

School Success Profile for Teachers



Instructions

- Work with at least one other teacher to complete this assessment.
- Read each question carefully.
- Use a Number 2 lead pencil.
- Place a check in the square that matches your answer.
- Erase completely any answer you wish to change.
- Place the completed survey in the attached envelope and seal it.

School of Social Work
The University of North Carolina at Chapel Hill

Student's Name: _____

Serial Number: _____

Please Read Carefully

What is the School Success Profile?

The School Success Profile (SSP) is a survey used to assess the factors that affect students' success at school. Information is collected from students, their parents or guardians, and their teachers. Students complete the survey on a computer at school. Parents and teachers fill out a paper questionnaire.

Who is conducting this survey?

Dr. Gary L. Bowen, Kenan Distinguished Professor and Director of the School Success Profile Project, School of Social Work, The University of North Carolina at Chapel Hill, is coordinating the administration of the SSP at this school.

What do you want me to do?

We want you to work with at least one other teacher to complete the teacher version of the SSP. An SSP for Teachers is completed for each student. It should take you no more than 20 minutes to complete. This is not a test. There are no right or wrong answers. Please try to answer every question. By completing and returning the SSP Teachers Survey, you are giving your active consent to participate in this survey.

Must I participate?

No. Your participation is voluntary. However, we encourage your participation. Your views and opinions are very important and help us better understand your students and their parents or guardians.

Who will see my answers?

Only the project staff at The University of North Carolina at Chapel Hill will see your actual responses to each individual item. Your answers will be combined with the answers from other teachers to produce a summary group profile. You will have access to the summary results.

Will you know who I am?

No. The name and serial number on the front page links this survey to the student. This serves two functions. First, we are able to link your responses to those of your students and their parents or guardians. Second, we are interested in monitoring changes in the views and opinions of teachers during the school year—you may be asked to complete the SSP for Teachers again.

Are there any special instructions?

Yes, it is important that you follow the directions for each question. Please indicate your answer to each question by marking the response that best represents your answer. You may change your response by erasing your answer and selecting one of the other choices. Please answer the questions in the order in which they are presented.

Whom do I contact if I have questions?

Please contact Dr. Gary Bowen by phone (919-962-6542) or email (glbowen@email.unc.edu).

Thank you!

Produced by Dr. Gary L. Bowen, 2007, School of Social Work, The University of North Carolina at Chapel Hill.
(Revised in July 2008)

School Behavior

1. For the following statements, choose the response that best describes the student in the past 30 days.

	NEVER	RARELY	SOME-TIMES	OFTEN	VERY OFTEN	ALWAYS
The Student:						
a. Completes class assignments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Turns in homework on time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Fully engages in the learning process.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is eager to learn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Stays on task.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Concentrates.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Works hard.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Follows instructions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Pays attention.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Is self-reliant.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Enjoys learning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Behaves properly in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Thinks before acting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Is helpful to others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Is sensitive to other people's feelings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Accepts authority.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Controls temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Can calm down when excited or all wound up.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Is open to the opinions and suggestions of others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Gets along well with teachers at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Gets along well with other students at school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Is liked by classmates.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Is friendly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Looks forward to coming to school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Finds school fun and exciting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Performance

2. In the past 30 days, how many days was the student absent from school?

- 0 Days
- 1 - 2 Days
- 3 - 4 Days
- 5 or More Days

3. In the past 30 days, how often has a warning about the student's attendance been sent to the student's parents or guardians?

- Never
- Once
- Twice
- More than Twice

4. In the past 30 days, how often has a warning about the student's grades or academic performance been sent to the student's parents or guardians?

- Never
- Once
- Twice
- More than Twice

5. In the past 30 days, how often has a warning about the student's behavior at school been sent to the student's parents or guardians?

- Never
- Once
- Twice
- More than Twice

6. Compared to other students in the same grade at this school, how would you describe the student's academic performance?

- Much Better than Most
- Better than Most
- About the Same as Most
- Worse than Most
- Much Worse than Most

7. Compared to other students in the same grade at this school, how would you describe the student's academic potential?

- Much Better than Most
- Better than Most
- About the Same as Most
- Worse than Most
- Much Worse than Most

Parent Involvement

8. How high are the educational expectations of the adult(s) with whom the student lives (answer for the adult with the highest expectations)?

- Low Expectations
- Average Expectations
- High Expectations
- Very High Expectations
- Don't Know

9. How involved are the adult(s) in the student's home with the student's education and learning?

- Not Involved
- Low Level of Involvement
- Average Level of Involvement
- High Level of Involvement
- Very High Level of Involvement
- Don't Know

10. How involved are the adult(s) in the student's home in attending information sessions and activities at the school?

- Not Involved
- Low Level of Involvement
- Average Level of Involvement
- High Level of Involvement
- Very High Level of Involvement
- Don't Know

