

Creating Connections: The CEFPI Guide for Educational Facility Planning  
 Chapter 1: Teacher Follow-up Survey

Almost Never	Some times	Most of the Time	Almost Always	
				My students complete their school assignments really well.
				My assignments are challenging—new and difficult for students—but students <i>can</i> do them if they work hard
				My students engage in their school assignments without coercion.
				My students use technology, such as computers, to do school assignments.
				I intentionally build in one or more design qualities as I plan work for students.
				When I see that students are not highly engaged in a lesson or unit, I analyze the assignment to discover what might account for the difficulty. Then I take corrective action.
				I work together with other teachers to discuss and/or analyze the quality of work provided to students.
				Teachers in my department are in agreement regarding what students are expected to know and be able to do.
				I am careful to take student interests into account when developing lessons.
				If student interest in the subject or content is low, I am especially attentive to designing high-interest activities.
				Curriculum materials and other resources are available to me that support my students acquiring the knowledge and skills expected of them.
				Almost all teachers encourage students to develop an interdisciplinary perspective.
				I assess students' interests to determine the kinds of products or work that will be of interest to them.
				Students in my classes understand the standards by which I evaluate their work.
				Students in my class find the standards by which their work is evaluated relevant and meaningful, as opposed to personally irrelevant standards that must be met to satisfy me.
				Students in my class are encouraged to assess their own work in terms of the standards and other students' work.
				Students are provided an opportunity to display for others their class products.
				In addition to parents and teachers, other adults and students view my students' performances and products.
				My students are given work to do that requires the active involvement of parents and other adult members of the community.
				Students are provided the opportunity to select modes of presentation and means of acquiring information.
				In my class, students have opportunities to provide a service to other students or the community.
				In my classes, the work assigned is designed and evaluated in such a way that the success of one student does not have a negative impact on the success of another student.
				In my classes, work is designed in such a way that students have a positive stake in and care about the success of other students.