs for my students.



17 respondents

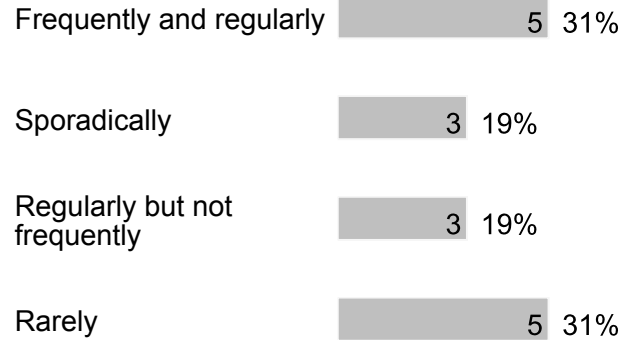
5. I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of students.



17 respondents

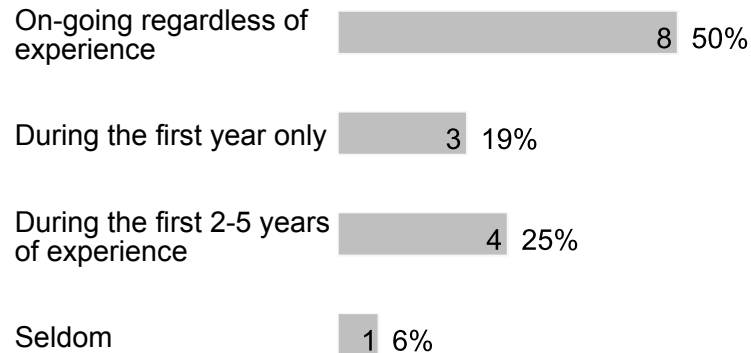
D.

1. I plan lessons that increase students' awareness of and appreciation for other cultures.



16 respondents

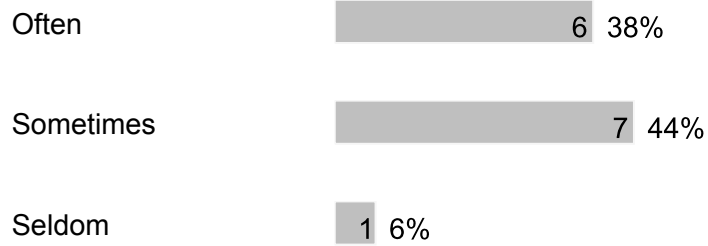
2. I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs.



16 respondents

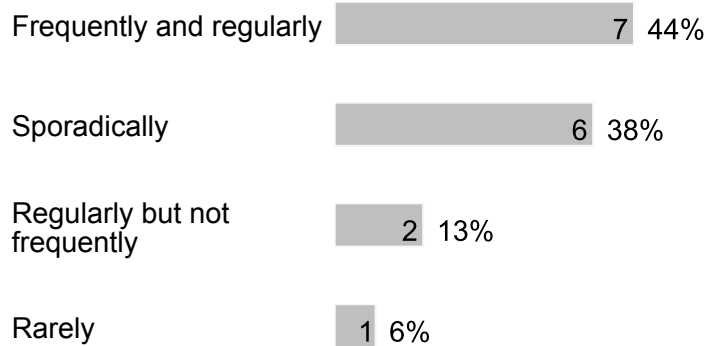
3. I have ample resources (material, fiscal and personnel) to assist me in meeting the needs of my students.





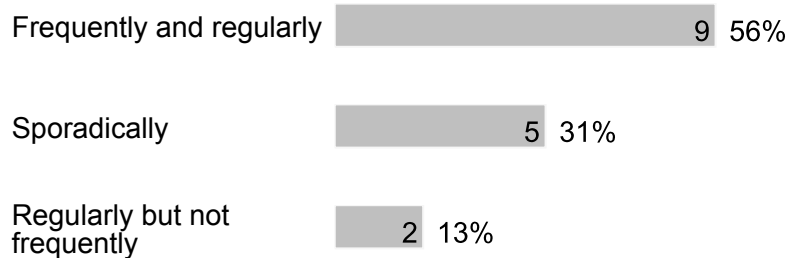
16 respondents

4. I utilize a formal process to determine the individual learning needs of my students.



16 respondents

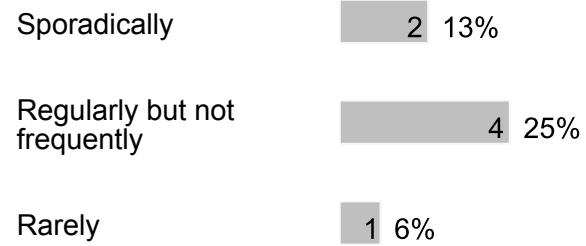
5. I receive formal training in the interpretation and use of student assessment data.



16 respondents

6. I receive feedback from my supervisor regarding my professional performance.





16 respondents

7. I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content.



16 respondents