

NEASC/CPSS SELF STUDY PROFESSIONAL STAFF SURVEY

Years in Profession

< 1 - 5

6 - 15

16 +

School Role

Classroom Teacher

Non-Teaching Professional

Administration

Grade Level

6

7

8

9

10

11

12

n/a

Highest Level Of Education

Bachelor

Master

Master +

Doctorate

Gender

Male

Female

Indicate whether you agree or disagree with each statement.

Likert Scale:

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Teachers adjust their instructional practices by organizing group learning activities.

My school's core values, beliefs, and 21st century learning expectations (academic, social, and civic) are clear to me.

The school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.

Teachers emphasize inquiry, problem-solving, and higher order thinking to support the achievement of the school's learning expectations.

My school's 21st century learning expectations are challenging and measureable for all students.

The curriculum emphasizes cross-disciplinary learning.

I actively participate as an advisor/mentor in the school's formal program to personalize each student's educational experience.

The formal curriculum in my subject area emphasizes inquiry, problem-solving, and higher order thinking.

All support services personnel use assessment data, including feedback from the school community, to improve services and to achieve the school's learning expectations.

The school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations.

The school has adopted school-wide analytic rubrics that define all of the 21st century learning expectations (academic, social, and civic).

The written and taught curriculums are aligned.

The community and the district's governing body provide dependable funding for instructional materials, supplies, and equipment.

Prior to each unit of study, teachers communicate to students the school's learning expectations and corresponding rubrics to be used.

The school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities.

The facilities fully support the implementation of the curriculum, including the co-curricular programs, and other learning opportunities.

The school's culture supports independent student learning.

Needed repairs are completed in a timely manner.

Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.

I am directly involved in curriculum evaluation, review, and revision work.

Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning.

I have input into the development of the school budget.

The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment.

The school's core values and beliefs are actively reflected in the school's culture.

Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.

The school is clean and well maintained.

Teachers maintain expertise in their content area and in content-specific instructional practices.

I understand the formal process, based on the use of the school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations.

School counselors meet regularly with all of their students and provide personal, academic, career, and college counseling services.

I use the school-wide analytic rubrics when assessing student work.

The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

The school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.

Teachers use a variety and range of assessment strategies including formative and summative assessments.

Teachers meet formally to discuss and improve both formative and summative assessment strategies.

The school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.

Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to revise and improve curriculum and instructional practices.

The school's culture is safe, positive, and supportive.

Teachers support students in assuming responsibility for their learning.

The school requires every student, over the course of the high school experience, to enroll in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

The curriculum emphasizes the informed and ethical use of technology.

Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.

The curriculum in my department/content area emphasizes depth of understanding and application of knowledge.

Teachers use differentiated instructional practices to meet the learning needs of all students.

My student load and class sizes enable me to meet the learning needs of individual students.

Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership.

Teachers have formal opportunities to examine student work to improve their instructional practices.

Co-curricular programs are adequately funded.

Students use the library on a regular basis for assignments/research for my classes.

When making important teaching decisions, I consider the school's core values and beliefs about learning.

The school provides information to families, especially to those most in need, about available student support services.

The school has sufficient certified/licensed counseling personnel and support staff.

The curriculum emphasizes authentic application of knowledge and skills.

The school has sufficient certified/licensed health services personnel.

Support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations.

The community and the district's governing body provide dependable funding for a wide range of programs and services.

Health services personnel provide preventive health and direct intervention services.

Library/information services personnel are actively engaged in the development and implementation of the school's curriculum.

Library information services personnel provide a wide range of print and non-print materials, including technologies and other information services, that fully support the curriculum.

The school has adequate, certified support services personnel for identified students, including special education, 504, and English language learners.

Teachers personalize instruction to support the achievement of the school's learning expectations.

The community and the district's governing body provide dependable funding for professional and support staff.

There is a common, formal, curriculum template that is used in all subject areas.

The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations.

The school board, superintendent, and principal collaborate in the process of achieving learning expectations.

The community and the district's governing body provide adequate funding for a wide range of technology support.

The school has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.

The school's physical plant and site supports the delivery of high quality programs and services.

School-wide grading and reporting practices are regularly reviewed and revised.

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.

The professional staff actively engages parents and families as partners in each student's education.

The school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities.

The school has sufficient certified/licensed library/media services personnel and support staff.