

Introduction



**MILWAUKEE
PUBLIC SCHOOLS**

2009-2010 MPS Instructional Practices Survey

Thank you for taking the time to complete the 2009-10 MPS Instructional Practices Survey. This is an opportunity for you to help the district learn more about the instructional practices you utilize in your classroom and to provide us with your views and experiences as a teacher. Your feedback is invaluable to us as we work to identify additional ways to support schools and teachers.

To ensure individual respondent confidentiality, survey results will only be reported in aggregate form, by school.

If there are any questions that you do not wish to answer, feel free to skip them. Again, thank you in advance for your cooperation and participation.

Warm-Up

At what school do you currently teach?

Name of School:

3-Digit MPS Site Number:

For how many years (including this one) have you been a TEACHER ...

a. in your current school?

0 years

b. in other schools within MPS (not your current school)?

0 years

c. in districts other than MPS?

0 years

Total

0 years

Which of the following best describes your **CURRENT ROLE** as a teacher? (Check all that apply.)

- | | |
|--|--|
| ☐ Pre-K | ☐ Vocational-Career Education Teacher |
| ☐ Primary (Gr. Kdg. – 2) | ☐ Technical Education Teacher |
| ☐ Intermediate (Gr. 3-5) | ☐ Library Media Specialist |
| ☐ Middle (Gr. 6-8) | ☐ Physical Education/Health Teacher |
| ☐ High (Gr. 9-12) | ☐ Foreign Language Teacher |
| ☐ Special Education Teacher | ☐ Other (please specify): _____ |
| ☐ Fine Arts Teacher | |

From which institution did you receive your **INITIAL** teacher preparation? (Check only one.)

- ☐ Alverno College
- ☐ Cardinal Stritch University
- ☐ Marquette University
- ☐ Milwaukee Teacher Education Center (MTEC)
- ☐ UW-Madison
- ☐ UW-Milwaukee
- ☐ Other (please specify): _____

MLQ of Principal

Think about how frequently each statement fits the principal of your current school.

The principal...

Based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
a. Provides me with assistance when I show effort.	☐	☐	☐	☐	☐
b. Re-examines assumptions to question whether they are appropriate.	☐	☐	☐	☐	☐
c. Intervenes before problems become serious.	☐	☐	☐	☐	☐
d. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	☐	☐	☐	☐	☐
e. Gets involved immediately when issues arise.	☐	☐	☐	☐	☐
f. Talks about his/her most important values and beliefs.	☐	☐	☐	☐	☐
g. Is absent when needed.	☐	☐	☐	☐	☐
h. Seeks differing perspectives when solving problems.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
i. Talks optimistically about the future.	☐	☐	☐	☐	☐
j. Instills pride in me for being associated with him/her.	☐	☐	☐	☐	☐
k. Discusses in specific terms who is responsible for achieving performance targets.	☐	☐	☐	☐	☐
l. Waits for things to go wrong before taking action.	☐	☐	☐	☐	☐
m. Talks enthusiastically about what needs to be accomplished.	☐	☐	☐	☐	☐
n. Specifies the importance of having a strong sense of purpose.	☐	☐	☐	☐	☐
o. Spends time teaching and coaching others (not including students).	☐	☐	☐	☐	☐
p. Makes clear what one can expect to receive when performance goals are achieved.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
q. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	☐	☐	☐	☐	☐
r. Goes beyond self-interest for the good of the group.	☐	☐	☐	☐	☐
s. Treats me as an individual rather than just as a member of a group.	☐	☐	☐	☐	☐
t. Demonstrates that problems must become chronic before taking action.	☐	☐	☐	☐	☐
u. Acts in ways that build my respect.	☐	☐	☐	☐	☐
v. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	☐	☐	☐	☐	☐
w. Considers the moral and ethical consequences of decisions.	☐	☐	☐	☐	☐
x. Keeps track of all mistakes.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
y. Displays a sense of authority and confidence.	☐	☐	☐	☐	☐
z. Articulates a compelling vision of the future.	☐	☐	☐	☐	☐
aa. Directs my attention toward failures to meet standards.	☐	☐	☐	☐	☐
bb. Avoids making decisions.	☐	☐	☐	☐	☐
cc. Considers me as having different needs, abilities, and aspirations from others.	☐	☐	☐	☐	☐
dd. Gets me to look at problems from many different angles.	☐	☐	☐	☐	☐
ee. Helps me to develop my strengths.	☐	☐	☐	☐	☐
ff. Suggests new ways of looking at how to complete assignments.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always

gg. Delays responding to urgent questions.	☐	☐	☐	☐	☐
hh. Emphasizes the importance of having a collective sense of mission.	☐	☐	☐	☐	☐
ii. Expresses satisfaction when I meet expectations.	☐	☐	☐	☐	☐
jj. Expresses confidence that goals will be achieved.	☐	☐	☐	☐	☐
kk. Is effective in meeting my job-related needs.	☐	☐	☐	☐	☐
ll. Uses methods of leadership that are satisfying.	☐	☐	☐	☐	☐
mm. Gets me to do more than I expected to do.	☐	☐	☐	☐	☐
nn. Is effective in representing me to higher authority (e.g., the district office).	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
oo. Works with me in a satisfactory way.	☐	☐	☐	☐	☐
pp. Heightens my desire to succeed.	☐	☐	☐	☐	☐
qq. Is effective in meeting organizational requirements.	☐	☐	☐	☐	☐
rr. Increases my willingness to try harder.	☐	☐	☐	☐	☐
ss. Leads a group that is effective.	☐	☐	☐	☐	☐

Yes/No Questions

Please answer the following questions about your principal or school.

	Yes	No
a. In the past week, has your principal given you detailed feedback on your teaching?	☐	☐
b. In the past month, as your principal given you detailed feedback on your teaching?	☐	☐
c. In the past week, has another school leader given you detailed feedback on your teaching?	☐	☐
d. In the past month, has another school leader given you detailed feedback on your teaching?	☐	☐
e. Has your principal ever encouraged you to look for a job in another school?	☐	☐
f. Has another school leader ever encouraged you to look for a job in another school?	☐	☐
g. Has your principal praised your teaching in public during this school year (e.g., at a staff meeting)?	☐	☐
h. Has another school leader praised your teaching in public during this school year (e.g., at a staff meeting)?	☐	☐
i. Have you been given leadership roles this year because you are an effective teacher?	☐	☐
j. Have you been granted special privileges this year because you are an effective teacher (e.g., professional development opportunities)?	☐	☐
k. Has your principal approached you to suggest that you eventually become a principal?	☐	☐
l. Do you formally participate in teacher hiring decisions at your school?	☐	☐
m. Do you have any input in teacher hiring decisions at your school?	☐	☐
n. Do you think student behavior is a problem at your school?	☐	☐
o. In the past week, has inappropriate student behavior interrupted your teaching?	☐	☐
p. Is there a place where you feel comfortable sending a disruptive student if necessary (e.g., staff person's office, another classroom)?	☐	☐
q. Can you count on the school leadership to support you if you need to discipline a student?	☐	☐
r. Can you count on the school leadership support you if you have a disagreement with a parent?	☐	☐

Task Effectiveness - Short

How EFFECTIVE do you consider your PRINCIPAL to be in the following LEADERSHIP TASKS?

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective
a. ADMINISTRATION tasks related to compliance and regulations (e.g., maintaining records, fulfilling special ed requirements, managing attendance)	☐	☐	☐	☐	☐	☐
b. ORGANIZATION MANAGEMENT tasks related to running the school (e.g., hiring personnel, maintaining facilities, budgeting)	☐	☐	☐	☐	☐	☐
c. DAY-TO-DAY INSTRUCTION tasks related to classroom instruction (e.g., classroom observations, coaching teachers)	☐	☐	☐	☐	☐	☐
d. INSTRUCTIONAL PROGRAM tasks related to developing and implementing curricular programs (e.g., using assessment results, implementing PD)	☐	☐	☐	☐	☐	☐
e. INTERNAL RELATIONS tasks to build interpersonal relationships within the school (e.g., handling staff conflicts, counseling students and teachers)	☐	☐	☐	☐	☐	☐
f. EXTERNAL RELATIONS tasks to broker outside stakeholders to build school capacity (e.g., communicating with district office, fundraising, working with community)	☐	☐	☐	☐	☐	☐

School Choice

To what extent does your school do the following?

	Not at All	A Little	Some	A Lot	I don't know
a. Competes for students with other schools in the area	☐	☐	☐	☐	☐
b. Makes curricular or instructional changes in order to compete for students	☐	☐	☐	☐	☐
c. Uses outreach or advertisements to compete for students	☐	☐	☐	☐	☐

Which school does your school COMPETE with MOST intensely for students?

Name of School:

What type of school is this?

- ☐ Charter school
- ☐ Private school
- ☐ Traditional public school
- ☐ Other (please specify):

- ☐ I don't know

When students transfer out of your school, which of the following are COMMON REASONS why they leave and which is the MOST COMMON reason?

The student and his/her family want a school that...

Common Reason
Why Students Leave
(Check all that

MOST Common
Reason
(Check only ONE in

	apply.)	this column.)
a. ...has a different mission, theme, etc.	☐	☐
b. ...can better meet the student's general educational needs (e.g., special education or gifted and talented services).	☐	☐
c. ...can better meet the student's academic needs (e.g., has different curriculum and/or instructional practices).	☐	☐
d. ...can better meet the student's behavioral needs (e.g., has different approach to student discipline).	☐	☐
e. ...has more convenient transportation options.	☐	☐
f. ...has more options for after-school programs or extracurricular activities.	☐	☐
g. ...has better school facilities and/or availability of resources.	☐	☐
h. ...is safer.	☐	☐
i. ...is smaller and/or has smaller class sizes.	☐	☐
j. ...has higher student achievement.	☐	☐
k. ...has a MORE diverse student body.	☐	☐
l. ...has a LESS diverse student body.	☐	☐
m. ...his/her friends attend.	☐	☐
n. ...is more convenient since the student has moved to a new home.	☐	☐
o. ...is a fresh start because the student/family had conflicts with our staff.	☐	☐
p. Other (please specify): _____	☐	☐

In your opinion, how much of a PROBLEM are each of the following at your school?

	Major Problem	Somewhat of a Problem	Minor Problem	Not a Problem
a. Students who move into the school in the middle of the school year	☐	☐	☐	☐
b. Students who move into the school between school years	☐	☐	☐	☐
c. Students who leave the school in the middle of the school year	☐	☐	☐	☐
d. Student mobility overall	☐	☐	☐	☐
e. Student racial/ethnic tensions	☐	☐	☐	☐
f. Student bullying	☐	☐	☐	☐
g. Student sexual harassment of other students	☐	☐	☐	☐
h. Widespread disorder in classrooms	☐	☐	☐	☐
i. Student verbal abuse of teachers	☐	☐	☐	☐
f. Student acts of disrespect for teachers other than verbal abuse	☐	☐	☐	☐
j. Students involved in gang-related activities	☐	☐	☐	☐
k. Physical conflicts among students	☐	☐	☐	☐
l. Robbery or theft	☐	☐	☐	☐
m. Student use of illegal drugs or alcohol	☐	☐	☐	☐
n. Student possession of weapons	☐	☐	☐	☐

How OFTEN do the following things occur in YOUR CLASS?

	Never	Seldom	Sometimes	Often	Always
a. I have students engage in content-related discussions.	☐	☐	☐	☐	☐
b. Students are required to interpret, analyze and evaluate information in their work.	☐	☐	☐	☐	☐
c. I call on students who don't raise their hands.	☐	☐	☐	☐	☐
d. I move around the classroom to encourage students to stay on-task.	☐	☐	☐	☐	☐

This school year, how OFTEN have YOU done the following?

	Never	1-2 times	3-5 times	6-10 times	More than 10 times
a. Communicated with families about their child's progress	☐	☐	☐	☐	☐
b. Developed academic activities that families can do together at home	☐	☐	☐	☐	☐
c. Provided information about educational or recreational activities available in the community to support or supplement those offered by the school	☐	☐	☐	☐	☐
d. Participated in after-hours activities with families	☐	☐	☐	☐	☐

This school year, how OFTEN has each of the following occurred in regards to the EdStat process?

	Never	1-2 times a semester	1-2 times a month	1-2 times a week	Almost every day
a. The principal or school leader explained the EdStat process to the entire staff.	☐	☐	☐	☐	☐
b. The principal or learning team made a presentation to the staff about your school's data utilizing the EdStat process.	☐	☐	☐	☐	☐
c. You participated in a school-wide discussion of student-level data using the EdStat process (i.e. Plan/Do/Study/Act).	☐	☐	☐	☐	☐
d. You participated in a grade-level or content-level meeting to discuss student-level data using the EdStat process (i.e. Plan/Do/Study/Act).	☐	☐	☐	☐	☐
e. You, individually, looked at student-level data and utilized the EdStat process (i.e. Plan/Do/Study/Act) to inform your instruction.	☐	☐	☐	☐	☐

How often do you do the following?

	Never	1-2 times a semester	1-2 times a month	1-2 times week	Almost every day
a. Use cooperative groups	☐	☐	☐	☐	☐
b. Have students debate ideas	☐	☐	☐	☐	☐
c. Have students explain how they solved a problem or arrived at a conclusion	☐	☐	☐	☐	☐
d. Provide students class time to start or complete homework	☐	☐	☐	☐	☐
e. Have students study a topic in depth	☐	☐	☐	☐	☐
	Never	1-2 times a semester	1-2 times a month	1-2 times week	Almost every day
f. Have students differentiate fact from opinion	☐	☐	☐	☐	☐
g. Have students draw inferences	☐	☐	☐	☐	☐
h. Communicate the objectives of the lesson to the students	☐	☐	☐	☐	☐
i. Monitor the progress of students toward mastery of content	☐	☐	☐	☐	☐
j. Utilize a variety of techniques to hold students accountable for completion of assigned work	☐	☐	☐	☐	☐
	Never	1-2 times a semester	1-2 times a month	1-2 times week	Almost every day
k. Post examples of work that reflects high level performance	☐	☐	☐	☐	☐
l. Model or demonstrate examples of expected performance	☐	☐	☐	☐	☐
m. Provide student's with feedback relative to performance expectations	☐	☐	☐	☐	☐

This year, how often did you use ASSESSMENT DATA to do each of the following?

	Never	1-2 times a semester	1-2 times a month	1-2 times a week	Almost every day
a. IDENTIFY individual students who are struggling academically	☐	☐	☐	☐	☐
b. PLAN instruction for individual students who are struggling academically	☐	☐	☐	☐	☐
c. MONITOR the progress of students who are struggling academically	☐	☐	☐	☐	☐
d. EVALUATE the effectiveness of an academic intervention	☐	☐	☐	☐	☐
	Never	1-2 times a semester	1-2 times a month	1-2 times a week	Almost every day
e. IDENTIFY individual students who are struggling behaviorally	☐	☐	☐	☐	☐
f. PLAN a behavioral intervention	☐	☐	☐	☐	☐
g. MONITOR the progress of students who are struggling behaviorally	☐	☐	☐	☐	☐
h. EVALUATE the effectiveness of a behavioral intervention	☐	☐	☐	☐	☐

What types of STUDENT-LEVEL DATA do you most frequently rely on to inform your instructional practices? (Check all that apply.)

- ☐ Classroom-based assessments
- ☐ Intervention program data (READ 180, LANGUAGE!, Unique, MyACCESS, DIBELS, etc.)
- ☐ Benchmark assessment data
- ☐ WKCE assessment data
- ☐ Attendance data
- ☐ Disciplinary data
- ☐ Other (please specify):

In PLANNING lessons, how much do you rely on each of the following?

	Not at all	A little	Some	A Great Deal
a. MPS Learning Targets	☐	☐	☐	☐
b. Model Academic Standards	☐	☐	☐	☐
c. State Assessment Framework/Descriptors	☐	☐	☐	☐
d. MPS Strategic Plan (Working Together Achieving More – WTAM) goals	☐	☐	☐	☐

How much emphasis do you give the following teaching strategies?

	None	Minimal	Moderate	A Great Deal	Complete/Total
a. Using rubrics or other methods to delineate expectations for student learning	☐	☐	☐	☐	☐
b. Providing descriptive feedback to students	☐	☐	☐	☐	☐
c. Explaining why student's work does/doesn't meet the performance standard	☐	☐	☐	☐	☐
d. Tracking student progress toward expected outcomes	☐	☐	☐	☐	☐
e. Providing expected performance standards for each activity, lesson or unit	☐	☐	☐	☐	☐
f. Having students work together on a project, role-play or simulation	☐	☐	☐	☐	☐
	None	Minimal	Moderate	A Great Deal	Complete/Total
g. Providing test practice or instruction on a previous form of a test	☐	☐	☐	☐	☐
h. Providing students with opportunities to work at different levels of complexity on the same general task	☐	☐	☐	☐	☐
i. Providing a variety of different materials that are appropriate for students with a range of differing skills or abilities	☐	☐	☐	☐	☐
j. Allowing students to take different amounts of time to complete the same task	☐	☐	☐	☐	☐
k. Allowing students to demonstrate their understanding in multiple ways (i.e. orally, in writing, via performance, product creation, etc.)	☐	☐	☐	☐	☐
l. Providing multiple examples that illustrate the same idea	☐	☐	☐	☐	☐
	None	Minimal	Moderate	A Great Deal	Complete/Total
m. Customizing an assignment for an individual to meet their specific learning needs	☐	☐	☐	☐	☐
n. Customizing instruction for a student based on assessment results of their performance	☐	☐	☐	☐	☐
o. Having students work on different products to synthesize or demonstrate learning	☐	☐	☐	☐	☐
p. Having students use different processes or activities that address the same standard, lesson or objective	☐	☐	☐	☐	☐
q. Having students use different content (i.e. leveled texts) to address the same standard, lesson or objective	☐	☐	☐	☐	☐
r. Asking clarifying questions to elicit a higher level response	☐	☐	☐	☐	☐
	None	Minimal	Moderate	A Great Deal	Complete/Total
s. Activating students' prior knowledge before initiating a lesson	☐	☐	☐	☐	☐
t. Connecting academic content to students' cultural heritage, current events or daily lives	☐	☐	☐	☐	☐
u. Assigning projects that get students involved in the community or in service learning	☐	☐	☐	☐	☐
v. Having students create a novel product, presentation or performance	☐	☐	☐	☐	☐
w. Having students work together on a project, role-play or simulation	☐	☐	☐	☐	☐
x. Providing test practice or instruction on a previous form of a test	☐	☐	☐	☐	☐

In which of the following content areas do you use **TECHNOLOGY** at least two times a week? (Check all that apply.)

- | | |
|--|--|
| ☐ English Language Arts | ☐ PE/Health |
| ☐ Reading | ☐ Fine Arts |
| ☐ Math | ☐ Business & Computer Science |
| ☐ Science | ☐ World Languages |
| ☐ Social Studies | ☐ Careers |

How do you rate your ability to blend the use of computer-based technologies into your classroom learning activities? (Check only one.)

- ☐ Advanced: I could support or teach others with technology integration
- ☐ Proficient: I integrate technology confidently in the classroom
- ☐ Basic: I have limited skills and need some assistance with integration
- ☐ Minimal: I need significant assistance with technology integration

Which of these colleagues do you collaborate or consult with in the design and implementation of lessons INTEGRATING TECHNOLOGY? (Check all that apply.)

- ☐ Instructional Technology Leader (ITL)
- ☐ Technology Technician
- ☐ Library Media Specialist (LMS)
- ☐ School Administrator
- ☐ Math Teacher Leader (MTL)
- ☐ No One
- ☐ Literacy Coach (LC)
- ☐ Other (please specify):
- ☐ Other Classroom Teacher

How often do you do each of the following?

	Never	Once or twice a year	Once a month	Several times a month	Several times a week
a. Adapt an instructional activity (differentiation) to a student's individual needs using a form of technology, including assistive technology tools	☐	☐	☐	☐	☐
b. REQUIRE students to show evidence of their learning using technology tools to complete tasks	☐	☐	☐	☐	☐
c.ALLOW students to self-select the appropriate technology tools to solve real world problems, create innovative solutions or engage in individual or collaborative learning activities	☐	☐	☐	☐	☐

How much more PROFESSIONAL DEVELOPMENT do you believe you need in the following areas to feel confident and skilled?

	None	A Little	Some	A Great Deal
a. Classroom management	☐	☐	☐	☐
b. Positive Behavioral Interventions & Support (PBIS)	☐	☐	☐	☐
c. Culturally-relevant instructional practices	☐	☐	☐	☐
d. Using assessment to tailor instruction to individual student needs or skill level	☐	☐	☐	☐
e. Data-driven decision-making (EdStat: Plan/Do/Study/Act (PDSA)	☐	☐	☐	☐
f. Deepening your own content knowledge	☐	☐	☐	☐
g. Improving your own technology literacy	☐	☐	☐	☐
h. Integration of technology into classroom instruction	☐	☐	☐	☐
i. Differentiation of instruction	☐	☐	☐	☐
j. Promoting student engagement	☐	☐	☐	☐
k. Utilizing High Yield Instructional Strategies	☐	☐	☐	☐
l. Response to Intervention (RTI)	☐	☐	☐	☐
m. Progressing Monitoring	☐	☐	☐	☐
n. Utilizing Extended Learning Time effectively (Teaching in the Block)	☐	☐	☐	☐
o. Lesson planning and development	☐	☐	☐	☐
p. Parent Engagement	☐	☐	☐	☐
q. Professional Learning Communities	☐	☐	☐	☐

Of the PROFESSIONAL DEVELOPMENT you received THIS YEAR, to what extent do you agree/disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
a. The goals were aligned with school and district goals.	☐	☐	☐	☐	☐
b. School and district leaders encouraged and supported staff participation.	☐	☐	☐	☐	☐
c. Sufficient resources were available to allow staff to participate.	☐	☐	☐	☐	☐
d. The focus was related to school/student needs as evidenced by data.	☐	☐	☐	☐	☐
e. It utilized learning strategies appropriate to adult learners.	☐	☐	☐	☐	☐
f. It provided you with the knowledge/skill necessary to collaborate with colleagues about the topic.	☐	☐	☐	☐	☐
g. It was differentiated to meet the needs of the various participants.	☐	☐	☐	☐	☐
h. It deepened your content knowledge.	☐	☐	☐	☐	☐
i. It taught you useful instructional strategies.	☐	☐	☐	☐	☐
j. It taught you how to effectively utilize assessment data to promote student achievement.	☐	☐	☐	☐	☐
k. It provided you with strategies for involving families in school improvement efforts.	☐	☐	☐	☐	☐

To what degree do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers encourage students to keep trying when they struggle.	☐	☐	☐	☐
b. Students in my class are capable of achieving the Learning Targets.	☐	☐	☐	☐
c. Students in my class are able to engage in deep thinking using upper levels of Bloom's taxonomy.	☐	☐	☐	☐
d. Students in my class are capable of doing challenging work at or above grade level.	☐	☐	☐	☐

How many TEACHERS IN YOUR SCHOOL do you think feel/do each of the following?

	None	Some	About Half	Most	Nearly All
a. Feel responsible for ensuring that all students learn.	☐	☐	☐	☐	☐
b. Set high standards for themselves.	☐	☐	☐	☐	☐
c. Feel responsible for helping students develop self-control.	☐	☐	☐	☐	☐
d. Take responsibility for improving the school.	☐	☐	☐	☐	☐
e. Help maintain discipline in the entire school, not just their own classroom.	☐	☐	☐	☐	☐
f. Feel responsible for helping each other do their best.	☐	☐	☐	☐	☐
g. Feel responsible when students in the school fail.	☐	☐	☐	☐	☐
h. Feel responsible for the school's overall performance on various outcome measures.	☐	☐	☐	☐	☐

To what extent are each of the following a BARRIER to your being able to...

	...effectively engage your student in the learning process.	...teach in ways that address the higher levels of Bloom's taxonomy (i.e., analyzing, evaluating, creating).	...use information technology to support your instruction.	...differentiate instruction in your classroom.
a. Insufficient training or PD in this area	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
b. Student factors such as motivation, behavioral resistance, prior knowledge levels, lack of interest, etc.	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
c. Lack of time in the instructional period	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
d. Lack of support from school leaders	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>
e. Lack of proper resources or materials	<input type="range"/>	<input type="range"/>	<input type="range"/>	<input type="range"/>

What PERCENTAGE of your daily teaching time is spent teaching the following GRADES?

Kindergarten	<u>0</u>
1	<u>0</u>
2	<u>0</u>
3	<u>0</u>
4	<u>0</u>
5	<u>0</u>
6	<u>0</u>
7	<u>0</u>
8	<u>0</u>
9	<u>0</u>
10	<u>0</u>
11	<u>0</u>
12	<u>0</u>
Total	<u>0</u>

What PERCENTAGE of your daily teaching time is spent teaching the following SUBJECTS?

English, reading, language arts	<u>0</u>
Mathematics	<u>0</u>
Social studies, history, government	<u>0</u>
Science	<u>0</u>
World languages	<u>0</u>
Art, Music, Physical Education	<u>0</u>
Other (please specify): _____	<u>0</u>
Total	<u>0</u>

Support

Please think of whom you are MOST likely to turn to when you need HELP with a student or with an issue of instruction. Who is this person?

- ☐ Teacher at your school
- ☐ Teacher at another MPS school
- ☐ Your principal or school leader
- ☐ Someone else at your school (e.g., Literacy Coach, CG, MTL, ITL, AP)
- ☐ Someone outside of your school (e.g., Central Office personnel, University staff, Vendor/Program specialists, teachers in other districts)
- ☐ Other (please specify):

Please tell us more about this person who has been the MOST helpful to you.

Person's First and Last Name:

WHY is this person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

Preferences

If you could transfer to ANY SCHOOL IN THE DISTRICT, which would be your top three choices (in order of preference)?

First Choice School:

Second Choice School:

Third Choice School:

Consider your FIRST choice school and describe what about that school is particularly appealing to you.

Is there another district that you would prefer to work in?

☐ Yes (please specify):

☐ No

Satisfaction and Future Plans

To what extent are/were you generally satisfied with...

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
a. Being a teacher?	☐	☐	☐	☐	☐	☐	☐
b. Being a teacher at your current school?	☐	☐	☐	☐	☐	☐	☐
c. Your performance as a teacher?	☐	☐	☐	☐	☐	☐	☐

Do you plan to do the following at some point in your FUTURE career?

	Yes	No
a. Remain a teacher until I retire	☐	☐
b. Be a school-site leader (e.g., grade level head, department head)	☐	☐
c. Be a school assistant principal	☐	☐
d. Be a school principal (or equivalent)	☐	☐
e. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	☐	☐
f. Work in the central office	☐	☐
g. Work in education, outside of K-12 schools	☐	☐
h. Leave education temporarily (e.g., sabbatical, child-rearing)	☐	☐
i. Pursue a career outside of education	☐	☐
j. Stay in education but not in MPS	☐	☐