

Mashpee Middle/High School

Beliefs Survey 2015-2016

Please take 30 minutes to complete the following survey. Data will be used to inform our professional development planning to target high area(s) of need.

Please select the job description below that best matches your role.

- Administrator
- Teacher--General Education
- Teacher--Special Education
- SISP (Counselor, Psychologist, Nurse, SP/L, OT, PT)
- Paraprofessional
- Other (please specify)

2. Years of Experience in Education

- Less than 1 year
- 1 - 4 years
- 5 - 9 years
- 10 - 14 years
- 15-19 years
- 20 - 24 years
- 25 years or more
- Not Applicable

3. How many years have you been in your current position?

- Less than 1 year
- 1 - 4 years
- 5 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

4. Highest Degree Earned

- Bachelor's Degree
- Master's Degree
- Certificate of Advanced Graduate Studies
- Doctorate
- Other

5. I believe in the philosophy of No Child Left Behind (NCLB) even if I disagree with some of the requirements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

6. Core instruction should be effective enough to result in 80% of the students achieving benchmarks in

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.a. Reading	<input type="checkbox"/> 7.a. Reading Strongly Disagree	<input type="checkbox"/> 7.a. Reading Disagree	<input type="checkbox"/> 7.a. Reading Neutral	<input type="checkbox"/> 7.a. Reading Agree	<input type="checkbox"/> 7.a. Reading Strongly Agree
7.b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.b. Mathematics Strongly Disagree	7.b. Mathematics Disagree	7.b. Mathematics Neutral	7.b. Mathematics Agree	7.b. Mathematics Strongly Agree

7. The primary function of supplemental instruction is to ensure that students meet grade-level benchmarks in

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.a. Reading	<input type="checkbox"/> 8.a. Reading Strongly Disagree	<input type="checkbox"/> 8.a. Reading Disagree	<input type="checkbox"/> 8.a. Reading Neutral	<input type="checkbox"/> 8.a. Reading Agree	<input type="checkbox"/> 8.a. Reading Strongly Agree
8.b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8.b. Mathematics Strongly Disagree	8.b. Mathematics Disagree	8.b. Mathematics Neutral	8.b. Mathematics Agree	8.b. Mathematics Strongly Agree

8. The majority of students with learning disabilities can achieve grade-level benchmarks in

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.a. Reading	<input type="checkbox"/> 9.a. Reading Strongly Disagree	<input type="checkbox"/> 9.a. Reading Disagree	<input type="checkbox"/> 9.a. Reading Neutral	<input type="checkbox"/> 9.a. Reading Agree	<input type="checkbox"/> 9.a. Reading Strongly Agree
9.b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9.b. Mathematics Strongly Disagree	9.b. Mathematics Disagree	9.b. Mathematics Neutral	9.b. Mathematics Agree	9.b. Mathematics Strongly Agree

9. The majority of students with behavioral problems (Emotionally Handicapped, Severe Emotional Disturbance, Emotional-Behavior Disorder-EBD) can achieve grade-level benchmarks in

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
10.a. Reading	<input type="checkbox"/> 10.a. Reading Strongly disagree	<input type="checkbox"/> 10.a. Reading Disagree	<input type="checkbox"/> 10.a. Reading Neutral	<input type="checkbox"/> 10.a. Reading Agree	<input type="checkbox"/> 10.a. Reading Strongly Agree
10.b. Mathematics	<input type="checkbox"/> 10.b. Mathematics Strongly disagree	<input type="checkbox"/> 10.b. Mathematics Disagree	<input type="checkbox"/> 10.b. Mathematics Neutral	<input type="checkbox"/> 10.b. Mathematics Agree	<input type="checkbox"/> 10.b. Mathematics Strongly Agree

10. Students with high-incidence disabilities (e.g. SLD--specific learning disability, EBD--emotional/behavior disorder) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.a. Reading	<input type="checkbox"/> 11.a. Reading Strongly Disagree	<input type="checkbox"/> 11.a. Reading Disagree	<input type="checkbox"/> 11.a. Reading Neutral	<input type="checkbox"/> 11.a. Reading Agree	<input type="checkbox"/> 11.a. Reading Strongly Agree
11.b. Mathematics	<input type="checkbox"/> 11.b. Mathematics Strongly Disagree	<input type="checkbox"/> 11.b. Mathematics Disagree	<input type="checkbox"/> 11.b. Mathematics Neutral	<input type="checkbox"/> 11.b. Mathematics Agree	<input type="checkbox"/> 11.b. Mathematics Strongly Agree

11. General education classroom teachers should implement more differentiated and flexible instructional practices to address the needs of a more diverse student body.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

12. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

13. The use of additional interventions in the general education classroom would result in success for more students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

14. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

15. The "severity" of a student's academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> Strongly Disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

16. The "severity" of a student's behavioral problem is determined not by how inappropriate a student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

17. The results of IQ and achievement testing can be used to identify effective interventions for students with learning and behavior problems.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

18. Many students currently identified as "LD--Learning Disabled" do not have a disability, rather they came to school "not ready" to learn or fell too far behind academically for the available interventions to close the gap sufficiently

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

19. Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment."

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

20. Evaluating a student's response to interventions is a more effective way of determining what a student is capable of achieving than using scores from "tests" (e.g., IQ/Achievement test).

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

21. Additional time and resources should be allocated first to students who are not reaching benchmarks (i.e., general education standards) before significant time and resources are directed to students who are at or above benchmarks.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

22. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

23. A student's parents (guardian) should be involved in the problem-solving process as soon as a teacher has a concern about the student.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

24. Students respond better to interventions when their parent (guardian) is involved in the development and implementation of those interventions.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

25. All students can achieve grade-level benchmarks if they have sufficient support.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

26. The goal of assessment is to generate and measure effectiveness of instruction/intervention.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
 Strongly Disagree Disagree Neutral Agree Strongly Agree

27. There is an atmosphere of trust and mutual respect in my school.

YES

NO

28. Most students at my school have the skills needed to meet conduct expectations.

YES

NO

29. My level of understanding/knowledge of Positive Behavior Interventions and Supports is

I have no understanding/knowledge of PBIS.

I have some understanding/knowledge of PBIS.

I could summarize one or more key concepts of PBIS.

I could lead a workshop on PBIS for colleagues.