# School Success Profile for Teachers



Instructions	
Work with at least one	other teacher to complete this assessment
Read each question car	efully.
Use a Number 2 lead pe	encil.
☐ Place a check ☑ in the	square that matches your answer.
Erase completely any a	nswer you wish to change.
Place the completed sur	rvey in the attached envelope and seal it.
	School of Social Work
The	e 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 ask 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
Th	e Student:						
a.	Completes class assignments						
b.	Turns in homework on time						
c.	Fully engages in the learning process						
d.	Is eager to learn						
e.	Stays on task						
f.	Concentrates.						
g.	Works hard.						
h.	Follows instructions.						
i.	Pays attention.						
j.	Is self-reliant.						
k.	Enjoys learning.						
1.	Behaves properly in class						
m.	Thinks before acting.	. 🔲					
n.	Is helpful to others	. 🔲					
o.	Is sensitive to other people's feelings						
p.	Accepts authority						
q.	Controls temper						
r.	Can calm down when excited or all wound up						
S.	Is open to the opinions and suggestions of others						
t.	Gets along well with teachers at school						
u.	Gets along well with other students at school	🔲					
v.	Is liked by classmates.						
w.	Is friendly						
X.	Looks forward to coming to school						
y.	Finds school fun and exciting.						

# **School Performance**

2. In the past 30 days, how many days was the student absent from school?
<ul> <li>□ 0 Days</li> <li>□ 1 - 2 Days</li> <li>□ 3 - 4 Days</li> <li>□ 5 or More Days</li> </ul>
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?
<ul> <li>Much Better than Most</li> <li>Better than Most</li> <li>About the Same as Most</li> <li>Worse than Most</li> <li>Much Worse than Most</li> </ul>

7. Compared to other students in the same grade at this school, how would you describe the student's academic potential?
<ul> <li>Much Better than Most</li> <li>Better than Most</li> <li>About the Same as Most</li> <li>Worse than Most</li> <li>Much Worse than Most</li> </ul>
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?
<ul> <li>Not Involved</li> <li>Low Level of Involvement</li> <li>Average Level of Involvement</li> <li>High Level of Involvement</li> <li>Very High Level of Involvement</li> <li>Don't Know</li> </ul>
10. How involved are the adult(s) in the student's home in attending information sessions and activities at the school?
<ul> <li>Not Involved</li> <li>Low Level of Involvement</li> <li>Average Level of Involvement</li> <li>High Level of Involvement</li> <li>Very High Level of Involvement</li> <li>Don't Know</li> </ul>

## **Final Questions**

14.	What is the student's current grade?
	5 <sup>th</sup> Grade or Earlier Grade
	6 <sup>th</sup> Grade
	7 <sup>th</sup> Grade
	8 <sup>th</sup> Grade
	9 <sup>th</sup> Grade
	10 <sup>th</sup> Grade
	11 <sup>th</sup> Grade
	12 <sup>th</sup> Grade

15. On a scale from 1 to 10 with 1 being "Very Low Consensus" to 10 being "Very High Consensus," did you agree as a group on your perspectives of the student and his adults or guardians? Circle one number on the continuum below to indicate your response.

Very Low							Very High		
1	2	3	4	5	6	7	8	9	10

## Thank You!

Developed by Dr. Gary L. Bowen, 2008 (original version 2007), School of Social Work, The University of North Carolina at Chapel Hill. To contact him, call (919) 962-6542, email (<a href="mailto:glbowen@email.unc.edu">glbowen@email.unc.edu</a>), or write: School Success Profile Project Online, School of Social Work, The University of North Carolina at Chapel Hill, 325 Pittsboro Street, Chapel Hill, NC 27599-3550.

Most items in Question 1 of the SSP for Teachers are from or adapted from items on the Carolina Checklist (CCC, Macgowan, Nash, & Fraser, 2002), which is an adaptation of the Social Health Profile and the Teacher Observation of Classroom Adaptation—Revised.

Mawgowan, M. J., Nash, J. K., & Fraser, M. W. (2002). The Carolina Child Checklist of risk and protective factors for aggression. *Research on Social Work Practice*, 12, 253-276.

Copyright 2008 by the School of Social Work, The University of North Carolina at Chapel Hill. All rights reserved. No portion of the School Success Profile for Teachers may be reproduced or utilized in any form or by any means without written permission from Dr. Bowen.