

Teaching Strategies Survey

Grade Level: _____

Subject: _____

Question: To what extent do you use the following strategies? Here is the legend: 1= very inextensive; 2= inextensive; 3= uncertain; 4= extensive; 5= very extensive.

	METHODS	VI	I	U	E	VE	Comments
1.	Discussion						
2.	Lecture						
3.	Differentiated assignments						
4.	Cassette tapes						
5.	Individual projects						
6.	Flexible grouping						
7.	Debate						
8.	Films						
9.	Filmstrips						
10.	Game-type activities						
11.	Peer teaching						
12.	Independent study						
13.	Inquiry techniques						
14.	Learning centers/stations						
15.	Learning packets						
16.	Display of student work						
17.	Multilevel materials						
18.	Newspapers, magazines, etc.						
19.	Outside speakers						
20.	Group projects						
21.	Student-teacher planning						
22.	Role playing						
23.	Small group instruction						
24.	Student aids (tutorial)						
25.	Student demonstration						
26.	Videotapes						
27.	Field trips						
28.	Student self-evaluation						
29.	Demonstration by teacher						

APPENDIX X-AI

TYPES OF ASSESSMENT USED
(B3 – HOW ASSESSMENT IS USED CRITERION)
FOR CURRICULUM AND INSTRUCTION

Grade Level _____

The purposes of this survey are:

- to identify the nature and types of assessment EIS teachers regularly use to measure students progress towards acquiring a specific body of knowledge or skills;
- to determine if the correlation of assessment to ESLOs, curriculum objectives, course competencies, and instructional approach exists;
- to determine the values teachers attached to assessment when choosing assessment tools; and
- to determine the degree of effective use of student and employer feedback as appropriate to whether course objectives have been met.

What types of formal assessment do you regularly use?

- | | |
|--|--|
| <input type="checkbox"/> portfolios | <input type="checkbox"/> individual projects |
| <input type="checkbox"/> quizzes | <input type="checkbox"/> group projects |
| <input type="checkbox"/> standardized tests | <input type="checkbox"/> written reports |
| <input type="checkbox"/> drama/role/play | <input type="checkbox"/> oral reports |
| <input type="checkbox"/> games/contests | <input type="checkbox"/> teacher-made tests |
| <input type="checkbox"/> others (please specify) | <input type="checkbox"/> teacher-made tests |

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.....

What types of informal assessment tools do you regularly use to assess the progress of the students?

- | | |
|--|---|
| <input type="checkbox"/> conversation with students | <input type="checkbox"/> games/contests |
| <input type="checkbox"/> observation of students in and out of the classroom | <input type="checkbox"/> interview with students |
| <input type="checkbox"/> others (please specify) | <input type="checkbox"/> review of the lessons (content recall) |

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.....

How often do you use student (and employer) feedback to determine whether course outline objectives have been met?

- never sometimes often always

APPENDIX X-B1

VALUES TEACHERS ATTACHED TO ASSESSMENT

What things (values) do you attach or consider when choosing or constructing assessment tools?

- class behavior (assessment as punishment)
- Expected School-wide Learning Outcomes (ESLO')
- course objectives/competencies
- preparation for external examinations
- others (please specify)

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.....

Thank you for your time and attention. Thank you for your time and attention.

APPENDIX X-C1

TEACHER'S USE OF ASSESSEMENT INFORMATION

Grade Level _____

Assessment is an evaluation of student performance from the perspective of a specific model of teaching and learning. It can be in the form of a teacher-made quiz, in and out-of-class activities, portfolios, projects, or large-scale standardized tests.

Please tick ()

1. With which students(s) do you have progress/assessment conference?

- | | |
|--|--|
| <input type="checkbox"/> Every student | <input type="checkbox"/> C grade and below |
| <input type="checkbox"/> D grade and below | <input type="checkbox"/> Only failing student(s) |
| | <input type="checkbox"/> Others (Please specify) _____ |

2. How do you use the assessment information?

- | | |
|---|--|
| <input type="checkbox"/> Inform the parents(s)/guardian(s) | <input type="checkbox"/> Inform the student(s) |
| <input type="checkbox"/> work individually with student(s) | <input type="checkbox"/> modify instructional method |
| <input type="checkbox"/> modify teaching content | <input type="checkbox"/> modify level of difficulty |
| <input type="checkbox"/> refer to school counselor | <input type="checkbox"/> refer to other teachers/staff |
| <input type="checkbox"/> monitor student progress | <input type="checkbox"/> career placement |
| <input type="checkbox"/> career guidance | <input type="checkbox"/> further study guidance |
| <input type="checkbox"/> modify curriculum | <input type="checkbox"/> recommendation for admission to college or university |
| <input type="checkbox"/> recommend budget allocation | |
| (professional development, update textbook, supplementary material, etc.) | |
| <input type="checkbox"/> others (Please specify) | |

3. How do you involve parent(s)/guardian(s) in monitoring student progress?

Through: Phone ___ Letter ___ Conference ___ Others ___
None ___ I don't involve parents in monitoring student progress. ___

4. Do your students conduct any self-assessment on learning?

- How?
- | | |
|---|-----|
| Writing their personal journal on the results of learning | ___ |
| Rubrics (by teachers) | ___ |
| Others)Please specify) | ___ |
| My students don't conduct any self-assessment on learning | ___ |