

NON-COGNITIVE NEEDS SURVEY

A Tool for Prioritizing School Counseling Core Curriculum

TEACHER NAME: _____ CLASSROOM #: _____ DATE: _____

SUBJECT/GRADE: _____ TIME: _____

INSTRUCTIONS: To the best of your knowledge and based on your *own* observations during the current school year only, please rate your classroom's demonstration and proficiency of certain non-cognitive factors and skills.

ACADEMIC BEHAVIORS

1. The majority of students in my class effectively demonstrate:	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
a.) Work completion (homework, projects, class work, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.) Organizational skills (materials/desk/backpack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.) Participation skills (active listening/engaged/contribute)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.) Study skills (exhibited in school and/or at home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

ACADEMIC PERSEVERANCE

2. The majority of students in my class effectively demonstrate:	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
a.) Grit (staying focused on task despite obstacles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.) Tenacity (determination and resolve)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.) Delayed gratification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.) Self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.) Self-control (forgo short-term needs for long-term goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:



ACADEMIC MINDSETS

3. In my assessment, the majority of students in my class believe:	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
a.) They belong to the academic community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.) Their ability and competence grow with effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.) They can succeed in their school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.) See value in their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

LEARNING STRATEGIES

4. The majority of my students in my class are proficient in the following areas:	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
a.) Study Skills (can identify/use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.) Metacognitive Strategies (thinking about thinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.) Self-regulated Learning (ability to pause self)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.) Goal-Setting (ability to set goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

SOCIAL SKILLS

5. The majority of students in my class demonstrate proficiency in:	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
a.) Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.) Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.) Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.) Assertion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.) Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

