SOUTHERN REGIONAL EDUCATION BOARD

2010 *High Schools That Work* Assessment

HSTW Teacher Survey

DIRECTIONS

Fill in only one circle for each question, unless otherwise instructed, on your separate answer sheet. Follow the instructions for each question. Your responses are confidential and will not be used to identify you in any way.

To begin, please enter your school's five-digit *HSTW* sitecode on page 1 of your answer sheet. Your responses will not be included in your school's report if you do not enter this number correctly.

GENERAL

1. How would you describe your primary responsibility?

   (1) Academic Teacher (Non-Career/Technical)
   (2) Career/Technical Teacher

2. What subject or content area have you taught most frequently in the last two years? (Select only one area and fill in the corresponding subject/content area code on your answer sheet. Career/technical subject/content areas are listed according to the 16 career clusters identified by the States' Career Cluster Initiative.)

Subject/Content Areas	
Academic: **01** English/Language Arts **02** Mathematics **03** Life & Physical Sciences **04** History and Social Sciences **05** Fine and Performing Arts **06** Foreign Languages **07** Physical and Health Education **08** Special Education **09** Other Non-Career/Technical Subject Not Specified Above **Career/Technical:** **10** Agriculture, Food & Natural Resources **11** Architecture & Construction **12** Arts, Audio/Video Technology & Communications	**13** Business, Management & Administration **14** Education & Training **15** Finance **16** Government & Public Administration **17** Health Science **18** Hospitality & Tourism **19** Human Services **20** Information Technology **21** Law, Public Safety, Corrections & Security **22** Manufacturing **23** Marketing **24** Science, Technology, Engineering & Mathematics **25** Transportation, Distribution & Logistics **26** Other Career/Technical Subject Not Specified Above

   If you selected English/language arts (**01**), mathematics (**02**), life & physical sciences (**03**), or any career/technical field (**10**-**26**) as your primary responsibility, please answer the appropriate subject-specific questions throughout the survey. If you did not select one of these subjects, please skip the subject-specific questions without answering. Directions will be provided to alert you to these questions.

3. What grade level(s) have you taught most frequently during the last two years? (Mark all that apply.)

   (1) 9th grade
   (2) 10th grade
   (3) 11th grade
   (4) 12th grade

SCHOOL MISSION

4. Please indicate how important the following goals are in your school:

		Not at all important	Not too important	Important	Very important
a.	Help students in their social development by stressing the ability to get along with and understand all people.	1	2	3	4
b.	Prepare almost all students with the academic knowledge and skills needed to be successful in postsecondary studies and/or careers.	1	2	3	4
c.	Help students master the content in English/language arts, mathematics and science courses needed to graduate from high school.	1	2	3	4
d.	Help students complete an educational and career plan for high school and beyond.	1	2	3	4
e.	Help students get through high school.	1	2	3	4
f.	Develop students' abilities to solve problems and think critically.	1	2	3	4

5. Review the six goals (a-f) listed in question 4. Using the charts below, determine which goals are the three most important goals for all of your students and for career-bound students. Mark one goal as number one in importance, one goal as number two in importance, and one goal as number three in importance. Leave the remaining three goals blank.

All Students

a	1	2	3
b	1	2	3
c	1	2	3
d	1	2	3
e	1	2	3
f	1	2	3

Career-Bound Students

a	1	2	3
b	1	2	3
c	1	2	3
d	1	2	3
e	1	2	3
f	1	2	3

6. Please indicate the extent to which you agree or disagree with each of the following statements about your school:

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a.	Goals and priorities for this school are clear.	1	2	3	4
b.	The surrounding community actively supports our school's instructional goals.	1	2	3	4

HIGH EXPECTATIONS AND EXTRA HELP

7. Please indicate the extent to which you agree or disagree with each of the following statements about your school:

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a.	Teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.	1	2	3	4
b.	This high school has the same standards and expectations in English/language arts, mathematics and science classes for students planning to directly enter a four-year college, a two-year college or a career.	1	2	3	4
c.	I am encouraged to revise my lesson plans to teach more rigorous content to all students.	1	2	3	4

8. Please indicate the extent to which you agree or disagree with each of the following statements about the classes you teach:

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a.	Students should be grouped for learning by skill or ability level.	1	2	3	4
b.	Students' success or failure in school is largely due to factors beyond me.	1	2	3	4
c.	Students do not have the background knowledge and skills they need for what I teach.	1	2	3	4

9. During a typical month, how many writing assignments of at least one page do you assign your students?

   (1) None
   (2) One or two
   (3) Three or four
   (4) Five or more

10. On average, approximately how much homework per week do you assign in your courses?

    (1) I usually do not assign homework.
    (2) 30 minutes or less
    (3) About 1 hour
    (4) Between 1 and 2 hours
    (5) Between 2 and 3 hours
    (6) 4 hours or more

11. Other than textbooks, how many books or their equivalent (e.g., journal, magazine, internet and newspaper articles) do you require students to read on average for each class you teach?

    (1) None
    (2) 1 or 2
    (3) 3 to 5
    (4) 6 to 8
    (5) 9 or more

12. How often do you require extra help for your students who are not performing at a C level (or its equivalent) or above in your courses?

    (1) Never
    (2) A few times a year
    (3) About once a month
    (4) About once a week
    (5) A few times a week
    (6) Currently all of my students are performing at a C level or above.

13. About what percentage of your students do you think need extra help with the subject you are teaching?

    (1) None
    (2) Less than 20%
    (3) 20 to 40%
    (4) 41 to 60%
    (5) 61 to 80%
    (6) 81% or more

14. Do you encourage all students to take a mathematics or science course during their senior year?

	Yes	**No**
a. Mathematics	Y	N
b. Science	Y	N

GUIDING AND SUPPORTING STUDENTS

	Yes	**No**
15. Are you part of a structured guidance/advisory program in your school?	Y	N
16. Do you assist students and their parents in developing a plan of study for high school and beyond?	Y	N
17. Do you have a core group of students whom you advise?	Y	N

18. (Skip to Question 19 if you do not have a core group of students whom you advise.) If you have a core group of students whom you advise, how often do you do the following?

	Not at all	Once or twice overall	About once a year	About once a semester	More than once a semester
a. Meet with your group of students.	1	2	3	4	5
b. Inform parents and students about the student's readiness to do post-high school studies.	1	2	3	4	5
c. Work with parents and students on ways to address gaps in academic achievement.	1	2	3	4	5

CURRICULUM CONTENT AND ENGAGING STUDENTS IN LEARNING

19. Please indicate the extent to which you agree or disagree with each of the following statements about the classes you teach:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Students should make choices, within boundaries, about learning activities (e.g., select topics for research, select books to read).	1	2	3	4
b. Students should participate in discussing the quality standards that their work needs to meet.	1	2	3	4
c. Students should have opportunities for collaboration with each other through regular class activities and major course projects.	1	2	3	4

20. Approximately how often do you require students in your classes to do the following:

	Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a. Use background and prior knowledge at the beginning of lessons to learn new content.	1	2	3	4	5
b. Use methods and ideas from your discipline to solve problems students are likely to encounter in the real world.	1	2	3	4	5
c. Read an assigned book or article and demonstrate understanding of the content.	1	2	3	4	5
d. Revise essays or written work several times to improve quality.	1	2	3	4	5

		Not at all	Once a year	Once or twice a semester	Monthly	Weekly
e.	Use a journal to write about things they learned.	1	2	3	4	5
f.	Complete writing assignments typical of the type of writing associated with the subject (e.g., reports, technical manuals, descriptive writing, summaries).	1	2	3	4	5
g.	Paraphrase grade-level materials using strategies such as re-writing statements or changing direct quotations to indirect quotations.	1	2	3	4	5
h.	Summarize grade-level materials using strategies such as note-card summaries or summarization pyramids.	1	2	3	4	5
i.	Categorize grade-level materials using strategies such as graphic organizers or outlines.	1	2	3	4	5
j.	Make inferences from grade-level materials using strategies such as inductive/deductive reasoning charts or recognizing organizational patterns.	1	2	3	4	5
k.	Make predictions from grade-level materials using strategies such as prediction trees or problem-solution matrices.	1	2	3	4	5
l.	Complete assignments using the vocabulary associated with the subject area being taught.	1	2	3	4	5
m.	Use word processing to complete an assignment or project.	1	2	3	4	5
n.	Complete computer-assisted research/assignments.	1	2	3	4	5
o.	Develop and analyze tables, charts and graphs in schoolwork.	1	2	3	4	5
p.	Work on open-ended problems for which there is no immediately obvious method of solution.	1	2	3	4	5
q.	Work on an extended, major project that lasts one week or more.	1	2	3	4	5
r.	Design a research investigation, implement it and prepare a written report that summarizes and interprets their findings.	1	2	3	4	5
s.	Work in cooperative groups to deepen understanding of content.	1	2	3	4	5
t.	Stand before class to make an oral presentation on a project or assignment to meet specific requirements.	1	2	3	4	5
u.	Take a test that is predominantly essay questions.	1	2	3	4	5

21. (Skip to Question 22 if you do not teach mathematics.) If you teach **mathematics**, how often do you require students in your classes to do the following:

		Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a.	Read mathematics-related materials (besides textbooks) and demonstrate understanding of the content.	1	2	3	4	5
b.	Use a graphing calculator to complete mathematics assignments.	1	2	3	4	5
c.	Use a computer to complete mathematics assignments.	1	2	3	4	5
d.	Use mathematics to solve a real-world problem.	1	2	3	4	5
e.	Work with other students on a challenging mathematics assignment.	1	2	3	4	5
f.	Work in groups to brainstorm how to solve a mathematics problem.	1	2	3	4	5
g.	Complete a written report on a mathematics project.	1	2	3	4	5
h.	Orally defend a process that they used to solve a mathematics problem.	1	2	3	4	5

22. (Skip to Question 23 if you do not teach science.) If you teach **science**, how often do you require students in your classes to do the following:

		Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a.	Read science-related materials (besides textbooks) and demonstrate understanding of the content.	1	2	3	4	5
b.	Use a computer to complete science assignments.	1	2	3	4	5
c.	Complete a lab assignment using science to address a problem found in the community or in a work setting.	1	2	3	4	5
d.	Work with other students on a challenging science assignment.	1	2	3	4	5
e.	Use science equipment to do science activities in a science laboratory.	1	2	3	4	5
f.	Complete a science research project that includes doing an experiment and preparing a written report of the results.	1	2	3	4	5

23. (Skip to Question 24 if you do not teach English/language arts.) If you teach **English/language arts**, how often do you require students in your classes to do the following:

		Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a.	Read an assigned book outside of class and demonstrate understanding of the significance of the main ideas.	1	2	3	4	5
b.	Select entries from recommended reading lists for out-of-school reading.	1	2	3	4	5
c.	Read several pieces on the same topic and discuss the different points of view.	1	2	3	4	5
d.	Analyze works of literature in class.	1	2	3	4	5
e.	Write a major research paper.	1	2	3	4	5
f.	Write and prepare business or technical documents.	1	2	3	4	5

24. (Skip to Question 25 if you do not teach career/technical courses.) If you teach **career/technical courses**, how often do you require students in your classes to do the following:

		Not at all	Once a year	Once or twice a semester	Monthly	Weekly
a.	Read and interpret technical books and manuals in carrying out assignments.	1	2	3	4	5
b.	Write and prepare business or technical documents and service reports.	1	2	3	4	5
c.	Use mathematics to complete assignments.	1	2	3	4	5
d.	Use scientific inquiry methods to solve problems related to their career/technical field of study or work setting.	1	2	3	4	5
e.	Complete a joint mathematics assignment for you and a mathematics teacher, for which they received a grade in both classes.	1	2	3	4	5
f.	Complete a joint science assignment for you and a science teacher, for which they received a grade in both classes.	1	2	3	4	5
g.	Hold students to academic content standards in writing assignments set by the English/language arts department.	1	2	3	4	5
h.	Meet performance standards that relate to national industry standards developed by a national committee of teachers and employers.	1	2	3	4	5

25. For this semester, how many different courses must you prepare for each day?

    (1) One
    (2) Two
    (3) Three
    (4) Four
    (5) Five or more

26. Do you include the following forms of assessment in students' course grades?

		Yes	No
a.	Attendance	Y	N
b.	Participation in classroom or laboratory activities	Y	N
c.	Projects or practical/laboratory exercises	Y	N
d.	Portfolio of student work	Y	N
e.	Homework assignments	Y	N
f.	Teacher-made objective tests (multiple choice, true-false)	Y	N
g.	Teacher-made open-ended tests	Y	N
h.	End-of-course exam in your content area that is used schoolwide	Y	N
i.	Standardized tests produced outside the school	Y	N

27. How often do you use an assessment technique to determine how well a student can do the following:

		Not at all	Once a year	Once or twice a semester	Once or twice a month	Daily or weekly
a.	Make a written report and explain verbally what the student has done and why.	1	2	3	4	5
b.	Solve problems and give a clear rationale for the method used to solve them.	1	2	3	4	5
c.	Collect, organize, synthesize and use information to complete a project.	1	2	3	4	5
d.	Demonstrate critical knowledge about technical and related academic competencies used to complete an assignment.	1	2	3	4	5

TRANSITIONS

28. How familiar are you with the content and specific goals of the courses taught in the middle grades schools that send students to this high school?

    (1) Not at all familiar
    (2) Somewhat familiar
    (3) Very familiar

29. (Skip to Question 30 if you do not teach 9th-grade courses.) If you teach **9th-grade courses**, about what percentage of students enter 9th grade ready to do well in college-preparatory academic courses?

    (1) Less than 20%
    (2) 20 to 40%
    (3) 41 to 60%
    (4) 61 to 80%
    (5) 81% or more

30. How often do you meet with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering your high school?

    (1) Never
    (2) Annually
    (3) Every semester
    (4) Monthly

31. (Skip to Question 32 if you do not teach 11th- or 12th-grade courses.) If you teach **11th- or 12th-grade courses**, how often do you meet with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for students graduating from your high school?

    (1) Never
    (2) Annually
    (3) Every semester
    (4) Monthly

32. Thinking of your current seniors, about what percentage do you think have the skills to do well at a four-year or community college?

    (1) Less than 20%
    (2) 20 to 40%
    (3) 41 to 60%
    (4) 61 to 80%
    (5) 81% or more

33. (Skip to Question 34 if you are not a career/technical teacher.) If you are a **career/technical teacher**, thinking of your current seniors, about what percentage would you feel comfortable recommending as highly competent to an employer in their area of specialization?

    (1) Less than 20%
    (2) 20 to 40%
    (3) 41 to 60%
    (4) 61 to 80%
    (5) 81% or more

LEADERSHIP AND PROFESSIONAL GROWTH

34. How often do you meet as a member of a team of academic and career/technical teachers to plan joint instructional activities and to take collective responsibility for student learning?

    (1) We have never had such a meeting in our school.
    (2) I have not attended any such meeting in the past year.
    (3) We have met once in the past year.
    (4) We have met a few times in the past year.
    (5) We meet monthly.
    (6) We meet weekly.

35. How often do you meet with a group of teachers to examine students' work to determine if it meets state or national standards in your content area?

    (1) We have never had such a meeting in our school.
    (2) I have not attended any such meeting in the past year.
    (3) We have met once in the past year.
    (4) We have met a few times in the past year.
    (5) We meet monthly.
    (6) We meet weekly.

36. How often do you meet with other teachers in your department or school to align assignments and agree upon what student work looks like below, at or above grade-level (college- and career-ready-level)?

    (1) We have never had such a meeting in our school.
    (2) I have not attended any such meeting in the past year.
    (3) We have met once in the past year.
    (4) We have met a few times in the past year.
    (5) We meet monthly.
    (6) We meet weekly.

37. How often does your principal do the following:

	Never	Annually	Every semester	Monthly
a. Emphasize the importance of guiding students into challenging courses.	1	2	3	4
b. Talk with you to make sure that the teaching content in your class is within the established scope and sequence for the curriculum.	1	2	3	4
c. Stress to you that you should teach all students to the same high standards.	1	2	3	4
d. Use data continuously to evaluate the school's academic and technical program and activities.	1	2	3	4
e. Consult with staff members before making decisions that affect them.	1	2	3	4
f. Encourage you to experiment with instructional strategies.	1	2	3	4
g. Organize study team meetings to address how to implement the individual components of the school improvement plan.	1	2	3	4
h. Involve staff in school improvement decisions and activities.	1	2	3	4

38. Please indicate the extent to which you agree or disagree with each of the following statements about your school:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Teachers in this school are continually learning and seeking new ideas on how to improve student achievement.	1	2	3	4
b. The teachers and school administrators work as a team to improve student achievement in this school.	1	2	3	4
c. Teachers use data continuously to evaluate the school's academic and technical programs and activities.	1	2	3	4

39. Please indicate if you need staff development and the number of hours of staff development you have had during the past three years in the following areas to improve your efforts to teach higher-level content to your students.

	Need staff development?		Number of hours in the past three years			
	Yes	**No**	**None**	**1-20**	**21-40**	**41+**
Planning						
a. Additional study to gain greater depth in content areas	Y	N	1	2	3	4
b. Adapting teaching methods to the learning styles of different students	Y	N	1	2	3	4
c. Establishing a classroom environment that actively involves students in the learning process	Y	N	1	2	3	4
d. Doing collaborative planning with other teachers	Y	N	1	2	3	4
e. Raising expectations for student achievement	Y	N	1	2	3	4
f. Aligning assignments to grade-level standards	Y	N	1	2	3	4
g. Helping at-risk students master complex content	Y	N	1	2	3	4
h. Using interdisciplinary themes or units	Y	N	1	2	3	4
i. Implementing a grading policy that requires students to redo work not meeting standards	Y	N	1	2	3	4
Instructional Methods						
j. Using reading and writing for learning strategies across the curriculum	Y	N	1	2	3	4
k. Using real-world problems in instruction and assignments	Y	N	1	2	3	4
l. Using cooperative learning in instruction and assignments	Y	N	1	2	3	4
m. Using data to improve instruction and learning	Y	N	1	2	3	4
n. Using project-based learning in instruction and assignments	Y	N	1	2	3	4
o. Using performance assessment (e.g., presentations, writing, projects, portfolios)	Y	N	1	2	3	4
p. Having students design and conduct research investigations	Y	N	1	2	3	4
q. Using applied learning strategies to teach higher-level academic content	Y	N	1	2	3	4
r. Using technology in instruction	Y	N	1	2	3	4
Support for Students						
s. Providing effective extra help	Y	N	1	2	3	4
t. Working with students as a mentor or adviser	Y	N	1	2	3	4

40. Please indicate whether or not you participated in the following types of staff development activities during the past three years and if you would like to participate in that format for staff development.

		Have you participated in this format?		Would you like to participate in this format?	
		Yes	**No**	**Yes**	**No**
a.	Workshops	Y	N	Y	N
b.	Conferences	Y	N	Y	N
c.	Course work for credit	Y	N	Y	N
d.	Reading professional literature and viewing professional videotapes with a study group	Y	N	Y	N
e.	Being observed and receiving feedback from other educators	Y	N	Y	N
f.	Working with other teachers who are successful in having students master high-level content	Y	N	Y	N
g.	Doing research based on your own classroom	Y	N	Y	N
h.	Observing outstanding practices in another classroom or school	Y	N	Y	N
i.	Using distance learning (through teleconferences, Webinars or Internet)	Y	N	Y	N

41. (Skip to Question 42 if you are not a career/technical teacher.) If you are a **career/technical teacher**, please indicate if you need staff development and the number of hours of staff development you have had during the past three years in the following areas.

		Need staff development?		Number of hours in the past three years			
		Yes	**No**	**None**	**1-20**	**21-40**	**41+**
a.	Understanding mathematical concepts underlying your career/technical field	Y	N	1	2	3	4
b.	Embedding mathematics in career/technical instruction	Y	N	1	2	3	4
c.	Applying scientific methods of inquiry in career/technical instruction	Y	N	1	2	3	4
d.	Embedding literacy (reading, writing, communication) in career/technical instruction	Y	N	1	2	3	4
e.	Using performance assessment (e.g., portfolios, projects, presentations)	Y	N	1	2	3	4
f.	Designing course syllabi for career/technical courses	Y	N	1	2	3	4
g.	Using authentic problems and projects in career/technical instruction	Y	N	1	2	3	4
h.	Planning joint assignments with academic teachers	Y	N	1	2	3	4

42. To what extent do the following statements reflect your own staff development experiences in the past 12 months?

	Not at all	Very little	To some extent	A great deal
a. Staff development experiences have resulted in holding my students to the current national standards developed by teachers in my field.	1	2	3	4
b. Staff development programs are sustained over time, with ample follow-up activities that include an expert observing my teaching and giving me ideas for refining instruction to get higher achievement from my students.	1	2	3	4
c. There are incentives that encourage me to participate in staff development (e.g., release time, substitute pay, certificate renewal credit, stipends).	1	2	3	4
d. I am expected to reflect on what I learn in staff development programs and apply it in the classroom.	1	2	3	4

BACKGROUND

43. What is your gender?

(1) Male
(2) Female

44. What is your age range?

(1) Less than 25 years old
(2) 26 to 30 years old
(3) 31 to 35 years old
(4) 36 to 40 years old
(5) 41 to 45 years old
(6) 46 to 50 years old
(7) 51 to 55 years old
(8) Over 55 years old

45. Which race/ethnicity best describes you? (Mark all that apply.)

(1) American Indian/Alaska Native
(2) Asian
(3) Black or African-American
(4) Hispanic or Latino
(5) Native Hawaiian or other Pacific Islander
(6) White

46. What is your highest academic degree?

    (1) High school diploma
    (2) Business/technical school certificate
    (3) Associate degree (two years or more)
    (4) Bachelor's degree
    (5) Master's degree
    (6) Education specialist or a professional diploma (based on at least one year's work past the master's degree level)
    (7) Doctorate or professional degree (e.g., Ph.D., Ed.D., LL.B., J.D., M.D., etc.)

47. From which of these areas did you enter teaching?

    (1) Military
    (2) Business
    (3) Postsecondary education
    (4) Retirement
    (5) Another career
    (6) An alternative program
    (7) Other

48. If you teach **mathematics**, as identified at the beginning of this survey, did you major in the following fields as an undergraduate or graduate student? (Mark all that apply.)

    (1) Mathematics
    (2) Mathematics Education
    (3) Science or Science Education
    (4) Education
    (5) Other/None of the above

49. If you teach **science**, as identified at the beginning of this survey, did you major in the following fields as an undergraduate or graduate student? (Mark all that apply.)

    (1) Biology
    (2) Physics
    (3) Chemistry
    (4) Science Education
    (5) Mathematics/Mathematics Education
    (6) Education
    (7) Other/None of the above

50. If you teach **English/language arts**, as identified at the beginning of this survey, did you major in the following fields as an undergraduate or graduate student? (Mark all that apply.)

    (1) English
    (2) Literature
    (3) English/Language Arts Education
    (4) Education
    (5) Other/None of the above

51. How many class periods per day are you teaching that are not in an area for which you received your undergraduate or graduate degree?

    (1) None
    (2) One
    (3) Two
    (4) Three
    (5) More than three

52. Including this year, how many years of teaching experience (full- and part-time) do you have in total?

    (1) 1 to 2
    (2) 3 to 5
    (3) 6 to 10
    (4) 11 to 15
    (5) More than 15

53. Including this year, how many years of teaching experience (full- and part-time) do you have at your present school?

    (1) 1 to 2
    (2) 3 to 5
    (3) 6 to 10
    (4) 11 to 15
    (5) More than 15

Thank you for your time and effort on this survey.