

## WASC Staff Survey

Please answer each question seriously.

**FYI: when you come to a question, if the response area is a circle, then only one choice is accepted. If the response is a square, then you can choose as many answers as apply to you.**

### Demographics

**What is your gender?**

64 *Female*

42 *Male*

**What is your ethnicity? Select all that apply**

4 *American Indian/Native  
American/Alaskan Native*

4 *Asian*

14 *African American*

7 *Hispanic/Latino*

1 *Pacific Islander*

7 *Filipino*

0 *Indian*

0 *Afghani*

1 *Middle Eastern*

0 *Pakistani*

68 *White (not of Hispanic origin)*

3 *Ethnicity not mentioned here*

6 *Decline to state*

**Please select the category you fall in.**

3 *Administration*

6 *Classified*

92 *Teacher, certificated*

5 *Pupil Services (counselor or medical support personnel)*

**Why did you choose to work at Sample High School?**

96

**Why do you continue to work at Sample High School?**

94

**Select the school support programs you participate in or teach. Select all that apply**

- 42 *Club Sponsor*
- 25 *Class advisor*
- 9 *Coach a sport*
- 27 *I do not participate in these programs*
- 34 *Other*

**How else do you spend your time at SHS? Select all that apply**

- 10 *Department chair*
- 6 *Member of school site council*
- 13 *Union representative*
- 3 *Secondary Curriculum Council member*
- 2 *Music boosters*
- 3 *Athletic boosters*
- 43 *Tutor students after school (unpaid)*
- 50 *Tutor students at lunch (unpaid)*
- 15 *Member of group that meets outside of contract hours (stipended)*
- 39 *Member of group that meets outside of contract hours (not stipended)*
- 82 *Preparing for classes I teach which takes longer than time allotted by the contract*

## Relationships with administration and district processes

Evaluate each question based on the scale given

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
The school always finds a way to get needed resources	23	38	38	5
Teachers and administrators feel comfortable experimenting with instructional approaches	5	20	65	11
I have confidence in how leadership is selected	11	21	60	10
I feel supported in my roles at SHS	4	13	55	29
I have ample opportunities to participate in the school decision-making processes	16	30	46	8
Teachers treat administrators with respect	3	13	54	28
	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
Administrators treat teachers with respect	4	9	55	34
Administrators treat counselors with respect	5	8	43	16
Administrators treat classified staff with respect	2	6	45	25
Classified staff treat administrators with respect	2	4	36	36
Counselors treat administrators with respect	1	9	44	18
District personnel are adequately involved with school policies and processes	36	30	24	8

## Relationships among staff members

### Evaluate each question based on the scale given

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
All members of the campus community treat each other with respect	15	34	45	8
Racism is evident daily on this campus based on the way adults treat each other	36	47	19	3
Racism is evident daily on this campus based on the way adults treat students	32	36	30	6
Racism is evident daily on this campus based on the way students treat students	9	23	53	19
The cultural and linguistic diversity of teachers is integrated into the school culture	18	35	42	4
Our staff is an adequate representation of the cultural and linguistic diversity of the community we teach	34	34	25	5
	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
Teachers treat counselors with respect	3	13	50	30
Teachers treat classified staff with respect	1	8	55	34
Teachers treat each other with respect	5	11	64	21
Classified staff treat teachers with respect	2	4	56	34
Counselors treat teachers with respect	3	11	56	27
Counselors treat classified staff with respect	1	6	43	23

## Student opportunities

### Evaluate each question based on the scale given

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
Every student is given the opportunity to succeed on campus	9	22	42	31
Every student is empowered with the idea that they can academically succeed	16	35	34	18
Every student is given the opportunity to take academic classes appropriate to their ability	5	25	50	23
Students are assigned to certain classes based on their race or gender	54	28	19	1

## Classroom Context

Evaluate each question based on the scale given

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
The school curriculum is challenging and relevant	3	18	61	16
I feel ownership for the school and its success	4	19	51	26
The cultural and linguistic diversity of the students is celebrated	4	23	57	16
I feel safe at school	5	14	55	27
Teachers treat students with respect	3	16	57	23
Students treat teachers with respect	16	35	44	6

## Student Academics

Evaluate each question based on the scale given:

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
Enough of our students go on to attend college	28	33	34	2
Students who transfer to SHS from other districts are better prepared for high school level work.	27	52	14	1
Students who are academically successful are successful because of the influence by their parents	3	10	49	41
Students who are ELL are capable of being adequately prepared for entering a 4 year college after attending SHS	10	24	53	7
	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
We offer enough ROP opportunities to our students.	10	24	35	25
Students should have the opportunity to evaluate each teacher and course at the end of each semester, similar to what is done in college courses.	12	20	43	30
If students did evaluate teachers at the end of the course, the evaluations should only be accessible to the teacher and people s/he chooses to share them with.	10	15	34	43

## Student behavior

### Evaluate each question based on the scale given

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
Students of certain races are sent to the office more often than students of other races because of the student's race and not because of the behavior	46	28	19	9
Students of all races are given equal opportunities to succeed at SHS	8	21	42	32
Assistant principals fully support teachers when the teacher needs assistance with student behavior issues	5	18	54	26
Assistant principals are consistent with how they regard student behavior	10	30	42	19
Campus supervisors fully support teachers when the teacher needs assistance with student behavior issues	4	9	54	34
Campus supervisors are consistent with how they regard student behavior	11	21	41	22

## Community involvement

Evaluate each question based on the scale given

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
The school has enough opportunities for parents to interact with teachers	19	36	39	10
Our school campus has enough parental involvement	46	40	16	1
Our school has enough involvement from community businesses and non-profit organizations	44	42	13	1

## Standards and expectations put on teachers

Evaluate each question based on the scale given (notice that the scale changed):

	No teachers do this	A few teachers do this	Some teachers do this	Most teachers do this	All teachers do this
Teachers have high expectations for students regardless of whether the class being taught is college-prep or not	1	5	48	45	4
Teachers in my department teach "to the standards."	0	10	17	47	13
Teachers are at school only from 8:00 am to 3:15 pm	12	41	37	11	2
Teachers are at school before 8:00 am	1	5	27	62	8
Teachers are at school after 3:15 pm	1	5	42	51	4

## Teaching practices or techniques

Evaluate each question based on the scale given

	I never do this	I do this once or twice a semester	I do this once or twice a month	I do this once or twice a week	I do this daily
I identify the standard being addressed in the lesson	11	15	23	21	18
I identify the ESLR while teaching	36	11	18	13	9
I contact parents	1	8	25	44	9

**I have opportunities for articulation within my department.**

3 *Never*

16 *Rarely*

30 *Occasionally*

27 *Frequently*

11 *Daily*

**How often do you use each of the following planning techniques?**

	Never	Rarely	Occasionally	Frequently	Always
Diagnosis and prescription for each student	4	21	30	26	6
Whole-class lessons	0	0	3	56	18
Contracts, Programmed Learning Sequences, or Multisensory Instructional Packages	17	12	21	20	7
Creative activities with student options	4	12	24	33	11
Programmed materials or drill assignments	3	18	35	25	5
Small-group assignments	0	6	30	39	5
Task Cards or Games	9	27	35	16	1

Objectives, varied for individuals	6	15	28	21	12
Peer Tutoring or Team Learning	4	6	37	34	6
Role playing or simulations	15	17	29	22	3
Brainstorming or Circles of Knowledge	7	15	33	23	8

**How often do you use each of these teaching methods?**

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Daily
Lecture (whole class)	0	4	13	38	35
Teacher demonstration	1	0	12	38	36
Small groups (3-8 students per group)	0	4	17	50	17
Media (films, tapes, etc.)	11	22	33	21	1
Class discussions (question-answer)	1	3	10	39	36
Individualized diagnosis and prescription for each student	7	17	22	25	13

**How often do you use each of the following type of groupings?**

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Daily
Several small groups (3 - 8 students)	1	9	14	44	17
Pairs (2s students)	3	6	19	48	14
Independent study assignments (student works alone)	2	3	11	35	39
One-to-one interactions with teacher	0	9	13	28	38
Two or more of the above groupings at the same time	8	10	10	32	22

One large group (entire class)	0	2	9	26	48
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**Which of the following evaluation techniques do you employ and how often?**

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Daily
Observation by moving from group to group and among individuals	1	1	7	25	55
Teacher made tests	1	10	33	34	9
Student self-assessment tests	23	22	24	10	5
Performance tests (demonstrations rather than written responses)	6	22	24	24	9
	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Daily
Criterion-referenced achievement tests based on small group objectives	32	17	15	15	2
Criterion-referenced achievement tests based on student self-selected, individual objectives	37	15	17	9	2
Standardized achievement tests based on grade-level objectives	19	27	22	11	3
Criterion-referenced achievement tests based on the individual student's potential.	30	17	19	12	0

**As a teacher, I tend to be (choose the best answer)**

18 *Concerned with how students learn (learning style)*

0 *Prescriptive (with student options)*

27 *Demanding- with high expectations based on individual ability*

14 *Evaluative of students as they work*

11 *Concerned with how much students learn (grade-level standards)*

15 *Concerned with what students learn (grade level curriculum)*

3 *Lesson plan-oriented*

2 *Authoritive to reach group objectives*