

# Tripod Survey Comprehensive Tabulation

Prepared for:  
All TCRSB Schools

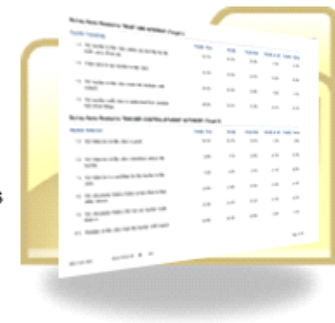
Board: TCRSB

Students Taking Survey: 756

3/10/2010

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Trust & Interest  
Control &  
Autonomy  
Ambitiousness  
Industriousness  
Mastery  
Success



## Introduction

### Tripod Project Student Survey

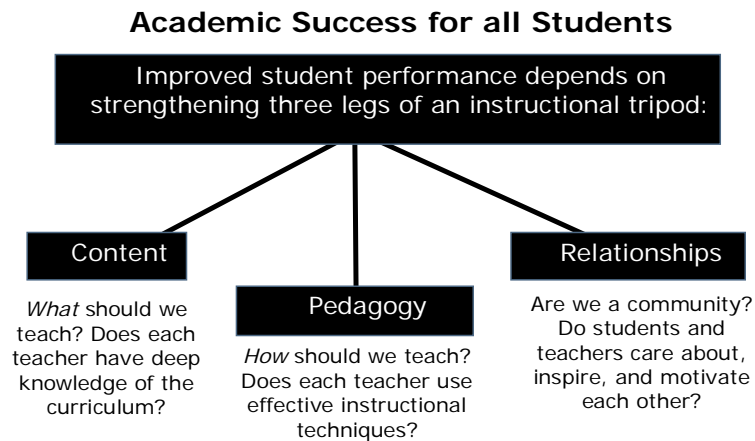
The Tripod Project student survey gathers school climate information by examining student perspectives with the classroom as the unit of analysis. The survey addresses issues related to student engagement in the classroom (e.g. help seeking behaviours, level of enjoyment, tendency to hold back, hide or fake effort, student behaviour patterns, punctuality), students' perceptions of the classroom environment (e.g. teacher demand and encouragement, students' performance orientation, teasing, positive/negative peer dynamics, teacher responsiveness to questions), and other issues that are generally associated with student engagement (e.g. home supports, youth culture influences, general sense of efficacy). The survey requires approximately 30-40 minutes and individual student responses remain completely confidential.

#### The Tripod: Content, Pedagogy, and Relationships

The Tripod Project derives its name from the conviction that improved student academic performance depends on strengthening three legs of an instructional tripod: Content, Pedagogy and Relationships (see Figure 1).

It is common for schools and boards to use their survey data to help guide efforts to improve student achievement by focusing on content, pedagogy and relationships in a coordinated manner. The project offers the Tripod Conceptual Framework as a tool for organizing and accomplishing this work (see Figure 2 on next page).

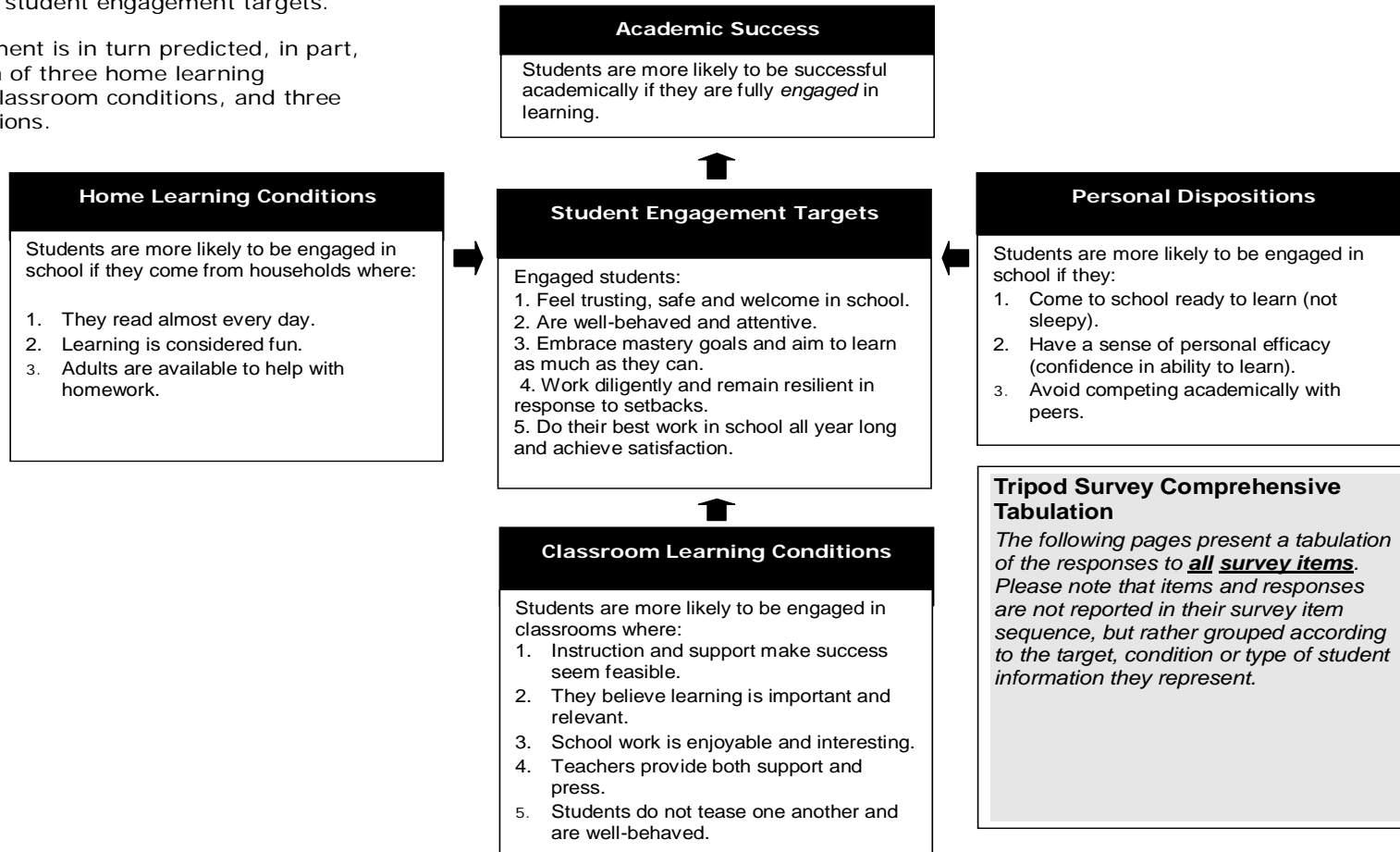
Figure 1: Three Legs of an Instructional Tripod



**Figure 2:  
Tripod Project Conceptual Framework**

The Tripod Project Conceptual Framework is based on a model of learning that links academic success with five student engagement targets.

Student engagement is in turn predicted, in part, by a combination of three home learning conditions, five classroom conditions, and three personal dispositions.



## Survey Items Related to TARGET 1: TRUST

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<i>Students' Feelings of Trust, Safety and Fit</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
1) I worry that kids in my class will not like me.	26.85%	21.88%	51.28%
2) At school I worry that I might not do as well as other kids.	30.52%	27.44%	42.03%
3) I like being at school.	63.44%	24.77%	11.79%

## Survey Items Related to TARGET 2: BEHAVIOUR / COOPERATION

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<i>Students' Behaviour</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
4) Sometimes I get into trouble at school.	24.87%	29.97%	45.16%
5) Sometimes my teacher says that I don't pay attention.	27.27%	29.41%	43.32%

## Survey Items Related to TARGETS 3/4: AMBITIOUS GOALS AND DILIGENCE

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<i>Persistence</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
6) I try very hard to understand all of my lessons.	82.57%	14.88%	2.55%
7) I give up if the school work gets really hard.	10.58%	18.65%	70.77%
8) I try as hard as I can to learn in school.	85.28%	12.60%	2.12%

**Help Avoidance**

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
9 ) I don't ask my teacher for help, even when I need it.	20.43%	21.11%	58.46%

**Survey Items Related to TARGET 5: SATISFACTION**

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**Mastery, Consolidation & Satisfaction**

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
10 ) My teacher makes everyone work hard.	26.09%	30.84%	43.07%
11 ) I have done my best work in school all year long.	71.98%	22.39%	5.63%

**Survey Items Related to CONDITION 1: FEASIBILITY**

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**Learning is Feasible**

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
12 ) When my teacher helps me, I understand things better.	79.79%	16.62%	3.59%
13 ) When I am confused my teacher helps me understand the work.	86.17%	10.77%	3.06%

**Survey Items Related to CONDITION 2: RELEVANCE**

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**Relevance**

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
14 ) Things I learn in school are important to me.	74.87%	19.44%	5.69%
15 ) I care about the things we learn in school.	72.55%	19.23%	8.22%

### Survey Items Related to CONDITION 3: ENJOYMENT / STIMULATION

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<i>Enjoyment</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
16 ) School work is interesting.	52.67%	30.08%	17.25%
17 ) School work is fun.	36.29%	40.79%	22.91%

### Survey Items Related to CONDITION 4: ADULT SUPPORT AND PRESS

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<i>Teacher-Student Rapport</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
18 ) My teacher knows me well.	63.94%	28.69%	7.37%
19 ) My teacher likes me.	73.61%	20.57%	5.82%
20 ) I like the way my teacher talks to me.	71.20%	23.15%	5.65%

<i>Adult Demands and Encouragement</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
21 ) When I work hard, it is because my parents tell me I can do well.	62.30%	22.68%	15.03%
22 ) When I work hard, it is because my teacher makes me do it.	17.63%	23.82%	58.55%

<i>Teacher's Demands for Persistence</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
23 ) My teacher doesn't let people give up when the work gets hard.	40.35%	31.17%	28.48%
24 ) My teacher pushes everybody to work hard.	40.22%	36.41%	23.37%

<i>Classroom Performance Orientation (Demands for Correctness)</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
25 ) In our class, mistakes are okay if you tried your best.	86.85%	10.49%	2.66%
26 ) In our class, getting right answers is very important.	26.92%	39.43%	33.65%
27 ) In our class, it is very important to get everything correct.	27.52%	37.87%	34.60%

<i>Encouragement of Help Seeking</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
28 ) My teacher is happy to help me with my work.	75.17%	22.05%	2.79%
29 ) My teacher is nice to me when I ask questions.	80.32%	15.03%	4.65%
30 ) My teacher likes it when I ask questions.	48.11%	44.19%	7.70%

<i>Comparisons of Performance</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
31 ) My teacher tells me when someone does better than I do.	7.65%	14.50%	77.85%
32 ) My teacher tells me when I do better than other kids.	16.19%	24.28%	59.53%

### **Survey Items Related to CONDITION 5: POSITIVE PEER BEHAVIOUR**

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<i>Peer Support</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
33 ) My classmates behave the way my teacher wants them to.	23.36%	54.87%	21.76%
34 ) Kids in this class like to help me.	31.33%	48.84%	19.84%

<i>Teasing</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
35 ) Some classmates tease kids for being smart in school.	20.16%	19.62%	60.22%
36 ) Some classmates tease kids who make mistakes.	23.09%	24.03%	52.89%
37 ) In our class, kids tell me when they do better than I do.	23.86%	25.07%	51.07%

### Survey Items Related to PERSONAL DISPOSITIONS

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<i>Efficacy</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
38 ) I can do even the hardest work in reading if I try.	62.15%	31.54%	6.31%
39 ) I can do most math problems if I don't give up.	77.24%	18.47%	4.28%
40 ) Learning is often hard for me.	18.68%	29.27%	52.05%
41 ) Some kids learn things a lot faster than I do.	49.13%	33.24%	17.62%
42 ) School work is too hard.	8.13%	34.40%	57.47%
43 ) School work is too easy.	17.77%	39.26%	42.97%

<i>Sleepy at School</i>	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
44 ) On many days, I get very sleepy at school.	26.07%	31.82%	42.11%



*Attitudes About Mistakes*

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
45 ) I feel bad about myself if I make a mistake.	22.65%	25.47%	51.88%

*Students' Comparative Performance Orientation*

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
46 ) It is important for me to do better than other kids at school.	11.59%	23.45%	64.96%

**Survey Items Related to HOME LEARNING CONDITIONS**

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*Home Norms and Routines*

	<i>Yes</i>	<i>Maybe</i>	<i>No</i>
47 ) At home, I don't like asking for help with schoolwork even when I need it.	18.22%	20.55%	61.23%
48 ) At home, we try to make learning fun.	49.93%	26.24%	23.82%
49 ) At my house, it is VERY important to get all my schoolwork correct.	31.36%	30.42%	38.22%
50 ) I read almost everyday at home.	53.47%	27.60%	18.93%
51 ) At home, I watch music videos on television.	38.43%	23.55%	38.02%
52 ) Someone reads with me almost every night before I go to sleep.	21.04%	12.65%	66.31%
53 ) At home, I watch television more than I do anything else.	19.41%	22.47%	58.11%
54 ) Sometimes I need help with homework, but nobody has time to help.	21.38%	22.58%	56.04%

55 ) When I need help with homework, somebody has time to help.	68.14%	25.03%	6.83%
56 ) Adults in my family want me to tell them what I learned in school.	65.77%	22.24%	11.99%
57 ) At home, someone is always there to help me with my homework if I need it.	74.73%	19.12%	6.15%

**Survey Items Related to STUDENT INFORMATION**

*Experiences/Behaviours Related to Health and Nutrition*

*Almost never      Sometimes      Almost Always*

58 ) I am hungry at school.	18.64%	56.86%	24.50%
59 ) I eat lunch at school.	2.27%	14.53%	83.20%
60 ) I eat breakfast.	11.10%	18.98%	69.92%

**Survey Items Related to STUDENT INFORMATION**

*School-Related Information*

*3rd      4th      5th      6th*

61 ) What grade are you in?	26.35%	25.03%	23.85%	24.77%
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*Personal and Family Information*

*None      1      2      3      4      5 or more*

62 ) How many brothers, sisters, step-brothers, and step-sisters do you live with?	14.40%	42.53%	22.61%	10.50%	3.90%	6.06%
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	<i>Parent &amp; Partner</i>	<i>Other parent</i>	<i>Stepparent</i>	<i>Two Parents</i>	<i>One Parent</i>
63 ) What adults do you live with?	3.20%	12.80%	13.87%	54.13%	16.00%
	<i>Almost never</i>	<i>Sometimes</i>	<i>Mostly</i>		
64 ) Does your family speak English at home?	3.09%	9.68%	87.23%		
	<i>Yes, more than one</i>	<i>Yes, only one</i>	<i>No</i>		
65 ) Is there a computer at your house?	41.40%	52.51%	6.08%		
	<i>Yes</i>	<i>No</i>			
66 ) Is there a computer in the room where you sleep?	14.29%	85.71%			
67 ) Is there a television in the room where you sleep?	62.70%	37.30%			
68 ) Individual Program Plan	20.03%	79.97%			
69 ) French Immersion	28.46%	71.54%			
	<i>Boy</i>	<i>Girl</i>			
70 ) Are you a boy or a girl?	49.65%	50.35%			

71 ) What is your primary race or ethnic identity?

African descent (Black)	4.08%	Mi'kmaq (First Nation)	4.74%
Arabic/Middle Eastern descent	0.92%	Other	9.75%
Asian/South Asian descent	0.66%	Multiracial	4.74%
European descent (White)	54.28%	Unreported	20.82%