a. alternative pathways to graduation									
	2016		2017		2018				
Not at all	Frequency	Percent 0%	Frequency	Percent 5%	Frequency	Percent 0%	2016	MEANS	
Not at all To a small extent	0 2	0% 8%	1 6	5% 27%	0	0% 0%	2016 2017	3.44 3.00	
To some extent	10	40%	7	32%	12	63%	2018	3.37	
To a great extent	13	52%	8	36%	7	37%			
Total	25	100%	22	100%	19	100%			
b. efforts to personalize instruction to meet student ne	eeds								
•	2016		2017		2018				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Not at all	0	0%	0	0%	0	0%	2016	3.48	
To a small extent To some extent	3 7	12% 28%	3 11	14% 50%	1 10	5% 53%	2017 2018	3.23 3.37	
To a great extent	15	60%	8	36%	8	42%	2010	3.37	
Total	25	100%	22	100%	19	100%			
c. student participation in extended learning opportun			2017		2010				
	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent		MEANS	
Not at all	0	0%	0	0%	2	11%	2016	3.60	
To a small extent	0	0%	3	14%	6	32%	2017	3.36	
To some extent	10	40%	8	36%	8	42%	2018	2.63	
To a great extent	15	60%	11	50%	3	16%			
Total	25	100%	22	100%	19	100%			
d. the use of instructional technology to personalize a	nd advance stude	ent learning							
<u>.</u>	2016		2017		2018				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Not at all	0	0%	1	5%	2	11%	2016	3.00	
To a small extent To some extent	7	28% 44%	5 10	25% 50%	6	33% 39%	2017 2018	2.85	
o some extent To a great extent	11 7	44% 28%	10 4	50% 20%	7	39% 17%	2018	2.61	
Total	25	100%	20	100%	18	100%			
e. the expectation that all students can reach high star									
	2016		2017		2018			MEANS	
Not at all	Frequency 1	Percent 4%	Frequency 0	Percent 0%	Frequency 1	Percent 5%	2016	MEANS 2.88	
To a small extent	6	24%	10	48%	7	37%	2017	2.62	
To some extent	13	52%	9	43%	10	53%	2018	2.58	
To a great extent	5	20%	2	10%	1	5%			
Total	25	100%	21	100%	19	100%			
f. students in regulating their own learning and setting	their own pace								
	2016		2017		2018				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Not at all	1	4%	0	0%	1	5%	2016	2.96	
To a small extent To some extent	4 15	16% 60%	8 10	38% 48%	11 6	58% 32%	2017 2018	2.76 2.37	
To a great extent	5	20%	3	14%	1	32% 5%	2018	2.37	
Total	25	100%	21	100%	19	100%			
- 4b						. 4	-11		
g. the use of multiple measures of student performance	2016		2017	ilei/Wileii St	2018		alleriging content		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Not at all	1	4%	1	5%	1	5%	2016	3.08	
To a small extent	3	12%	3	14%	4	21%	2017	3.00	
To some extent	14 7	56%	13	59%	10	53%	2018	2.89	
To a great extent Total	25	28% 100%	5 22	23% 100%	4 19	21% 100%			
1000	20	10070		10070	.0	10070			
h. students in setting and meeting long term goals									
	2016		2017		2018				
	Eroguenou	Percent							
Not at all	Frequency		Frequency	Percent 0%	Frequency	Percent	2015	MEANS	
	1	4%	0	0%	Frequency 2	Percent 11%	2016 2017	2.84	
To a small extent					Frequency	Percent	2016 2017 2018		
To a small extent To some extent To a great extent	1 7 12 5	4% 28% 48% 20%	0 5 12 4	0% 24% 57% 19%	Frequency 2 6 9 2	Percent 11% 32% 47% 11%	2017	2.84 2.95	
To a small extent To some extent To a great extent	1 7 12	4% 28% 48%	0 5 12	0% 24% 57%	Frequency 2 6 9	Percent 11% 32% 47%	2017	2.84 2.95	
To a small extent To some extent To a great extent Total	1 7 12 5	4% 28% 48% 20%	0 5 12 4	0% 24% 57% 19%	Frequency 2 6 9 2	Percent 11% 32% 47% 11%	2017	2.84 2.95	
To a small extent To some extent To a great extent Total	1 7 12 5	4% 28% 48% 20% 100%	0 5 12 4	0% 24% 57% 19% 100%	Frequency 2 6 9 2	Percent 11% 32% 47% 11% 100%	2017	2.84 2.95	
To a small extent To some extent To a great extent Total	1 7 12 5 25	4% 28% 48% 20% 100%	0 5 12 4 21	0% 24% 57% 19% 100%	Frequency 2 6 9 2 19	Percent 11% 32% 47% 11% 100%	2017	2.84 2.95	
To a small extent To some extent To a great extent To algeat extent Total i. student voice and leadership Not at all	1 7 12 5 25 25 2016 Frequency	4% 28% 48% 20% 100% Percent 0%	0 5 12 4 21 2017 Frequency 0	0% 24% 57% 19% 100% Percent 0%	2 6 9 2 19 2018 Frequency 1	Percent 11% 32% 47% 11% 100% Percent 5%	2017 2018 2016	2.84 2.95 2.58 MEANS 3.40	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent	1 7 12 5 5 25 25 2016 Frequency 0 2	4% 28% 48% 20% 100% Percent 0% 8%	0 5 12 4 21 2017 Frequency 0 2	0% 24% 57% 19% 100% Percent 0% 10%	Frequency 2 6 9 2 19 2018 Frequency 1 1 1 1	Percent 11% 32% 47% 11% 100% Percent 5% 5%	2017 2018 2016 2017	2.84 2.95 2.58 MEANS 3.40 3.33	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent	1 7 12 5 25 25 2016 Frequency 0 2 11	4% 28% 48% 20% 100% Percent 0% 8% 44%	0 5 12 4 21 2017 Frequency 0 2 10	0% 24% 57% 19% 100% Percent 0% 10% 48%	Frequency 2 6 9 2 19 2018 Frequency 1 1 8	Percent 11% 32% 47% 111% 100% Percent 5% 5% 42%	2017 2018 2016	2.84 2.95 2.58 MEANS 3.40	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To some extent To a great extent	1 7 12 5 5 25 25 2016 Frequency 0 2	4% 28% 48% 20% 100% Percent 0% 8% 44% 48%	0 5 12 4 21 2017 Frequency 0 2	0% 24% 57% 19% 100% Percent 0% 10%	Frequency 2 6 9 2 19 2018 Frequency 1 1 1 1	Percent 11% 32% 47% 11% 100% Percent 5% 5%	2017 2018 2016 2017	2.84 2.95 2.58 MEANS 3.40 3.33	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a small extent To some extent To some extent To a great extent Total	1 7 12 5 25 2016 Frequency 0 2 111 12 25	4% 28% 48% 20% 100% Percent 0% 8% 44% 48% 100%	0 5 12 4 21 2017 Frequency 0 2 10 9 21	0% 24% 57% 19% 100% Percent 0% 10% 48% 43% 100%	Frequency 2 6 9 2 19 2 19 2018 Frequency 1 1 8 9 9	Percent 11% 32% 47% 11% 100% Percent 5% 5% 42% 47%	2017 2018 2016 2017	2.84 2.95 2.58 MEANS 3.40 3.33	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a small extent To some extent To some extent To a great extent Total	1 7 7 12 5 25 25 2016 Frequency 0 2 11 12 25 25 25 25 25 25 25 25 25 25 25 25 25	4% 28% 48% 20% 100% Percent 0% 8% 44% 48% 100% earning withi	0 5 12 4 21 2017 Frequency 0 2 10 9 21	0% 24% 57% 19% 100% Percent 0% 48% 43% 100%	Frequency 2 6 9 2 19 19 2018 Frequency 1 1 8 9 19	Percent 11% 32% 47% 111% 100% Percent 5% 5% 42% 47% 100%	2017 2018 2016 2017	2.84 2.95 2.58 MEANS 3.40 3.33	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a small extent To some extent To some extent To a great extent Total	1 7 12 5 25 25 2016 Frequency 0 2 11 12 25 25 0 guide student le 2016	4% 28% 48% 20% 100% Percent 0% 8% 44% 48% 100%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si	0% 24% 57% 19% 100% Percent 0% 10% 48% 43% 100%	Frequency 2 6 9 9 2 19 2018 Frequency 1 1 8 9 19 2018	Percent 11% 32% 47% 11% 100% Percent 5% 5% 42% 42% 100%	2017 2018 2016 2017	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a small extent To a great extent To a great extent To a great extent Total	1 7 12 5 25 25 2016 Frequency 0 2 11 12 25 0 guide student le 2016 Frequency	49% 28% 48% 20% 100% Percent 0% 8% 44% 48% 100%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency	0% 24% 57% 19% 100% Percent 0% 48% 43% 100% ubjects	Frequency 2 6 9 2 19 2018 Frequency 1 1 8 9 19	Percent 11% 32% 47% 111% 100% Percent 5% 42% 47% 100%	2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To some extent To a great extent Total j. the use of clearly articulated student proficiencies to	1 7 7 12 5 25 25 25 26 Frequency 0 2 11 12 25 25 201de student le 2016 Frequency 2	4% 28% 48% 20% 100% Percent 0% 88% 44% 48% 100% Percent 8%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1	0% 24% 57% 19% 100% Percent 0% 48% 43% 100% Lubjects	Frequency 2 6 9 9 2 19 19 2018 Frequency 1 1 1 8 9 19 2018 Frequency 0 0	Percent 11% 32% 47% 111% 100% Percent 5% 42% 47% 100% Percent 0%	2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a great extent To a great extent To a great extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent	1 7 12 5 25 25 2016 Frequency 0 2 11 12 25 0 guide student le 2016 Frequency	49% 28% 48% 20% 100% Percent 0% 8% 44% 48% 100%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency	0% 24% 57% 19% 100% Percent 0% 48% 43% 100% ubjects	Frequency 2 6 9 2 19 2018 Frequency 1 1 8 9 19	Percent 11% 32% 47% 111% 100% Percent 5% 42% 47% 100%	2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent To total	1 1 7 12 5 25 25 25 2016 Frequency 0 2 11 12 25 25 20 16 Student le 2016 Frequency 2 5 12 6 6	4% 28% 44% 100% Percent 0% 8% 44% 48% 20% 20% 44% 48% 20% 48% 20% 48% 24%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 7 6 6	0% 24% 57% 19% 100% Percent 0% 100% 48% 43% 100% Percent 5% 35% 30% 30%	Frequency 2 6 9 9 2 19 2018 Frequency 1 1 8 8 9 19 2018 Frequency 5 6 6 6 6	Percent 11% 32% 47% 110% 100% Percent 5% 42% 42% 100% Percent 0% 26% 42% 32%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To a great extent Total i. student voice and leadership Not at all To a small extent Total i. student voice and leadership Not at all To a small extent To some extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent	1 1 7 12 5 5 25 25 2016 Frequency 0 2 11 12 25 25 2016 Frequency 2 15 12 25 25 20 16 Frequency 2 5 12	4% 28% 48% 20% 100% Percent 0% 8% 44% 48% 100% Percent 8% 20% 48% 48% 20%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 1 and across si 2017 Frequency 1 7 6	9% 24% 57% 19% 100% 100% 43% 43% 100% 43% 100% 43% 55% 35% 35% 35% 35%	Frequency 2 6 9 2 19 2018 Frequency 1 1 8 9 19 2018 Frequency 0 5 8	Percent 111% 32% 47% 1100% 1100% Percent 5% 42% 47% 1000% 100% 100% 100% 100% 100% 100% 1	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To a great extent To a great extent To to some extent To to great extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent To a great extent Total	1 1 7 12 5 25 25 25 2016 Frequency 0 2 11 12 25 25 20 16 Student le 2016 Frequency 2 5 12 6 6	4% 28% 44% 100% Percent 0% 8% 44% 48% 20% 20% 44% 48% 20% 48% 20% 48% 24%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 7 6 6	0% 24% 57% 19% 100% Percent 0% 100% 48% 43% 100% Percent 5% 35% 30% 30%	Frequency 2 6 9 9 2 19 2018 Frequency 1 1 8 8 9 19 2018 Frequency 5 6 6 6 6	Percent 11% 32% 47% 110% 100% Percent 5% 42% 42% 100% Percent 0% 26% 42% 32%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To a great extent To a great extent To to some extent To to great extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent To a great extent Total	1 1 7 12 5 25 25 25 2016 Frequency 0 2 11 12 25 25 20 16 Student le 2016 Frequency 2 5 12 6 6	4% 28% 44% 100% Percent 0% 8% 44% 48% 20% 20% 44% 48% 20% 48% 20% 48% 24%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 7 6 6	0% 24% 57% 19% 100% Percent 0% 100% 48% 43% 100% Percent 5% 35% 30% 30%	Frequency 2 6 9 9 2 19 2018 Frequency 1 1 8 8 9 19 2018 Frequency 5 6 6 6 6	Percent 11% 32% 47% 110% 100% Percent 5% 42% 42% 100% Percent 0% 26% 42% 32%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent Total Most at all To a small extent To some extent To some extent Total Most at all To a small extent To some extent To a great extent Total MOST TEACHERS IN MY SCHOOL	1 1 7 12 5 25 25 25 2016 Frequency 0 2 11 12 25 25 20 16 Student le 2016 Frequency 2 5 12 6 6	4% 28% 44% 100% Percent 0% 8% 44% 48% 20% 20% 44% 48% 20% 48% 20% 48% 24%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 7 6 6	0% 24% 57% 19% 100% Percent 0% 100% 48% 43% 100% Percent 5% 35% 30% 30%	Frequency 2 6 9 9 2 19 2018 Frequency 1 1 8 8 9 19 2018 Frequency 5 6 6 6 6	Percent 11% 32% 47% 110% 100% Percent 5% 42% 42% 100% Percent 0% 26% 42% 32%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent Total Most at all To a small extent To some extent To some extent Total Most at all To a small extent To some extent To a great extent Total MOST TEACHERS IN MY SCHOOL	1 7 7 12 5 25 25 2016 Frequency 0 2 11 1 12 25 25 25 20 guide student le 2016 Frequency 2 5 12 6 6 5 25	4% 28% 448% 20% 100% 8% 449% 450% 46% 20% 48% 20% 48% 20% 48% 100% 6	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 7 6 6 20	0% 24% 57% 19% 19% 100% Percent 0% 48% 43% 100% subjects Percent 5% 30% 30% 30% 100%	Frequency 2 6 9 2 19 2018 Frequency 1 1 1 8 9 19 2018 Frequency 0 5 5 8 6 6 9 19	Percent 111% 32% 47% 111% 100% Percent 5% 42% 47% 100% Percent 0% 6% 42% 32% 100%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32	
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To some extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent Total Most read extent To some extent To some extent Total Most at all To a small extent To some extent To a great extent Total	1 1 7 7 12 5 25 25 2016 Frequency 0 2 11 12 25 25 2016 Frequency 2 5 12 6 25 25 2016	4% 28% 48% 20% 100% Percent 0% 8% 44% 100% Percent 8% 20% 100%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 11 and across si 2017 Frequency 1 7 6 6 20	0% 24% 57% 19% 100% 100% 100% 100% 100% 100% 100%	Frequency 2 6 9 2 19 2018 Frequency 1 1 8 9 19 2018 Frequency 0 5 8 6 19 2018	Percent 11% 32% 47% 110% 100% Percent 5% 47% 100% 42% 42% 32% 100%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32 MEANS 2.88 2.85 3.05	scale of 1 (strongly disparae) to 5 (strongly on
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To some extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent Total Jo a great extent Total To a small extent To some extent To a great extent Total MOST TEACHERS IN MY SCHOOL a. have similar ideas about how students learn	1 7 7 12 5 25 25 2016 Frequency 0 2 11 1 12 25 25 25 20 guide student le 2016 Frequency 2 5 12 6 6 5 25	4% 28% 448% 20% 100% 8% 449% 450% 46% 20% 48% 20% 48% 20% 48% 100% 6	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 7 6 6 20	0% 24% 57% 19% 19% 100% Percent 0% 48% 43% 100% subjects Percent 5% 30% 30% 30% 100%	Frequency 2 6 9 2 19 2018 Frequency 1 1 1 8 9 19 2018 Frequency 0 5 5 8 6 6 9 19	Percent 111% 32% 47% 111% 100% Percent 5% 42% 47% 100% Percent 0% 6% 42% 32% 100%	2016 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32 MEANS 2.88 2.85 3.05	scale of 1 (strongly disagree) to 5 (strongly ag
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a great extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To a great extent Total MOST TEACHERS IN MY SCHOOL a. have similar ideas about how students learn Strongly disagree Disagree	1 7 7 12 5 25 25 25 25 25 25 2016 Frequency 0 2 11 12 25 25 25 2016 Frequency 2 5 12 6 25 25 2016 Frequency 0 3 3	4% 28% 48% 100% Percent 0% 8% 100% 20% 100% 44% 100% 20% 20% 20% 20% 24% 100% 20% 24% 100% 22% 24% 100% 22% 24% 100% 22% 24% 24% 100% 22% 24% 24% 100% 22% 24% 24% 100% 22% 24% 24% 100% 22% 24% 24% 24% 24% 24% 24% 24% 24% 24	0 5 12 4 21 2017 Frequency 0 2 10 17 Frequency 1 7 6 6 20 2017 Frequency 2 5 5	0% 24% 57% 19% 100% 100% 100% 100% 100% 100% 100%	Frequency 2 6 9 19 2018 Frequency 1 1 8 9 19 2018 Frequency 0 5 8 6 19 2018 Frequency 0 5 5 8 6 6 19	Percent 11% 27% 47% 110% 100% Percent 0% 26% 42% 42% 42% 42% 42% 42% 42% 42% 42% 42	2016 2017 2018 2016 2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32 MEANS 2.88 2.85 3.05	scale of 1 (strongly disagree) to 5 (strongly ag
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a small extent To some extent To a great extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent To a great extent Total Most read extent To some extent To a small extent To some extent To a small extent To some extent To some extent To some extent Strongly disagree Disagree Disagree Disagree Disagree Disagree Disagree Disagree	1 1 7 12 5 25 25 2016 Frequency 0 2 11 12 25 25 25 20 guide student le 2016 Frequency 2 5 12 6 25 25 25 20 2016 Frequency 0 3 9 9	4% 28% 44% 20% 100% 8% 44% 48% 100% 48%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 6 6 20	0% 24% 57% 19% 100% 100% 48% 43% 43% 100% 100% 100% 100% 100% 100% 100% 10	Frequency 2 6 9 2 19 2018 Frequency 1 1 1 8 9 19 2018 Frequency 0 5 5 8 6 19 2018 Frequency 0 0 5 5 6 6 6 6 19	Percent 111% 32% 47% 111% 100% Percent 5% 5% 42% 47% 100% Percent 0% 26% 42% 32% 100% Percent 0% 26% 32% 32%	2016 2018 2016 2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32 MEANS 2.85 3.05	scale of 1 (strongly disagree) to 5 (strongly ag
To a small extent To some extent To a great extent Total i. student voice and leadership Not at all To a small extent To a great extent To tal i. the use of clearly articulated student proficiencies to Not at all To a small extent To some extent To a great extent To tal MOST TEACHERS IN MY SCHOOL a. have similar ideas about how students learn Strongly disagree Disagree Neutral or mixed Agree	1 1 7 7 12 5 25 25 25 2016 Frequency 0 2 11 12 25 25 2016 Frequency 2 5 12 6 25 25 2016 Frequency 0 3 3 9 12	4% 28% 48% 100% 8% 44% 100% 100% 100% 100% 100% 100% 100%	0 5 12 4 21 2017 Frequency 0 2 10 17 Frequency 1 7 6 6 20 2017 Frequency 2 5 5	0% 24% 57% 19% 100% 100% 100% 100% 100% 100% 100%	Frequency 2 6 9 2 19 2018 Frequency 1 1 8 9 19 2018 Frequency 0 5 8 6 19 Frequency 0 5 8 6 8 8	Percent 11% 42% 47% 1100% Percent 5% 5% 42% 47% 100% Percent 0% 26% 32% 100% Percent 0% 26% 32% 42% 42% 42% 42%	2016 2017 2018 2016 2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32 MEANS 2.88 2.85 3.05	scale of 1 (strongly disagree) to 5 (strongly ag
Not at all To a small extent To a great extent To a great extent Total i. student voice and leadership Not at all To a small extent To some extent To some extent To a great extent Total j. the use of clearly articulated student proficiencies to Not at all To a small extent To a great extent Total MOST TEACHERS IN MY SCHOOL a. have similar ideas about how students learn Strongly disagree Disagree Neutral or mixed Agree Strongly agree Total	1 1 7 12 5 25 25 2016 Frequency 0 2 11 12 25 25 25 20 guide student le 2016 Frequency 2 5 12 6 25 25 25 20 2016 Frequency 0 3 9 9	4% 28% 44% 20% 100% 8% 44% 48% 100% 48%	0 5 12 4 21 2017 Frequency 0 2 10 9 21 n and across si 2017 Frequency 1 6 6 20	0% 24% 57% 19% 100% 100% 48% 43% 43% 100% 100% 100% 100% 100% 100% 100% 10	Frequency 2 6 9 2 19 2018 Frequency 1 1 1 8 9 19 2018 Frequency 0 5 5 8 6 19 2018 Frequency 0 0 5 5 6 6 6 6 19	Percent 111% 32% 47% 111% 100% Percent 5% 5% 42% 47% 100% Percent 0% 26% 42% 32% 100% Percent 0% 26% 32% 32%	2016 2017 2018 2016 2017 2018 2016 2017 2018	2.84 2.95 2.58 MEANS 3.40 3.33 3.32 MEANS 2.88 2.85 3.05	scale of 1 (strongly disagree) to 5 (strongly ag

b. are familiar with each other's teaching goals								
b. are familial with each other 3 teaching goals	2016		2017		2018			
0	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Strongly disagree Disagree	0 9	0% 36%	1 5	5% 23%	1 5	5% 26%	2016 2017	3.04 2.82
Neutral or mixed	8	32%	13	59%	7	37%	2018	2.95
Agree Strongly agree	6 2	24% 8%	3	14% 0%	6 0	32% 0%		
Total	25	100%	22	100%	19	100%		
c. are familiar with each other's classroom practices								
·	2016		2017		2018			
Strongly disagree	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 2	Percent 11%	2016	MEANS 2.80
Disagree	13	52%	4	18%	5	26%	2017	3.05
Neutral or mixed Agree	4 8	16% 32%	11 5	50% 23%	4 8	21% 42%	2018	2.95
Strongly agree	0	0%	1	5%	0	0%		
Total	25	100%	22	100%	19	100%		
d. have a shared vision of effective instruction								
	2016		2017		2018			
Strongly disagree	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 3	Percent 16%	2016	MEANS 3.04
Disagree	7	28%	7	32%	3	16%	2017	2.91
Neutral or mixed Agree	11 6	44% 24%	8 5	36% 23%	8 5	42% 26%	2018	2.79
Strongly agree	1	4%	1	5%	0	0%		
Total	25	100%	22	100%	19	100%		
e. have similar ideas about how student work should be								
	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent		MEANS
Strongly disagree	0	0%	2	9%	1	5%	2016	3.08
Disagree Neutral or mixed	5 12	21% 50%	2 11	9% 50%	7 5	37% 26%	2017 2018	3.05 2.84
Agree	7	29%	7	32%	6	32%	2010	2.04
Strongly agree Total	0 24	0% 100%	0 22	0% 100%	0 19	0% 100%		
	24	100 /6	22	10076	19	10076		
f. ask for assistance from one another	2016		2017		2018			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Strongly disagree Disagree	0 1	0% 4%	1 2	5% 9%	1 2	5% 11%	2016 2017	3.80 3.36
Neutral or mixed	8	32%	9	41%	4	21%	2018	3.68
Agree Strongly agree	11 5	44% 20%	8 2	36% 9%	7 5	37% 26%		
Total	25	100%	22	100%	19	100%		
g. share teaching strategies with each other								
g g g g	2016		2017		2018			
Character disasses	Frequency	Percent	Frequency	Percent	Frequency	Percent	2040	MEANS
Strongly disagree Disagree	0 2	0% 8%	0	0% 14%	1 0	5% 0%	2016 2017	3.96 3.59
Neutral or mixed	2	8%	6	27%	3	16%	2018	4.05
Agree Strongly agree	16 5	64% 20%	10 3	45% 14%	8 7	42% 37%		
Total	25	100%	22	100%	19	100%		
h. believe we share responsibility for the success of all	our students							
	2016		2017		2018			
Strongly disagree	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 0	Percent 0%	2016	MEANS 3.64
Disagree	4	16%	3	14%	1	5%	2017	3.48
Neutral or mixed Agree	6 10	24% 40%	3 13	14% 62%	4 9	21% 47%	2018	3.95
Strongly agree	5	20%	1	5%	5	26%		
Total	25	100%	21	100%	19	100%		
i. have opportunities to observe one another teach								
	2016		2017 Eroguenav	Porcont	2018 Frequency			MEANS
Strongly disagree	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 3	Percent 16%	2016	3.24
Disagree Neutral or mixed	7 8	28% 32%	12 7	55% 32%	3 2	16% 11%	2017 2018	2.45 3.26
Agree	7	28%	2	9%	8	42%	2010	3.20
Strongly agree Total	3 25	12% 100%	22	0% 100%	3 19	16% 100%		
	23	100 /6	22	100 /6	13	100/0		
j. want to be observed by other teachers	2016		2017		2018			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Strongly disagree Disagree	1	4% 12%	2 5	9% 23%	1 5	5% 26%	2016 2017	3.28 2.86
Neutral or mixed	10	40%	9	41%	4	21%	2018	3.16
Agree Strongly agree	10 1	40% 4%	6	27% 0%	8	42% 5%		
Total	25	100%	22	100%	19	100%		
k. work together to review student work or student data	to inform instru	uction						
	2016		2017		2018			
Strongly disagree	Frequency 2	Percent 8%	Frequency	Percent 0%	Frequency 2	Percent 11%	2016	MEANS 3.24
Disagree	5	20%	1	5%	1	5%	2017	3.85
Neutral or mixed	4	16% 52%	2 16	10%	1 11	5% 58%	2018	3.74
Agree Strongly agree	13 1	52% 4%	16 1	80% 5%	11 4	58% 21%		
Total	25	100%	20	100%	19	100%		
I. work together to plan curriculum and/or instruction								
	2016		2017	Derser	2018			MEANIC
Strongly disagree	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 2	Percent 11%	2016	MEANS 3.68
Disagree	3	12%	1	5%	2	11%	2017	3.68
Neutral or mixed Agree	6 12	24% 48%	6 10	27% 45%	2 11	11% 58%	2018	3.47

 Strongly agree
 4
 16%
 4
 18%
 2
 11%

 Total
 25
 100%
 22
 100%
 19
 100%

	2016 (n=25)	2017 (n=22)	2018 (n=19)		
What subject(s) do you currently teach? (Check all that apply)	Frequency	Percent	Frequency	Percent	Frequency	Percent	
ELA	**	**	3	14%	**	**	
Mathematics	**	**	4	18%	3	16%	
History/Social Studies	**	**	**	**	**	**	
Science	3	12%	7	32%	3	16%	
Art	**	**	3	14%	**	**	
Foreign Language	**	**	**	**	**	**	
Physical Education	**	**	**	**	**	**	
ELL or ESL	**	**	**	**	3	16%	
Special Education	5	20%	3	14%	5	26%	
Other (please specify)	6	24%	**	**			
Gender	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Male	9	36%	9	43%	6	32%	
Female	16	64%	12	57%	13	68%	
How many years have you taught including the current school year?	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0-1	**	**	**	**	**	**	
2-5	8	32%	4	18%	4	21%	
6-10	7	28%	10	46%	7	37%	
11-20	5	20%	4	18%	**	**	
more than 20	3	12%	4	18%	5	26%	
Indicate the grade level or levels that reflect the majority of your teaching	Frequency	Percent	Frequency	Percent	Frequency	Percent	
during this school year.							
9th	19	76%	16	73%	11	58%	
10th	15	60%	13	59%	12	63%	
11th	13	52%	14	64%	10	53%	
12th	14	56%	11	50%	9	47%	

^{**} Data suppressed to ensure confidentiality

TO DATE, HOW MUCH INVOLVEMENT HAVE YOU HAD IN THE INIT	2016		2017		2018	D:			
NO INVOLVEMENT	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 0	Percent 0%	2016	MEANS 3.12	scale of 1 (no involvement) to 4 (substantial involvement)
MINIMAL INVOLVEMENT (Occasional Meetings or Infrequent PD) MODERATE INVOLVEMENT (Regular Meetings or Frequent PD)	4 14	16% 56%	3 11	14% 50%	3 8	16% 42%	2017 2018	3.09 3.26	
SUBSTANTIAL INVOLVEMENT (Leadership Role in your Department,	7	28%	7	32%	8	42%	2010	3.20	
School or District) Total	25	100%	22	100%	19	100%			
HOW MUCH IMPACT DO YOU BELIEVE THE INITIATIVE TO ENHAN	ICE STUDENT CE	NTERED L	EARNING HAVE	HAD ON YO	UR INSTRUCTIO	N IN THE P	PAST YEAR?		
NOW MOON WILL ACT DO TOO BELLEVE THE WITHATTYE TO ENTIAN	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent	AOTTEAN	MEANS	scale of 1 (no impact) to 4 (substantial impact)
NO IMPACT	0	0%	0	0%	0	0%	2016	3.17	scale of 1 (no impact) to 4 (substantial impact)
MINIMAL IMPACT (Minor changes in tasks, activities or classroom discourse)	4	17%	4	18%	6	32%	2017	3.23	
MODERATE IMPACT (New approaches to tasks, activities, and	12	50%	9	41%	8	42%	2018	2.95	
classroom discourse) SUBSTANTIAL IMPACT (Fundamentally re-shaped how I teach and							20.0	2.00	
what I expect of students)	8 24	33% 100%	9 22	41% 100%	5 19	26% 100%			
Total	24	10070	22	10070	13	10070			
HOW WIDE OF AN IMPACT DO YOU BELIEVE THE INITIATIVES TO	ENHANCE STUD	ENT CENT	ERED LEARNING	HAVE HAD	ON STUDENT E	NGAGEME	ENT AND/OR COLLEG	E AND CAR	EER READINESS THIS PAST YEAR?
	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent		MEANS	scale of 1 (no impact) to 4 (substantial impact)
NO IMPACT	0	0%	0	0%	1	5%	2016	2.88	
MINIMAL IMPACT (a few students) MODERATE IMPACT (many students)	9 10	36% 40%	8 12	36% 55%	9 7	47% 37%	2017 2018	2.73 2.53	
SUBSTANTIAL IMPACT (most or all students)	6	24%	2	9%	2	11%			
Total	25	100%	22	100%	19	100%			
HOW WIDE OF AN IMPACT DO YOU BELIEVE THE INITIATIVES TO	ENHANCE STUD	FNT.CENT	FRED LEARNING	HAVE HAE	ON WHAT WILL	FN WHERE	AND FROM WHOM	STUDENTS	FARNED IN THE PAST YEAR?
THE BOTTON SELECT THE INTERTIVES TO	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent	, MIS INCIII WHOM	MEANS	scale of 1 (no impact) to 4 (substantial impact)
NO IMPACT	1	4%	0	0%	0	0%	2016	2.80	or r (no impact) to 4 (substantial impact)
MINIMAL IMPACT (a few students) MODERATE IMPACT (many students)	6 15	24% 60%	4 16	19% 76%	6 9	33% 50%	2017 2018	2.86 2.83	
SUBSTANTIAL IMPACT (most or all students)	3	12%	1	5%	3	17%	2018	∠.83	
Total	25	100%	21	100%	18	100%			
IOW WELL PREPARED DO YOU YOU FEEL TO ALL TO SEE	NT I FARMING	141							
HOW WELL PREPARED DO YOU NOW FEEL TO SUPPORT STUDE		TAT:							
REQUIRES COLLABORATION	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent		MEANS	scale of 1 (not at all prepared) to 4 (very well prepared)
Not at all prepared	0	0%	1	5%	0	0%	2016	3.20	
finimally prepared adequately prepared	3 14	12% 56%	3 14	14% 64%	1 10	5% 53%	2017 2018	2.95 3.37	
ery well prepared	8	32%	4	18%	8	42%			
Fotal	25	100%	22	100%	19	100%			
REQUIRES PERSONALIZATION	2016		2017		2018				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Not at all prepared Minimally prepared	0	0% 12%	0 5	0% 23%	0 5	0% 26%	2016 2017	3.12 3.14	
Adequately prepared	16	64%	9	41%	6	32%	2018	3.16	
/ery well prepared Fotal	6 25	24% 100%	8 22	36% 100%	8 19	42% 100%			
REQUIRES CRITICAL THINKING OR PROBLEM SOLVING	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent		MEANS	
Not at all prepared	0	0%	0	0%	1	5%	2016	3.20	
Minimally prepared	4 12	16% 48%	2 12	10% 57%	3 8	16% 42%	2017 2018	3.24 3.11	
Adequately prepared /ery well prepared	9	36%	7	33%	7	37%	2010	3.11	
"otal	25	100%	21	100%	19	100%			
REQUIRES STUDENT SELF-REGULATION AND ACADEMIC									
FENACITY	2016 Frequency	Percent	2017 Frequency	Percent	2018 Frequency	Percent		MEANS	
Not at all prepared	2	8%	3	14%	3	16%	2016	2.88	
Minimally prepared Adequately prepared	7 8	28% 32%	3 11	14% 50%	4 7	21% 37%	2017 2018	2.82 2.74	
/ery well prepared	8	32%	5	23%	5	26%	2016	2.14	
- Total	25	100%	22	100%	19	100%			
REQUIRES ANYWHERE/ANYTIME LEARNING	2016		2017		2018				
	Frequency	Percent 4%	Frequency	Percent 0%	Frequency	Percent	2016	MEANS 2.92	
Not at all prepared Minimally prepared	1 6	4% 24%	0 4	0% 20%	2 7	11% 37%	2017	3.10	
dequately prepared	12	48%	10	50%	7	37%	2018	2.58	
ery well prepared otal	6 25	24% 100%	6 20	30% 100%	3 19	16% 100%			
N YOUR CLASSROOM OVER THE PAST YEAR HOW OFTEN DID Y	OU PROVIDE INS	TRUCTION	THAT:						
REQUIRES COLLABORATION	2016	Poro	2017	Derecat	2018	Derocat		MEANS	cools of 4 (never) to 4 (all the time)
REQUIRES COLLABORATION	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 0	Percent 0%	2016	MEANS 3.00	scale of 1 (never) to 4 (all the time)
		21%	0	0%	5	26%	2017	3.23	
NEVER DCCASIONALLY	5	58%	14	64% 32%	6 8	32% 42%	2018	3.16	
NEVER DCCASIONALLY DFTEN	5 14 5	21%	7		40	100%			
NEVER DCCASIONALLY DFTEN ALL THE TIME	14		7 22	100%	19				
NEVER DCCASIONALLY OFTEN ALL THE TIME Total	14 5 24	21%	22	100%					
NEVER DOCASIONALLY SPEEN SPEEN SPEEN FOR TOTAL REQUIRES PERSONALIZATION	14 5 24 2016 Frequency	21% 100% Percent	22 2017 Frequency	Percent	2018 Frequency	Percent	2040	MEANS	
IEVER OCCASIONALLY OFTEN LLT HE TIME OTAL OTAL SEQUIRES PERSONALIZATION IEVER	14 5 24 2016	21% 100%	22 2017		2018		2016 2017	MEANS 3.17 3.05	
IEVER CCASIONALLY FITEN LLTHE TIME otal EEQUIRES PERSONALIZATION LEVER DOCCASIONALLY FITEN	14 5 24 2016 Frequency 1 3	21% 100% Percent 4% 13% 46%	2017 Frequency 0 6 9	Percent 0% 27% 41%	2018 Frequency 0 5	Percent 0% 26% 42%		3.17	
NEVER DCCASIONALLY DFTEN ULTHE TIME Total REQUIRES PERSONALIZATION NEVER DCCASIONALLY DFTEN LLT HE TIME	14 5 24 2016 Frequency 1 3	21% 100% Percent 4% 13%	22 2017 Frequency 0 6	Percent 0% 27%	2018 Frequency 0 5	Percent 0% 26%	2017	3.17 3.05	
IEVER DCCASIONALLY FITEN LITHE TIME otal REQUIRES PERSONALIZATION HEVER DCCASIONALLY FITEN LLTHE TIME otal	14 5 24 2016 Frequency 1 3 11	21% 100% Percent 4% 13% 46% 38%	22 2017 Frequency 0 6 9 7	Percent 0% 27% 41% 32%	2018 Frequency 0 5 8 6	Percent 0% 26% 42% 32%	2017	3.17 3.05	
NEVER DOCASIONALLY OFTEN ALL THE TIME Total REQUIRES PERSONALIZATION NEVER DOCASIONALLY DOFTEN ALL THE TIME Total REQUIRES CRITICAL THINKING OR PROBLEM SOLVING	14 5 24 2016 Frequency 1 3 11	21% 100% Percent 4% 13% 46% 38%	22 2017 Frequency 0 6 9 7	Percent 0% 27% 41% 32%	2018 Frequency 0 5 8 6	Percent 0% 26% 42% 32%	2017	3.17 3.05	

NEVER OCCASIONALLY OFTEN ALL THE TIME Total	Frequency 0 1 14 9	Percent 0% 4% 58% 38% 100%	Frequency 0 1 11 10 22	Percent 0% 5% 50% 46% 100%	Frequency 0 4 6 9	Percent 0% 21% 32% 47% 100%	2016 2017 2018	MEANS 3.33 3.41 3.26	
REQUIRES STUDENT SELF-REGULATION AND ACADEMIC									
TENACITY	2016		2017		2018				
NEW CO.	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
NEVER	0	0%	0	0%	0.0	0%	2016	3.25	
OCCASIONALLY	4	17%	1	5%	2	11%	2017	3.38	
OFTEN	10	42%	11	52%	8	42%	2018	3.37	
ALL THE TIME	10	42%	9	43%	9 19	47%			
Total	24	100%	21	100%	19	100%			
REQUIRES ANYWHERE/ANYTIME LEARNING	2016		2017		2018				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
NEVER	1	4%	3	15%	3	16%	2016	2.63	
OCCASIONALLY	12	50%	6	30%	9	47%	2017	2.70	
OFTEN	6	25%	5	25%	4	21%	2018	2.37	
ALL THE TIME	5	21%	6	30%	3	16%			
Total	24	100%	20	100%	19	100%			

	RE WOST IMPORTANT FOR	ASSESSING ST	UDENT PR	OFICIENCY I	N YOUR CL	ASSES. INDICATE METHODS YOU WOULD RANK AS THE FIRST, SECOND, AND THIRD MOST IMP
Traditional quizzes or tests	2040	201				
Traditional quizzes or tests	2016 Frequency Percent	Frequency	/ Percent	20 Frequency	Percent	
1st most important	1 59		14%	3	16%	
2nd most important	0 09	6 1	5%	0	0%	
3rd most important	2 99		5%	1	5%	
Total	3 149	6 5	23%	4	21%	
Portfolio submissions and accompanying rationale	2016	201	7	20	18	
Totalio outsinosiono una accompanying rationalo	Frequency Percent	Frequency	Percent	Frequency	Percent	
1st most important	2 99	6 3	14%	1	5%	
2nd most important	1 59		5%		11%	
3rd most important Total	2 99 5 239		5% 23%	2 5	11% 26%	
Total	5 257	0 3	23/0	5	20%	
Classroom participation	2016	201	7	20	18	
	Frequency Percent	Frequency	Percent	Frequency	Percent	
1st most important	5 239		9%	3	16%	
2nd most important	5 239		23%	1	5% 16%	
Brd most important Fotal	0 09 10 459		9% 41%	7	37%	
End-of-course or end-of-term exams	2016	201		20		
Lat most important	Frequency Percent 0 09	Frequency 0	Percent	Frequency	Percent	
Ist most important 2nd most important	0 09		0% 0%	0	0% 5%	
and most important	0 09		0%		0%	
otal	0 09		0%	1	5%	
extended (more than a week long) individual projects	2016	201		20		
st most important	Frequency Percent 6 279	Frequency 4	Percent 18%	Frequency 7	Percent 37%	
nst most important 2nd most important	8 369		32%		37%	
and most important	1 59		18%		16%	
otal	15 689	6 15	68%	17	89%	
Extended (more than a week long) collaborative projects			_			
extended (more than a week long) collaborative projects	2016 Frequency Percent	2011 Frequency	/ Percent	20 Frequency	Percent	
1st most important	3 149		9%	2	11%	
2nd most important	1 59		14%		16%	
3rd most important	5 239		18%	2	11%	
Fotal	9 419	6 9	41%	7	37%	
Daily homework	2016	201	7	20	18	
	Frequency Percent	Frequency	Percent	Frequency	Percent	
1st most important	1 59	6 2	9%	0	0%	
2nd most important	0 09		14%	0	0%	
Brd most important Fotal	1 59 2 99		0% 23%	2	11% 11%	
otal	2 97	6 5	23%	2	1176	
Student writing	2016	201	7	20	18	
	Frequency Percent	Frequency	Percent	Frequency	Percent	
st most important	3 149		14%		5%	
2nd most important Brd most important	4 189 2 99		0% 18%	3 2	16% 11%	
rd most important Fotal	9 419		18% 32%	6	11% 32%	
				0	JZ /0	
ournals, Lab books or Notebooks	2016	201		20		
	Frequency Percent	Frequency	Percent	Frequency	Percent	
st most important	0 09		9%	0	0%	
2nd most important 3rd most important	0 09		0% 0%	0	0% 0%	
Fotal	2 99	6 0	9%	0	0%	
		201		20		
	2016			Frequency	Percent	
tudent presentation to the class	Frequency Percent	Frequency	Percent 0%		E0/	
student presentation to the class		Frequency 0	Percent 0% 5%	1	5% 11%	
Student presentation to the class ist most important and most important	Frequency Percent	Frequency 0 1	0%	1 2		
Student presentation to the class 1st most important 2nd most important 3rd most important	Frequency Percent 0 09 2 99	Frequency 6 0 6 1 6 4	0% 5%	1 2	11%	
Student presentation to the class 1st most important 2nd most important 3rd most important Total	Frequency Percent 0 09 2 99 6 279	Frequency 6 0 6 1 6 4	0% 5% 18%	1 2 3	11% 16%	
Student presentation to the class 1st most important 2nd most important 1st most important for most important foral Student presentation at a public event or to a panel of	Frequency Percent 0 09 2 99 6 279	Frequency 6 0 6 1 6 4	0% 5% 18%	1 2 3	11% 16%	
Student presentation to the class Ist most important 2nd most important Total Student presentation at a public event or to a panel of students, teachers, administrators or community	Frequency Percent 0 09 2 99 6 279 8 369	Frequency 6 0 6 1 6 4 6 5	0% 5% 18% 23%	1 2 3 6	11% 16% 32%	
Student presentation to the class Ist most important and most important ford most important fotal Student presentation at a public event or to a panel of students, teachers, administrators or community	Frequency Percent 0 09 2 99 6 279	Frequency 6 0 6 1 6 4	0% 5% 18% 23%	1 2 3	11% 16% 32%	
Student presentation to the class 1st most important 2nd most important 3nd most important fotal Student presentation at a public event or to a panel of students, teachers, administrators or community members	Percent 0 9 99 6 279 8 369 Frequency Percent 1 599	Frequency 6 0 6 1 6 4 6 5	0% 5% 18% 23% 7 Percent 5%	1 2 3 6 20 Frequency	11% 16% 32% 18 Percent 5%	
Student presentation to the class 1st most important 2nd most important 3rd most important Total Student presentation at a public event or to a panel of students, teachers, administrators or community members 1st most important 2nd most important	Percent 0 0 99 6 279 8 369 8 369 Percent 1 5 59 1 5 5	Frequency 6 0 6 1 6 4 6 5 201 Frequency 6 1 6 1	0% 5% 18% 23% 7 Percent 5% 5%	20 Frequency	11% 16% 32% 18 Percent 5% 0%	
Student presentation to the class 1st most important 2nd most important 3rd most important	Percent 0 9 99 6 279 8 369 Frequency Percent 1 599	Frequency 6 0 1 1 6 4 5 5 5 5 5 6 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0% 5% 18% 23% 7 Percent 5%	1 2 3 6 20 Frequency	11% 16% 32% 18 Percent 5%	

RATE THE FOLLOWING INSTRUCTIONAL ACT	IVITIES FOR HOW	/ IMPORT	ANT THEY'V	E BEEN TO	YOUR INSTR	RUCTION IN	THIS SCHOOL YEAR		
a. lead a class of students doing an investigati	on or activity that	demands	complex rea	soning or	oroblem solvi	ng			
	2016		20	17	201	8			
Unimportant		Percent	Frequency	Percent	Frequency	Percent	00:-		scale of 1 (unimportant) to 4 (most important)
Unimportant Minimally Important	0 4	0% 18%	2	10% 5%	1 5	6% 28%	2016 2017	2.95 2.90	
Quite Important	15	68%	14	70%	7	39%	2018	2.89	
Most Important Total	3 22	14% 100%	3 20	15% 100%	5 18	28% 100%			
Total	22	100%	20	100%	10	100%			
b. provide instruction through extended forma		ture							
	2016		20		201				
Unimportant	Frequency 7	Percent 32%	Frequency 4	Percent 20%	Frequency 5	Percent 28%	2016	MEANS 1.91	
Minimally Important	10	45%	12	60%	9	50%	2017	2.00	
Quite Important	5 0	23% 0%	4 0	20%	2 2	11%	2018	2.06	
Most Important Total	22	100%	20	0% 100%	18	11% 100%			
c. facilitate a whole-class discussion where stu	-	as or give	receive feed. 20		201	0			
	2016 Frequency	Percent	Frequency	Percent	201 Frequency	8 Percent		MEANS	
Unimportant	0	0%	1	5%	1	6%	2016	3.00	
Minimally Important	4	18%	6	30%	4	22%	2017	2.70	
Quite Important Most Important	14 4	64% 18%	11 2	55% 10%	9 4	50% 22%	2018	2.89	
Total	22	100%	20	100%	18	100%			
d. organize and facilitate a student-led activity									
a. organize and racintate a student-led activity	2016		20.	17	201	8			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Unimportant	0	0%	1	5%	1	6%	2016	3.05	
Minimally Important Quite Important	5 11	23% 50%	5 7	25% 35%	2 10	11% 56%	2017 2018	3.00 3.06	
Most Important	6	27%	7	35%	5	28%	2010	0.00	
Total	22	100%	20	100%	18	100%			
e. provide students with in-depth guidance on	the content or ord	anization	of their wor	k					
	2016		20		201	8			
		Percent	Frequency	Percent	Frequency	Percent		MEANS	
Unimportant Minimally Important	1 5	5% 23%	2	10% 5%	1 2	6% 12%	2016 2017	2.91 3.05	
Quite Important	11	50%	11	55%	9	53%	2018	3.06	
Most Important	5	23%	6	30%	5	29%			
Total	22	100%	20	100%	17	100%			
f. answer procedural questions about individua	al or group work a	ınd/or help	students st	ay on task					
	2016		20		201				
Unimportant	Frequency 1	Percent 5%	Frequency 1	Percent 5%	Frequency 2	Percent 12%	2016	MEANS 2.91	
Minimally Important	4	18%	1	5%	1	6%	2017	3.10	
Quite Important	13	59%	13	65%	8	47%	2018	3.06	
Most Important Total	4 22	18% 100%	5 20	25% 100%	6 17	35% 100%			
g. ask open-ended questions to promote engage	-	deas	20:	17	201	0			
	2016 Frequency	Percent	20° Frequency	Percent	201 Frequency	o Percent		MEANS	
Unimportant	0	0%	0	0%	1	6%	2016	3.45	
Minimally Important Quite Important	1 10	5% 45%	2 9	10%	1 8	6% 44%	2017 2018	3.35 3.28	
Most Important	11	50%	9	45% 45%	8	44%	2016	3.20	
Total	22	100%	20	100%	18	100%			
h. give written feedback on student work									
3	2016		20	17	201	8			
		Percent	Frequency	Percent	Frequency	Percent		MEANS	
Unimportant Minimally Important	1 6	5% 29%	0 7	0% 37%	1 4	6% 22%	2016 2017	2.95 2.95	
Quite Important	7	33%	6	32%	8	44%	2018	2.94	
Most Important	7	33%	6	32%	5	28%			
Total	21	100%	19	100%	18	100%			
i. give oral feedback on student work									
	2016		20		201				
Unimportant	Frequency 0	Percent 0%	Frequency 1	Percent 5%	Frequency 1	Percent 6%	2016	MEANS 3.45	
Minimally Important	1	5%	2	11%	1	6%	2017	3.32	
Quite Important	10	46%	6	32%	10	56%	2018	3.17	
Most Important Total	11 22	50% 100%	10 19	53% 100%	6 18	33% 100%			
j. have students explore alternative methods for		ns/ conduc	-	_		0			
	2016 Frequency	Percent	20° Frequency	17 Percent	201 Frequency	8 Percent		MEANS	
Unimportant	0	0%	1	5%	2	11%	2016	3.05	
Minimally Important	3	14%	1	5%	4	22%	2017	3.26	
Quite Important Most Important	15 4	68% 18%	9	47% 42%	10 2	56% 11%	2018	2.67	
Total	22	100%	19	100%	18	100%			
k. modify or adjust instruction based on inforn	nal claseroom acc	acement-							
n. Injuly of aujust instruction based on inform	1ai ciassroom ass 2016	cəəmenis	20	17	201	8			
		Percent	Frequency	Percent		Percent		MEANS	

Unimportant	0	0%	1	5%	1	6%	2016	3.41
Minimally Important	0	0%	0	0%	1	6%	2017	3.42
Quite Important	13	59%	8	42%	7	41%	2018	3.29
Most Important	9	41%	10	53%	8	47%		
Total	22	100%	19	100%	17	100%		
Landal for attachment bounds assessed a smaller								
I. model for students how to approach a proble	m or task 201	6	201	7	20	18		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Unimportant	0	0%	0	0%	1 requericy	6%	2016	3.36
Minimally Important	2	9%	2	10%	0	0%	2017	3.40
Quite Important	10	45%	8	40%	11	61%	2018	3.22
Most Important	10	45%	10	50%	6	33%	2010	0.22
Total	22	100%	20	100%	18	100%		
	_	,				,		
m. use technology to personalize instruction		_		_				
	201		201		20			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Unimportant	2	9%	0	0%	2	11%	2016	2.86
Minimally Important	4	18%	5	25%	4	22%	2017	2.95
Quite Important	11	50%	11	55%	8	44%	2018	2.78
Most Important	5 22	23% 100%	4 20	20% 100%	4 18	22%		
Total	22	100%	20	100%	18	100%		
n. differentiate activities or instruction to meet	individual stud	ents' needs						
	201	6	201	7	20	18		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Unimportant	0	0%	0	0%	1	6%	2016	3.50
Unimportant Minimally Important					1	6% 6%	2016 2017	3.50 3.53
Unimportant Minimally Important Quite Important	. ,	0%	. 0	0%				
Minimally Important Quite Important	0	0% 0%	0	0% 5%	1	6%	2017	3.53
Minimally Important	0 0 11	0% 0% 50%	0 1 7	0% 5% 37%	1 8	6% 44%	2017	3.53
Minimally Important Quite Important Most Important Total	0 0 11 11 22	0% 0% 50% 50% 100%	0 1 7 11 19	0% 5% 37% 58% 100%	1 8 8 18	6% 44% 44% 100%	2017	3.53
Minimally Important Quite Important Most Important	0 0 11 11 22 ctivities and st	0% 0% 50% 50% 100% udents' pers	0 1 7 11 19 onalized lear	0% 5% 37% 58% 100% ning plans	1 8 8 18 or pathways	6% 44% 44% 100%	2017	3.53
Minimally Important Quite Important Most Important Total	0 0 11 11 22 ctivities and str	0% 0% 50% 50% 100% udents' perso	0 1 7 11 19 onalized lear	0% 5% 37% 58% 100% ning plans	1 8 8 18 or pathways	6% 44% 44% 100%	2017	3.53 3.28
Minimally Important Quite Important Most Important Total o. make connections between content and/or a	0 0 11 11 22 ctivities and str 201 Frequency	0% 0% 50% 50% 100% udents' person	0 1 7 11 19 onalized lear 20°	0% 5% 37% 58% 100% ning plans 17 Percent	1 8 8 18 or pathways 20 Frequency	6% 44% 44% 100%	2017 2018	3.53 3.28 MEANS
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant	0 0 11 11 22 ctivities and str 201 Frequency 0	0% 0% 50% 50% 100% udents' perso 6 Percent 0%	0 1 7 11 19 onalized lear 20' Frequency 0	0% 5% 37% 58% 100% ning plans 17 Percent 0%	1 8 8 18 or pathways 20 Frequency 1	6% 44% 44% 100%	2017 2018 2016	3.53 3.28 MEANS 3.18
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important	0 0 11 11 22 ctivities and str 201 Frequency 0 2	0% 0% 50% 50% 100% udents' perso 6 Percent 0% 9%	0 1 7 11 19 conalized lear 20' Frequency 0 1	0% 5% 37% 58% 100% ning plans 17 Percent 0% 5%	1 8 8 18 or pathways 20 Frequency 1 2	6% 44% 44% 100% 8 18 Percent 6% 11%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important	0 0 11 11 22 ctivities and str 201 Frequency 0 2 14	0% 0% 50% 50% 100% udents' perso 6 Percent 0% 9% 64%	0 1 7 11 19 onalized lear 20' Frequency 0 1	0% 5% 37% 58% 100% ning plans 17 Percent 0% 5% 53%	1 8 8 18 or pathways 20 Frequency 1 2 11	6% 44% 44% 100% 18 Percent 6% 11% 61%	2017 2018 2016	3.53 3.28 MEANS 3.18
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Most Important	0 0 0 111 111 22 ctivities and st 201 Frequency 0 2 14	0% 0% 50% 50% 100% udents' persi 6 Percent 0% 9% 64% 27%	0 1 7 11 19 onalized lear 20° Frequency 0 1 10 8	0% 5% 37% 58% 100% ning plans 17 Percent 0% 5% 53% 42%	1 8 8 18 or pathways 20 Frequency 1 2 11 4	6% 44% 44% 100% 8 Percent 6% 11% 61% 22%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important	0 0 11 11 22 ctivities and str 201 Frequency 0 2 14	0% 0% 50% 50% 100% udents' perso 6 Percent 0% 9% 64%	0 1 7 11 19 onalized lear 20' Frequency 0 1	0% 5% 37% 58% 100% ning plans 17 Percent 0% 5% 53%	1 8 8 18 or pathways 20 Frequency 1 2 11	6% 44% 44% 100% 18 Percent 6% 11% 61%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Most Important	0 0 0 111 111 22 ctivities and st 201 Frequency 0 2 14	0% 0% 50% 50% 100% udents' persi 6 Percent 0% 9% 64% 27%	0 1 7 11 19 onalized lear 20° Frequency 0 1 10 8	0% 5% 37% 58% 100% ning plans 17 Percent 0% 5% 53% 42%	1 8 8 18 or pathways 20 Frequency 1 2 11 4	6% 44% 44% 100% 8 Percent 6% 11% 61% 22%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Total	0 0 0 11 11 12 22 20tivities and str 201 Frequency 0 2 14 6 22	0% 0% 50% 50% 100% 2 udents' persi 6 Percent 0% 9% 64% 27% 100%	0 1 7 11 19 onalized lear 20' Frequency 0 1 10 8 19	0% 5% 37% 58% 100% ning plans 7 Percent 0% 5% 42% 100%	1 8 18 18 or pathways 20 Frequency 1 2 11 4 18	6% 44% 44% 100% 18 Percent 6% 11% 61% 22% 100%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Most Important	0 0 0 11 11 12 22 20tivities and str 201 Frequency 0 2 14 6 22	0% 0% 50% 50% 100% 2 udents' persi 6 Percent 0% 9% 64% 27% 100%	0 1 7 11 19 onalized lear 20' Frequency 0 1 10 8 19	0% 5% 37% 58% 100% ning plans 7 Percent 0% 5% 42% 100%	1 8 18 18 or pathways 20 Frequency 1 2 11 4 18	6% 44% 44% 100% 18 Percent 6% 11% 61% 22% 100%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Total	0 0 0 111 111 22 ctivities and str 201 Frequency 0 2 2 14 6 22	0% 0% 50% 50% 100% 100% 100% 100% 100% 1	0 1 7 11 19 00nalized lear 20° Frequency 0 1 10 8 19	0% 5% 37% 100% ning plans 17 Percent 0% 5% 42% 100%	1 8 8 8 8 18 18 or pathways 20 Frequency 1 2 211 4 18	6% 44% 44% 100% 18 Percent 6% 11% 61% 22% 100%	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Total OF THE INSTRUCTIONAL ACTIVITIES DESCRIE	0 0 0 111 111 22 ctivities and str 201 Frequency 0 2 2 14 6 22	0% 0% 50% 50% 100% udents' pers-6 Percent 0% 9% 64% 27% 100%	0 1 7 11 19 00nalized lear 20° Frequency 0 1 10 8 19	0% 5% 37% 58% 100% ning plans 7 Percent 0% 5% 53% 42% 100%	1 8 8 8 8 18 18 or pathways 20 Frequency 1 2 211 4 18	6% 44% 44% 100% 8 Percent 6% 11% 61% 22% 100% NG TIME?	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37
Minimally Important Quite Important Most Important Total o. make connections between content and/or a Unimportant Minimally Important Quite Important Most Important Total OF THE INSTRUCTIONAL ACTIVITIES DESCRIE	0 0 0 11 11 12 2 2 2 2 2 2 2 2 2 2 2 2 2	0% 0% 50% 50% 100% udents' pers-6 Percent 0% 9% 64% 27% 100%	onalized lear 20' Frequency 11 10 8 19	0% 5% 37% 58% 100% ning plans 7 Percent 0% 5% 53% 42% 100%	1 8 8 8 8 18 18 20 Trequency 1 2 2 11 4 18 2 2 18 2 2 18 2 2 18 2 2 2 2 2 2 2 2	6% 44% 44% 100% 8 Percent 6% 11% 61% 22% 100% NG TIME?	2017 2018 2016 2017	3.53 3.28 MEANS 3.18 3.37

	2016	6	201	7	2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	2	9%	1	5%	2	11%
Second Most	4	18%	3	15%	2	11%
Third Most	0	0%	3	15%	0	0%
Total	6	27%	7	35%	4	22%

$\ b.\ provide\ instruction\ through\ extended\ formal\ presentation/lecture$

	201	6	201	17	201	8
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	0	0%	1	6%
Second Most	0	0%	1	5%	1	6%
Third Most	0	0%	0	0%	0	0%
Total	1	5%	1	5%	2	11%

c. facilitate a whole-class discussion where students present ideas or give/receive feedback

	201	20	17	2018		
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	2	9%	1	5%	2	11%
Second Most	2	9%	0	0%	0	0%
Third Most	2	9%	2	10%	0	0%
Total	6	27%	3	15%	2	11%

d. organize and facilitate a student-led activity

	201	201	7	2018		
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	4	18%	3	15%	2	11%
Second Most	0	0%	0	0%	2	11%
Third Most	0	0%	2	10%	0	0%
Total	4	18%	5	25%	4	22%

e. provide students with in-depth guidance on the content or organization of their work 2016 2017

	2016			7	2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	2	10%	3	17%
Second Most	2	9%	2	10%	2	11%
Third Most	1	5%	1	5%	1	6%
Total	4	18%	5	25%	6	33%

$f.\ answer\ procedural\ questions\ about\ individual\ or\ group\ work\ and/or\ help\ students\ stay\ on\ task$

	201	16	201	17	2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	2	9%	3	15%	1	6%
Second Most	0	0%	2	10%	2	11%
Third Most	1	5%	0		1	6%
Total	3	14%	5	25%	4	22%

	2016	_	201		201				
First Most		Percent	Frequency	Percent	Frequency	Percent			
First Most Second Most	1 2	5% 9%	3 1	15% 5%	2	11% 6%			
Third Most	6	27%	1	5%	3	17%			
Total	9	41%	5	25%	6	33%			
h. give written feedback on student work	2012		00.1	7		0			
	2016 Frequency F	Percent	201 Frequency	7 Percent	201 Frequency	8 Percent			
First Most	0 requericy	o%	rrequency 1	5%	r requericy	6%			
Second Most	4	18%	2	10%	2	11%			
Third Most	1	5%	1	5%	2	11%			
Total	5	23%	4	20%	0	0%			
i. give oral feedback on student work				_		_			
	2016		201		201				
First Most	Frequency F	Percent 9%	Frequency 1	Percent 5%	Frequency 0	Percent 0%			
Second Most	2	9%	1	5%	1	6%			
hird Most	1	5%	1	5%	1	6%			
otal	5	23%	3	15%	2	11%			
. have students explore alternative methods for		s/ conduc							
	2016	Dorocat	201		201				
irst Most	Frequency F	Percent 0%	Frequency 0	Percent 0%	Frequency 0	Percent 0%			
econd Most	2	9%	1	5%	0	0%			
hird Most	2	9%	3	15%	2	11%			
otal	4	18%	4	20%	2	11%			
and the second test test and the second seco	-1 -1								
modify or adjust instruction based on inform		ssments		-					
	2016	Dorces.	201		201				
irst Most	Frequency F	Percent 5%	Frequency 1	Percent 5%	Frequency 0	Percent 0%			
econd Most	0	5% 0%	1	5% 5%	1	6%			
hird Most	1	5%	3	15%	3	17%			
otal	2	9%	5	25%	4	22%			
and different dente bases									
model for students how to approach a proble				7		0			
	2016	Darcont	201		201				
First Most	Frequency F	Percent 5%	Frequency 1	Percent 5%	Frequency 0	Percent 0%			
econd Most	0	0%	1	5%	0	0%			
hird Most	6	27%	0	0%	1	6%			
otal	7	32%	2	10%	1	6%			
n use technology to norsonaline instruction									
n. use technology to personalize instruction	2016		201	17	201	8			
		Percent	Frequency	Percent	Frequency	Percent			
irst Most	1 1 1 1	5%	1 requericy	5%	0	0%			
econd Most	1	5%	0	0%	2	11%			
hird Most	0	0%	0	0%	1	6%			
otal	2	9%	1	5%	3	17%			
. differentiate activities or instruction to meet i	individual studen	ts' needs							
	2016		201	7	201	8			
		Percent	Frequency	Percent	Frequency	Percent			
irst Most	3	14%	0	0%	3	17%			
econd Most	1	5%	4	20%	0	0%			
hird Most	1	5%	1	5%	3	17%			
otal	5	23%	5	25%	6	33%			
. make connections between content and/or a	ctivities and stud	ents' pers	onalized lear	ning plane	or pathwave				
John Street Content and/Of at	2016	perst	201		201 201				
		Percent	Frequency	Percent	Frequency	Percent			
irst Most	1	5%	2	10%	1	6%			
econd Most	2	9%	1	5%	2	11%			
hird Most	0	0%	1	5%	0	0%			
otal	3	14%	4	20%	3	17%			
	AVE STUDENTS EN	AGED IN T	HE FOL <u>LOWIN</u>	G TYPES OF	ACTIVITIES				
HEN PARTICIPATING IN YOUR CLASS, HOW OFTEN H									
	vities								
	vities 2016	_	201		201				
. participate in student-led discussions or activ	vities 2016 Frequency F		Frequency	Percent	Frequency	Percent	****		scale of 1 (never) to 5 (every day)
participate in student-led discussions or active	vities 2016 Frequency F 0	0%	Frequency 2	Percent 11%	Frequency 1	Percent 6%	2016 2017	3.74	scale of 1 (never) to 5 (every day)
participate in student-led discussions or active ever arely	vities 2016 Frequency 0 2	0% 9%	Frequency 2 1	Percent 11% 5%	Frequency 1 5	Percent 6% 28%	2017	3.74 3.16	scale of 1 (never) to 5 (every day)
participate in student-led discussions or activers arely one times	vities 2016 Frequency F 0	0%	Frequency 2	Percent 11%	Frequency 1	Percent 6%		3.74	scale of 1 (never) to 5 (every day)
participate in student-led discussions or active ever arely ometimes fiten very day	2016 Frequency F 0 2 7 9 5	0% 9% 30% 39% 22%	Frequency 2 1 9 6 1	Percent 11% 5% 47% 32% 5%	Frequency	Percent 6% 28% 28% 28% 11%	2017	3.74 3.16	scale of 1 (never) to 5 (every day)
participate in student-led discussions or active ever arely ometimes fiten very day	vities 2016 Frequency 0 2 7 9	0% 9% 30% 39%	Frequency 2 1 9	Percent 11% 5% 47% 32%	Frequency 1 5 5 5	Percent 6% 28% 28% 28%	2017	3.74 3.16	scale of 1 (never) to 5 (every day)
participate in student-led discussions or active ver arely ometimes often very day otal	2016 Frequency F 0 2 7 9 5	0% 9% 30% 39% 22%	Frequency 2 1 9 6 1	Percent 11% 5% 47% 32% 5%	Frequency	Percent 6% 28% 28% 28% 11%	2017	3.74 3.16	scale of 1 (never) to 5 (every day)
ever arely ometimes were discussions or activities and the second of the	2016 Frequency F 0 2 7 9 5 23	0% 9% 30% 39% 22%	Frequency 2 1 9 6 1 19	Percent 11% 5% 47% 32% 5% 100%	Frequency 1 5 5 5 2 18	Percent 6% 28% 28% 28% 11% 100%	2017	3.74 3.16	scale of 1 (never) to 5 (every day)
ever arely ometimes were discussions or activities and the second of the	2016 Frequency F 0 2 7 9 5 23	0% 9% 30% 39% 22% 100%	Frequency 2 1 9 6 1 19 201	Percent 11% 5% 47% 32% 5% 100%	Frequency 1 5 5 5 2 18 201	Percent 6% 28% 28% 28% 11% 100%	2017	3.74 3.16 3.11	scale of 1 (never) to 5 (every day)
participate in student-led discussions or active ver arely ometimes fiten very day total . participate in discussions led by the teacher	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F	0% 9% 30% 39% 22% 100%	2 1 9 6 1 19 201 Frequency	Percent 11% 5% 47% 32% 5% 100%	Frequency 1 5 5 5 2 18 201 Frequency	Percent 6% 28% 28% 28% 11% 100%	2017 2018	3.74 3.16 3.11	scale of 1 (never) to 5 (every day)
ever ever day otal . participate in student-led discussions or active ever arely ometimes often every day otal . participate in discussions led by the teacher ever	vities 2016 Frequency F 0 2 7 9 5 23 2016 Frequency F	0% 9% 30% 39% 22% 100% Percent 0%	Frequency 2 1 9 6 1 19 Frequency 0	Percent 11% 5% 47% 32% 5% 100% 7 Percent 0%	Frequency 1 5 5 5 2 18 201 Frequency 1	Percent 6% 28% 28% 28% 11% 100% 8 Percent 6%	2017 2018 2016	3.74 3.16 3.11 MEANS 3.61	scale of 1 (never) to 5 (every day)
ever arely otal . participate in student-led discussions or active ever arely ometimes fiten every day otal . participate in discussions led by the teacher ever arely	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F	0% 9% 30% 39% 22% 100%	2 1 9 6 1 19 201 Frequency	Percent 11% 5% 47% 32% 5% 100%	Frequency 1 5 5 5 2 18 201 Frequency	Percent 6% 28% 28% 28% 11% 100%	2017 2018	3.74 3.16 3.11	scale of 1 (never) to 5 (every day)
participate in student-led discussions or active carely cometimes often very day otal . participate in discussions led by the teacher lever carely cometimes or active carely cometimes	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F 0 0 0 0	0% 9% 30% 39% 22% 100% Percent 0% 0%	Frequency 2 1 9 6 1 19 201 Frequency 0 2	Percent 11% 5% 47% 32% 5% 100% 7 Percent 0% 11%	Frequency	Percent 6% 28% 28% 28% 11% 100% 8 Percent 6% 22%	2017 2018 2016 2017	3.74 3.16 3.11 MEANS 3.61 3.21	scale of 1 (never) to 5 (every day)
elever carely obtain a discussions or activities and the carely of the carely obtained by the teacher carely obtained by the	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F 0 0 12 8 3	0% 9% 30% 39% 22% 100% Percent 0% 0% 52% 35% 13%	Frequency 2 1 9 6 1 19 201 Frequency 0 2 2 11 6 0 0	Percent 11% 5% 47% 32% 5% 100% 17 Percent 0% 11% 58% 32% 0%	Frequency 1 5 5 5 5 2 18 2 201 Frequency 1 4 4 4 6 3 3	Percent 6% 28% 28% 28% 11% 100% 8 Percent 6% 22% 33% 17%	2017 2018 2016 2017	3.74 3.16 3.11 MEANS 3.61 3.21	scale of 1 (never) to 5 (every day)
NHEN PARTICIPATING IN YOUR CLASS, HOW OFTEN H Dever Arely Sometimes Often Civery day Total Departicipate in discussions led by the teacher Arely Sometimes Often Civery for the discussions led by the teacher Arely Sometimes Often Civery day Total Dever Total Dever Total Dever Total Dever Total Dever Total Dever Total	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F 0 0 12 8	0% 9% 30% 39% 22% 100% Percent 0% 0% 52% 35%	2 1 9 6 1 19 201 Frequency 0 2 11 6	Percent 11% 5% 47% 32% 5% 100% 17 Percent 0% 11% 58% 32% 32%	Frequency	Percent 6% 28% 28% 28% 11% 100% 8 Percent 6% 22% 22% 33%	2017 2018 2016 2017	3.74 3.16 3.11 MEANS 3.61 3.21	scale of 1 (never) to 5 (every day)
. participate in student-led discussions or active lever carely cometimes often very day otal . participate in discussions led by the teacher lever carely cometimes often very day otal .	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F 0 0 12 8 3	0% 9% 30% 39% 22% 100% Percent 0% 0% 52% 35% 13%	Frequency 2 1 9 6 1 19 201 Frequency 0 2 2 11 6 0 0	Percent 11% 5% 47% 32% 5% 100% 17 Percent 0% 11% 58% 32% 0%	Frequency 1 5 5 5 5 2 18 2 201 Frequency 1 4 4 4 6 3 3	Percent 6% 28% 28% 28% 11% 100% 8 Percent 6% 22% 33% 17%	2017 2018 2016 2017	3.74 3.16 3.11 MEANS 3.61 3.21	scale of 1 (never) to 5 (every day)
elever carely obtain a discussions or activities and the carely of the carely obtained by the teacher carely obtained by the	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F 0 0 12 8 3 23	0% 9% 30% 39% 22% 100% Percent 0% 0% 52% 35% 13%	Frequency 2 1 9 6 6 1 19 201 Frequency 0 2 11 6 0 19	Percent 11% 5% 47% 32% 5% 100% 7 Percent 0% 111% 58% 32% 0% 100%	Frequency 1 5 5 5 2 2 18 2 201 Frequency 1 4 4 6 3 3 18	Percent 6% 28% 28% 11% 100% 8 Percent 6% 22% 23% 17% 100%	2017 2018 2016 2017	3.74 3.16 3.11 MEANS 3.61 3.21	scale of 1 (never) to 5 (every day)
ever arely ometimes ften discussions led by the teacher ever arely ometimes ften very day otal . participate in discussions led by the teacher ever arely ometimes ften very day otal	2016 Frequency F 0 2 7 9 5 23 2016 Frequency F 0 0 12 8 3	0% 9% 30% 39% 22% 100% Percent 0% 0% 52% 35% 13%	Frequency 2 1 9 6 1 19 201 Frequency 0 2 2 11 6 0 0	Percent 11% 5% 47% 32% 5% 100% 7 Percent 0% 111% 58% 32% 0% 100%	Frequency 1 5 5 5 5 2 18 2 201 Frequency 1 4 4 4 6 3 3	Percent 6% 28% 28% 11% 100% 8 Percent 6% 22% 23% 17% 100%	2017 2018 2016 2017	3.74 3.16 3.11 MEANS 3.61 3.21	scale of 1 (never) to 5 (every day)

	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never	1	4%	1	6%	1	6%	2016	2.78
Rarely Sometimes	9	39% 35%	10 5	56% 28%	4 9	22% 50%	2017 2018	2.44 3.00
Often	4	17%	2	11%	2	11%	2010	3.00
Every day	1	4%	0	0%	2	11%		
Total	23	100%	18	100%	18	100%		
d. make formal presentations to the class								
	201		20		20			
Never	Frequency 3	Percent 13%	Frequency 2	Percent 11%	Frequency 0	Percent 0%	2016	MEANS 2.87
Rarely	3	13%	6	32%	6	35%	2017	2.74
Sometimes	11	48%	7	37%	8	47%	2018	2.82
Often Every day	6 0	26% 0%	3 1	16% 5%	3	18% 0%		
Total	23	100%	19	100%	17	100%		
e. work together in pairs or small groups on an	assigned task							
	201	6	20	17	20	18		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never Rarely	1	4% 13%	0 2	0% 11%	0 2	0% 11%	2016 2017	3.43 3.74
Sometimes	7	30%	5	26%	1	6%	2018	3.94
Often	9	39% 13%	8	42% 21%	11 4	61% 22%		
Every day Total	23	100%	19	100%	18	100%		
f work individually on an accioned test								
f. work individually on an assigned task	201	6	20	17	20	18		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never	0	0%	1	5% 5%	0	0%	2016	3.96
Rarely Sometimes	1 5	4% 22%	1 6	5% 32%	0 5	0% 28%	2017 2018	3.42 3.94
Often	11	48%	11	58%	9	50%		
Every day Total	6 23	26% 100%	0 19	0% 100%	4 18	22% 100%		
rotar	20	10070	10	10070	10	10070		
g. explain their reasoning or defend a position	orally or in writ 201		20	17	20	10		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never	0	0%	3	16%	3	17%	2016	3.61
Rarely	1 10	4% 43%	3 5	16% 26%	1 5	6% 28%	2017 2018	3.05 3.22
Sometimes	9	39%	6	32%	7	39%	2010	3.22
Often	3	13%	2	11%	2	11%		
Every day Total	23	100%	19	100%	18	100%		
h. answer textbook/worksheet questions	201		20		20			
h. answer textbook/worksheet questions	Frequency	Percent	Frequency	Percent	Frequency	Percent	2016	MEANS 2.55
h. answer textbook/worksheet questions Never							2016 2017	MEANS 2.55 2.17
Never Rarely	Frequency 6 3 9	Percent 27% 14% 41%	Frequency 7 5 2	Percent 39% 28% 11%	Frequency 5 6 3	Percent 29% 35% 18%		2.55
Never Rarely Sometimes	Frequency 6 3	Percent 27% 14% 41% 14%	Frequency 7 5	Percent 39% 28% 11% 22%	Frequency 5 6	Percent 29% 35% 18% 6%	2017	2.55 2.17
Never Rarely Sometimes Often Every day	Frequency 6 3 9	Percent 27% 14% 41%	Frequency 7 5 2 4	Percent 39% 28% 11%	Frequency 5 6 3 1	Percent 29% 35% 18%	2017	2.55 2.17
Never Rarely Sometimes Often	Frequency 6 3 9 3 1	Percent 27% 14% 41% 14% 5%	Frequency 7 5 2 4 0	Percent 39% 28% 11% 22% 0%	Frequency 5 6 3 1 2	Percent 29% 35% 18% 6% 12%	2017	2.55 2.17
Never Rarely Sometimes Often Every day	Frequency 6 3 9 3 1 22	Percent 27% 14% 41% 14% 5% 100%	Frequency 7 5 2 4 0	Percent 39% 28% 11% 22% 0% 100%	Frequency 5 6 3 1 2	Percent 29% 35% 18% 6% 12% 100%	2017	2.55 2.17
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Never Rarely Sometimes Often Every day Total	Frequency 6 3 9 3 1 22 2 2 1 Frequency 0	Percent 27% 14% 41% 14% 5% 100% 6 Percent 0%	Frequency 7 5 2 4 0 18 20:	Percent 39% 28% 11% 22% 0% 100%	Frequency 5 6 3 1 2 17 2 20	Percent 29% 35% 18% 6% 12% 100%	2017 2018 2016	2.55 2.17 2.35
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Never Rarely Sometimes Often Every day Total i. work on solving a real-world problem or cond Never Rarely Sometimes	Frequency 6 3 9 3 1 1 22 Lt 201 Frequency 0 3 4 9	Percent 27% 14% 411% 149% 55% 100% 6 Percent 0% 13% 179% 39%	Frequency 7 5 2 4 0 18 20 Frequency 1 0 8 8	Percent 39% 28% 11% 22% 0% 100% Percent 6% 0% 44% 44%	Frequency 5 6 3 1 2 2 17 20 Frequency 2 4 4 7 7	Percent 29% 35% 18% 6% 12% 100% 188 Percent 11% 22% 22% 39%	2017 2018 2016 2017	2.55 2.17 2.35 MEANS 3.87 3.44
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Never Rarely Sometimes Often Every day Total i. work on solving a real-world problem or cond Never Rarely Sometimes Often Every day Total j. design or implement their own investigations Never Rarely Sometimes Often	Frequency 6 3 9 3 1 22 2 14 201 Frequency 7 23 1 201 Frequency 0 4 10 6	Percent 27% 14% 41% 100% 6 Percent 0% 39% 30% 100% 6 Percent 0% 17% 43% 26% 26%	Frequency 7 5 5 4 4 0 0 18	Percent 39% 28% 111% 22% 0% 100% 177 Percent 6% 44% 44% 66% 100% 177 Percent 6% 28% 22% 39%	Frequency 5 6 6 3 1 1 2 177 20 Frequency 2 4 4 7 7 1 18 20 Frequency 2 4 6 6 6 6	Percent 29% 35% 6% 12% 100% 11% 22% 39% 6% 100% 18 Percent 11% 22% 6% 100% 18 Percent 11% 22% 33% 33% 33%	2017 2018 2016 2017 2018	2.55 2.17 2.35 MEANS 3.87 3.44 3.06
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Never Rarely Sometimes Often Every day Total i. work on solving a real-world problem or cond Never Rarely Sometimes Often Every day Total j. design or implement their own investigations Never Rarely Sometimes Often Every day Total j. design or implement their own investigations Never Rarely Sometimes Often Every day Total k. write reflections on progress	Frequency 6 3 9 3 1 22 11 201 Frequency 0 3 4 9 7 23 1 201 Frequency 0 4 10 6 3 23 201 Frequency 0 5 9	Percent 27% 14% 14% 100% 6 Percent 0% 13% 26% 13% 100% 6 Percent 0% 17% 39% 30% 100% 6 Percent 6 Percent 6 Percent 6 Percent 6 Percent 6 Percent 7 Percent 6 Percent 6 Percent 7	Frequency 7 5 5 2 4 4 0 18 18 20 Frequency 1 5 5 4 7 7 1 18 20 Frequency 2 5 5 4 7 7 7 1 18 20 Frequency 7 5 5 7 1 18 20 Frequency 7 7 7 1 18 20 Frequency 7 5 6 7 7 7 1 18 20 Frequency 7 5 7 7 1 18 20 Frequency 7 7 7 1 18 20 Frequency 7 7 7 1 18 20 Frequency 7 7 7 7 1 18 20 7 7 1 18 20	Percent 39% 28% 111% 22% 00% 100% 17 Percent 6% 28% 22% 39% 6% 100% 17 Percent 100% 17 Percent 28% 22% 39% 6% 100% 17 Percent 18% 28% 29% 6% 100% 17 Percent 17 Percent 18% 28% 29% 6% 100% 17 Percent 18% 29% 29% 29% 29% 29% 29% 29% 29% 29% 29	Frequency 5 6 6 3 1 1 2 2 177 20 Frequency 2 4 4 7 7 1 18 20 Frequency 2 4 4 6 6 6 0 0 18 20 Frequency 2 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Percent 29% 35% 18% 6% 12% 29% 22% 29% 100% 18 Percent 11% 22% 39% 6% 100% 18 Percent 11% 22% 33% 33% 0% 0% 18 Percent 100% 18 Percent 18 Percent 100% 18 Percent 18	2016 2017 2018 2016 2017 2018	2.55 2.17 2.35 MEANS 3.87 3.44 3.06
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Never Rarely Sometimes Often Every day Total i. work on solving a real-world problem or cond Never Rarely Sometimes Often Every day Total j. design or implement their own investigations Never Rarely Sometimes Often Every day Total k. write reflections on progress Never Rarely Sometimes Often Every day Total k. write reflections on progress Never Rarely Sometimes Often Every day Total k. write reflections on progress	Frequency 6 3 9 3 1 1 22 Trequency 0 3 4 9 7 23 Frequency 0 4 10 6 3 23 Frequency 0 5 9 1 23 Frequency 0 5 9 1 23	Percent 27% 14% 411% 100% 66 Percent 0% 22% 39% 35% 4% 100%	Frequency 7 5 2 4 0 18 200 Frequency 1 1 8 8 1 18 200 Frequency 1 5 4 7 1 18 Frequency 2 2 10 0 18	Percent 39% 28% 111% 222% 0% 100% 17 Percent 6% 28% 22% 39% 6% 100% 17 Percent 11% 56% 22% 0% 100% 100%	Frequency 5 6 6 3 1 1 2 2 17 7 20 Frequency 2 4 4 4 7 7 1 18 8 20 Frequency 2 1 4 6 6 6 0 18 7 18 7 18 7 18 7 18 7 18 7 18 7 18	Percent 29% 35% 18% 6% 12% 22% 39% 6% 100% 18 Percent 111% 22% 32% 6% 100% 18 Percent 111% 22% 33% 33% 33% 35% 100% 100% 18	2016 2017 2018 2016 2017 2018 2016 2017 2018	2.55 2.17 2.35 MEANS 3.87 3.44 3.06 MEANS 3.35 3.11 2.89
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Never Rarely Sometimes Often Every day Total i. work on solving a real-world problem or cond Never Rarely Sometimes Often Every day Total j. design or implement their own investigations Never Rarely Sometimes Often Every day Total k. write reflections on progress Never Rarely Sometimes Often Every day Total l. work on materials for a portfolio	Frequency 6 3 9 3 1 22 It 201 Frequency 0 3 4 9 7 23 1 201 Frequency 0 4 10 6 3 23 Frequency 0 5 9 8 1 23 Frequency 201 Frequency 2 4 10	Percent 27% 44% 44% 41% 14% 55% 100% 66 Percent 0% 13% 100% 6 Percent 0% 22% 39% 35% 4% 100% 66 Percent 9% 17% 43% 45% 45% 45% 100% 66 Percent 9% 17% 43% 45% 45% 45% 100% 66 Percent 9% 17% 43% 45% 45% 45% 100% 66 Percent 9% 17% 43% 45% 45% 45% 100% 66 Percent 9% 17% 43% 45% 45% 45% 45% 45% 45% 45% 45% 45% 45	Frequency 7 5 2 4 0 18 20 Frequency 1 1 8 8 1 18 20 Frequency 1 5 4 7 1 1 8 20 Frequency 1 5 4 7 1 1 8 7 1 7 1 1 8 7 7 1 1 8 7 7 1 1 8 7 7 7 1 8 7 7 7 1 8 7 7 7 8 7 7 8 7 8	Percent 39% 28% 11% 222% 0% 100% 100% 17 Percent 6% 28% 22% 39% 6% 100% 17 Percent 11% 56% 22% 0% 100% 17 Percent 28% 22% 28% 28% 28% 28% 28% 28% 28% 28%	Frequency 5 6 3 3 1 1 20 Frequency 2 4 4 4 7 1 18 Frequency 2 4 6 6 0 0 18 Frequency 3 1 1 0 1 8 Frequency 3 1 1 0 Frequency 3 5 Frequency 6 3 5 5	Percent 29% 35% 6% 18% 6% 12% 22% 22% 39% 6% 100% 18 Percent 11% 22% 33% 0% 100% 18 Percent 17% 6% 56% 0% 100% 18 Percent 33% 17% 6% 22% 0% 100% 18 Percent 33% 35% 35% 22% 0% 100% 18 Percent 17% 6% 22% 0% 100% 18 Percent 23% 22% 0% 100% 18 Percent 33% 22% 28% 28% 28% 28%	2016 2017 2018 2016 2017 2018 2016 2017 2018	2.55 2.17 2.35 MEANS 3.87 3.44 3.06 MEANS 3.31 2.89

Total	23	100%	18	100%	18	100%		
m. engage in performance assessments involv	ing teachers an	d peers						
	201							
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never	2	9%	1	6%	4	22%	2016	3.26
Rarely	4	17%	2	11%	1	6%	2017	3.33
Sometimes	7	30%	7	39%	7	39%	2018	2.89
Often	6	26%	6	33%	5	28%		
Every day	4	17%	2	11%	1	6%		
Total	23	100%	18	100%	18	100%		
n. take notes								
	201	6	2017		2018			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never	4	17%	4	24%	5	28%	2016	2.61
Rarely	8	35%	6	35%	3	17%	2017	2.35
Sometimes	5	22%	4	24%	7	39%	2018	2.44
Often	5	22%	3	18%	3	17%		
Every day	1	4%	0	0%	0	0%		
Total	23	100%	17	100%	18	100%		
o. incorporate feedback into their work								
	201	6	201	17	201	18		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
Never	0	0%	0	0%	1	6%	2016	3.52
Rarely	4	17%	3	17%	1	6%	2017	3.33
Sometimes	6	26%	8	44%	5	28%	2018	3.50
Often	10	43%	5	28%	10	56%		
Every day	3	13%	2	11%	1	6%		
Total	23	100%	18	100%	18	100%		

THINKING ABOUT PD OPPORTUNITIES OVER THE PAST YEAR, TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS?

a I fool that I have n	nany profossio	nal davalar	mont onnor	tunities for	uead an etu	dont-contoro	d loarning		
a. I feel that I have n	nany professio 201		ment oppor 20		usea on stu 20		a learning.		
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	scale of 1 (strongly disagree) to 5 (strongly agree)
Strongly disagree	1 requericy	4%	1 requericy	5%	2	11%	2016	3.40	scale of 1 (strongly disagree) to 5 (strongly agree)
Disagree	3	12%	2	10%	5	28%	2017	3.70	
Neutral or mixed	8	32%	4	20%	3	17%	2018	3.06	
Agree	11	44%	8	40%	6	33%			
Strongly agree	2	8%	5	25%	2	11%			
Total	25	100%	20	100%	18	100%			
b. I am interested in	pursuing profe	essional de	-				ntered learning.		
	201		20		20				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Strongly disagree	0	0%	0	0%	0	0%	2016	4.00	
Disagree	1	4%	1	5%	0	0%	2017	3.90	
Neutral or mixed	4 14	16% 56%	6 7	30%	2 10	11%	2018	4.22	
Agree Strongly agree	6	24%	6	35% 30%	6	56% 33%			
Total	25	100%	20	100%	18	100%			
	20	.0070		10070					
c. In my school, I an	n encouraged t	o experime	nt with my t	eaching.					
• ,	201	-	20	-	20	18			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Strongly disagree	. 0	0%	. ,	0%	. 0	0%	2016	4.04	
Disagree	1	4%	0	0%	0	0%	2017	4.25	
Neutral or mixed	5	21%	4	20%	3	17%	2018	4.33	
Agree	10	42%	7	35%	6	33%			
Strongly agree	8	33%	9	45%	9	50%			
Total	24	100%	20	100%	18	100%			
d. I am satisfied with	• • •		•		•				
	201		20		_ 20				
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Strongly disagree	0	0%	0	0%	2	11%	2016	3.20	
Disagree	6	24%	1	6%	6	33%	2017	3.61	
Neutral or mixed Agree	10 7	40% 28%	9	50% 22%	2 5	11% 28%	2018	3.06	
Strongly agree	2	26% 8%	4	22%	3	17%			
Total	25	100%	18	100%	18	100%			
Total	20	10070	10	10070	.0	10070			
a. I am involved in p	lanning my pro	foccional c							
					20	18			
	201 Frequency		20		20 Frequency			MEANS	scale of 1 (not at all) to 4 (to a great extent)
Not at all	201	16		17		18 Percent 11%	2016	MEANS 2.60	scale of 1 (not at all) to 4 (to a great extent)
Not at all To a small extent	201 Frequency	l6 Percent	20 Frequency	17 Percent	Frequency 2 7	Percent	2016 2017		scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent	201 Frequency 2 11 7	Percent 8% 44% 28%	Frequency 3 5 7	17 Percent 15% 25% 35%	Frequency 2 7	Percent 11% 39% 39%		2.60	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent	201 Frequency 2 11 7 5	Percent 8% 44% 28% 20%	20 Frequency 3 5 7 5	17 Percent 15% 25% 35% 25%	Frequency 2 7 7 2	Percent 11% 39% 39% 11%	2017	2.60 2.70	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent	201 Frequency 2 11 7	Percent 8% 44% 28%	Frequency 3 5 7	17 Percent 15% 25% 35%	Frequency 2 7	Percent 11% 39% 39%	2017	2.60 2.70	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total	201 Frequency 2 11 7 5 25	Percent 8% 44% 28% 20% 100%	20 Frequency 3 5 7 5 20	17 Percent 15% 25% 35% 25% 100%	Frequency 2 7 7 2 18	Percent 11% 39% 39% 11%	2017	2.60 2.70	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent	Frequency 2 11 7 5 25 to develop an i	Percent 8% 44% 28% 20% 100%	20 Frequency 3 5 7 5 20	17 Percent 15% 25% 35% 25% 100% developme	Frequency 2 7 7 2 18	Percent 11% 39% 39% 11% 100%	2017	2.60 2.70	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total	201 Frequency 2 11 7 5 25 to develop an i 201	Percent 8% 44% 28% 20% 100% ndividual p	Frequency 3 5 7 5 20 rofessional 20	17 Percent 15% 25% 35% 25% 100% developme 17	Frequency 2 7 7 2 18 nnt plan. 20	Percent 11% 39% 39% 11% 100%	2017	2.60 2.70 2.50	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total	Frequency 2 11 7 5 25 to develop an i	Percent 8% 44% 28% 20% 100% ndividual p	Frequency 3 5 7 5 20 rofessional 20 Frequency	17 Percent 15% 25% 35% 25% 100% developme 17 Percent	Frequency 2 7 7 2 18	Percent 11% 39% 39% 11% 100%	2017	2.60 2.70 2.50	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged	Frequency 2 11 7 5 25 to develop an i 201 Frequency	Percent 8% 44% 28% 20% 100% ndividual p	Frequency 3 5 7 5 20 rofessional 20	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0%	Frequency 2 7 7 2 18 mt plan. 20 Frequency	Percent 11% 39% 39% 11% 100%	2017 2018	2.60 2.70 2.50	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all	Frequency 2 11 7 5 25 to develop an i Frequency 1	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4%	Frequency 3 5 7 5 20 rofessional 20 Frequency 0	17 Percent 15% 25% 35% 25% 100% developme 17 Percent	Frequency 2 7 7 2 18 nt plan. 20 Frequency 1	Percent 11% 39% 39% 11% 100%	2017 2018 2016	2.60 2.70 2.50 MEANS 3.04	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7	Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25%	Frequency 2 7 7 2 18 Int plan. 20 Frequency 1 4	Percent 11% 39% 39% 11% 100%	2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4% 28% 28%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6	17 Percent 15% 25% 35% 100% developme 17 Percent 0% 25% 30%	Frequency 2 7 7 2 18 mt plan. 20 Frequency 1 4 6	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33%	2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent To a great extent Total	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4% 28% 28% 40% 100%	20 Frequency 3 5 7 5 20 Frequency 0 Frequency 0 5 6 9 20	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100%	Frequency 2 7 7 2 18 nt plan. 20 Frequency 1 4 6 7 18	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33% 100%	2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth	Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28% 40% 100% Per teachers	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100%	Frequency 2 7 7 2 18 18 11 plan. 20 Frequency 1 4 6 7 18 20 18 20 18 20 18 20 18 20 20 20 20 20 20 20 20 20 20 20 20 20	Percent 11% 39% 39% 110% 100% 18 Percent 6% 22% 33% 39% 100% Dement.	2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent To a great extent Total	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 10 25 o work with oth 201	Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28% 40% 100% Individual p 100	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100%	Frequency 2 7 7 7 2 18 mt plan. 20 Frequency 1 4 6 7 18 conal develop 20	Percent 11% 39% 39% 110% 100% 18 Percent 6% 22% 33% 39% 100% oment.	2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent To a great extent Total c. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 10 25 o work with oth 201 Frequency	Percent 8% 44% 28% 20% 100% 100% Percent 4% 28% 40% 100% 100% 100% 100% 100% 100% 100%	Frequency 3 5 7 5 20 Frequency 0 5 6 9 20 as part of n 20 Frequency	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100% hy profession 17 Percent	Frequency 2 7 7 2 18 Int plan. 20 Frequency 1 4 6 7 18 Donal develop 20 Frequency	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33% 39% 100% Diment. 18 Percent	2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent To tal c. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4% 28% 40% 100% er teachers 16 Percent 12%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 constant of n 20 Frequency 0 Frequency 0 Frequency 0	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 45% 100% hy profession 17 Percent 0% Percent 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Frequency 2 7 2 18 Int plan. 20 Frequency 1 4 6 7 18 Int plan is a second of the plan is a second of t	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33% 100% Dement. 18 Percent 118 Percent 118	2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4% 28% 40% 100% er teachers 16 Percent 12% 24%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 Frequency 0 1	17 Percent 15% 25% 25% 35% 25% 100% developme 17 Percent 0% 45% 30% 45% 100% ny professi 17 Percent 0% 5%	Frequency 2 7 7 2 18 18 11 plan. 20 Frequency 1 4 6 7 18 20 points develop 20 Frequency 2 2 2	Percent 11% 39% 39% 1100% 18 Percent 6% 22% 33% 39% 100% Dement. 18 Percent 11%	2017 2018 2016 2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 10 25 o work with oth Frequency 3 6 7	Percent 8% 44% 28% 20% 100% 100% 100% 100% 100% 100% 100%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 Frequency 1 10	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100% hy profession 17 Percent 0% 5% 50%	Frequency 2 7 7 2 18 Int plan. 20 Frequency 1 4 6 7 18 Int plan 1 20 Frequency 20 Frequency 2 2 4	Percent 11% 39% 39% 110% 100% 18 Percent 6% 22% 33% 39% 100% Diment. 18 Percent 11% 11% 22%	2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent Total c. I am given time to Not at all To a small extent Total	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4% 28% 40% er teachers 16 Percent 12% 24% 28% 36%	20 Frequency 3 5 7 5 20 Frequency 0 5 6 9 20 Frequency 0 Frequency 0 7 6 9 1 1 10 9	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 100% 45% 100% ry profession 17 Percent 0% 5% 50% 45% 45%	Frequency 2 7 7 7 2 18 mt plan. 20 Frequency 1 4 6 7 18 conal develop 20 Frequency 2 2 4 10	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33% 39% 100% Dement. 18 Percent 11% 11% 22% 56%	2017 2018 2016 2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 10 25 o work with oth Frequency 3 6 7	Percent 8% 44% 28% 20% 100% 100% 100% 100% 100% 100% 100%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 Frequency 1 10	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100% hy profession 17 Percent 0% 5% 50%	Frequency 2 7 7 2 18 Int plan. 20 Frequency 1 4 6 7 18 Int plan 1 20 Frequency 20 Frequency 2 2 4	Percent 11% 39% 39% 110% 100% 18 Percent 6% 22% 33% 39% 100% Diment. 18 Percent 11% 11% 22%	2017 2018 2016 2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent Total c. I am given time to Not at all To a small extent Total	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 work with oth 201 Frequency 3 6 7 9 25 o reflect on wha	Percent 8% 44% 28% 20% 100% 100% 100% 100% 100% 100% 100%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 1 10 9 20 ed and how	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 45% 100% hy professi 17 Percent 0% 45% 100% 45% 50% 45% 100%	Frequency 2 7 7 7 2 18 18 19 18 19 18 19 18 19 18 19 18 19 18 19 18 19 18 19 18 19 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18	Percent 11% 39% 39% 110 100% 18 Percent 6% 22% 33% 39% 100% ment. 18 Percent 11% 22% 56% 100% coom.	2017 2018 2016 2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20 3.06	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent To some extent Total	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on wha 201	Percent 8% 44% 28% 20% 100% 100% 100% 100% 100% 100% 100%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 Frequency 0 Frequency 0 1 10 9 20 ed and how 20	17 Percent	Frequency 2 7 7 7 2 18 Int plan. 20 Frequency 1 4 6 7 18 Int plan 20 Frequency 2 2 4 10 18 Int plan 20 Int plan 3 18 Int plan 3 Int plan	Percent 11% 39% 39% 110% 100% 18 Percent 6% 22% 33% 39% 100% Dement. 18 Percent 11% 11% 22% 56% 100% Domm. 18	2017 2018 2016 2017 2018 2016 2016 2017	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent Total c. I am given time to Not at all To a small extent Total d. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on wha 201 Frequency	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 4% 28% 40% 100% er teachers 16 Percent 12% 24% 28% 36% 100% at I've learn 16 Percent 16	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 Frequency 0 1 10 9 20 ed and how 20 Frequency 20 Frequency	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 30% 45% 100% ny professi 17 Percent 0% 5% 50% 45% 100%	Frequency 2 7 7 7 2 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33% 39% 100% Dement. 18 Percent 11% 11% 22% 56% 100% Doom. 18 Percent	2017 2018 2016 2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent To some extent Total d. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on whe 201 Frequency 2	Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28% 40% 100% Percent 12% 24% 28% 36% 100% At I've learn 16 Percent 8%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 1 10 9 20 ed and how 20 Frequency 0 Frequency 0 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	17 Percent 15% 25% 25% 35% 25% 100% developme 17 Percent 0% 45% 100% ny professi 17 Percent 0% 45% 100% to apply it 1 17 Percent 0%	Frequency 2 7 7 2 18 18 14 6 7 18 18 19 18 19 18 19 18 19 18 19 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18	Percent 11% 39% 39% 110% 118 Percent 6% 22% 33% 39% 100% Dement. 118 Percent 11% 22% 56% 100% Dement. 18 Percent 6% 6%	2017 2018 2016 2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent To a great extent Total d. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on wha 201 Frequency 2 10	16 Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28% 40% 100% Percent 12% 28% 36% 100% At I've learn 16 Percent 8% 40% 40%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 1 10 9 20 ed and how 20 Frequency 0 Frequency 0 4	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 45% 100% hy professi 17 Percent 0% 45% 100% to apply it 1 17 Percent 0% 20%	Frequency 2 7 7 2 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18	Percent 11% 39% 39% 110 100% 18 Percent 6% 22% 33% 39% 100% ment. 18 Percent 11% 22% 56% 100% coom. 18 Percent 6% 39%	2016 2018 2016 2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22 MEANS 2.60 3.05	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent To some extent Total d. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on whe 201 Frequency 2	Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28% 40% 100% Percent 12% 24% 28% 36% 100% At I've learn 16 Percent 8%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 s as part of n 20 Frequency 0 1 10 9 20 ed and how 20 Frequency 0 Frequency 0 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 25% 100% hy professi 17 Percent 0% 45% 100% 45% 100% to apply it 1 17 Percent 0% 20% 55%	Frequency 2 7 7 2 18 18 14 6 7 18 18 19 18 19 18 19 18 19 18 19 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18	Percent 11% 39% 39% 110% 118 Percent 6% 22% 33% 39% 100% Dement. 118 Percent 11% 22% 56% 100% Dement. 18 Percent 6% 6%	2017 2018 2016 2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent To a great extent To a great extent To a great extent To a small extent To a great extent Total d. I am given time to Not at all To a small extent Total	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on wha 201 Frequency 2 1 0 Frequency 2 1 0 9	Percent 8% 44% 28% 20% 100% ndividual p 16 Percent 48% 40% 100% er teachers 16 Percent 12% 24% 36% 100% at I've learn 16 Percent 8% 40% 36% 36% 36%	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 Frequency 0 1 1 0 9 20 Frequency 0 Frequency 0 1 10 9 20 Frequency 0 4 11 10 10 10 10 10 10 10 10 10 10 10 10	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 45% 100% hy professi 17 Percent 0% 45% 100% to apply it 1 17 Percent 0% 20%	Frequency	Percent 11% 39% 39% 11% 100% 18 Percent 6% 22% 33% 39% 100% Dement. 18 Percent 11% 11% 22% 56% 100% Domm. 18 Percent 6% 39% 28%	2016 2018 2016 2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22 MEANS 2.60 3.05	scale of 1 (not at all) to 4 (to a great extent)
To a small extent To some extent To a great extent Total b. I am encouraged Not at all To a small extent To some extent To a great extent Total c. I am given time to Not at all To a small extent To some extent To some extent To a great extent Total d. I am given time to Not at all To a small extent Total d. I am given time to	201 Frequency 2 11 7 5 25 to develop an i 201 Frequency 1 7 7 10 25 o work with oth 201 Frequency 3 6 7 9 25 o reflect on wha 201 Frequency 2 10 9 4	16 Percent 8% 44% 28% 20% 100% Individual p 16 Percent 4% 28% 40% 100% Per teachers 16 Percent 12% 24% 28% 36% 100% Individual p 16 Percent 12% 24% 100% 100% Individual p 16 Percent 12% 36% 100% Individual p 16 Percent 12% 36% 100% Individual p 16 Percent 16	20 Frequency 3 5 7 5 20 rofessional 20 Frequency 0 5 6 9 20 Frequency 0 1 10 9 20 ed and how 20 Frequency 0 4 11 5	17 Percent 15% 25% 35% 25% 100% developme 17 Percent 0% 45% 100% to apply it 1 17 Percent 0% 25% 25% 25% 25%	Frequency 2 7 7 2 18 18 11 plan 20 5 18 18 19 18 18 18 18 18 18 18 18 18 18 18 18 18	Percent 11% 39% 39% 110% 118 Percent 6% 22% 33% 39% 100% Demont. 18 Percent 11% 11% 22% 56% 100% Demont. 18 Percent 11% 228% 28%	2016 2018 2016 2017 2018 2016 2017 2018	2.60 2.70 2.50 MEANS 3.04 3.20 3.06 MEANS 2.88 3.40 3.22 MEANS 2.60 3.05	scale of 1 (not at all) to 4 (to a great extent)
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Total 25 100% 20 100% 18 100%

f. I am receiving the professional development I need to implement student-centered learning practices in my classroom

	201	16	2017		201	18			
	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS	
Not at all	1	4%	0	0%	2	11%	2016	2.64	
To a small extent	12	48%	5	26%	7	39%	2017	2.95	
To some extent	7	28%	10	53%	6	33%	2018	2.56	
To a great extent	5	20%	4	21%	3	17%			
Total	25	100%	19	100%	18	100%			

