Survey Questions

Welcome!

The purpose of this survey is to gather information about how Vermont teachers define impact on student learning in proficiency-based systems.* The information will be used to improve the quality of University of Vermont educator preparation programs and is part of data collection for national accreditation. You are invited to participate in this survey because you are a currently employed teacher in Vermont.

Results from this survey will be aggregated to protect respondents and provide a layer of confidentiality.

Individual responses will not be personally identifiable in any sharing of results. The summary data will be available on the UVM Department of Education web site and may also be disseminated more broadly through scholarly reports and conference proceedings. This survey has 22 multiple choice questions and 9 open response questions and takes approximately 15 minutes to complete. The potential benefits to you in completing this survey include influencing educator preparation and the opportunity to reflect on your professional practice as a P - 12 teacher. By completing this survey you agree to participate in this self-study. If you have any questions about this study now or in the future, you may contact Dr. Kimberly Vannest at Kimberly.Vannest@uvm.edu.

Some of the questions in the survey are multiple choice and some ask for short narrative responses. We recognize that narrative responses require more work on your part, and we appreciate your willingness to contribute to deeper understanding of your professional practice in proficiency-based systems.


Some questions in this survey were modified from Looking Under the Hood… (Haynes, et. al. 2016)
About You

Are you licensed to teach in Vermont?

☐ Yes
☐ No

This survey is for licensed Vermont teachers. Since you are not a licensed teacher, the questions will not be relevant to you. Thank you for your time.

What year did you receive your initial teacher licensure?


How many years have you worked as a teacher, including this year?


At what college or university did you complete your initial educator preparation program?

☐ University of Vermont
☐ Other Higher Education Institution - In Vermont
☐ Other Higher Education Institution - Not in Vermont
☐ Completed Alternate Pathway to Licensure (Not via a Higher Education Institution)

What is the highest level of education you completed?

☐ Bachelor’s Degree
Please list your teaching license endorsement areas:

Endorsement #1: 

Endorsement #2: 

Endorsement #3: 

Endorsement #4: 

To what extent did you or did you not have opportunity to learn about proficiency-based systems during your preparation for licensure?

- Explicitly taught and modeled in **most** courses and field experiences.
- Taught and/or modeled in **one or two** courses or field experiences.
- **Not at all** a part of my educator preparation.

Beyond school or district sponsored opportunities, what, if any, professional learning about proficiency-based education have you undertaken? (Select all that apply)

- Graduate Courses - Separate from Initial licensure
- Workshops / Seminars / Conferences
- Other: 

□ Other:
Teaching Context

Please think about your teaching context THIS year when responding.

Which age group(s) or grade level(s) do you work with this year? (Select all that apply)

☐ Birth - Age 3
☐ Pre-K
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th
☐ 7th
☐ 8th
☐ 9th
☐ 10th
☐ 11th
☐ 12th

Which of the following best describes your primary content teaching area(s)? (Select all that apply)

☐ English Language Arts
☐ Mathematics
☐ Science
☐ Social Studies
☐ Art
What is your primary teaching mode this year?

- Online
- In-Person
- Hybrid
- Other:

**Defining Impact**

*Please think about your teaching context THIS year when responding.*

Please complete the following sentence: I know my students are learning when ...

... Please describe in a few sentences what "student learning" means to you.
Please describe how you know whether your instruction is making a positive difference for student learning.

Implementing Proficiency-Based Education

*Please think about your teaching context THIS year when responding.*

I provide clear written and/or verbal learning targets (or learning objectives) for my students.

- [ ] Strongly agree
- [ ] Somewhat agree
- [ ] Somewhat disagree
- [ ] Strongly disagree

I provide clear performance expectations (written and/or verbal) for my students.

- [ ] Strongly agree
- [ ] Somewhat agree
- [ ] Somewhat disagree
Strongly disagree

My students need to demonstrate proficiency on a specific set of learning targets (or learning objectives) to move forward to the next learning opportunity.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

Typically, I meet with individual students regarding their progress:

- Weekly
- Bi-weekly
- Monthly
- Once per Quarter
- Twice Yearly
- Never

My students co-design with me their own learning experiences:

- Almost always
- Frequently
- Sometimes
- Seldom
- Never

Typically, I use the following instructional practices at least once per week.
(Select all that apply)
At my school it is possible for students to demonstrate proficiency through flexible pathways including: (Select all that apply)

☐ Online Courses
☐ Project-Based Learning
☐ Independent Study
☐ Courses from a Different Institution
☐ Service Learning
☐ Internships
☐ Apprenticeships
☐ Other:

Assessment in Proficiency-Based Education

*Please think about your teaching context THIS year when responding.*

Typically, I use the following strategies to assess student learning at least once a week: (Select all that apply)
☐ Pre-Assessment
☐ On-the-Spot Formative Assessment
☐ Student Discussion
☐ Full-Class Questions-Answer Session
☐ Homework Review
☐ Student Presenting Own Work to Class
☐ Oral Assessment - presenting to Teacher
☐ Quizzes
☐ Tests
☐ Project-Based Learning Updates
☐ Journaling or Short Written Responses
☐ Other:

My students demonstrate proficiency through: (Select all that apply)

☐ End-of-Unit or End-of-Course Project of Presentation
☐ End-of-Unit or End-of-Course Paper
☐ End-of-Unit or End-of-Course Test
☐ Portfolio or other Compilation of Work Over Time
☐ Other:

My students design their own demonstrations of proficiency (assessments, performance tasks, etc.):

☐ Almost Always
☐ Frequently
☐ Sometimes
☐ Seldom
Never

My students are allowed to resubmit work without penalty until they demonstrate proficiency.

☐ Yes. Please Comment:

☐ No. Please Comment:

I use the same standards and performance expectations, regardless of the learning pathway, to evaluate all students.

☐ Yes. Please Comment:

☐ No. Please Comment:

I use the same standards and performance expectations to evaluate all of my students, including English and/or dual language learners and students on plans.

☐ Yes. Please Comment:

☐ No. Please Comment:

My students are involved in tracking their own work and progress, regardless of the learning pathway.
School Structures and Policies

Please think about your teaching context THIS year when responding.

Please list up to three policies or practices of your school (or district/supervisory union) that support your efforts to implement proficiency-based principles.

1. 

2. 

3. 

Please list up to three policies or practices of your school (or district/supervisory union) that inhibit your efforts to implement proficiency-based principles.

1. 

2. 

3. 

Closing
What suggestions do you have for higher education programs that are preparing students to work in proficiency-based education systems?