Staff Survey of Use of Best Practice in Teaching and Learning

Level (circle one)   Primary   Intermediate   No grade/All Grades
Role in the school (circle one)   Teacher   Specialist   Support Staff   Other (please list)

Please respond to the statements by circling the number in the column that best describes your practice.
The choices include:
I am confident in my use of this and can provide artifacts: **Confident with artifacts**
I am using or doing this but am not yet confident: **Doing this but not confident**
I know about this but am not doing or using it: **Know about but don't do**
I don't know about this: **Don't know about It**

	Creating a Positive Learning Environment	**Confident with artifacts**	**Doing this but not confident**	**Know about but don't do**	**Don't know about it**
1	I make a strong effort to interact positively with each student each day.	4	3	2	1
2	I develop and use a system for monitoring the nature and frequency of interactions with individual students.	4	3	2	1
3	I display student work both in the classroom and in public areas and identify the standard of learning the work represents.	4	3	2	1
4	I set up conditions where students can assess the effectiveness of their learning habits and learn to make the necessary adjustments.	4	3	2	1
5	I teach students to self-assess the appropriateness and effectiveness of their social skills.	4	3	2	1
6	I practice equity and explain to students the difference between equity (get what you need when you need it) and equality (all get the same thing at the same time).	4	3	2	1
7	I provide student choice of learning process, teach them to make good choices, and analyze why the choices were or were not the best choice.	4	3	2	1

#		Confident with artifacts	Doing this but not confident	Know about but don't do	Don't know about it
8	I explain the reason why I am doing what I am doing or making the decision I am making.	4	3	2	1
9	I change strategies to meet students' needs rather than expecting students to change to meet teacher needs.	4	3	2	1
10	I reinforce students' attempts to solve problems and exert effort.	4	3	2	1
11	I include students in developing classroom expectations and consequences for meeting and not meeting those expectations.	4	3	2	1
12	I use a clearly articulated range of consequences for both met and unmet expectations based on the quality, intensity and frequency of the action.	4	3	2	1
13	I promote intrinsic motivation (I did it!) rather than extrinsic motivation (I got a sticker!)	4	3	2	1
	Communicating High Expectations for Student Learning	Confident with artifacts	Doing this but not confident	Know about but don't do	Don't know about it
14	I communicate clear expectations including what students are expected to learn and criteria for success such as rubrics, task performance lists and exemplars of good performance.	4	3	2	1
15	I provide feedback from multiple sources so that learners are able to use the feedback and make adjustments in their future work.	4	3	2	1
16	I design units around authentic assignments and assessments.	4	3	2	1
17	I make sure that students know how every classroom activity fits into their learning targets.	4	3	2	1

#	Statement	Confident with artifacts	Doing this but not confident	Know about but don't do	Don't know about it
18	I coach students in setting challenging yet attainable goals and in designing and implementing action plans for attaining those goals.	4	3	2	1
19	I help students build skills in recognizing how the current lesson is related to and builds on previous lessons.	4	3	2	1
20	I encourage students to think about how the information they are learning relates to other subjects and their lives beyond the school day.	4	3	2	1
21	I explicitly teach students the connection between effort and achievement and reinforce both.	4	3	2	1
22	When planning instruction, I do a thorough task analysis of the components, knowledge, and skills in a lesson plus an analysis of student readiness, background knowledge, interests and processing styles.	4	3	2	1
23	My instructional plans include what I will do if some students already know the content and what I will do for those students who are not successful in learning the content.	4	3	2	1
	High Quality Learning Activities	**Confident with artifacts**	**Doing this but not confident**	**Know about but don't do**	**Don't know about it**
24	I create a text rich environment by collecting, displaying and using a wide variety of subject-related books, magazines and posters in the classroom.	4	3	2	1
25	I provide opportunities for students to locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.	4	3	2	1
26	I teach reading as a process of constructing meaning through the interaction of the reader's prior knowledge and experiences, the information presented in the text and the context or purpose of the reading.	4	3	2	1

27	I provide a balanced literacy program that includes reading to students, reading with students, independent reading by students, writing for and with students and writing by students.	4	3	2	1
28	I use small, flexible groups to provide appropriate instruction in reading and other content areas.	4	3	2	1
29	I help students build a repertoire of reading strategies and help them learn when to use which one.	4	3	2	1
30	I model my thinking aloud so that students hear what to do when they are tackling complex problems.	4	3	2	1
31	I present students with explicit, ongoing guidance in identifying similarities and differences within a unit or content.	4	3	2	1
32	I provide students with strategies and opportunities for summarizing in a wide variety of situations.	4	3	2	1
33	I teach students strategies for taking effective notes as a regular part of instruction.	4	3	2	1
34	When I assign homework, the purpose is clearly identified and articulated, the duration is appropriate for the grade level, and students receive feedback on their work.	4	3	2	1
35	I explicitly teach a variety of non-linguistic representations including graphic organizers, models, and drawings.	4	3	2	1
36	I provide my students with training and opportunities to work in cooperative groups.	4	3	2	1
37	I provide opportunities for students to respond to and ask thought-provoking questions	4	3	2	1

#	Assessment	Confident with artifacts	Doing this but Not confident	Know about but don't do	Don't know about it
38	I design learning experiences in which thinking processes are named, modeled, and practiced in a variety of situations	4	3	2	1
39	I build decision making and problem solving situations into learning experiences.	4	3	2	1
40	I communicate to students at the beginning of a unit or learning block how their learning will be assessed.	4	3	2	1
41	I go beyond grading student work to critiquing and analyzing student work to see which components of the learning targets are mastered and which are in need of re-teaching.	4	3	2	1
42	I select assessment tools from a wide range of options including, but not limited to, projects, performances, and paper and pencil assessments.	4	3	2	1
43	I do a pre-assessment as part of the planning for units and lessons.	4	3	2	1
44	I check for understanding across all students by using a variety of strategies such as signal cards, slates, think pads.	4	3	2	1
45	I design and give assessments that provide opportunities for practice and rehearsal before the final assessment.	4	3	2	1
46	I include student self-assessment as a regular part of the assessment process.	4	3	2	1
47	I teach students to give each other feedback through explicitly taught protocols for peer review.	4	3	2	1

48	I engage students in the creation and use of rubrics.	4	3	2	1
49	I have students score work to help them understand how the scoring criteria are used to evaluate student work.	4	3	2	1
50	When I have students work in groups, I structure the assignments to assure individual accountability for the work.	4	3	2	1
51	I regularly look at the progress my students are making in their attainment of the learning targets and adjust my teaching to their needs.	4	3	2	1