

## Professional Development Survey

Name of school district: \_\_\_\_\_

### Assessment *In my school . . .*

Yes      Not Yet

- \_\_\_\_\_      \_\_\_\_\_ The primary focus of assessment is to promote learning, not to measure and report it.
- \_\_\_\_\_      \_\_\_\_\_ Teachers use content standards as the basis for their curriculum, assessment, and instructional decision-making.
- \_\_\_\_\_      \_\_\_\_\_ The school has a philosophy and a system of grading that ensures consistency among teachers (for example, groups of teachers regularly score student work and select anchor papers as exemplars).
- \_\_\_\_\_      \_\_\_\_\_ Faculty analyze assessment results to compare achievement among various student populations.
- \_\_\_\_\_      \_\_\_\_\_ Students are given multiple assessments, including portfolio tasks, writing projects, and collaborative assessments.
- \_\_\_\_\_      \_\_\_\_\_ Students can explain how their work relates to targeted standards.

### Instructional Strategies *In my school . . .*

Yes      Not Yet

- \_\_\_\_\_      \_\_\_\_\_ Learning activities are focused on the essential understandings, concepts, and key skills of the topic being studied.
- \_\_\_\_\_      \_\_\_\_\_ Teachers use a variety of instructional strategies (such as problem-based learning, direct instruction, centers, complex instruction, tiered activities, and contracts) with a mix of whole class, small group, and independent study as appropriate.
- \_\_\_\_\_      \_\_\_\_\_ Students know exactly where the unit of study is headed, what is required of them, and how their work will be assessed.
- \_\_\_\_\_      \_\_\_\_\_ Assessment is a continuous process for monitoring student progress and is used to shape instruction.
- \_\_\_\_\_      \_\_\_\_\_ Teachers use multiple ways to assess student learning.

### Curriculum Development *In my school . . .*

Yes      Not Yet

- \_\_\_\_\_      \_\_\_\_\_ Curriculum units and assessments are shared and reviewed among the staff.
- \_\_\_\_\_      \_\_\_\_\_ Curriculum is designed according to explicit standards and quality control measures.
- \_\_\_\_\_      \_\_\_\_\_ Curriculum is designed for depth rather than breadth.
- \_\_\_\_\_      \_\_\_\_\_ Team planning, team teaching, and critical examination of the curriculum are encouraged.
- \_\_\_\_\_      \_\_\_\_\_ Teachers view the textbook as a resource rather than their course syllabus.

**Instructional leadership*****In my school . . .***

Yes      Not Yet

- Teacher performance appraisal is grounded in teaching standards, aligned with multiple measures of student learning, and linked to professional development planning.
- Performance appraisal evidence included self assessment, peer assessment and feedback, student and parent feedback, and action research findings.
- Teacher evaluation and supervision are differentiated based on professional experience and needs.
- The supervision process ensures that feedback is sought, welcomed and used by staff to improve professional practice.
- Teachers study groups and action research results inform school instruction practice for improved student learning.
- When teachers are not scheduled with students, some time is devoted to reviewing student work, analyzing assessment results, and doing collaborative planning and reflection.
- A fully operational induction program is in place that includes peer coaching, assigned mentors for beginning teachers, mentor training, and funding for substitute teachers and program materials.

**Understanding the Learning Process*****In my school . . .***

Yes      Not Yet

- Students are taught to think about how they think. Students know, for example, how they learn best, and they understand that there are many ways of being "smart."
- Teachers give students opportunities to make decisions in the classroom.
- Students have choices in how they express their learning. They are encouraged to demonstrate that they know in different ways.
- Teachers understand that students must be able to express their points of view, reflect on their conceptions, and have those conceptions challenged if they are to grow intellectually and form new understandings.
- Teachers and students work together to create safe, non-threatening classrooms, places where all students feel encouraged to participate in the learning process.
- Teachers are familiar with theories of learning, such as multiple intelligences, learning styles, and constructivism.
- Teachers understand the importance of incorporating laughter and purposeful movement in the classroom to truly engage all students in learning.
- Teachers understand that the brain learns by teaching and, therefore, provide opportunities for students to "teach" or explain what they have just learned — in their own words — to a partner in the class.

**Thank you for returning this survey to your district's Title I coordinator.**