

20-21 Teacher Inventory

run on 02/20/2021



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



AdvancED Certified Content

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male 2 14%

Female 12 86%

14 respondents

2. Race

Native Hawaiian or Other Pacific Islander 1 8%

White 11 85%

Two or more races 1 8%

13 respondents

3. Ethnicity

Not Hispanic or Latino 13 100%

13 respondents

4. Role

Teacher 14 100%

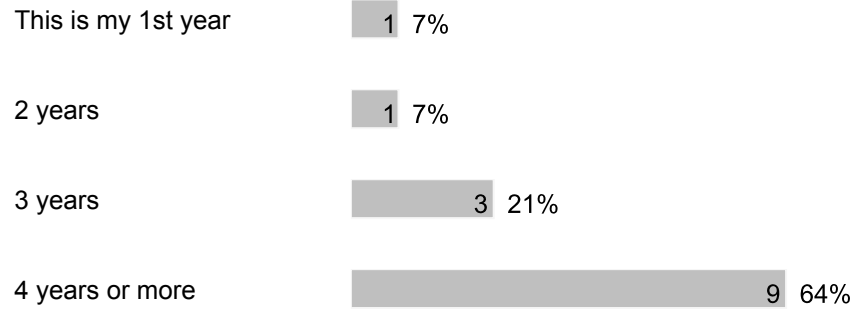
14 respondents

5. Education



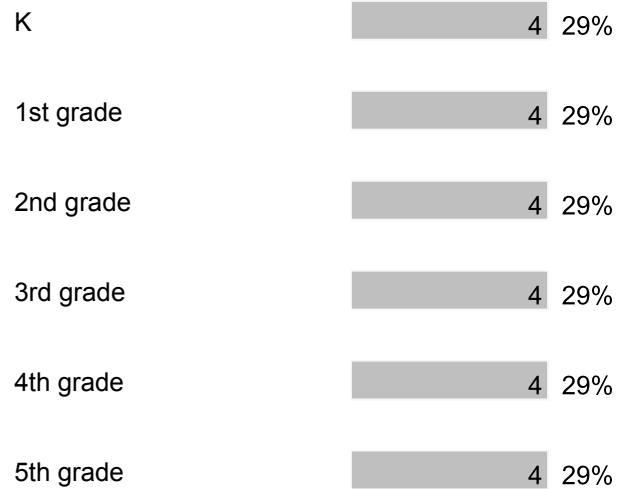
14 respondents

6. Term



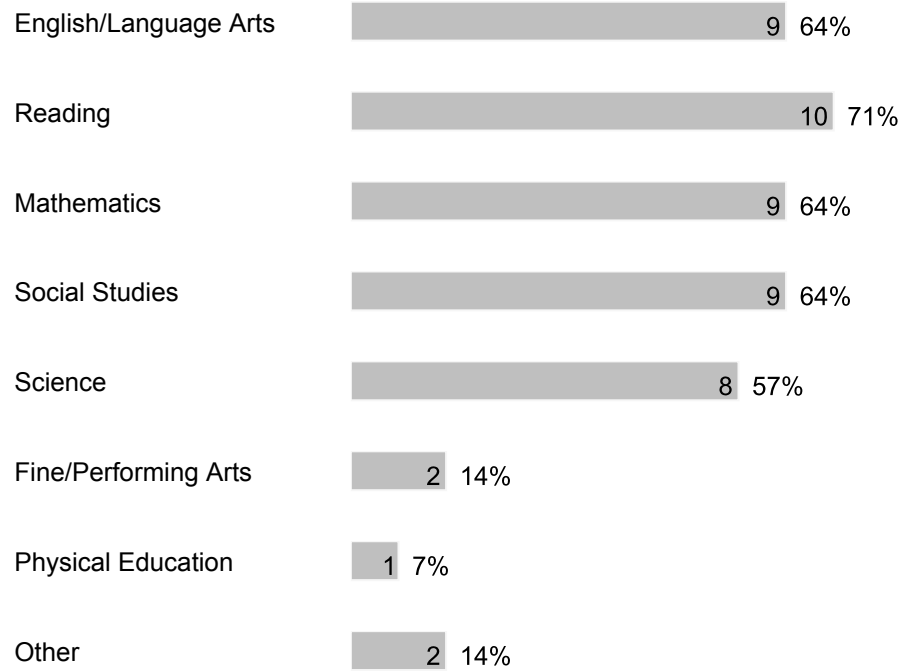
14 respondents

7. Grade Taught



14 respondents

8. Subject Taught



14 respondents

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C.

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

Almost always 11 79%

Often 3 21%

14 respondents

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

Almost always 12 86%

Often 2 14%

14 respondents

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

Frequently and regularly 12 86%

Regularly but not frequently 2 14%

14 respondents

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

Almost always 14 100%

14 respondents

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

Almost always 5 36%

Often 4 29%

Sometimes 3 21%

Seldom 2 14%

14 respondents

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

Almost always 2 14%

Often 8 57%

Sometimes 3 21%

Seldom 1 7%

14 respondents

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

Almost always 13 93%

Often 1 7%

14 respondents

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

Frequently and regularly 11 79%

Sporadically 2 14%

Regularly but not frequently 1 7%

14 respondents

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

Almost always 10 71%

Often 4 29%

14 respondents

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

Almost always 12 86%

Often 2 14%

14 respondents

11. I provide exemplars for my students.

Frequently and regularly 11 79%

Sporadically 2 14%

Regularly but not frequently 1 7%

14 respondents

12. I use formative assessments to monitor student progress.

Frequently and regularly 13 93%

Sporadically 1 7%

14 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 12 86%

Sporadically 2 14%

14 respondents

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

Frequently and regularly 9 64%

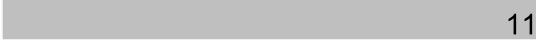
Sporadically 3 21%

Regularly but not frequently 2 14%

14 respondents

D.

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

Frequently and regularly  11 79%

Regularly but not frequently  3 21%

14 respondents

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

Frequently and regularly  8 57%

Sporadically  2 14%

Regularly but not frequently  4 29%

14 respondents

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

Almost always  8 57%

Often  5 36%

Sometimes  1 7%

14 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 11 79%

Often 3 21%

14 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.

Frequently and regularly 8 57%

Regularly but not frequently 5 36%

Rarely 1 7%

14 respondents

E.

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

Frequently and regularly 6 43%

Sporadically 2 14%

Regularly but not frequently 5 36%

Rarely 1 7%

14 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 12 86%

Seldom 2 14%

14 respondents

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

Almost always 12 86%

Often 1 7%

Sometimes 1 7%

14 respondents

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

Frequently and regularly 13 93%

Regularly but not frequently 1 7%

14 respondents

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

Frequently and regularly 6 43%

Sporadically 2 14%

Regularly but not frequently 5 36%

Rarely 1 7%

14 respondents

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

Frequently and regularly 10 71%

Sporadically 2 14%

Regularly but not frequently 2 14%

14 respondents

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

Frequently and regularly 14 100%

14 respondents