

Midpoint Surveys

Northwest advanced program candidates must complete a survey during the midpoint of their academic programs. This occurs when they reach 9-12 completed credit hours. These students complete different midpoint surveys based upon their type of program. Advanced teachers, leaders and counselors have different surveys. All of these surveys are indicated below.

ADVANCED TEACHER PROGRAM MIDPOINT SURVEY

Please complete the following survey. The results on this survey will not affect your grade. The goal of this survey is only to evaluate the effectiveness of our graduate program to develop professional educators. Please answer these questions as honestly as possible. Thank you, Mike McBride



General Questions

Please answer the following questions honestly

If you currently teach, please enter the school's zip code: *

Degree from Northwest, if applicable

Year bachelor's degree completed

Year master's degree completed, if applicable

Number of years of teaching experience

Grade level and/or content you currently teach:

Development Questions

Please answer the following according to your level of agreement.

Of the following, which can you exhibit in a classroom?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2N3: I can apply theories of learning by intentionally aligning planned instruction with delivered instruction.	<input type="radio"/>				
2N5: I can identify students' prior experiences, learning styles, multiple intelligences, strengths and needs when designing and implementing lessons.	<input type="radio"/>				
3N3: Part 1: I can evaluate lesson plans relative to long and short-term instructional goals.	<input type="radio"/>				
3N3: Part 2: I can identify differentiated instructional strategies and content to meet student needs and enhance learning.	<input type="radio"/>				
4N1: I can select various types of instructional strategies and appropriate resources to achieve instructional goals and meet student needs and engage students in active learning that promotes the development of critical thinking and problem solving skills.	<input type="radio"/>				
4N2: I can use a variety of instructional resources to enhance the teaching and learning process.	<input type="radio"/>				
4N3: I can identify opportunities to employ individual and collaborative learning activities.	<input type="radio"/>				
5N2: I understand the value of managing time, space, transitions, and activities while considering student engagement.	<input type="radio"/>				
6N3: I can support and expand learner expression in speaking, writing, listening, and other media.	<input type="radio"/>				
6N4: I can demonstrate knowledge and understanding of technology and media communication tools.	<input type="radio"/>				
7N1: I can create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	<input type="radio"/>				

7N2: I can use data, information and assessment results to improve learning activities.

7N3: I can demonstrate an understanding of how students can be taught and I value assessing my and other's learning and performance. Also, I can prepare students for the demands of particular assessment formats.

7N4: Part1: I can observe the effect of class instruction on individual learning and the class as a whole while collecting information through observation of classroom interactions, higher order questioning, and analysis of student work and I can use this information to plan future instruction.

7N4: Part 2: I can use information on the effect of class instruction on individual learning, observation of classroom interactions, higher order questioning and analysis of student work to plan future instruction.

7N6: I know how to participate in a department/grade level/school data analyses process.

8N3: I understand the influence of district policies and school procedures on classroom structure.

9N3: I know how to seek opportunities to develop relationships and cooperative partnerships with students, families and communities in support of student learning and well-being.

General Questions

Please answer the following questions honestly

Degree from Northwest,

if applicable	
Year bachelor's degree completed	<input type="text"/>
Year master's degree completed, if applicable	<input type="text"/>

ADVANCED LEADER PROGRAM MIDPOINT SURVEY

Development Questions

Please answer the following according to your level of agreement.

Please answer the following questions. How much would you agree or disagree that you can:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1C1: Understand that a vision of learning must promote success for all students and be based on relevant knowledge and current theories.	<input type="radio"/>				
1C2: Understand the importance of motivating staff, students, and families to achieve the vision of the school.	<input type="radio"/>				
2C1: Understand what school culture is and strategies for promoting excellence and equity for all students.	<input type="radio"/>				
2C2: Understand effective instructional and assessment practices and the use of curricular materials that result in meeting the learning needs of all students.	<input type="radio"/>				
2C3: Understand the importance of aligned professional growth plans in support of the school improvement plan.	<input type="radio"/>				
3C1: Understand the appropriate structures, policies and procedures in support of a building's vision, mission and goals.	<input type="radio"/>				
3C2: Understand the importance of the collaborative process and collective commitment for the attainment of the	<input type="radio"/>				

building's vision, mission and goals.					
3C3: Demonstrate understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable and aligned to support teaching and learning.	<input type="radio"/>				
4C1: Recognize the need and importance of bringing together family and community, available resources, research and public information to support and positively affect learning.	<input type="radio"/>				
4C2: Understand that high visibility and active involvement within the community is necessary to accommodate diverse school and community conditions.	<input type="radio"/>				
4C3: Understand that the use of community resources are necessary to support student achievement, solve school problems and achieve school goals.	<input type="radio"/>				
5C1: Demonstrate an understanding that respect for the rights of others with regard to confidentiality and dignity and engaging in honest interactions based upon ethical and legal principles is essential.	<input type="radio"/>				

ADVANCED COUNSELOR PROGRAM MIDPOINT SURVEY

General Questions

Please answer the following questions honestly

Degree from Northwest, if applicable	<input type="text"/>
Year bachelor's degree completed	<input type="text"/>
Year master's degree completed, if applicable	<input type="text"/>

Development Questions

Please answer the following according to your level of agreement.

Please answer the following questions. If you do not feel that you can answer a given question about your ability at this time, please leave it blank. To what degree can you:

	Exceeds Expectations	Meets Expectations	Progressing Towards Meeting Expectations	Marginally Meeting Expectations	Does Not Meet Expectation
demonstrate knowledge of human development and personality and how these domains affect learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge of factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge of established and emerging counseling theories and knowledge of techniques and strategies for innovative and differentiated interventions that are developmentally and culturally appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrate knowledge of helping skills and establish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

helping relationships with students through individual counseling, group work, classroom guidance, and mental health and well-being activities within the comprehensive guidance and counseling program

demonstrate knowledge of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families	<input type="radio"/>				
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define role in assessment consistent with a fully implemented comprehensive guidance and counseling program; demonstrate knowledge of the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, personal/social, and career development of all students	<input type="radio"/>				
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demonstrate knowledge of career development and planning processes across the life span	<input type="radio"/>				
assist all students in	<input type="radio"/>				

their career awareness, exploration, decision-making, and planning

demonstrate knowledge of the structural components of a fully implemented comprehensive guidance and counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns

<input type="radio"/>				
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demonstrate knowledge of the four program components of a fully implemented comprehensive guidance and counseling program

<input type="radio"/>				
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promote and conduct classroom and school-wide, results-based guidance activities that facilitate all students' academic, career and personal/social development

<input type="radio"/>				
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implement planning, goal setting and decision making processes that all students need to develop personal plans of study that promote their academic, personal/social and career development

<input type="radio"/>				
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conduct individual counseling, small group counseling, consultation and referral

<input type="radio"/>				
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demonstrate knowledge of management of a district-wide comprehensive guidance program, aligned with district/building mission and goals, and support district/building educational programs

<input type="radio"/>				
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demonstrate knowledge of how to integrate and utilize technology for program delivery and management

<input type="radio"/>				
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demonstrate knowledge of program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive guidance and counseling program

<input type="radio"/>				
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promote, model, and teach interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other professional school counselors

<input type="radio"/>				
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develop collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other professional school counselors



demonstrate knowledge of theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources

<input type="radio"/>				
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demonstrate knowledge of school and community involvement including how to identify, evaluate, and use community resources, referral procedures, participation and contribution to school and community organizations/activities



demonstrate knowledge of the value of self-care and begins to apply techniques of self-care including the use of supervision and professional boundaries

<input type="radio"/>				
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demonstrate knowledge of professional Identity competencies, preparation standards, credentials, accreditation policies;



use continuous learning and growth, personal reflection, and feedback from others to make and follow a professional development plan

<input type="radio"/>				
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demonstrate knowledge of student advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students



demonstrate knowledge of comprehensive guidance and counseling program concepts to contribute to the development of a positive and safe school climate and culture

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demonstrate knowledge of and practices in accordance with ethical standards appropriate to the school counseling profession



demonstrate knowledge of standards associated

<input type="radio"/>				
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with the counseling profession including MoSPE standards, School Counselor Mentoring Program, and consultation resources

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demonstrate knowledge of the role of local school policy and procedures and how to access them

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demonstrate knowledge of local, state, and federal statutory requirements and is familiar with legal resources

<input type="radio"/>				
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Please list three goals for this semester:

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