

# Teacher Inventory\_021219

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run on 03/13/2019



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 5 50%

Female 5 50%

10 respondents

#### 2. Race

White 10 100%

10 respondents

#### 3. Ethnicity

Hispanic 1 10%

Not Hispanic or Latino 9 90%

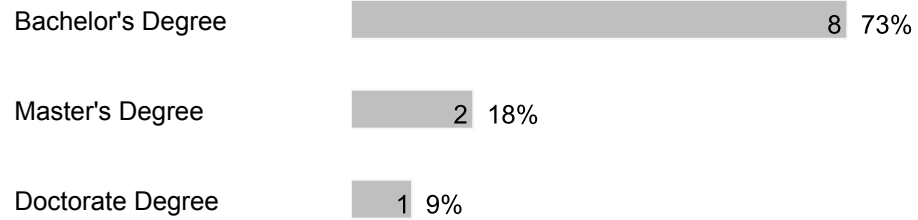
10 respondents

#### 4. Role

Teacher 11 100%

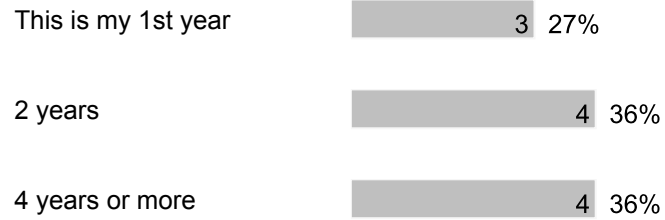
11 respondents

#### 5. Education



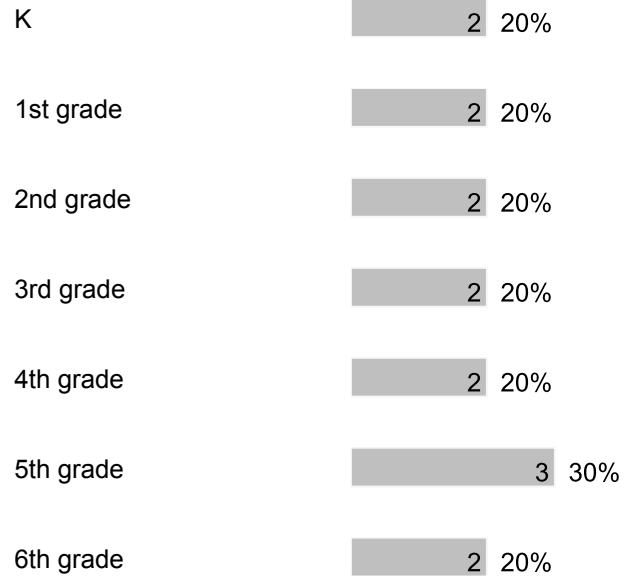
11 respondents

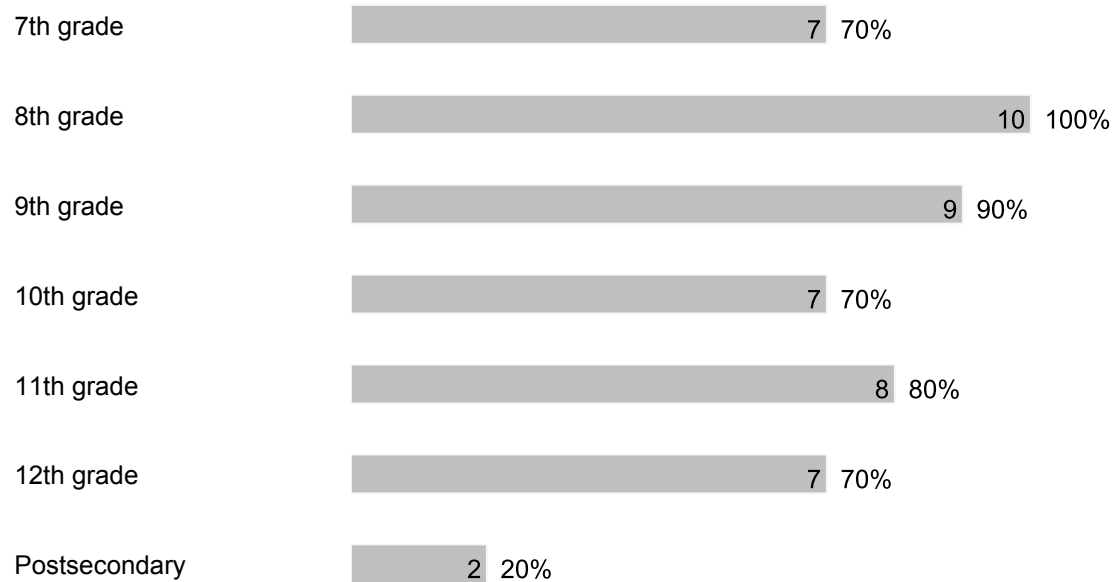
**6. Term**



11 respondents

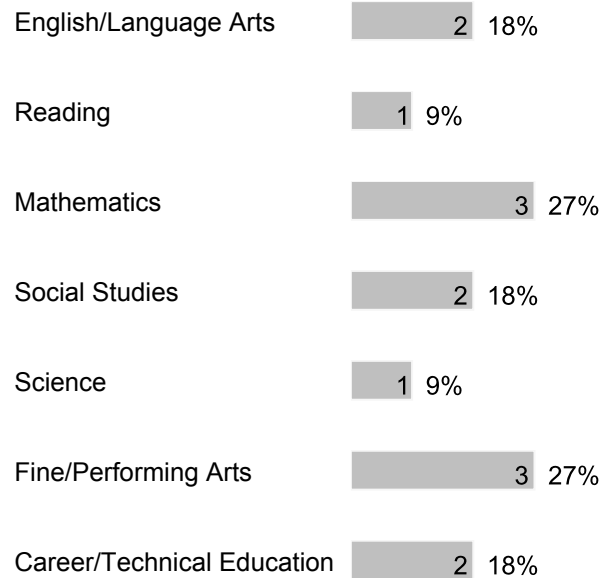
**7. Grade Taught**





10 respondents

#### 8. Subject Taught



Physical Education 4 36%

Other 2 18%

11 respondents

## AdvancED Certified Content

### C.

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

Almost always 6 55%

Often 4 36%

Sometimes 1 9%

11 respondents

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

Almost always 8 73%

Often 3 27%

11 respondents

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

Frequently and regularly 8 73%

Sporadically 1 9%

Regularly but not frequently 1 9%

Rarely 1 9%

11 respondents

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

Almost always 9 82%

Often 1 9%

Sometimes 1 9%

11 respondents

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

Almost always 5 45%

Often 5 45%

Seldom 1 9%

11 respondents

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

Almost always 4 36%

Often 5 45%

Sometimes 2 18%

11 respondents



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

Almost always 8 73%

Often 3 27%

11 respondents

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

Frequently and regularly 4 36%

Sporadically 3 27%

Regularly but not frequently 2 18%

Rarely 2 18%

11 respondents

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

Almost always 3 27%

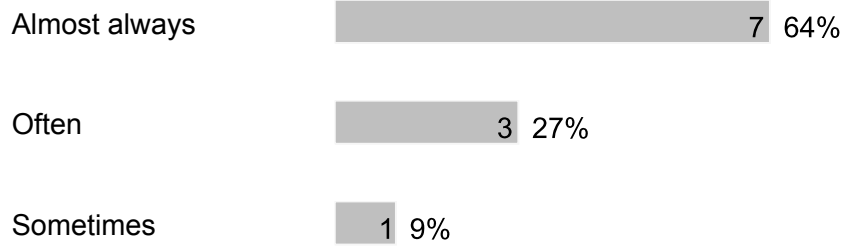
Often 4 36%

Sometimes 1 9%

Seldom 3 27%

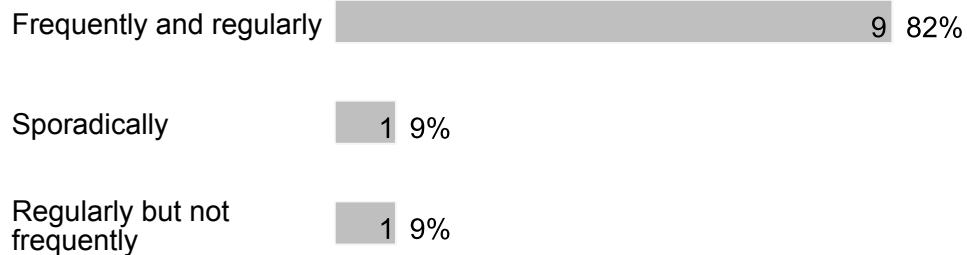
11 respondents

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



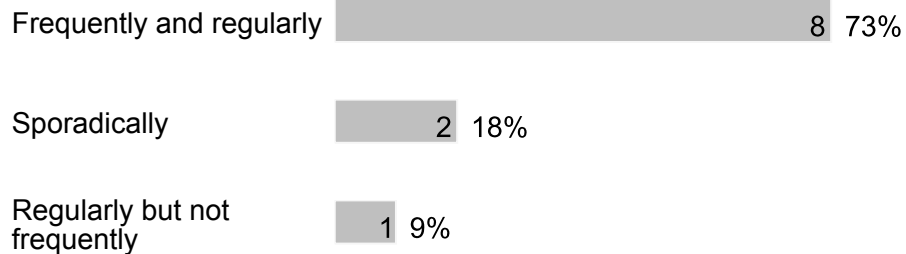
11 respondents

**11. I provide exemplars for my students.**



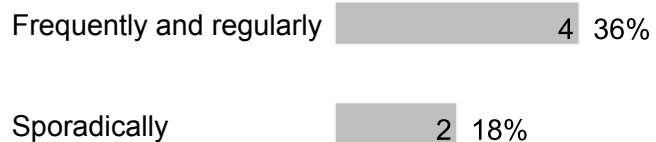
11 respondents

**12. I use formative assessments to monitor student progress.**



11 respondents

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



Regularly but not frequently 4 36%

Rarely 1 9%

11 respondents

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

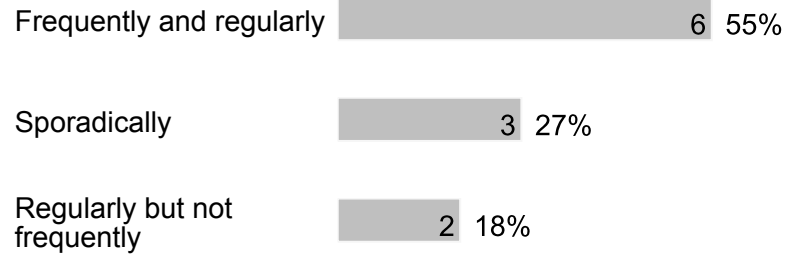
Frequently and regularly 10 91%

Sporadically 1 9%

11 respondents

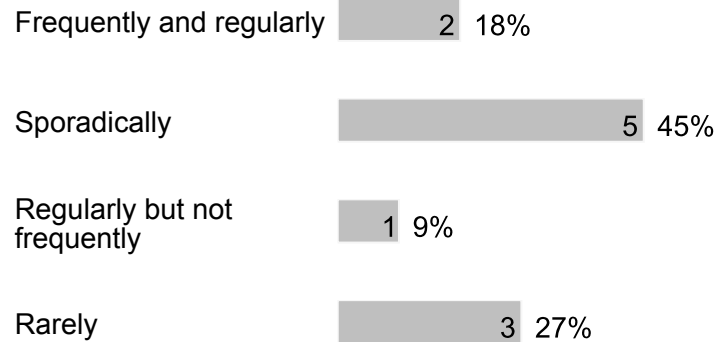
## D.

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



11 respondents

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



11 respondents

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



Sometimes 2 18%

Seldom 1 9%

11 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 5 45%

Often 3 27%

Sometimes 2 18%

Seldom 1 9%

11 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 5 45%

Sporadically 2 18%

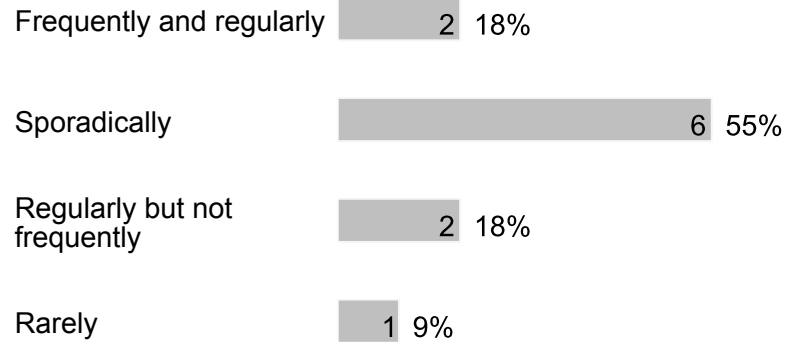
Regularly but not frequently 2 18%

Rarely 2 18%

11 respondents

## E.

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



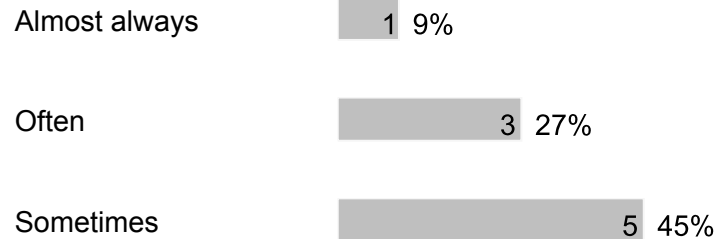
11 respondents

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



11 respondents

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



Seldom 2 18%

11 respondents

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

Frequently and regularly 4 36%

Sporadically 1 9%

Regularly but not frequently 4 36%

Rarely 2 18%

11 respondents

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

Frequently and regularly 5 45%

Sporadically 1 9%

Rarely 5 45%

11 respondents

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

Frequently and regularly 3 27%

Regularly but not frequently 2 18%

Rarely 6 55%

11 respondents

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

Frequently and regularly 8 73%

Sporadically 1 9%

Regularly but not frequently 1 9%

Rarely 1 9%

11 respondents