

SY 19-20 K12 Teacher Inventory

run on 09/16/2019



surveys





Report Filters

School:
N/A

Role:
N/A

Subject Taught:
N/A

Gender:
N/A

Education:
N/A

Tag:
N/A

Race:
N/A

Term:
N/A

Ethnicity:
N/A

Grade Taught:
N/A



AdvancED Certified Content

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male 6 27%

Female 16 73%

22 respondents

2. Race

American Indian or Alaska Native 21 95%

White 1 5%

22 respondents

3. Ethnicity

Not Hispanic or Latino 19 100%

19 respondents

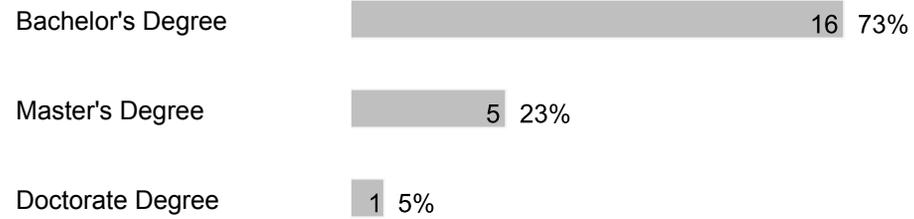
4. Role

Teacher 18 82%

Teaching Assistant 4 18%

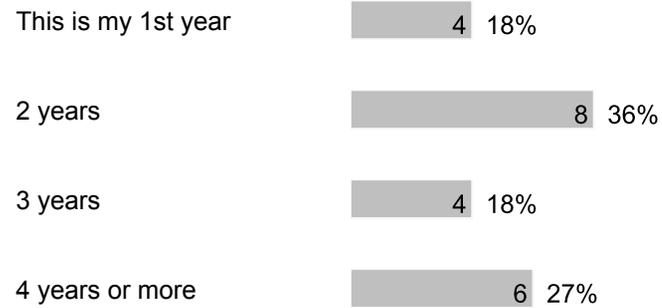
22 respondents

5. Education



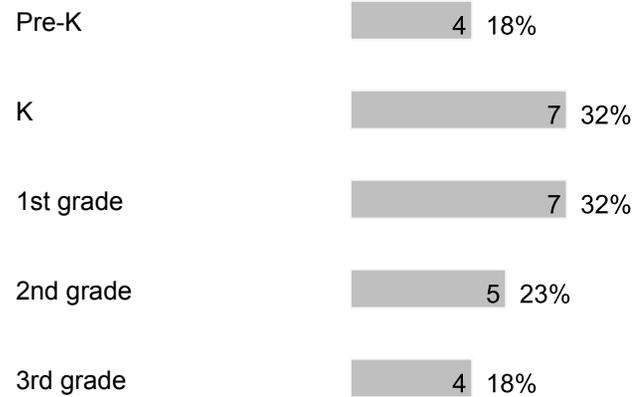
22 respondents

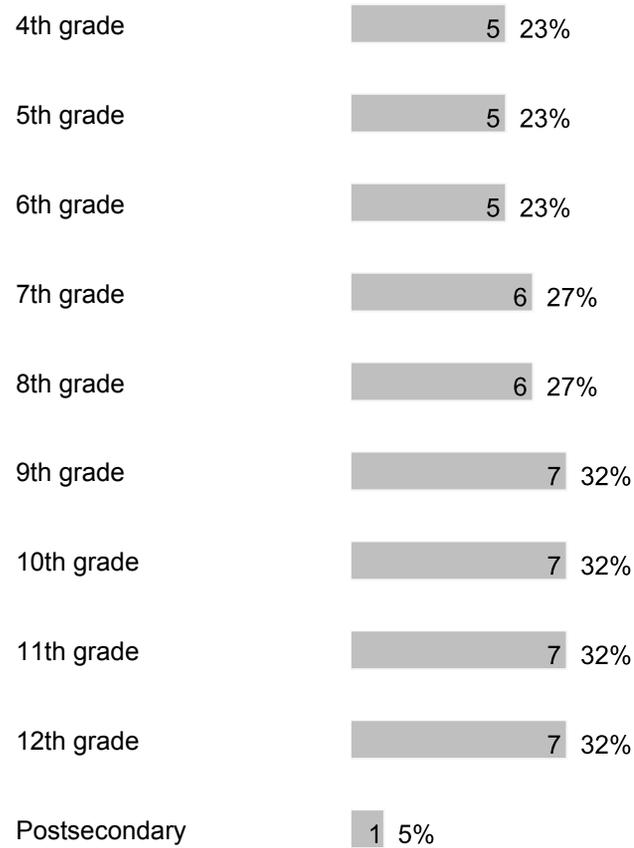
6. Term



22 respondents

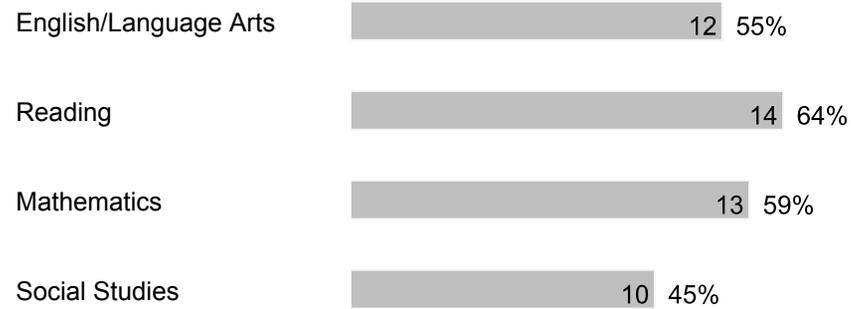
7. Grade Taught

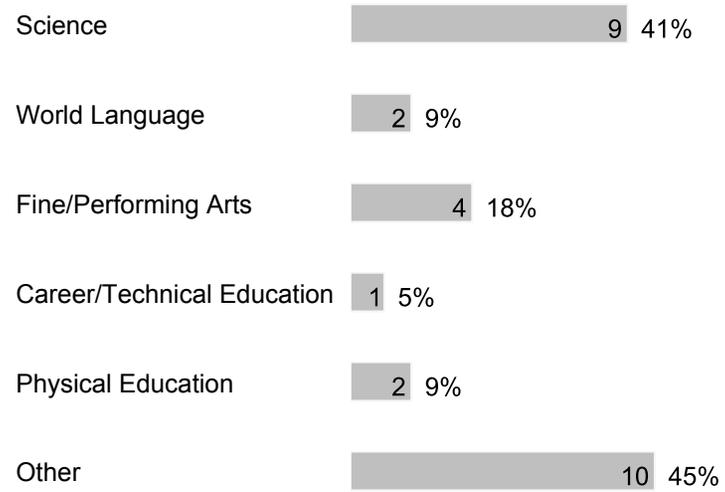




22 respondents

8. Subject Taught





22 respondents

AdvancED Certified Content

C.

1. I base decisions in my classroom on the strategic direction of my school.

Almost always 13 59%

Often 9 41%

22 respondents

2. My actions, in and out of the classroom, are aligned to the strategic direction of the school.

Almost always 15 68%

Often 7 32%

22 respondents

3. I participate in formal professional collaboration with my peers.

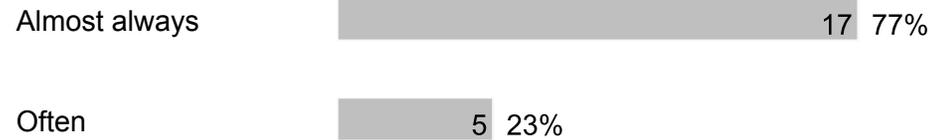
Frequently and regularly 13 59%

Sporadically 4 18%

Regularly but not frequently 5 23%

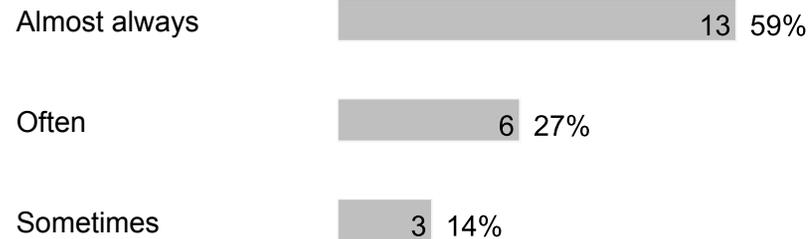
22 respondents

4. My lessons are based on high expectations for students.



22 respondents

5. Learning goals are different for each student in my class/course.



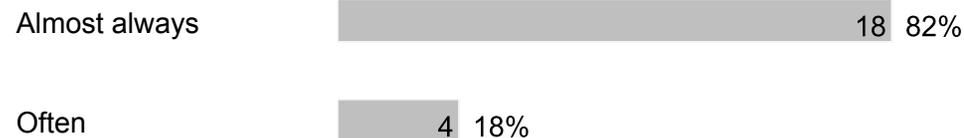
22 respondents

6. My lessons include opportunities for students to express individual creativity.



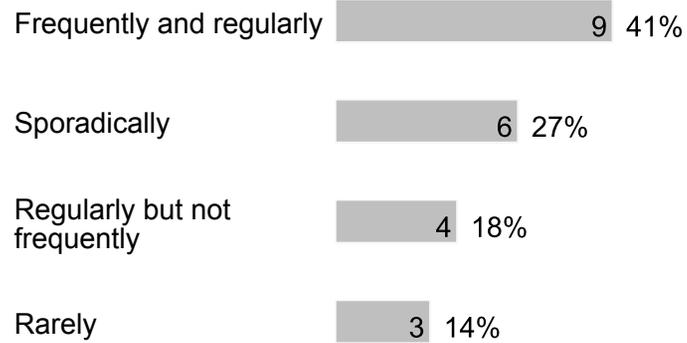
22 respondents

7. My lessons provide opportunities for students to be actively engaged in their learning.



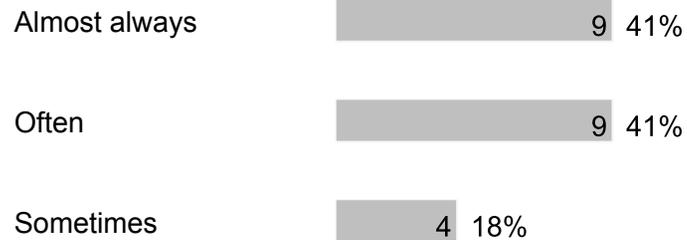
22 respondents

8. I structure lessons, tasks and activities that require students' use of digital tools for learning.



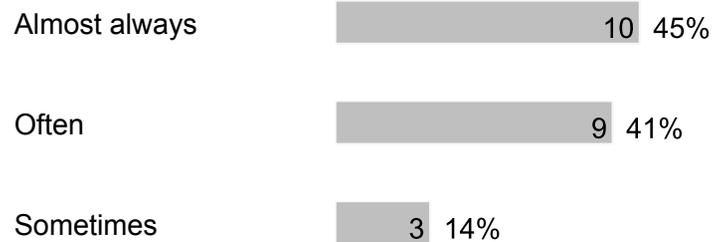
22 respondents

9. I use student achievement data to modify and adjust materials and lessons for my students.



22 respondents

10. I design my lessons by first determining the expected outcome.



22 respondents

11. I provide exemplars for my students.



Sporadically 4 18%

Regularly but not frequently 3 14%

22 respondents

12. I use formative assessments to monitor student progress.

Frequently and regularly 16 73%

Sporadically 3 14%

Regularly but not frequently 3 14%

22 respondents

13. I use a formal, two-way process to communicate with the parents, families and/or legal guardians of my students.

Frequently and regularly 5 23%

Sporadically 9 41%

Regularly but not frequently 7 32%

Rarely 1 5%

22 respondents

14. Students in my class have formal opportunities to develop positive relationships with their peers and/or adults.

Frequently and regularly 18 82%

Sporadically

2 9%

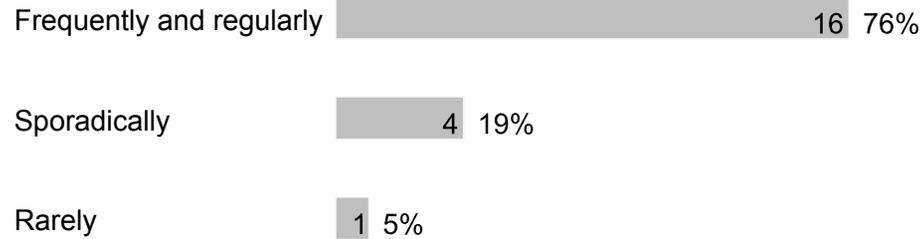
Regularly but not frequently

2 9%

22 respondents

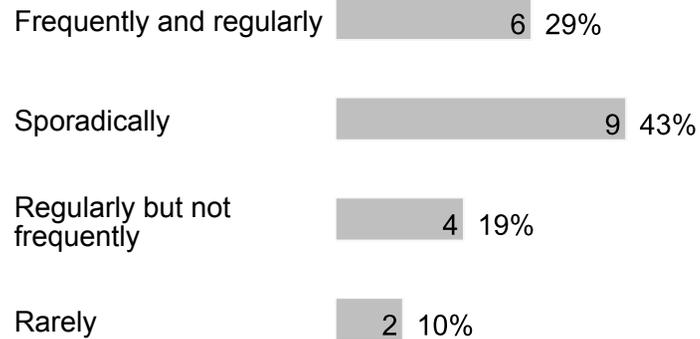
D.

1. I participate in targeted professional learning activities designed to meet the individual needs of my students.



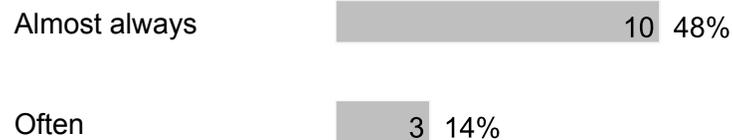
21 respondents

2. I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.



21 respondents

3. I am involved in decisions and actions that impact student achievement and the overall functioning of our school.



Sometimes 6 29%

Seldom 2 10%

21 respondents

4. I use a formal process to measure the success of the implementation of curriculum, instruction and educational programs for my students.

Almost always 10 48%

Often 6 29%

Sometimes 4 19%

Seldom 1 5%

21 respondents

5. I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of students.

Frequently and regularly 10 48%

Sporadically 7 33%

Regularly but not frequently 1 5%

Rarely 3 14%

21 respondents

E.

1. I plan lessons that increase students' awareness of and appreciation for other cultures.

Frequently and regularly 18 86%

Sporadically 3 14%

21 respondents

2. I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs.

On-going regardless of experience 9 43%

During the first year only 3 14%

During the first 2-5 years of experience 1 5%

Seldom 8 38%

21 respondents

3. I have ample resources (material, fiscal and personnel) to assist me in meeting the needs of my students.

Almost always 7 33%

Often 2 10%

Sometimes 8 38%

Seldom 4 19%

21 respondents

4. I utilize a formal process to determine the individual learning needs of my students.

Frequently and regularly 14 67%

Sporadically 4 19%

Regularly but not frequently 3 14%

21 respondents

5. I receive formal training in the interpretation and use of student assessment data.

Frequently and regularly 4 19%

Sporadically 8 38%

Regularly but not frequently 8 38%

Rarely 1 5%

21 respondents

6. I receive feedback from my supervisor regarding my professional performance.

Frequently and regularly 7 33%

Sporadically 5 24%

Regularly but not frequently 5 24%

Rarely 4 19%

21 respondents

7. I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content.

Frequently and regularly 12 57%

Sporadically 5 24%

Regularly but not frequently 4 19%

21 respondents