

Teacher Survey
PACS Educational Plan

Guaranteed and Viable Curriculum at Pulaski Schools...

1. The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The amount of essential content that has been identified can be addressed in the instructional time available to teachers.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The essential content is organized and sequenced in a way that students have ample opportunity to learn it.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Someone checks to ensure that teachers address essential content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The instructional time available to teachers is protected by minimizing interruptions and scheduled non-instructional activities.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Challenging Goals and Effective Feedback at Pulaski Schools...

6. An assessment system is used that provides for timely feedback on specific knowledge and skills for individual students.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Specific achievement goals are set for individual students.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Performance on schoolwide and individual student goals is used to plan for future actions.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Parent and Community Involvement at Pulaski Schools...

9. Effective mechanisms are in place to communicate to parents and community.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Effective mechanisms are in place for parents and community to communicate to the school.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Opportunities are provided for parents and community to be involved in the day-to-day operations and governance of the school.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Safe and Orderly Environment at Pulaski Schools...

12. The physical environment and school routines have been structured to avoid chaos and promote good behavior.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Clear rules and procedures pertaining to schoolwide behavior have been established.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. A program that teaches and reinforces student self-discipline and responsibility has been implemented.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Collegiality and Professionalism at Pulaski Schools...

15. Norms for conduct that foster collegiality and professionalism among faculty and administrators have been established.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Governance structures that allow for teacher involvement in schoolwide decisions and policies have been established.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Teachers are engaged in staff development activities that address specific content area issues and allow for “hands on” trial and evaluation of specific techniques.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Home Environment, Background Knowledge, and Student Motivation at Pulaski Schools...

18. Training and support are provided to parents to enhance their communication with their children, their supervision of their children, and their parenting style.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Students are involved in schoolwide programs that directly increase the number and quality of life experiences they have.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Students are involved in a schoolwide program of wide reading that emphasizes vocabulary development.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Students are involved in a schoolwide program of direct instruction in vocabulary terms and phrases that are important to specific subject matter content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Students are provided with feedback on their knowledge gain.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Students are involved in simulation games and activities that are inherently engaging.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Students are provided with opportunities to construct and work on long-term projects of their own design.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Students are instructed in the dynamics of motivation and how those dynamics affect them.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Instruction, Classroom Management, and Classroom Curricular Design at Pulaski Schools...

26. Begin their instructional units by presenting students with clear learning goals.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Begin their instructional units by asking students to identify personal learning goals that fit within the learning goals presented by the teacher.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Provide students with specific feedback on the extent to which they are accomplishing the learning goals.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Ask students to keep track of their performance on the learning goals.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. End their units by providing students with clear feedback on the learning goals.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. End their units by asking students to assess themselves relative to the learning goals.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. End their units by recognizing and celebrating progress on the learning goals.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Prior to presenting new content, ask students questions that help them recall what they might already know about the content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Prior to presenting new content, provide students with direct links with previous knowledge or studies.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Prior to presenting new content, provide ways for students to organize or think about the content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Ask students to construct verbal or written summaries of new content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Ask students to take notes on new content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Ask students to represent new content in nonlinguistic ways (e.g., mental image, picture, pictograph, graphic organizer, physical model, enactment).

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Ask students to revise and correct errors in their notes as a way of reviewing and revising content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Ask students to revise and correct errors in their nonlinguistic representations as a way of reviewing and revising content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Prescribe in-class and homework assignments that require students to compare and classify content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Prescribe in-class and homework assignments that require students to construct metaphors and analogies.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Prescribe in-class and homework assignments that require students to generate and test hypotheses regarding content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, group work and seatwork.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Use different strategies with different types of students to provide them with a sense of acceptance by the teacher.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. When planning units of instruction, identify specific types of knowledge that are important for students to learn (e.g., important categories of knowledge, examples, sequences, comparisons, cause-and-effect relationships, correlational relationships, facts, incidents, episodes, terms, skills, processes).

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. When planning units of instruction, ensure that students have multiple exposures to new content presented in a variety of forms (e.g., stories, descriptions) using a variety of media (e.g., read about the content, watch a demonstration, listen to a presentation).

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. When planning a unit of instruction, make a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. When planning units of instruction, organize examples into categories or groups that demonstrate the essential features of the content.

	not at all			to a great extent
To what extent do we engage in this behavior or address this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much will a change in our practices on this item increase the academic achievement of our students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much effort will it take to significantly change our practices regarding this issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. When planning a unit of instruction, ensure that students will be involved in complex projects that require them to address content in unique ways.

not at all

to a great extent

To what extent do we engage in this behavior or address this issue?

How much will a change in our practices on this item increase the academic achievement of our students?

How much effort will it take to significantly change our practices regarding this issue?