

Teacher Inventory_Final

run on 03/04/2019



surveys



**Report Filters****School:**
N/A**Role:**
N/A**Subject Taught:**
N/A**Gender:**
N/A**Education:**
N/A**Tag:**
N/A**Race:**
N/A**Term:**
N/A**Ethnicity:**
N/A**Grade Taught:**
N/A

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Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male	2	33%
Female	4	67%

6 respondents

2. Race

White	3	75%
Two or more races	1	25%

4 respondents

3. Ethnicity

Hispanic	3	50%
Not Hispanic or Latino	3	50%

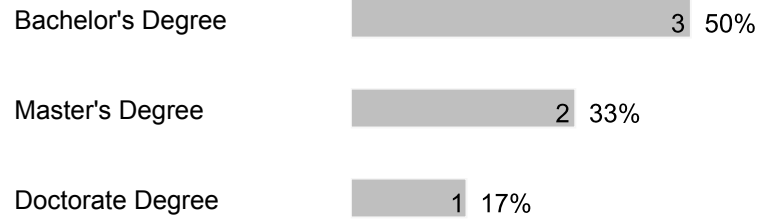
6 respondents

4. Role

Teacher	6	100%
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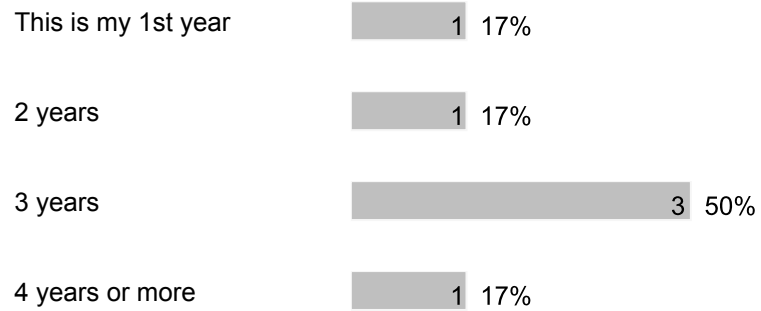
6 respondents

5. Education



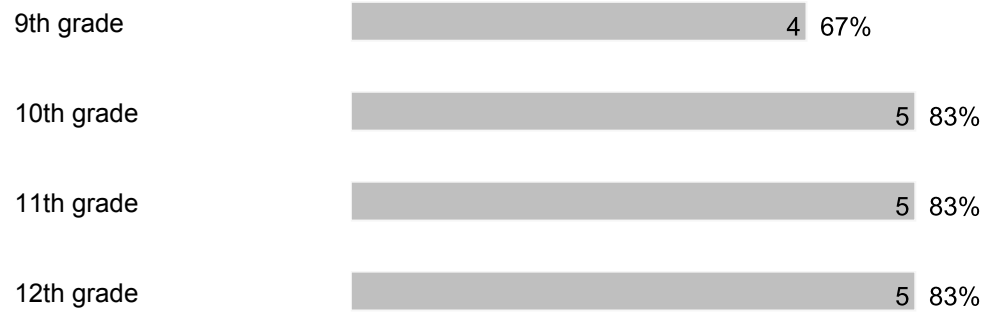
6 respondents

6. Term



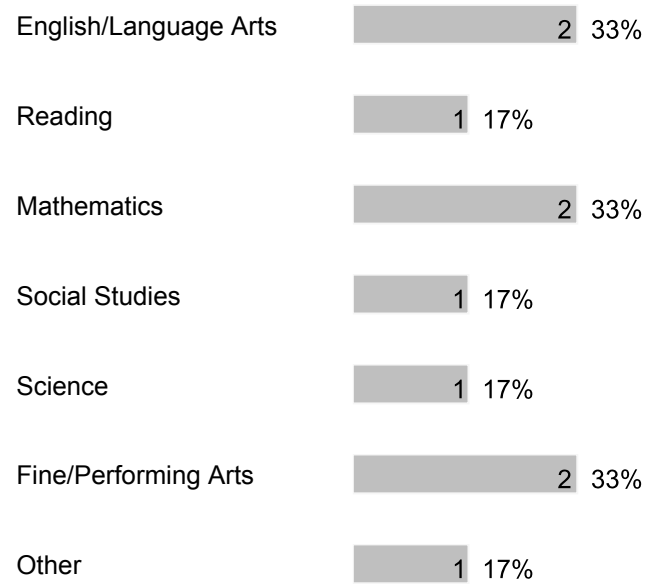
6 respondents

7. Grade Taught



6 respondents

8. Subject Taught

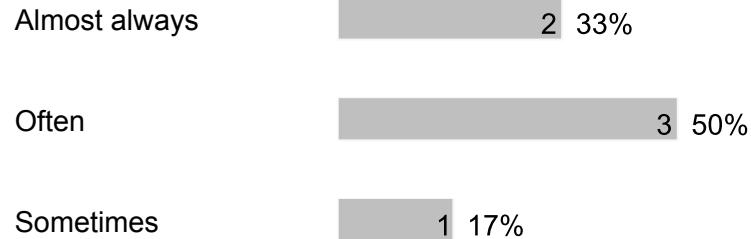


6 respondents

AdvancED Certified Content

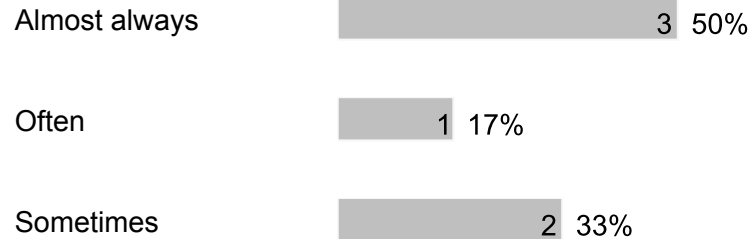
C.

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



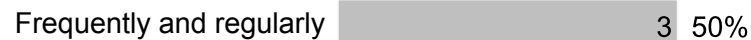
6 respondents

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



6 respondents

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



Regularly but not frequently 2 33%

Rarely 1 17%

6 respondents

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

Almost always 3 50%

Often 2 33%

Sometimes 1 17%

6 respondents

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

Almost always 1 17%

Often 2 33%

Sometimes 2 33%

Seldom 1 17%

6 respondents

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

Almost always 2 33%

Often 2 33%

Sometimes 1 17%

Seldom 1 17%

6 respondents

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

Almost always 3 50%

Often 2 33%

Sometimes 1 17%

6 respondents

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

Frequently and regularly 1 17%

Sporadically 3 50%

Regularly but not frequently 1 17%

Rarely 1 17%

6 respondents

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

Almost always 2 33%

Often 3 50%

Sometimes 1 17%

6 respondents

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

Almost always 5 83%

Sometimes 1 17%

6 respondents

11. I provide exemplars for my students.

Frequently and regularly 5 83%

Regularly but not frequently 1 17%

6 respondents

12. I use formative assessments to monitor student progress.

Frequently and regularly 4 67%

Sporadically 1 17%

Regularly but not frequently 1 17%

6 respondents

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

Sporadically 3 50%

Regularly but not frequently 2 33%

Rarely 1 17%

6 respondents

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

Frequently and regularly 4 67%

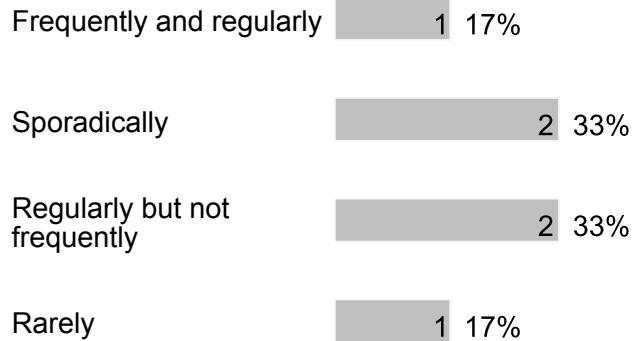
Sporadically 1 17%

Regularly but not frequently 1 17%

6 respondents

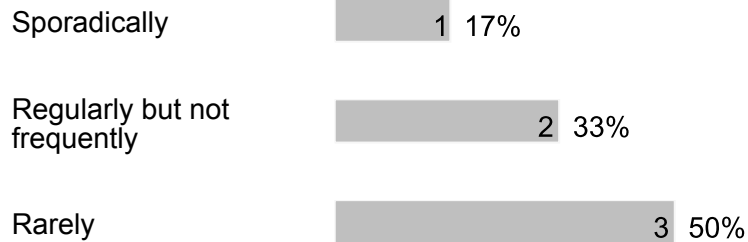
D.

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



6 respondents

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



6 respondents

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



Sometimes 2 33%

6 respondents

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

Almost always 2 33%

Often 3 50%

Seldom 1 17%

6 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.

Sporadically 4 67%

Regularly but not frequently 1 17%

Rarely 1 17%

6 respondents

E.

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

Frequently and regularly 4 67%

Sporadically 1 17%

Rarely 1 17%

6 respondents

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

On-going regardless of experience 4 67%

Seldom 2 33%

6 respondents

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

Often 2 33%

Sometimes 3 50%

Seldom 1 17%

6 respondents

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

Frequently and regularly 3 50%

Sporadically 2 33%

Rarely 1 17%

6 respondents

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

Frequently and regularly 2 33%

Sporadically 1 17%

Regularly but not frequently 3 50%

6 respondents

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

Frequently and regularly 3 50%

Sporadically 2 33%

Rarely 1 17%

6 respondents

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

Frequently and regularly 3 50%

Sporadically 2 33%

Rarely



6 respondents