

MY SCHOOL SUPPORTS

a. alternative pathways to graduation

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	0	0%	1	5%	0	0%	2016 3.44
To a small extent	2	8%	6	27%	0	0%	2017 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 needs

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	0	0%	0	0%	0	0%	2016 3.48
To a small extent	3	12%	3	14%	1	5%	2017 3.23
To some extent	7	28%	11	50%	10	53%	2018 3.37
To a great extent	15	60%	8	36%	8	42%	
Total	25	100%	22	100%	19	100%	

c. student participation in extended learning opportunities (ELOs) for credit

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
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 and advance student learning

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	0	0%	1	5%	2	11%	2016 3.00
To a small extent	7	28%	5	25%	6	33%	2017 2.85
To some extent	11	44%	10	50%	7	39%	2018 2.61
To a great extent	7	28%	4	20%	3	17%	
Total	25	100%	20	100%	18	100%	

e. the expectation that all students can reach high standards

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	1	4%	0	0%	1	5%	2016 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		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	1	4%	0	0%	1	5%	2016 2.96
To a small extent	4	16%	8	38%	11	58%	2017 2.76
To some extent	15	60%	10	48%	6	32%	2018 2.37
To a great extent	5	20%	3	14%	1	5%	
Total	25	100%	21	100%	19	100%	

g. the use of multiple measures of student performance to assess mastery and to determine whether/when students advance to more challenging content

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
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	56%	13	59%	10	53%	2018 2.89
To a great extent	7	28%	5	23%	4	21%	
Total	25	100%	22	100%	19	100%	

h. students in setting and meeting long term goals

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	1	4%	0	0%	2	11%	2016 2.84
To a small extent	7	28%	5	24%	6	32%	2017 2.95
To some extent	12	48%	12	57%	9	47%	2018 2.58
To a great extent	5	20%	4	19%	2	11%	
Total	25	100%	21	100%	19	100%	

i. student voice and leadership

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	0	0%	0	0%	1	5%	2016 3.40
To a small extent	2	8%	2	10%	1	5%	2017 3.33
To some extent	11	44%	10	48%	8	42%	2018 3.32
To a great extent	12	48%	9	43%	9	47%	
Total	25	100%	21	100%	19	100%	

j. the use of clearly articulated student proficiencies to guide student learning within and across subjects

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Not at all	2	8%	1	5%	0	0%	2016 2.88
To a small extent	5	20%	7	35%	5	26%	2017 2.85
To some extent	12	48%	6	30%	8	42%	2018 3.05
To a great extent	6	24%	6	30%	6	32%	
Total	25	100%	20	100%	19	100%	

MOST TEACHERS IN MY SCHOOL

a. have similar ideas about how students learn

	2016		2017		2018		MEANS	scale of 1 (strongly disagree) to 5 (strongly agree)
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Strongly disagree	0	0%	2	9%	0	0%	2016 3.44	
Disagree	3	12%	5	23%	5	26%	2017 2.86	
Neutral or mixed	9	36%	9	41%	6	32%	2018 3.16	
Agree	12	48%	6	27%	8	42%		
Strongly agree	1	4%	0	0%	0	0%		
Total	25	100%	22	100%	19	100%		

b. are familiar with each other's teaching goals

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	1	5%	2016 3.04
Disagree	9	36%	5	23%	5	26%	2017 2.82
Neutral or mixed	8	32%	13	59%	7	37%	2018 2.95
Agree	6	24%	3	14%	6	32%	
Strongly agree	2	8%	0	0%	0	0%	
Total	25	100%	22	100%	19	100%	

c. are familiar with each other's classroom practices

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	2	11%	2016 2.80
Disagree	13	52%	4	18%	5	26%	2017 3.05
Neutral or mixed	4	16%	11	50%	4	21%	2018 2.95
Agree	8	32%	5	23%	8	42%	
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		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	3	16%	2016 3.04
Disagree	7	28%	7	32%	3	16%	2017 2.91
Neutral or mixed	11	44%	8	36%	8	42%	2018 2.79
Agree	6	24%	5	23%	5	26%	
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 assessed

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	2	9%	1	5%	2016 3.08
Disagree	5	21%	2	9%	7	37%	2017 3.05
Neutral or mixed	12	50%	11	50%	5	26%	2018 2.84
Agree	7	29%	7	32%	6	32%	
Strongly agree	0	0%	0	0%	0	0%	
Total	24	100%	22	100%	19	100%	

f. ask for assistance from one another

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	1	5%	2016 3.80
Disagree	1	4%	2	9%	2	11%	2017 3.36
Neutral or mixed	8	32%	9	41%	4	21%	2018 3.68
Agree	11	44%	8	36%	7	37%	
Strongly agree	5	20%	2	9%	5	26%	
Total	25	100%	22	100%	19	100%	

g. share teaching strategies with each other

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	0	0%	1	5%	2016 3.96
Disagree	2	8%	3	14%	0	0%	2017 3.59
Neutral or mixed	2	8%	6	27%	3	16%	2018 4.05
Agree	16	64%	10	45%	8	42%	
Strongly agree	5	20%	3	14%	7	37%	
Total	25	100%	22	100%	19	100%	

h. believe we share responsibility for the success of all our students

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	0	0%	2016 3.64
Disagree	4	16%	3	14%	1	5%	2017 3.48
Neutral or mixed	6	24%	3	14%	4	21%	2018 3.95
Agree	10	40%	13	62%	9	47%	
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		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	3	16%	2016 3.24
Disagree	7	28%	12	55%	3	16%	2017 2.45
Neutral or mixed	8	32%	7	32%	2	11%	2018 3.26
Agree	7	28%	2	9%	8	42%	
Strongly agree	3	12%	0	0%	3	16%	
Total	25	100%	22	100%	19	100%	

j. want to be observed by other teachers

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	1	4%	2	9%	1	5%	2016 3.28
Disagree	3	12%	5	23%	5	26%	2017 2.86
Neutral or mixed	10	40%	9	41%	4	21%	2018 3.16
Agree	10	40%	6	27%	8	42%	
Strongly agree	1	4%	0	0%	1	5%	
Total	25	100%	22	100%	19	100%	

k. work together to review student work or student data to inform instruction

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	2	8%	0	0%	2	11%	2016 3.24
Disagree	5	20%	1	5%	1	5%	2017 3.85
Neutral or mixed	4	16%	2	10%	1	5%	2018 3.74
Agree	13	52%	16	80%	11	58%	
Strongly agree	1	4%	1	5%	4	21%	
Total	25	100%	20	100%	19	100%	

l. work together to plan curriculum and/or instruction

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Strongly disagree	0	0%	1	5%	2	11%	2016 3.68
Disagree	3	12%	1	5%	2	11%	2017 3.68
Neutral or mixed	6	24%	6	27%	2	11%	2018 3.47
Agree	12	48%	10	45%	11	58%	

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)	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
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	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
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?	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
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 during this school year.	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
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

	Frequency	Percent	Frequency	Percent	Frequency	Percent		MEANS
NEVER	0	0%	0	0%	0	0%	2016	3.33
OCCASIONALLY	1	4%	1	5%	4	21%	2017	3.41
OFTEN	14	58%	11	50%	6	32%	2018	3.26
ALL THE TIME	9	38%	10	46%	9	47%		
Total	24	100%	22	100%	19	100%		

REQUIRES STUDENT SELF-REGULATION AND ACADEMIC TENACITY

	2016		2017		2018			MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
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	47%		
Total	24	100%	21	100%	19	100%		

REQUIRES ANYWHERE/ANYTIME LEARNING

	2016		2017		2018			MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
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%		

INDICATE THE THREE ASSESSMENT METHODS THAT ARE MOST IMPORTANT FOR ASSESSING STUDENT PROFICIENCY IN YOUR CLASSES. INDICATE METHODS YOU WOULD RANK AS THE FIRST, SECOND, AND THIRD MOST IMPORTANT

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Traditional quizzes or tests						
1st most important	1	5%	3	14%	3	16%
2nd most important	0	0%	1	5%	0	0%
3rd most important	2	9%	1	5%	1	5%
Total	3	14%	5	23%	4	21%
Portfolio submissions and accompanying rationale						
1st most important	2	9%	3	14%	1	5%
2nd most important	1	5%	1	5%	2	11%
3rd most important	2	9%	1	5%	2	11%
Total	5	23%	5	23%	5	26%
Classroom participation						
1st most important	5	23%	2	9%	3	16%
2nd most important	5	23%	5	23%	1	5%
3rd most important	0	0%	2	9%	3	16%
Total	10	45%	9	41%	7	37%
End-of-course or end-of-term exams						
1st most important	0	0%	0	0%	0	0%
2nd most important	0	0%	0	0%	1	5%
3rd most important	0	0%	0	0%	0	0%
Total	0	0%	0	0%	1	5%
Extended (more than a week long) individual projects						
1st most important	6	27%	4	18%	7	37%
2nd most important	8	36%	7	32%	7	37%
3rd most important	1	5%	4	18%	3	16%
Total	15	68%	15	68%	17	89%
Extended (more than a week long) collaborative projects						
1st most important	3	14%	2	9%	2	11%
2nd most important	1	5%	3	14%	3	16%
3rd most important	5	23%	4	18%	2	11%
Total	9	41%	9	41%	7	37%
Daily homework						
1st most important	1	5%	2	9%	0	0%
2nd most important	0	0%	3	14%	0	0%
3rd most important	1	5%	0	0%	2	11%
Total	2	9%	5	23%	2	11%
Student writing						
1st most important	3	14%	3	14%	1	5%
2nd most important	4	18%	0	0%	3	16%
3rd most important	2	9%	4	18%	2	11%
Total	9	41%	7	32%	6	32%
Journals, Lab books or Notebooks						
1st most important	0	0%	2	9%	0	0%
2nd most important	0	0%	0	0%	0	0%
3rd most important	2	9%	0	0%	0	0%
Total	2	9%	0	9%	0	0%
Student presentation to the class						
1st most important	0	0%	0	0%	1	5%
2nd most important	2	9%	1	5%	2	11%
3rd most important	6	27%	4	18%	3	16%
Total	8	36%	5	23%	6	32%
Student presentation at a public event or to a panel of students, teachers, administrators or community members						
1st most important	1	5%	1	5%	1	5%
2nd most important	1	5%	1	5%	0	0%
3rd most important	1	5%	2	9%	1	5%
Total	3	14%	4	18%	2	11%

RATE THE FOLLOWING INSTRUCTIONAL ACTIVITIES FOR HOW IMPORTANT THEY'VE BEEN TO YOUR INSTRUCTION IN THIS SCHOOL YEAR

a. lead a class of students doing an investigation or activity that demands complex reasoning or problem solving

	2016		2017		2018		MEANS	scale of 1 (unimportant) to 4 (most important)
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	2	10%	1	6%	2016	2.95
Minimally Important	4	18%	1	5%	5	28%	2017	2.90
Quite Important	15	68%	14	70%	7	39%	2018	2.89
Most Important	3	14%	3	15%	5	28%		
Total	22	100%	20	100%	18	100%		

b. provide instruction through extended formal presentation/lecture

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	7	32%	4	20%	5	28%	2016	1.91
Minimally Important	10	45%	12	60%	9	50%	2017	2.00
Quite Important	5	23%	4	20%	2	11%	2018	2.06
Most Important	0	0%	0	0%	2	11%		
Total	22	100%	20	100%	18	100%		

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

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	1	5%	1	6%	2016	3.00
Minimally Important	4	18%	6	30%	4	22%	2017	2.70
Quite Important	14	64%	11	55%	9	50%	2018	2.89
Most Important	4	18%	2	10%	4	22%		
Total	22	100%	20	100%	18	100%		

d. organize and facilitate a student-led activity

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	1	5%	1	6%	2016	3.05
Minimally Important	5	23%	5	25%	2	11%	2017	3.00
Quite Important	11	50%	7	35%	10	56%	2018	3.06
Most Important	6	27%	7	35%	5	28%		
Total	22	100%	20	100%	18	100%		

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

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	1	5%	2	10%	1	6%	2016	2.91
Minimally Important	5	23%	1	5%	2	12%	2017	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 individual or group work and/or help students stay on task

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	1	5%	1	5%	2	12%	2016	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	4	18%	5	25%	6	35%		
Total	22	100%	20	100%	17	100%		

g. ask open-ended questions to promote engagement with big ideas

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	0	0%	1	6%	2016	3.45
Minimally Important	1	5%	2	10%	1	6%	2017	3.35
Quite Important	10	45%	9	45%	8	44%	2018	3.28
Most Important	11	50%	9	45%	8	44%		
Total	22	100%	20	100%	18	100%		

h. give written feedback on student work

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	1	5%	0	0%	1	6%	2016	2.95
Minimally Important	6	29%	7	37%	4	22%	2017	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		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	1	5%	1	6%	2016	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	11	50%	10	53%	6	33%		
Total	22	100%	19	100%	18	100%		

j. have students explore alternative methods for solving problems/ conducting investigations

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	1	5%	2	11%	2016	3.05
Minimally Important	3	14%	1	5%	4	22%	2017	3.26
Quite Important	15	68%	9	47%	10	56%	2018	2.67
Most Important	4	18%	8	42%	2	11%		
Total	22	100%	19	100%	18	100%		

k. modify or adjust instruction based on informal classroom assessments

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	

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%		

l. model for students how to approach a problem or task

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	0	0%	1	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%		
Total	22	100%	20	100%	18	100%		

m. use technology to personalize instruction

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
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	23%	4	20%	4	22%		
Total	22	100%	20	100%	18	100%		

n. differentiate activities or instruction to meet individual students' needs

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	0	0%	1	6%	2016	3.50
Minimally Important	0	0%	1	5%	1	6%	2017	3.53
Quite Important	11	50%	7	37%	8	44%	2018	3.28
Most Important	11	50%	11	58%	8	44%		
Total	22	100%	19	100%	18	100%		

o. make connections between content and/or activities and students' personalized learning plans or pathways

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Unimportant	0	0%	0	0%	1	6%	2016	3.18
Minimally Important	2	9%	1	5%	2	11%	2017	3.37
Quite Important	14	64%	10	53%	11	61%	2018	3.00
Most Important	6	27%	8	42%	4	22%		
Total	22	100%	19	100%	18	100%		

OF THE INSTRUCTIONAL ACTIVITIES DESCRIBED ABOVE, WHICH THREE TAKE UP MOST OF YOUR TEACHING TIME?

a. lead a class of students doing an investigation or activity that demands complex reasoning or problem solving

	2016		2017		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

	2016		2017		2018	
	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

	2016		2017		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

	2016		2017		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		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

	2016		2017		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	0%	1	6%
Total	3	14%	5	25%	4	22%

g. ask open-ended questions to promote engagement with big ideas

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	3	15%	2	11%
Second Most	2	9%	1	5%	1	6%
Third Most	6	27%	1	5%	3	17%
Total	9	41%	5	25%	6	33%

h. give written feedback on student work

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	0	0%	1	5%	1	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		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	2	9%	1	5%	0	0%
Second Most	2	9%	1	5%	1	6%
Third Most	1	5%	1	5%	1	6%
Total	5	23%	3	15%	2	11%

j. have students explore alternative methods for solving problems/ conducting investigations

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	0	0%	0	0%	0	0%
Second Most	2	9%	1	5%	0	0%
Third Most	2	9%	3	15%	2	11%
Total	4	18%	4	20%	2	11%

k. modify or adjust instruction based on informal classroom assessments

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	1	5%	0	0%
Second Most	0	0%	1	5%	1	6%
Third Most	1	5%	3	15%	3	17%
Total	2	9%	5	25%	4	22%

l. model for students how to approach a problem or task

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	1	5%	0	0%
Second Most	0	0%	1	5%	0	0%
Third Most	6	27%	0	0%	1	6%
Total	7	32%	2	10%	1	6%

m. use technology to personalize instruction

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	1	5%	0	0%
Second Most	1	5%	0	0%	2	11%
Third Most	0	0%	0	0%	1	6%
Total	2	9%	1	5%	3	17%

n. differentiate activities or instruction to meet individual students' needs

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	3	14%	0	0%	3	17%
Second Most	1	5%	4	20%	0	0%
Third Most	1	5%	1	5%	3	17%
Total	5	23%	5	25%	6	33%

o. make connections between content and/or activities and students' personalized learning plans or pathways

	2016		2017		2018	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
First Most	1	5%	2	10%	1	6%
Second Most	2	9%	1	5%	2	11%
Third Most	0	0%	1	5%	0	0%
Total	3	14%	4	20%	3	17%

WHEN PARTICIPATING IN YOUR CLASS, HOW OFTEN HAVE STUDENTS ENGAGED IN THE FOLLOWING TYPES OF ACTIVITIES

a. participate in student-led discussions or activities

	2016		2017		2018		MEANS	scale of 1 (never) to 5 (every day)
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Never	0	0%	2	11%	1	6%	2016	3.74
Rarely	2	9%	1	5%	5	28%	2017	3.16
Sometimes	7	30%	9	47%	5	28%	2018	3.11
Often	9	39%	6	32%	5	28%		
Every day	5	22%	1	5%	2	11%		
Total	23	100%	19	100%	18	100%		

b. participate in discussions led by the teacher

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Never	0	0%	0	0%	1	6%	2016	3.61
Rarely	0	0%	2	11%	4	22%	2017	3.21
Sometimes	12	52%	11	58%	4	22%	2018	3.33
Often	8	35%	6	32%	6	33%		
Every day	3	13%	0	0%	3	17%		
Total	23	100%	19	100%	18	100%		

c. listen to a teacher presentation/lecture

2016	2017	2018
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	Frequency	Percent	Frequency	Percent	Frequency	Percent	MEANS
Never	1	4%	1	6%	1	6%	2016 2.78
Rarely	9	39%	10	56%	4	22%	2017 2.44
Sometimes	8	35%	5	28%	9	50%	2018 3.00
Often	4	17%	2	11%	2	11%	
Every day	1	4%	0	0%	2	11%	
Total	23	100%	18	100%	18	100%	

d. make formal presentations to the class

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	3	13%	2	11%	0	0%	2016 2.87
Rarely	3	13%	6	32%	6	35%	2017 2.74
Sometimes	11	48%	7	37%	8	47%	2018 2.82
Often	6	26%	3	16%	3	18%	
Every day	0	0%	1	5%	0	0%	
Total	23	100%	19	100%	17	100%	

e. work together in pairs or small groups on an assigned task

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	1	4%	0	0%	0	0%	2016 3.43
Rarely	3	13%	2	11%	2	11%	2017 3.74
Sometimes	7	30%	5	26%	1	6%	2018 3.94
Often	9	39%	8	42%	11	61%	
Every day	3	13%	4	21%	4	22%	
Total	23	100%	19	100%	18	100%	

f. work individually on an assigned task

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	0	0%	1	5%	0	0%	2016 3.96
Rarely	1	4%	1	5%	0	0%	2017 3.42
Sometimes	5	22%	6	32%	5	28%	2018 3.94
Often	11	48%	11	58%	9	50%	
Every day	6	26%	0	0%	4	22%	
Total	23	100%	19	100%	18	100%	

g. explain their reasoning or defend a position orally or in writing

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	0	0%	3	16%	3	17%	2016 3.61
Rarely	1	4%	3	16%	1	6%	2017 3.05
Sometimes	10	43%	5	26%	5	28%	2018 3.22
Often	9	39%	6	32%	7	39%	
Every day	3	13%	2	11%	2	11%	
Total	23	100%	19	100%	18	100%	

h. answer textbook/worksheet questions

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	6	27%	7	39%	5	29%	2016 2.55
Rarely	3	14%	5	28%	6	35%	2017 2.17
Sometimes	9	41%	2	11%	3	18%	2018 2.35
Often	3	14%	4	22%	1	6%	
Every day	1	5%	0	0%	2	12%	
Total	22	100%	18	100%	17	100%	

i. work on solving a real-world problem or condit

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	0	0%	1	6%	2	11%	2016 3.87
Rarely	3	13%	0	0%	4	22%	2017 3.44
Sometimes	4	17%	8	44%	4	22%	2018 3.06
Often	9	39%	8	44%	7	39%	
Every day	7	30%	1	6%	1	6%	
Total	23	100%	18	100%	18	100%	

j. design or implement their own investigations

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	0	0%	1	6%	2	11%	2016 3.35
Rarely	4	17%	5	28%	4	22%	2017 3.11
Sometimes	10	43%	4	22%	6	33%	2018 2.89
Often	6	26%	7	39%	6	33%	
Every day	3	13%	1	6%	0	0%	
Total	23	100%	18	100%	18	100%	

k. write reflections on progress

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	0	0%	2	11%	3	17%	2016 3.22
Rarely	5	22%	2	11%	1	6%	2017 2.89
Sometimes	9	39%	10	56%	10	56%	2018 2.83
Often	8	35%	4	22%	4	22%	
Every day	1	4%	0	0%	0	0%	
Total	23	100%	18	100%	18	100%	

l. work on materials for a portfolio

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Never	2	9%	5	28%	6	33%	2016 3.13
Rarely	4	17%	5	28%	3	17%	2017 2.50
Sometimes	10	43%	3	17%	5	28%	2018 2.50
Often	3	13%	4	22%	2	11%	
Every day	4	17%	1	6%	2	11%	

Total	23	100%	18	100%	18	100%
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m. engage in performance assessments involving teachers and peers

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
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

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
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

	2016		2017		2018		MEANS
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
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 feel that I have many professional development opportunities focused on student-centered learning.

	2016		2017		2018		MEANS	scale of 1 (strongly disagree) to 5 (strongly agree)
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Strongly disagree	1	4%	1	5%	2	11%	2016	3.40
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 professional development opportunities focused on student-centered learning.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
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	16%	6	30%	2	11%	2018	4.22
Agree	14	56%	7	35%	10	56%		
Strongly agree	6	24%	6	30%	6	33%		
Total	25	100%	20	100%	18	100%		

c. In my school, I am encouraged to experiment with my teaching.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Strongly disagree	0	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 the opportunities I have for professional development.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Strongly disagree	0	0%	0	0%	2	11%	2016	3.20
Disagree	6	24%	1	6%	6	33%	2017	3.61
Neutral or mixed	10	40%	9	50%	2	11%	2018	3.06
Agree	7	28%	4	22%	5	28%		
Strongly agree	2	8%	4	22%	3	17%		
Total	25	100%	18	100%	18	100%		

THINKING ABOUT PD ACTIVITIES OVER THE PAST YEAR, TO WHAT EXTENT IS EACH OF THE FOLLOWING STATEMENTS TRUE?

a. I am involved in planning my professional development.

	2016		2017		2018		MEANS	scale of 1 (not at all) to 4 (to a great extent)
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Not at all	2	8%	3	15%	2	11%	2016	2.60
To a small extent	11	44%	5	25%	7	39%	2017	2.70
To some extent	7	28%	7	35%	7	39%	2018	2.50
To a great extent	5	20%	5	25%	2	11%		
Total	25	100%	20	100%	18	100%		

b. I am encouraged to develop an individual professional development plan.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Not at all	1	4%	0	0%	1	6%	2016	3.04
To a small extent	7	28%	5	25%	4	22%	2017	3.20
To some extent	7	28%	6	30%	6	33%	2018	3.06
To a great extent	10	40%	9	45%	7	39%		
Total	25	100%	20	100%	18	100%		

c. I am given time to work with other teachers as part of my professional development.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Not at all	3	12%	0	0%	2	11%	2016	2.88
To a small extent	6	24%	1	5%	2	11%	2017	3.40
To some extent	7	28%	10	50%	4	22%	2018	3.22
To a great extent	9	36%	9	45%	10	56%		
Total	25	100%	20	100%	18	100%		

d. I am given time to reflect on what I've learned and how to apply it to my classroom.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Not at all	2	8%	0	0%	1	6%	2016	2.60
To a small extent	10	40%	4	20%	7	39%	2017	3.05
To some extent	9	36%	11	55%	5	28%	2018	2.78
To a great extent	4	16%	5	25%	5	28%		
Total	25	100%	20	100%	18	100%		

e. I receive support as I try to implement what I have learned.

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Not at all	4	16%	1	5%	2	11%	2016	2.64
To a small extent	7	28%	6	30%	6	33%	2017	2.80
To some extent	8	32%	9	45%	6	33%	2018	2.67
To a great extent	6	24%	4	20%	4	22%		

Total	25	100%	20	100%	18	100%
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f. I am receiving the professional development I need to implement student-centered learning practices in my classroom

	2016		2017		2018		MEANS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
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%		

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