

## Bright IDEA 2 - Educator Questionnaire

Dear educator:

The purpose of this questionnaire is to learn about educators' perspectives regarding their work in school. The first part consists of 15 questions about your background. Please circle the proper number or fill the information requested. Your name will be used only to organize data; it will never appear anywhere results are used.

The second part consists of 43 statements about your dispositions toward education. Please indicate the extent to which you agree with the statement (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Indeed, there are no 'right' or 'wrong' answers, only sincere answers. Thank you so much for providing us with your insights.

### Part 1

a) Name: _____	b) School: _____
c) Teaching/educational work experience: _____ Years    In _____	d) Number of schools worked (include current): _____ Schools
e) Grade you teach: 0. Kindergarten 1. First 2. Second 3. N/A	f) Current role in school: 1. Teacher 2. Principal 3. AIG Coordinator 4. Other: _____
g) Gender 1. Female 2. Male	h) Do you have a teaching license? 0. No 1. Yes
i) Are you National Board certified? 0. No 1. Yes	j) Distance from your home to school: _____ Miles
k) Race: 1. African American 2. Asian 3. Latino/a 4. Native American 5. White American 6. Other: _____	l) Academic major: 0. None 1. Early Childhood 2. Elementary Education 3. Special Education 4. Psychology: 5. Other: _____
m) Highest academic level completed: 1. High School 2. Two-year College 3. B.Ed./B.A./B.S. 4. M.Ed./M.A./M.S. 5. Ed.D./Ph.D.	n) Academic minor: 1. None 2. Education (any) 3. Arts (specify): _____ 4. Natural Sciences: _____ 5. Social Sciences: _____ 6. Other: _____
o) Years since started with Bright IDEA: 0. None (not at all / just started)    1. One    2. Two    3. Three or more	

## Part 2

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I look for opportunities to learn more about: a) Teaching methods . . . . . b) The subject matters I teach . . . . . c) Students' ways of learning . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
2	Within the student population of our school only a handful (if any) have a chance to go to college.					
3	I could foster higher academic results had I taught in a school located in a wealthier neighborhood.					
4	To foster creativity among my students I also need to exhibit creativity.					
5	Students learn new concepts best when they actively explore problems.					
6	I cannot demand of students from poor homes to excel academically.					
7	A teacher can learn about a child's giftedness from parents who say their child is gifted.					
8	My administrators allow me to be an effective instructional leader.					
9	I frequently ask my peers for ways to improve my teaching.					
10	A well-behaved classroom is more likely to excel academically than a noisy one.					
11	A teacher must provide a challenging instructional program despite students' difficulties at home.					
12	Academic giftedness depends on a teacher's nurturing effort.					
13	An effective teacher clearly presents to students what s/he expects them to be able to do.					
14	Minority students are more likely to exhibit limited motivation to learn.					
15	An effective teacher tailors the curriculum to the students' experience (e.g., omits parts, adds tasks, changes order of topics).					
16	In my teaching I tend to be flexible and experiment with the unknown.					
17	My satisfaction in teaching derives mainly from students' learning.					
18	Most parents believe that their child is gifted					
19	The key purpose of my questions to students is to figure out if they got the correct answers.					

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20	I feel recognized for good work					
21	Regardless of the teacher's intentions and efforts, in every classroom there are several students who cannot reach the intended goals.					
22	Students' unique racial background is an important resource in my planning for instruction.					
23	I continually involve my students' parents in what we do in class.					
24	I seek out opportunities for professional development.					
25	Our school's "report card" accurately reflects our student population.					
26	A teacher should encourage the use of humor in class.					
27	I love teaching: a) Language Arts . . . . . b) Mathematics . . . . . c) Science . . . . . d) Social Studies . . . . .	. . . . . . . . . . . . . . . . . . . .	. . . . . . . . . . . . . . . . . . . .	. . . . . . . . . . . . . . . . . . . .	. . . . . . . . . . . . . . . . . . . .	. . . . . . . . . . . . . . . . . . . .
28	An effective, 4-year teacher education program is sufficient for teaching at the K-2 level (hence no further professional development is needed).					
29	White students are more likely to exhibit compliance with school norms and regulations than minority students.					
30	I get frustrated when asked to teach in ways I was not trained.					
31	A teacher should help parents form realistic expectations about their child's giftedness.					
32	Some people use the term 'intimacy' to talk about the desired level of teachers' knowledge of the subject matter they teach. The term intimacy portrays my relationship with: a) Language arts . . . . . b) Mathematics . . . . .	. . . . . . . . . .	. . . . . . . . . .	. . . . . . . . . .	. . . . . . . . . .	. . . . . . . . . .
33	Gifted students are identified at 3 <sup>rd</sup> grade so as a K-2 teacher I do not have to focus on giftedness.					
34	To accomplish my goals I have to consider my students' interests.					
35	I use tasks that set up high-level expectations for: a) My gifted students . . . . . b) All my students . . . . .	. . . . . . . . . .	. . . . . . . . . .	. . . . . . . . . .	. . . . . . . . . .	. . . . . . . . . .
36	I like being a mentor of other teachers.					

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37	<p>Consider the following math problem:            “We want to know the favorite ice cream flavor of students in our classroom. Collect data about every student’s favorite ice cream from the list of flavors: Chocolate, Vanilla, Chocolate &amp; Vanilla (mixed), Other. Use a graph paper to organize your data in a chart and explain what the chart shows.”</p> <p>In our school, this problem is suitable for whole-class teaching at grade level:</p> <p>a) K-1 . . . . .</p> <p>b) 2-3 . . . . .</p> <p>c) 4-5 . . . . .</p>	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
38	A teacher’s intuition should guide her/his teaching practice.					
39	I cannot expect students whose language at home is not standard English to excel academically.					
40	In our school, a teacher must devote a substantial amount of energy and time to discipline issues.					
41	My racial background is necessarily a factor in how I ‘screen’ and participate in the world (teaching included).					
42	Academic giftedness is, pretty much, a matter of heredity (nature, not nurture).					
43	Students learn well when they can monitor their own work.					