Instructional Practices Survey

Middle Level Leadership Center
Form 3-98

Please take a few minutes to reflect upon the instructional practices you commonly use while working with your students. The purpose of this survey is to compile a school-wide profile of instructional practices, not to evaluate your competence as a teacher or the specific practices you choose to use when working with your students.

1. Which of the following most accurately describes your teaching assignment?

① Core content area (language arts, social studies, reading, math, or science)

② Non-core exploratory or elective content areas (e.g. art, music, speech, drama, family living, industrial education, health, physical education, foreign language)

③ Special education teacher (whether you work in a fully included or partially included program or in a separate area with pull-out students or any combination, your primary teaching assignment is to work with special needs students)

④ Other or not sure which of the above to select. (If you teach students on a daily basis as a regular classroom teacher and the above list does not fit your assignment or you are not sure which of the above to select, please describe your role on the next line.)

2. Which of the following most accurately describes your teaching assignment?

① I am a member of an interdisciplinary teaching team of four or more teachers.

② I am a member of an interdisciplinary team of two or three teachers.

③ I am not a member of an interdisciplinary team.

Planning Strategies

For questions 3 through 18, the responses represent percentages of time in 10 percent increments. For example, in question 3, if you believe that you almost always select content that directly fits the district's curricular goals/objectives, you might select 90% as the most appropriate answer. If you believe you do that approximately half of the time, you would select 50% as the most appropriate answer.

		Percent of Frequency
		0 10 20 30 40 50 60 70 80 90 100
3.	When I design my lessons, I consciously select content that meets the district's curriculum, competencies, and/or performance standards.	▢▢▢▢▢▢▢▢▢▢▢
4.	When I design my lessons, I consciously select instructional materials based upon my knowledge of my students' developmental needs and learning styles.	▢▢▢▢▢▢▢▢▢▢▢
5.	When I design my lessons, I consciously select methods and strategies that accommodate individual needs and interests of specific students.	▢▢▢▢▢▢▢▢▢▢▢
6.	When I design my lessons, I consciously prepare lessons with high expectations designed to challenge and stimulate all students.	▢▢▢▢▢▢▢▢▢▢▢
7.	When I design my lessons, I consciously consider how to build upon my students' existing knowledge and experiences.	▢▢▢▢▢▢▢▢▢▢▢
8.	When I design my lessons, I consciously consider how to create active learning experiences for my students.	▢▢▢▢▢▢▢▢▢▢▢

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9.	When I design my lessons, I consciously consider how to create cooperative learning experiences for my students.	☐☐☐☐☐☐☐☐☐☐☐
10.	When I design my lessons, I consciously design lessons that require integration of content from more than one content area.	☐☐☐☐☐☐☐☐☐☐☐
11.	During each lesson, I monitor students' understanding of the content and make adjustments accordingly.	☐☐☐☐☐☐☐☐☐☐☐
12.	During each lesson, I move among the students, engaging individually and collectively with them during the learning experience.	☐☐☐☐☐☐☐☐☐☐☐
13.	During each lesson, I consciously implement a teaching strategy that stimulates higher-order thinking skills.	☐☐☐☐☐☐☐☐☐☐☐

Instructional Strategies

		0 10 20 30 40 50 60 70 80 90 100
14.	During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities.	☐☐☐☐☐☐☐☐☐☐☐
15.	During each lesson, I vary the size and composition of learning groups.	☐☐☐☐☐☐☐☐☐☐☐
16.	During each lesson, I discuss with my students the importance of courtesy and respect and I consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents.	☐☐☐☐☐☐☐☐☐☐☐
17.	During each lesson, I consciously implement two or more learning activities.	☐☐☐☐☐☐☐☐☐☐☐
18.	During each lesson, I consciously implement a learning activity that requires students to read or write in my content area.	☐☐☐☐☐☐☐☐☐☐☐

Assessment Practices

For the following assessment practices, please assign a percent of time that describes how frequently you use each assessment practice. In other words, as you look at the list, what percent of the assessments you give to students are multiple choice tests, what percent are essay tests, etc. When you complete the list, your total for items 18 through 27 should be 100%. Please use the 10% intervals listed below each item to mark the appropriate percent of time you use each practice. Please limit your responses to the practices listed.

	Percent of Frequency 0 10 20 30 40 50 60 70 80 90 100
19. Multiple-choice tests	☐☐☐☐☐☐☐☐☐☐☐
20. Essay tests	☐☐☐☐☐☐☐☐☐☐☐
21. Short answer tests	☐☐☐☐☐☐☐☐☐☐☐
22. Fill in the blank tests	☐☐☐☐☐☐☐☐☐☐☐
23. Matching tests	☐☐☐☐☐☐☐☐☐☐☐
24. Demonstrations to peers	☐☐☐☐☐☐☐☐☐☐☐
25. Demonstrations to adults	☐☐☐☐☐☐☐☐☐☐☐
26. Portfolios	☐☐☐☐☐☐☐☐☐☐☐
27. Mastery checklists	☐☐☐☐☐☐☐☐☐☐☐
28. Student projects	☐☐☐☐☐☐☐☐☐☐☐

(Please review your answers to the above assessment practices. Does the total add up to 100%? If not, please adjust your responses as appropriate.)

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After you have completed a lesson or unit of study and assessed each student's success or lack of success for the lesson or unit, you realize that a student in the class has not mastered the desired learning objectives of the lesson or unit. Please answer the next four questions based upon how you typically respond to that type of scenario. To help you formulate a response, think of all the units you teach and all the times one of the students does not demonstrate mastery of the content or competencies. **Your responses to the four questions should total 100%.**

		Percent of Frequency
		0 10 20 30 40 50 60 70 80 90 100
29.	How frequently do you assign the grade the student has earned and move all students into to the next lesson or unit of study.	☐☐☐☐☐☐☐☐☐☐☐
30.	How frequently do you assign the grade the student has earned and create additional learning experiences for the student so he/she can master the objective. The initial grade remains unchanged, but the student has the opportunity to learn the material.	☐☐☐☐☐☐☐☐☐☐☐
31.	How frequently do you assign the grade the student has earned and create additional learning experiences for the student so he/she can master the objective. If the student masters the objective, you reassign or change the grade to one that reflects the student's newly developed competence.	☐☐☐☐☐☐☐☐☐☐☐
32.	If you frequently use a strategy other than the three described immediately above, please briefly describe the strategy and record the percent of time you use that strategy.	_____

Please remember to check your responses to items 29-32. They should total 100%.

Parent Relationships

Working effectively with parents is one of the most challenging tasks for most teachers. Please respond to the following items about parent relationships based upon the practices you use to engage parents.

33.	I typically interact personally (talk in person, talk on the phone, communicate via email, etc.) with ten or more of my student's parents :	①Weekly ②Monthly ③Each semester ④Each school year

For questions 34 to 36 <u>do not include</u> in your responses any contacts with parents that occurred as part of regularly scheduled parent/teacher conference days at school. Think of the last ten contacts you had with parents such as phone conversations, home visits, and school visits not associated with regularly scheduled reporting conferences. Your responses to items 34, 35, and 36 should total 10.

		Number of Contacts
		⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
34.	Of the last ten contacts, how many of them did you initiate?	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
35.	Of the ten contacts, how many of them did the parent initiate?	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
36.	Of the last ten contacts, how many of them were a chance meeting that was not initiated by either you or the parent?	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

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For items 37, 38, 39, and 40, think about those same last ten contacts you had with parents. As previously, your responses to questions 37, 38, 39, and 40 should total 10.

		Number of Contacts
37.	Of the last ten contacts, how many of them were by phone?	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
38.	Of the last ten contacts, how many were in the student's home?	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
39.	Of the last ten contacts, how many were at school?	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩
40.	Of the last ten contacts, how many were at another site? Please describe site:_____	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

For items 41, 42, 43, and 44, think about the last five contacts <u>you initiated</u> with parents. Your responses to these items should total 5.

		Number of Contacts
41.	Of the last five contacts you initiated with parents, how many of them were to discuss a concern about student behavior?	⓪ ① ② ③ ④ ⑤
42.	Of the last five contacts you initiated with parents, how many of them were to discuss a concern about academic performance?	⓪ ① ② ③ ④ ⑤
43.	Of the last five contacts you initiated with parents, how many of them were to discuss positive growth in student behavior or academic performance?	⓪ ① ② ③ ④ ⑤
44.	Of the last five contacts you initiated with parents, how many of them were to discuss an issue other than student behavior or academic performance? Please describe the issue briefly_____	⓪ ① ② ③ ④ ⑤

For items 45, 46, 47, and 48, think about the last five contacts <u>parents initiated</u> with you. Your responses to these items should total 5.

		Number of Contacts
45.	Of the last five contacts parents initiated with you, how many of them were to discuss a concern about student behavior?	⓪ ① ② ③ ④ ⑤
46.	Of the last five contacts parents initiated with you how many of them were to discuss a concern about academic performance?	⓪ ① ② ③ ④ ⑤
47.	Of the last five contacts parents initiated with you, how many of them were to discuss positive growth in student behavior or academic performance?	⓪ ① ② ③ ④ ⑤
48.	Of the last five contacts parents initiated with you, how many of them were to discuss an issue other than student behavior or academic performance? Please describe the issue briefly_____	⓪ ① ② ③ ④ ⑤

Curriculum Development

Curricular goals/objectives and desired learner outcomes are typically identified by committees at the school and district level. However, teachers generally have some degree of flexibility in determining how they will teach to those goals/objectives/outcomes.

49. In your class, do you involve your students in the process of deciding <u>what</u> your students will study to accomplish the curricular goals? If yes, briefly describe how you involve your students in determining <u>what</u> they will study._____ ☐ YES ☐ NO

_____

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50. Do you involve your students in the process of deciding how your students will study the content to accomplish the goals? If yes, briefly describe how you involve your students in determining how they will study the content._____ ☐ YES ☐ NO

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For the next three questions, consider the specific content your students study during a school year. (This is about the specific content to accomplish the goals, not about the broad goals.)

		Percent of Frequency 0 10 20 30 40 50 60 70 80 90 100
51.	Of all the specific content your students study, what percent of that content is dictated by district curriculum?	☐☐☐☐☐☐☐☐☐☐☐
52.	Of all the specific content your students study, what percent of that content do you (or you and your colleagues) select?	☐☐☐☐☐☐☐☐☐☐☐
53.	Of all the specific content your students study, what percent of that content is selected by your students?	☐☐☐☐☐☐☐☐☐☐☐

For the next three questions, think about the learning activities (not the content) you use to teach the content.

		Percent of Frequency 0 10 20 30 40 50 60 70 80 90 100
54.	Of all the learning activities you use with your students, approximately what percent of those activities are dictated by district curriculum?	☐☐☐☐☐☐☐☐☐☐☐
55.	Of all the learning activities you use with your students, approximately what percent of those activities are selected by you?	☐☐☐☐☐☐☐☐☐☐☐
56.	Of all the learning activities you use with your students, approximately what percent of those activities are selected by you and other teachers in your school?	☐☐☐☐☐☐☐☐☐☐☐

(NOTE: Your responses to the percentages for items 54-55-56 should add to 100%.)

For the next two questions, again, think about the types of learning activities you use with your students and specifically the learning activities which you as the teacher have the opportunity to select.

		Percent of Frequency 0 10 20 30 40 50 60 70 80 90 100
57.	Of all the learning activities which you have the opportunity to select, what percent are selected after discussion and/or input from your students?	☐☐☐☐☐☐☐☐☐☐☐
58.	Of all the learning activities which you have the opportunity to select, what percent are selected by your students?	☐☐☐☐☐☐☐☐☐☐☐

Thank you for taking the time to complete this survey. The information will be of value so you and your colleagues can have a detailed understanding of the instructional practices in your school.

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