

PASS TEACHER SURVEY

1996

Oregon State System of Higher Education



Developers of the new proficiency-based college admission system (PASS) are interested in learning about the opinions and experiences of teachers in the PASS partner high schools. Your input is very important to the continued development of PASS. A summary of the survey findings will be shared with each participating school.

Your answers are strictly anonymous and voluntary. We do not ask you to supply your name or other identifying information. All results will be reported in aggregate form only.

The survey takes 10 minutes to complete. Please be sure to answer all questions.

Thank you for your help.

About your class and subject area...

IF YOU USED PASS PROFICIENCIES IN YOUR CLASSES THIS YEAR, PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE CLASS IN WHICH YOU DID THE MOST WORK ON PASS.

IF YOU DID NOT USE PASS PROFICIENCIES THIS YEAR, PLEASE ANSWER THE QUESTIONS FOR THE CLASS YOU TAUGHT THAT BEST REPRESENTS YOUR SUBJECT AREA EXPERTISE AND INSTRUCTIONAL STYLE.

1. At which grade level are the students in this class? (MARK ALL THAT APPLY)

- 01* 9th
- 02* 10th
- 03* 11th
- 04* 12th

2. Which of the following best describes the track this class is considered to be?

- 01* Remedial 4.1%
- 02* General 35.4%
- 03* Voc/Tech/Business 4.8%
- 04* College Prep 35.1%
- 05* AP 5.8%
- 06* Non-tracked 8.9%

3. Which of the following best describes the achievement level of the students in this class?

- 01* Higher achievement levels 28.9%
- 02* Average achievement levels 38.5%
- 03* Lower achievement levels 5.2%
- 04* Widely differing achievement levels 23.7%

4. How many students in this class are from minority ethnic groups (e. g., Black, Hispanic, Asian)?

01	0-4	4 58.8%
02	5-9	4 26.1%
03	10-14	4 6.5%
04	15-19	4 2.1%
05	20-24	4 1.7%
06	25-29	4 0.3%
07	30 or more	4 3.8%

5. Approximately, how much homework do you typically assign each week to this class?

01	None	4 4.1%
02	Less than one hour	4 16.8%
03	1-2 hours	4 34.0%
04	2-3 hours	4 24.4%
05	3-4 hours	4 8.2%
06	4-5 hours	4 6.5%
07	Over 5 hours	4 4.8%

6. How often do you use the following teaching methods or media?

	1. <i>Never/ rarely</i>	2. <i>1-2 times per month</i>	3. <i>1-2 times per week</i>	4. <i>Almost every day</i>	5. <i>Every day</i>
a. Drafting/redrafting work	4 26.5%	4 33.7%	4 17.2%	4 3.8%	4 2.4%
b. Written assignment	4 5.8%	4 11.3%	4 32.0%	4 15.5%	4 3.4%
c. Lecture	4 12.4%	4 18.9%	4 36.4%	4 26.5%	4 4.5%
d. Computers	4 39.9%	4 37.5%	4 13.1%	4 2.1%	4 3.8%
e. Audio-visual material	4 13.1%	4 38.1%	4 28.9%	4 14.1%	4 4.5%
f. Oral presentation	4 19.2%	4 37.1%	4 17.9%	4 15.1%	4 5.5%
g. Community-based study	4 68.7%	4 19.2%	4 3.4%	4 2.4%	4 0.0%
h. Cooperative student groups	4 6.2%	4 34.7%	4 30.6%	4 21.3%	4 5.8%
i. Completion of individual written assignments or worksheets in class	4 11.7%	4 17.9%	4 43.0%	4 19.6%	4 5.8%
j. Student-led discussion	4 32.3%	4 33.7%	4 22.7%	4 7.2%	4 2.7%
k. Project work	4 14.4%	4 60.5%	4 16.5%	4 5.8%	4 2.4%

For Math teachers only:

7. In this *math* class, how much emphasis do you give to each of the following objectives?

	<i>1.</i> <i>None</i>	<i>2.</i> <i>Minor</i>	<i>3.</i> <i>Moderate</i>	<i>4.</i> <i>Major</i>
a. Understanding the nature of proofs	4	4	4	4
b. Learning and memorizing facts, rules, and steps	4	4	4	4
c. Learning to represent problems in multiple ways (graphically, algebraically, numerically)	4	4	4	4
d. Integrating different branches of mathematics (e.g., geometry, algebra)	4	4	4	4
e. Conceiving and analyzing effectiveness of multiple approaches to problem-solving	4	4	4	4
f. Performing calculations with speed and accuracy	4	4	4	4
g. Showing importance of math in daily life	4	4	4	4
h. Solving equations	4	4	4	4
i. Integrating math with other subjects	4	4	4	4

For Science teachers only:

7. In this *science* class, how much emphasis do you give to the following objectives?

	<i>1.</i> <i>None</i>	<i>2.</i> <i>Minor</i>	<i>3.</i> <i>Moderate</i>	<i>4.</i> <i>Major</i>
a. Learning and memorizing scientific facts, principles, and rules	4	4	4	4
b. Learning scientific methods	4	4	4	4
c. Preparing students for further study in science	4	4	4	4
d. Developing problem solving/inquiry skills	4	4	4	4
e. Developing skills in lab techniques	4	4	4	4
f. Learning about applications of science to environmental issues	4	4	4	4
g. Showing importance of science in daily life	4	4	4	4
h. Integrating science with other subjects	4	4	4	4
i. Evaluating the adequacy of conclusions drawn from facts	4	4	4	4

For English or social studies teachers only:

7. In this class, how much emphasis do you give to each of the following objectives?

	<i>1.</i> <i>None</i>	<i>2.</i> <i>Minor</i>	<i>3.</i> <i>Moderate</i>	<i>4.</i> <i>Major</i>
a. Reading original works	4	4	4	4
b. Learning and memorizing facts, principles, and rules	4	4	4	4
c. Preparing students for further study in the subject	4	4	4	4
d. Developing problem solving/inquiry skills	4	4	4	4
e. Developing communication skills, e.g., writing, speaking	4	4	4	4
f. Showing importance of the subject in daily life	4	4	4	4
g. Integrating the subject with other subjects	4	4	4	4
h. Analyzing issues/problems with different approaches or points of view	4	4	4	4
i. Developing speaking skills	4	4	4	4

8. On the scale below, indicate the extent to which you agree or disagree with each of the following statements.

	<i>1.</i> <i>Strongly</i> <i>Disagree</i>	<i>2.</i> <i>Disagree</i>	<i>3.</i> <i>Agree</i>	<i>4.</i> <i>Strongly</i> <i>Agree</i>
a. If I try really hard, I can get through even to the most difficult or unmotivated students	4	4	4	4
b. I feel that it's part of my responsibility to keep students from dropping out of school	4	4	4	4
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	4	4	4	4
d. By trying a different teaching method, I can significantly affect a student's achievement	4	4	4	4
e. There is really very little I can do to ensure that most of my students achieve at a high level	4	4	4	4
f. I am certain I am making a difference in the lives of my students	4	4	4	4

9. Indicate the importance you give to each of the following in setting grades for students in your class.

<i>1.</i> <i>Not</i> <i>Important</i>	<i>2.</i> <i>Somewhat</i> <i>Important</i>	<i>3.</i> <i>Very</i>
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			<i>Important</i>
a.	Achievement relative to the rest of the class	4	4
b.	Absolute level of achievement	4	4
c.	Individual improvement or progress over past performance	4	4
d.	Effort	4	4
e.	Class participation	4	4
f.	Completing homework assignments	4	4
g.	Consistently attending class	4	4

10. To what extent do you agree that each of the following statements describes teaching in your subject area or department?

	<i>1. Strongly Disagree</i>	<i>2. Disagree</i>	<i>3. Agree</i>	<i>4. Strongly Agree</i>
a.	In my subject area, teachers are encouraged to coordinate their course goals with those of other courses.	4	4	4
b.	Teachers are encouraged to coordinate their course goals with those of courses in other subject areas.	4	4	4
c.	Sections of courses in my department are differentiated according to students' academic achievement level.	4	4	4
d.	The trend in my subject area is to create courses that are designed for students of differing achievement levels.	4	4	4
e.	The trend in my subject area to reduce the number of remedial courses we teach	4	4	4
f.	Teachers in my subject area are continually learning and seeking new ideas	4	4	4
g.	There is a great deal of cooperative effort among the teachers in my subject area.	4	4	4
h.	Course offerings in my subject area reflect innovative ideas about curriculum	4	4	4
i.	Teachers in my subject area often discuss and share new instructional techniques with each other.	4	4	4

Your perceptions of PASS...

1. Which of the following statements best typifies the kind of questions or concerns you presently have about PASS?

- | | | |
|-----------|--|----------|
| 01 | I am neither involved nor concerned about PASS at this time. | 4 |
| 02 | I would like to know more about PASS, obtain additional information about it, etc. | 4 |
| 03 | I am concerned about how it would affect my teaching, what changes and what additional work it would entail, etc. | 4 |
| 04 | My concerns are about how to manage the work I'm doing on PASS with the current knowledge and time I have available. | 4 |
| 05 | I am concerned about the effect of PASS classwork on my students and whether I can improve what I'm doing to have a more positive effect on them. | 4 |
| 06 | I am wondering how I can coordinate what I'm doing with other teachers and begin to collaborate on developing class activities and evaluation tools. | 4 |

2. Do you think that CIM and PASS have been aligned to a sufficient extent?

The alignment is

- | | | |
|-----------|--|----------|
| 01 | Sufficient | 4 |
| 02 | Good, but could be more closely aligned in some areas | 4 |
| 03 | Workable, but would profit greatly from closer alignment | 4 |
| 04 | Still quite weak | 4 |
| 05 | Completely inadequate | 4 |

If you have not yet attempted to use PASS proficiencies in your classroom, STOP here.

***If you have begun to use PASS proficiencies in your classroom,
please proceed to the following questions.***

**3. How far has your work with PASS proficiencies progressed?
(MARK ALL THAT APPLY)**

- | | | |
|-----------|--|----------|
| 01 | I have selected one or more proficiencies to target in my classroom | 4 |
| 02 | I have planned instruction and assessment activities for a proficiency | 4 |
| 03 | I have determined the criteria I will use to assess students' work | 4 |
| 04 | I have developed scoring guides or other assessment tools to evaluate student work | 4 |
| 05 | I have assessed students' work using the assessment criteria I developed | 4 |

4. In preparing coursework for PASS proficiencies, what, if any, curriculum changes did you make? (MARK ONE)

- | | | |
|-----------|---|----------|
| 01 | I added content but made no other changes in the rest of the curriculum | 4 |
| 02 | I added content and eliminated other topics | 4 |
| 03 | I added content and spent less time on some of the other topics | 4 |
| 04 | I clarified or modified learning goals only | 4 |
| 05 | I made no changes in the curriculum | 4 |

5. In preparing coursework for PASS, what, if any changes in student assessment did you make? (MARK ONE)

- | | | |
|-----------|---|----------|
| 01 | I am evaluating some new aspects of student work in addition to all the aspects I previously assessed | 4 |
| 02 | I am evaluating some new aspects of student work in place of some of the ones I used to assess | 4 |
| 03 | I established higher standards of performance | 4 |
| 04 | I made no changes in assessment | 4 |

6. In preparing coursework for PASS, how often did you use the following instructional methods?

		<i>1.</i> <i>Never</i>	<i>2.</i> <i>Seldom</i>	<i>3.</i> <i>Fairly Often</i>	<i>4.</i> <i>Frequently</i>
a.	Lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Student demonstration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Student-centered discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Project or laboratory work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Community-based study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Does PASS coursework require students to link the work they do in your course with another course they have?

- 01 Yes
- 02 No

8. If yes, which other subject is PASS coursework linked with: (MARK ALL THAT APPLY)

- 01 Math
- 02 Science
- 03 Social Studies/History
- 04 English
- 05 Business
- 06 Other

9. In what ways do you think PASS has affected students? (MARK ONE)

		<i>1.</i> <i>Positive effect</i>	<i>2.</i> <i>No effect</i>	<i>3.</i> <i>Negative effect</i>
a.	Level of mastery of course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Quality of work product	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Amount of work they do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Amount of intellectual potential developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Depth of their knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Ability to analyze, critique, synthesize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Ability to apply their knowledge to real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How does student performance on demonstrations of a PASS proficiency compare to their other work in your course? (MARK ONE)

- 01 Students perform better overall
- 02 Students perform worse overall
- 03 Students perform the same overall

11. How did the following students in your class perform on demonstrations of PASS proficiencies: (MARK ONE FOR EACH ITEM)

	<i>1. Better</i>	<i>2. Worse</i>	<i>3. Same</i>
a. Students who performed above average on traditional assignments	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
b. Students who performed average on traditional assignments	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. Students who performed below average on traditional assignments	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

12. Consider the amount of time and effort you gave to preparing coursework for PASS proficiencies this year. (MARK ONE)

How much work did PASS require?

- 01 Little effort/time
- 02 A moderate amount of effort/time
- 03 Quite a lot of effort/time
- 04 An excessive amount of effort/time

13. In preparing coursework for PASS, who, if anyone, was a helpful collaborator? (MARK ALL THAT APPLY)

- 01 No one
- 02 1-2 other teachers in my department
- 03 My entire department
- 04 1-2 others outside my department
- 05 Several others outside my department
- 06 A teacher in another PASS partner school
- 07 Teachers in several other PASS partner schools

14. Has PASS led to the creation of any new course or course alternative by which students can meet PASS proficiencies? (MARK ALL THAT APPLY)

- 01** No, we have not developed any new course or course alternative ④
- 02** Yes, we have developed a new course ④
- 03** Yes, we have devised a way for students to meet PASS proficiencies through school experience obtained outside of regular classes ④
- 04** Yes, we have devised a way for students to meet PASS proficiencies through community experience ④

15. Which of the PASS process proficiencies, if any, are you addressing? (MARK ALL THAT APPLY)

- 01** None ④
- 02** Reading ④
- 03** Writing ④
- 04** Problem-solving ④
- 05** Technology ④
- 06** Integrated thinking ④
- 07** Teamwork ④
- 08** Quality work ④

16. How has your work on PASS proficiencies affected your own professional development?

	<i>1.</i> <i>Increased</i>	<i>2.</i> <i>Is about the same</i>
a. Breadth of my knowledge of my subject area	④	④
b. Depth of my knowledge of particular topics in my subject area	④	④
c. Quality of assessment strategies I use	④	④
d. Quality of learning tasks I assign	④	④
e. Effectiveness of instructional methods I use	④	④
f. My ability to clarify learning goals for students	④	④

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY.