

# Titan Teacher Inventory Winter 2019

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run on 02/14/2019



surveys





## Report Filters

**School:**  
N/A

**Role:**  
N/A

**Subject Taught:**  
N/A

**Gender:**  
N/A

**Education:**  
N/A

**Tag:**  
N/A

**Race:**  
N/A

**Term:**  
N/A

**Ethnicity:**  
N/A

**Grade Taught:**  
N/A



## AdvancED Certified Content

### Demographics

Number of Responses | Percentages of Total Responses

#### 1. Gender

Male	9	38%
Female	15	63%

24 respondents

#### 2. Race

Native Hawaiian or Other Pacific Islander	1	4%
White	24	96%

25 respondents

#### 3. Ethnicity

Hispanic	1	5%
Not Hispanic or Latino	19	95%

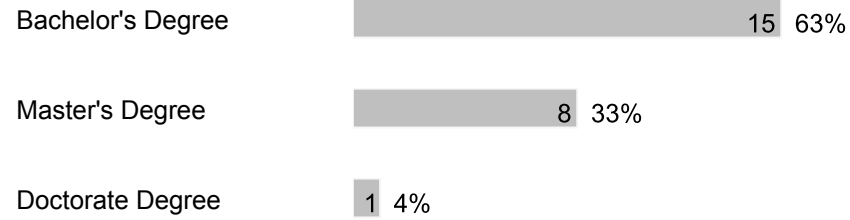
20 respondents

#### 4. Role

Teacher	25	100%
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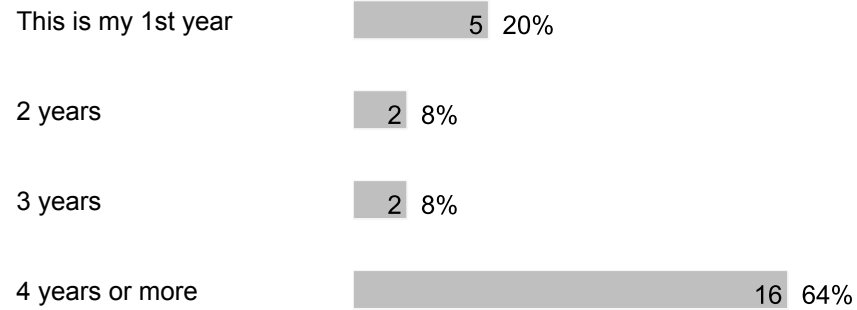
25 respondents

5. Education



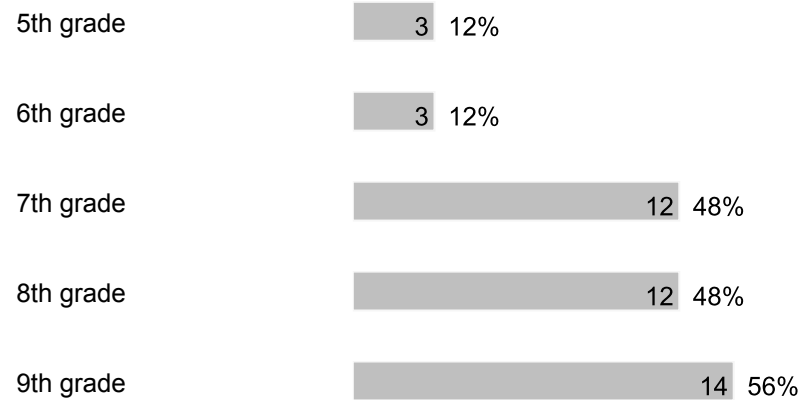
24 respondents

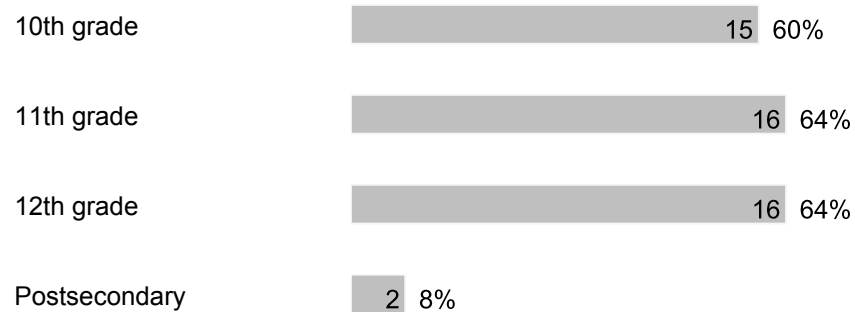
6. Term



25 respondents

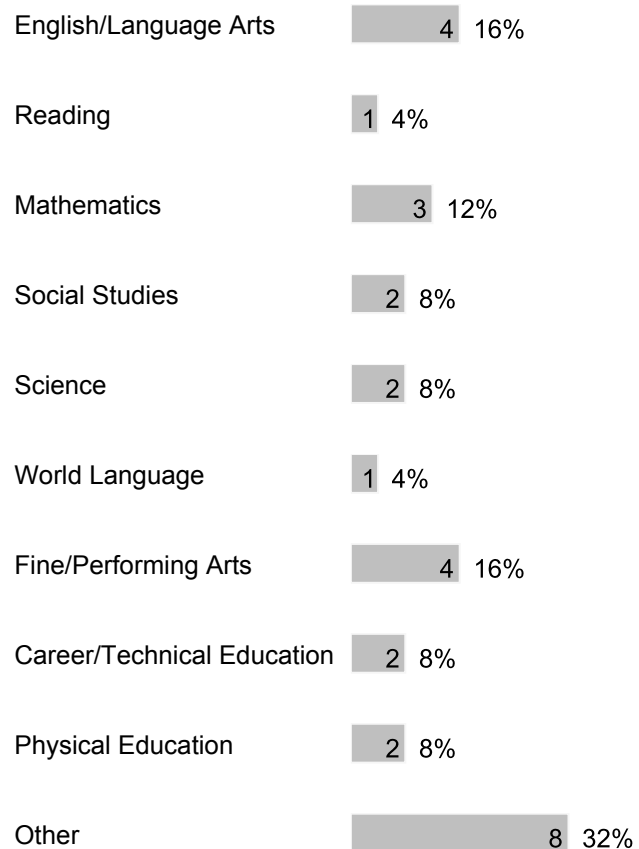
7. Grade Taught





25 respondents

### 8. Subject Taught

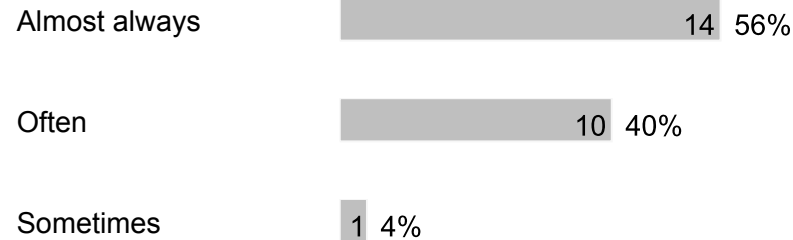


25 respondents

## AdvancED Certified Content

### C.

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



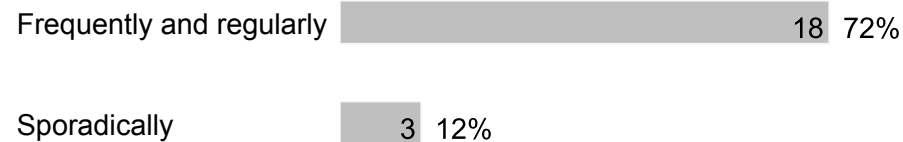
25 respondents

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



25 respondents

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



Regularly but not frequently 2 8%

Rarely 2 8%

25 respondents

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

Almost always 16 64%

Often 9 36%

25 respondents

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

Often 11 44%

Sometimes 9 36%

Seldom 5 20%

25 respondents

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

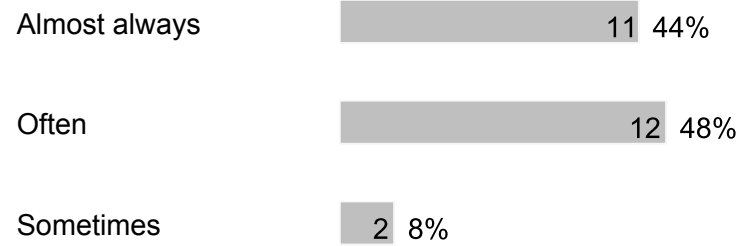
Almost always 8 32%

Often 5 20%

Sometimes 12 48%

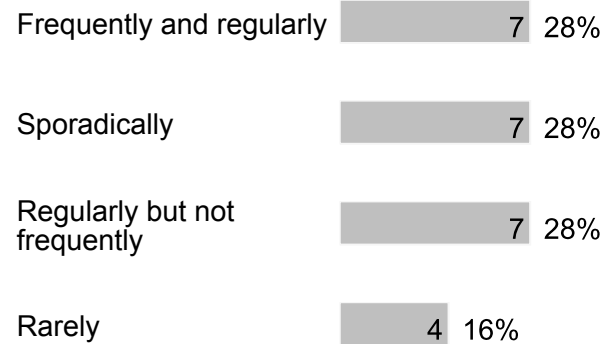
25 respondents

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



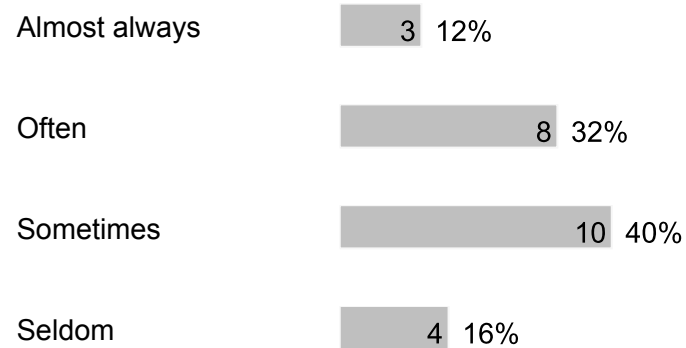
25 respondents

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



25 respondents

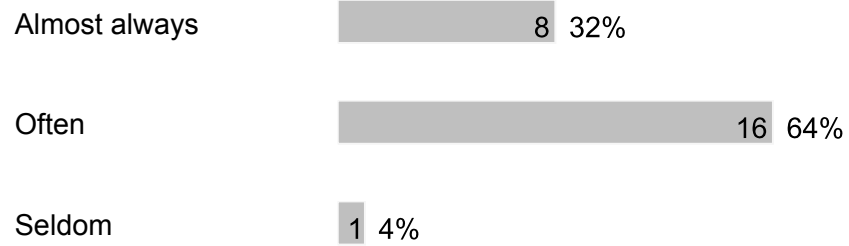
**9. I use student achievement data to modify and adjust materials and lessons for my students.**



25 respondents

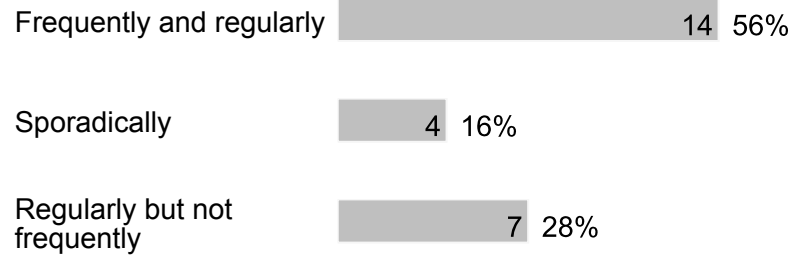
**10. I design my lessons by first determining the expected outcome.**





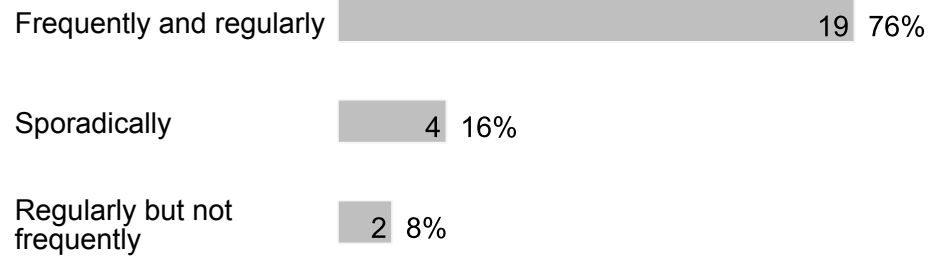
25 respondents

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



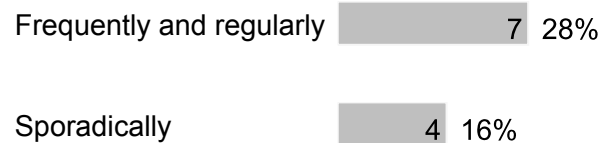
25 respondents

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



25 respondents

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



Regularly but not frequently 8 32%

Rarely 6 24%

25 respondents

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

Frequently and regularly 19 76%

Sporadically 1 4%

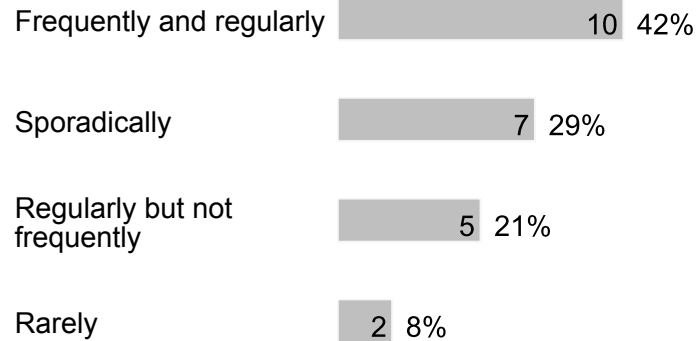
Regularly but not frequently 4 16%

Rarely 1 4%

25 respondents

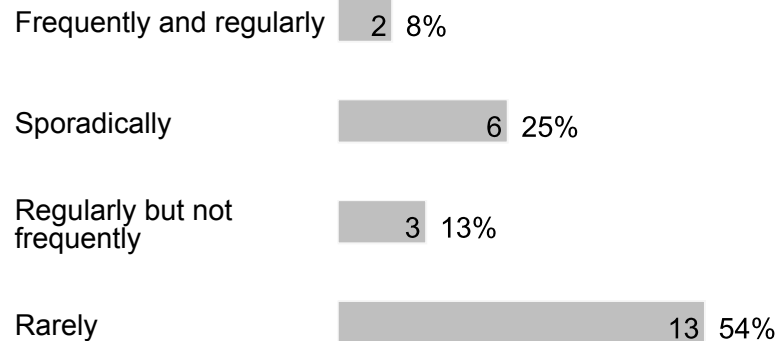
## D.

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



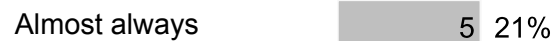
24 respondents

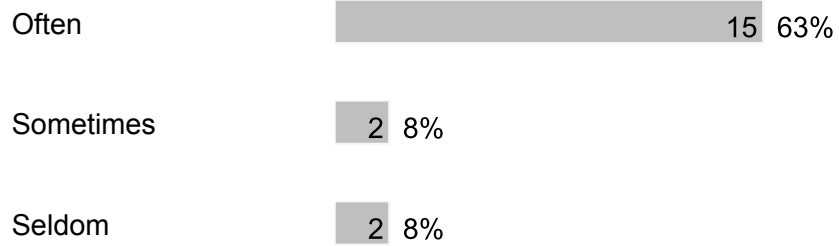
2. I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.



24 respondents

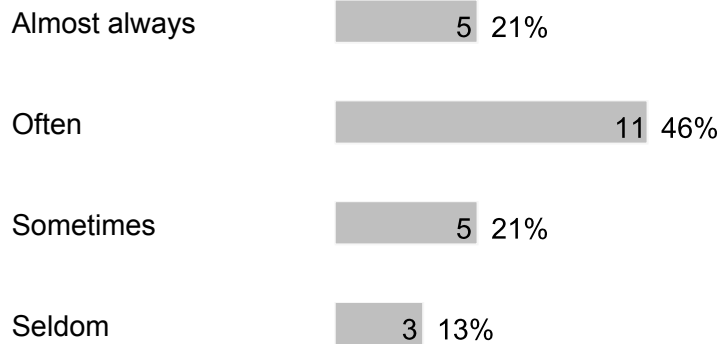
3. I am involved in decisions and actions that impact student achievement and the overall functioning of our school.





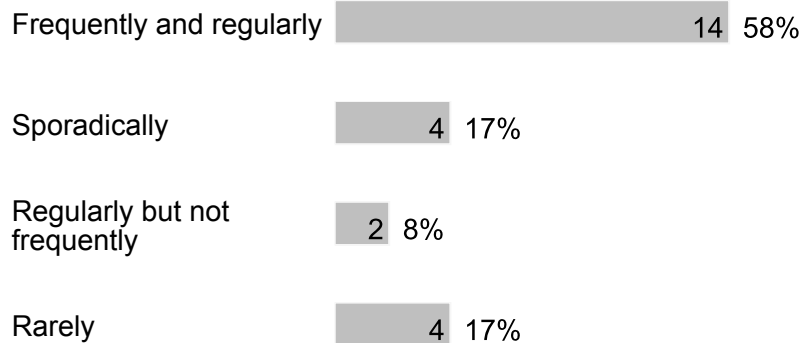
24 respondents

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



24 respondents

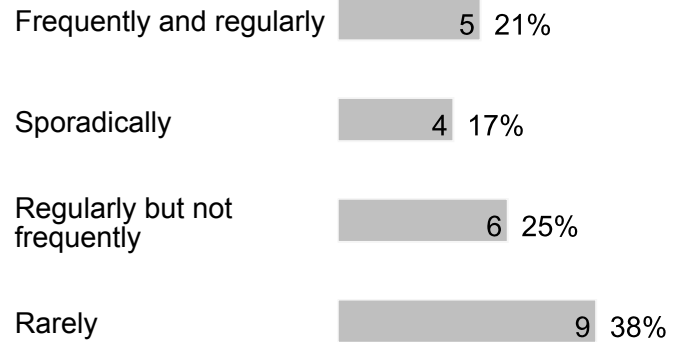
**5. I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of students.**



24 respondents

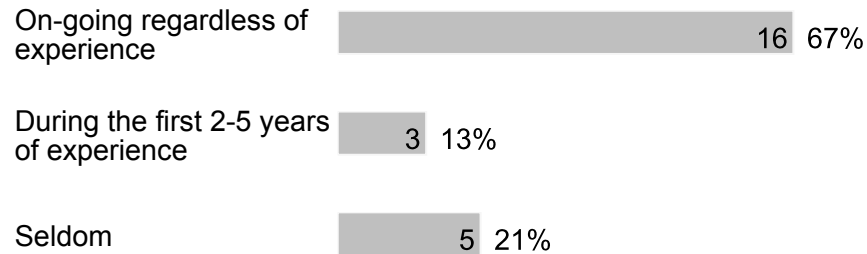
## E.

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



24 respondents

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



24 respondents

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



Sometimes 8 33%

24 respondents

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

Frequently and regularly 8 33%

Sporadically 7 29%

Regularly but not frequently 4 17%

Rarely 5 21%

24 respondents

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

Frequently and regularly 2 8%

Sporadically 6 25%

Regularly but not frequently 4 17%

Rarely 12 50%

24 respondents

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

Frequently and regularly 5 21%

Sporadically 4 17%

Regularly but not frequently 11 46%

Rarely 4 17%

24 respondents

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

Frequently and regularly 9 38%

Sporadically 6 25%

Regularly but not frequently 6 25%

Rarely 3 13%

24 respondents