

nt Instructions: For the following 17 questions, indicate your response by placing the the corresponding box. Your Total Classroom Conditions score wil be provided automatically at ie survey. Please ONLY enter one '1' entry per question.

	Consistency is important for my students. We have set classroom routines.	Novelty is important in my classroom. Something new is always happening.	My classroom instruction is mostly prescribed. I don't have much latitude in planning for instruction	
Which of the statements would you say best reflects your thinking in relationship to instruction in your classroom?				
rtance of each of the following s of the work that you assign to	Not at all Important	Somewhat Important	Important	Very Important
Assigning work that is the same for all students to ensure that grading is accurate and high and low performers can be clearly identified.				
Involving students in work that is similar to that done by professionals.				
Giving students work that promotes collaboration.				
Providing students with the opportunity to study fewer topics than prescribed by the curriculum, but in greater depth.				
Assessing student interests to design or modify learning to accommodate those interests.				
	Almost Never	Occasionally	Frequently	Almost Always
How often do students in your class create work products to be shared outside of the classroom?				
How often do you involve other adults, parents, community members, etc., in the review and assessment of student work?				
	Encourage him or her to do better next time.	Allow the grade and feedback to speak for itself.	Allow the student to redo the assignment.	Call the parent for a conference.
If a student does poorly on an assignment and you know they have tried, which of the following actions would you most likely take?				
ach of the following statements ir classroom?	Not at All True	A Bit True	Mostly True	Completely True
While I give students detailed assignments, I keep the scoring criteria a bit of a secret to avoid cheating.				
I provide students, in advance, with the details of grading and scoring on every test and assignment.				
Grading and scoring criteria are exclusively the province of the teacher. While they might be presented to students, students have no real role to play in their creation.				
I explicitly involve students in creating the criteria for grading or scoring whenever possible.				
if statements below, select the statement that BEST describes your ing practice.				
It is normal for students not to understand why they are studying many of the concepts in my classroom.	I attempt, when possible, to help students understand why the content they study in my class will be important to them but sometimes I am not even certain.	I have specific strategies for helping students understand the value to their future of every topic I teach.		
I enjoy a bit of teasing and sarcasm in my class. It seems to lighten the mood a bit.	While I do not explicitly tolerate teasing and sarcasm, I don't spend a great deal of time worrying about it.	I have explicit strategies to eliminate teasing and sarcasm in my classroom. This is a priority.		
Some students are likely to be a bit bored by the work I give and some a bit frustrated. That is the nature of education.	I try to match the work I assign to individual student needs, but given my time constraints, it isn't always a priority.	I make a conscious effort to structure student work so that each student is appropriately challenged virtually all of the time.		
Most of the assignments I give in my classroom are well-defined by me. Students know exactly what I want them to do.	While most of the work that I give students is well-defined by me, I occasionally provide students with opportunitis to make choices.	Student choice is an integral part of virtually every assignment that I make.		
Content	Product	Process	Total Classroom Conditions score	
0	0	0	0	