



DIRECTIONS

- * Individual responses will be kept strictly confidential from anyone outside of the UMass Donahue Institute evaluation team. No one from your school, district, or any other organization will have access to individual respondent survey data. Please do not put your name anywhere on the survey.
- * Use black or blue pen or pencil to fill in your responses. DO NOT use a felt tip or gel pen.
- * If you are unsure of your answer, or if the question does not apply to you, simply skip that question and move on.
- * Completely fill in the bubble next to your response. Do not use check marks or slashes. If you wish to change your response, simply use an **X** to cross out your answers and fill in the correct bubble.
- * The survey is meant to help your school gain valuable feedback from teachers on what's working well and what areas it may need to improve upon. Your thoughtful and honest responses are most appreciated.

I. Respondent Profile

1. What grade level do you primarily teach?

- 9th
- 10th
- 11th
- 12th
- Multiple

2. Indicate below if you primarily teach any of the content areas listed.

- Career Prep
- English Language Arts
- Health/Physical Education
- Math
- Science
- Social Studies
- Visual and Performing Arts
- World Languages
- N/A

3. Indicate below if you primarily teach any of the following student groups. (If none, please skip to next question.)

- English Language Learners
- Special Education





4. What leadership responsibilities, if any, do you currently have in addition to teaching? (Check all that apply. If none, please skip to next question.)

- Professional Learning Group Facilitator
- Committee Chairperson
- Leadership Team Member
- Department Chairperson

II. School Culture and Safety

5. Please tell us how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Teachers in my school respect one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school respect students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school respect teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school are available to help when students are having academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school are available for support when students are having non-academic problems (e.g., social, emotional, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school treat students fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school are motivated to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school are motivated to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student views on ways to improve my school are valued by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student views on ways to improve my school are valued by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher views on ways to improve my school are valued by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How safe is your school for students?

Very Safe	Safe	Somewhat Safe	Somewhat Unsafe	Unsafe	Very Unsafe
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





III. Academics and Support

7. In a typical week, approximately how many hours outside of class do you expect students to devote to your classes?

Table with 7 columns: N/A, Zero, Less than 1, Between 1 - 3, Between 3 - 5, More than 5. Rows include: Your remedial classes, Your standard/college prep classes, Your honors/AP classes.

8. Please tell us how much you agree or disagree with the following statements:

Table with 7 columns: Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree. Rows include: The curriculum I teach is uniform within grade levels or courses, The curriculum I teach is vertically aligned through grade levels or courses, I make my behavioral expectations clear to students, I make my academic expectations clear to students, I adjust my teaching to meet the varying needs of learners in my classroom, The curriculum I teach integrates learning across subject areas, I connect my lesson plans to life outside of school, What I am teaching will be important to students later in life, Students are comfortable approaching me when they need academic help, I listen to student input on how to improve my instruction, My school has high expectations for students, Students at my school are encouraged to continue their education beyond high school, Students who graduate from my school are prepared for education beyond high school, Students who graduate from my school are prepared to obtain a good job after high school, Students who graduate from my school are prepared to assume the duties and responsibilities that come with being a member of their community.





9. How often has each of the following occurred in your classes this school year?

	Always	Frequently	Sometimes	Rarely	Never
Lessons from your subject area connect to lessons from a different subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You adjust your instructional strategies to meet the needs of different students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You use instructional strategies specifically designed to improve students' reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You use, or have students use, digital technology in your classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You use instructional strategies specifically designed to improve students' math skills and understanding of math concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You ask students to apply what they learn in class to life outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You work individually with students during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You work individually with students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You talk to students about the academic progress they are making in your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You find that negative student behaviors interfere with your classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How well do you understand each of the following instructional strategies?

	Very Well	Well	Somewhat	Not at all
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In your opinion, how important is it to use each of the following instructional strategies in your content area?

	Very Important	Important	Somewhat Important	Not important
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





12. How adequately is each of the following provided at your school?

	Completely Adequate	Adequate	Somewhat Adequate	Somewhat Inadequate	Inadequate	Completely Inadequate
Availability of academic help for students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school's efforts to encourage students to pursue education beyond high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school's efforts to communicate academic standards to teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school's efforts to communicate academic standards to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school's efforts to communicate academic standards to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school's approach to reducing bullying and harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How satisfied are you with the overall educational experience provided to students at your school?

Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. Teaming

14. Are you assigned to an interdisciplinary grade level team?

- Yes
- No (if no, please skip to Q.18)

15. What grade level team are you assigned?

- 9th
- 10th
- 11th
- 12th
- Multiple

16. What is the name of your team?

Ninth Grade Teams

- Team A
- Team B
- Team C
- Team D

Tenth Grade Teams

- Team A
- Team B
- Team C
- Team D



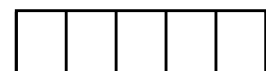


17. Please tell us how much you agree or disagree with the following statements regarding interdisciplinary grade level teams (teaming):

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
The creation of interdisciplinary grade level teams was a good idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are meeting higher learning standards as a result of teaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student classroom behavior has improved as a result of teaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of a team has improved your teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of a team has brought you closer to your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of a team has allowed you to collaborate more with teachers on your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of a team has allowed you to collaborate more with student's teachers outside of your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of a team has allowed you to collaborate more with teachers in your content area outside of your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a member of a team has increased your motivation to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your team uses interdisciplinary learning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please tell us how much you agree or disagree with the following statements:

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I am part of a school that is engaged in a process of continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is high quality teacher leadership for my school's continuous improvement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me adequate access to high quality professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more professional development in effective instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more professional development in my content area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





19. Has your classroom been observed using the 3-minute PDA classroom observation process?

- Yes
- No

20. What influence has the 3-minute PDA classroom observation process had on your classroom instruction?

Very Positive	Positive	Somewhat Positive	No Influence	Somewhat Negative	Negative	Very Negative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 To what extent has your classroom instruction changed as a result of the discussions of the data derived from the 3-minute PDA classroom observation process?

A great deal	Somewhat	Very little	Not at all	I have not seen any data resulting from this process
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Are you a member of a Professional Learning Group? (That is, a small group of teachers that meets regularly for the purpose of facilitating professional learning about classroom practice.)

- Yes
- No (if no, you are now finished with the survey)

23. What influence has your involvement with a Professional Learning Group had on your classroom instruction?

Very Positive	Positive	Somewhat Positive	No Influence	Somewhat Negative	Negative	Very Negative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. To what extent has your classroom practice changed as a result of your participation in a Professional Learning Group?

A great deal	Somewhat	Very little	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are now finished with the survey. Thanks!

