

# WELCOME TO THE MEASURING AND IMPROVING STUDENT-CENTERED LEARNING TOOLKIT DISTRICT LEADER SURVEY!

## What is the purpose of this survey?

This survey is part of the Measuring and Improving Student-Centered Learning (MISCL) Toolkit. The Toolkit includes a suite of instruments—including this district leader survey—intended to measure the extent of “student-centered learning” (SCL) in high schools. The Toolkit was developed by the RAND Corporation in partnership with the Nellie Mae Education Foundation.

There is no expectation that teachers in your high school(s) should be engaged in all these practices or engaged in them to a great extent. Many of the practices addressed in this survey may not be possible or practical for your high school(s). This survey is not intended to be used as a tool to evaluate you or your high school(s). Instead, it is intended to provide data for reflection among you and your colleagues about supports for student-centered learning (SCL) at your school(s)—what those supports look like and what you think they should look like.

With these considerations in mind, please give your honest opinion in response to survey questions. There are no right or wrong answers.

Results from this survey are intended to be used as part of a process for measuring SCL that is explained in the Toolkit. That process includes other surveys for instructional staff and school leaders, as well as students. Taken together, results from these surveys and the Toolkit process are intended to provide a snapshot of SCL supports at your high school(s) and processes for helping school staff reflect on the data and make any improvement plans related to SCL.

## How long will the survey take?

This survey should take about 20 minutes or less to complete.

## How is “student-centered learning” (SCL) defined for this survey?

This survey focuses on a small set of strategies that define SCL, based on input from the Nellie Mae Education Foundation, which supported the development of this survey, as well as educators and education experts who helped develop and test the survey. The five SCL strategies are:

- Learning is personalized to align with students’ needs, interests, and pace.
- Learning is challenging, engaging, and meets students where they are in a competency-based framework.
- Learning happens anytime, anywhere.
- Learning opportunities promote student agency and ownership.
- Learning is informed by data.

These strategies are not the only way to define SCL, and the definition used here may differ from your personal definition or the definition used by most people in your school district. Furthermore, these practices are not all essential elements of good instruction. Teachers may not be engaged in many of the practices included in this survey and still be providing high-quality instruction.

This survey is intended to help you and your school district investigate the extent of SCL in your high school(s), as defined in this survey, and reflect upon whether to plan for any improvements in these defined areas. Use of the word “school district” is meant to encompass both non-charter school districts and charter school systems.

## Will my answers be kept confidential?

Yes, your answers will be kept confidential, and your individual responses will not be connected with you. Any reports that summarize survey responses will be combined across individuals.

## Do I have to participate?

This survey is voluntary. You do not have to respond to the survey, and you do not have to respond to every item. However, your input could help you and your school reflect upon and improve SCL.

To take the survey, please continue to the next page.

All questions refer to what has occurred since the start of the current school year.  
Please respond only about instructional staff and students in grades 9-12 at your district.

### Part 1. Personalization of Learning

1. How many high schools are in your district? \_\_\_\_\_
2. Imagine that you were able to observe all the courses offered in high schools in your district. Please estimate how many courses at your high school(s) in which you would see students typically making the following choices on regular basis.

Select one response in each row.

|  | No courses               | A few courses            | Some courses (but less than half) | Half or more courses     | All or almost all courses | I don't know             |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|---------------------------|--------------------------|
| a) Students choose what learning materials (such as books or computer software) they use   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| b) Students choose how they learn content (e.g., group work, independent work, online research)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| c) Students choose what topics or skills they focus on   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| d) Students choose the order in which they complete assignments and activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| e) Students make choices based on their interests  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| f) Students make choices based on their individual learning needs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |
| g) Students choose how to demonstrate what they have learned (e.g., through projects, presentations, performances, or models, as well as traditional tests or papers). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> |

3. Please indicate whether your district allows each of the following, as well as whether high school students do this. Keep in mind that these practices are likely rare and not used in most school districts.

Select one response for whether your district allows this, and one response for how many students do this, in each row.

| Students can...  | What does your district allow?                             |                          | If allowed, how many high school students do this? |                          |                            |                           |                            |                          |
|--|--|--------------------------|--|--------------------------|----------------------------|---------------------------|----------------------------|--------------------------|
|  | District does not allow this or there is no policy on this | District allows this     | No students  | A few students           | Less than half of students | At least half of students | All or almost all students | I don't know             |
| a) Skip required courses if they show they have learned the material (e.g., students who demonstrate knowledge and skills for Algebra I can take the next level of math) | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |
| b) Skip seat time for parts of a course (e.g., units or topics) if they show they have learned the material  | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |
| c) Receive credit for a course at any point in the year if they show they have learned the material  | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |
| d) Receive credit for a course or learning opportunity they have designed themselves   | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |
| e) Adjust their schedules (e.g., length of classes, order of classes) monthly or more frequently to address their needs, interests, and pace                             | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |
| f) Take alternative routes to earning credits beyond seat time (e.g., project based on established rubrics or online badges earned)                                      | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |
| g) Take blended courses that involve some online instruction and some in-person instruction in a traditional classroom setting   | <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/>                           | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |

4. Please indicate the extent to which the following statement is true for courses in your high school(s):

All students have opportunities to make choices about their own learning and learning pathways (e.g., advanced students don't have more options to personalize their learning than other students) on a regular (e.g., weekly) basis.

- True for no courses
- True for a few courses
- True for some (but less than half of) courses
- True for the majority (but not all) courses
- True for all courses
- I don't know

5. Please estimate in how many high school courses you would actually see the following assessment practices if you walked into classrooms or other high school learning environments today.

Select one response in each row.

| I would actually see...  | In no courses            | In a few courses         | In some courses (but less than half) | In half or more courses  | In all or almost all courses | I don't know             |
|--|--------------------------|--------------------------|--------------------------------------|--------------------------|------------------------------|--------------------------|
| a) Students are assessed at different times from one another, depending on their interests and/or needs      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |
| b) Students demonstrate their learning in more than one way to show they are ready to move on to a new topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |
| c) When students do poorly on their assignment or activity on the first try, they try again later            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> |

6. Questions in this section of the survey asked you about personalized learning experiences for your district's high school courses, including students' choices about the timing and delivery of instruction, individualized pathways through courses, and options students have for being assessed and demonstrating mastery of course content.

Please indicate your agreement with the following statement, taking into account your responses to questions in this section for your school district.

|   | Strongly disagree        | Disagree somewhat        | Agree somewhat           | Strongly agree           | Unsure                   |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Instruction in my district's high school(s) is personalized | <input type="checkbox"/> |

## Part 2. Learning Standards and Competencies

In this section, we ask questions about the standards and competencies to which educators align their instruction.

**By standards**, we mean academic content standards. Such standards are often prescribed or required by states for subjects like mathematics, English language arts, social studies, and/or science at each grade level but may also be required or recommended by your state and/or district for any subject.

**By competencies**, we mean knowledge and/or skills that students are expected to learn and apply as they progress through their education (e.g., problem-solve, work collaboratively, be responsible, etc.).

Depending on your context, standards and competencies may be the same or different. Your district or school may also use different terms to describe standards or competencies. Please consider the definitions above when responding to these items.

7. Are instructional staff in your high school(s) expected to align their instruction to anything besides academic content standards? For example, some districts also have school-wide competencies, capacities, skills, or something similar.

- Yes
- No

8. If so, please indicate what else instructional staff are expected to align their instruction to:



9. Are the standards and/or competencies to which instructional staff align their instruction developed or adjusted in collaboration with others in your district?

*Select all that apply.*

- Standards/competencies were developed or adjusted in collaboration with instructional staff in my district
- Standards/competencies were developed or adjusted in collaboration with students in my district
- Standards/competencies were developed or adjusted by others in my community or district beyond instructional staff and students
- Not Applicable – Standards/competencies were developed outside my community or district
- I don't know who developed the standards/competencies

### Part 3. Anytime, Anywhere Learning

10. Please indicate whether students in your district's high school(s) are offered the following opportunities and whether they are available for credit.

Select one response in each row.

|  | Not offered              | Offered, but not for credit | Offered for credit       | I don't know             |
|--|--------------------------|-----------------------------|--------------------------|--------------------------|
| a) Community service projects, volunteer activities, or service learning projects                        | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Courses at another high school, either online or in person  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| c) College courses, either online or in person   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Other online courses  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Learning experiences or courses at a community organization   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Jobs or internships   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| g) College visits  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Mentoring programs  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Field trips or other experiences that connect what students are learning                              | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Independent study (e.g., writing a play or building a website) or projects students design themselves | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Projects outside of school that combine what students have learned in multiple courses                | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> |

## Part 4. Student Agency and Ownership

11. Please indicate which of the following skills are formally included as part of your district and/or high schools' curriculum and/or encouraged by district or school leaders.

Select one response in each row.

|  | Not formally included or explicitly encouraged | Not formally included but explicitly encouraged | Formally included        | I don't know             |
|--|--|---|--------------------------|--------------------------|
| a) Collaborating with other students on a variety of learning activities or assignments          | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Understanding and managing emotions   | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Handling stress   | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Persisting through challenging activities or assignments                                      | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Making responsible decisions  | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Establishing and maintaining positive relationships   | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Feeling and showing empathy for others  | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Developing positive learning mindsets (e.g., growth mindset, sense of purpose, and belonging) | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Communicating their thoughts and emotions clearly and appropriately                           | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Developing a sense of positive identity   | <input type="checkbox"/>                       | <input type="checkbox"/>                        | <input type="checkbox"/> | <input type="checkbox"/> |

## Part 5. Data Use

12. In general, how frequently do you review the following types of information about the performance of students or instruction in your high school(s)?

Select one response in each row.

|  | Not at all               | 1-5 times a year         | Monthly or every other month | 2-3 times a month        | Once a week or more      |
|--|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|
| a) Summative or formative information about student performance on specific skills                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Assessment data that is built into curriculum software  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Information about specific students who need extra assistance   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Information about specific students who are progressing at the expected pace                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Information about specific students who are at risk of dropping out or not making sufficient progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Information about students' needs, interests, learning pace, and goals from parents/guardians         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Information about students' needs, learning pace, and learning processes from students                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Information about students' work habits and skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Information from students about their interests and goals   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Feedback from students on instruction and/or learning climate   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |

13. In general, how frequently do you discuss the following types of information about student performance with school leaders and/or instructional staff (either one-to-one or in a group setting)?

Select one response in each row.

|  | Not at all or N/A        | 1-5 times a year         | Monthly or every other month | 2-3 times a month        | Once a week or more      |
|--|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|
| a) Summative student scores on district or state assessments   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Summative or formative information about student performance on specific skills                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Information about specific students who need extra assistance   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Information about specific students who are progressing at the expected pace                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Information about specific students who are at risk of dropping out or not making sufficient progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Information about students' needs, interests, learning pace, and goals from parents/guardians         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Information about student needs, learning pace, and learning processes from students                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Information about student work habits and study skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Information from students about their interests and goals   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Feedback from students on instruction and/or learning climate   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |



14. Questions in this section of the survey asked about data use among instructional staff and students, including data that is collected about students' needs, interests, and learning progress, and how much that data is used.

*Please indicate your agreement with the following statement, taking into account your responses to questions in this section.*

|  | Strongly disagree        | Disagree somewhat        | Agree somewhat           | Strongly agree           | Unsure                   |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Instructional staff at my district's high school(s) regularly collect and use data to inform student learning and progress | <input type="checkbox"/> |

## Part 6. Contextual Conditions Supporting SCL

15. Please indicate how frequently the following activities take place at high school(s) in your district.

Select one response in each row.

|   | Not at all               | Once every few years or less | Once a year              | 2-4 times a year         | Every other month        | Once a month or more     |
|---|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) School leaders work with instructional staff to establish, revise, and/or discuss progress toward school goals   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Students provide input on school goals   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) School leaders solicit instructional staffs' input in issues related to curriculum, instruction, and improving student performance                                   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Instructional staff participate in school-level instructional decisionmaking through formal groups/structures (e.g., curriculum committee, school improvement teams) | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Students participate in school-level decisions that could affect them through formal groups/structures   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Community members and/or parents participate in school-level decisions that could affect students through formal groups/structures                                   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) High school(s) monitor progress against goals in our school improvement plan   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



16. Please indicate the extent to which you agree with the following statements about high school(s) in your district.

Select one response in each row.

|  | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Our high school(s) have mission statements that support student-centered learning                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Our high school(s) have strong partnerships with external organizations that support student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. Please indicate the extent to which you agree or disagree with the following statements about professional development (PD) provided by your district for high school leaders and instructional staff.

Select one response in each row.

|   | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) My district provides instructional staff with many PD opportunities focused on student-centered learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) My district provides school leaders with many PD opportunities focused on student-centered learning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) All instructional staff have access to the same PD opportunities related to student-centered learning in my district                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) The PD provided by my district requires instructional staff to be active participants in their own learning                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) The PD provided by my district includes coaching or other supports to help instructional staff apply what they have learned to their instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) The PD provided by my district is responsive to instructional staff's needs, interests, and learning pace  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. Please indicate whether the following standards, materials, and assessments in high schools facilitate or support a focus on student-centered learning.

Select one response in each row.

|   | Do not facilitate SCL    | Facilitate SCL to some extent | Facilitate SCL to a great extent | I don't know             |
|---|--------------------------|-------------------------------|----------------------------------|--------------------------|
| a) High school standards for mathematics  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| b) High school standards for English language arts  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| c) High school standards for science  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| d) High school standards for social studies   | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| e) High school standards for the arts   | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| f) High school standards for foreign languages  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| g) High school standards for career or technical education  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| h) District-required or recommended instructional materials for high school mathematics           | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| i) District-required or recommended instructional materials for high school English language arts | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| j) District-required or recommended instructional materials for high school science               | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| k) District-required or recommended instructional materials for high school social studies        | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| l) Statewide high school assessments  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |
| m) Schoolwide competencies  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/> |

19. Please estimate in how many high school courses you would ideally like to see the following practices (regardless of the number of courses in which the practice currently occurs).

Select one response in each row.

| I would ideally like to see...   | In no courses            | In a few courses         | In some courses (but less than half) | In half or more courses  | In all or almost all courses |
|--|--------------------------|--------------------------|--------------------------------------|--------------------------|------------------------------|
| a) Students are required to demonstrate they have learned a topic before they can move on to a new topic         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     |
| b) Students must/can demonstrate they have learned a skill or topic as soon as they are ready                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     |
| c) Students can skip some topics or assignments within a course if they can demonstrate they know the material   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     |
| d) Students receive additional supports to help them catch up to or keep the same learning pace as their peers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     |
| e) Students are required to get through a certain amount of material, even if they are working at their own pace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     |
| f) All students take tests and assessments at the same time  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/>     |

20. Please indicate whether the following conditions exist at high school(s) in your district and the degree to which each is an obstacle to the district's efforts to promote student-centered learning.

Select one response in each row.

|   | NA/Condition doesn't exist in my district | Condition exists in my district, but is not an obstacle to SCL | Condition exists in my district, and is a minor obstacle to SCL | Condition exists in my district, and is a major obstacle to SCL | I don't know             |
|---|---|--|---|---|--------------------------|
| a) An inadequate amount of time to prepare personalized lessons for all students  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| b) Lack of flexibility in the curriculum instructors are required to teach (i.e., need to teach specific material in a specific time frame) | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| c) Pressure to cover specific material on which students will be tested   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| d) Tracking students into pre-specified pathways or sets of courses   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| e) School facilities/design does not support student-centered learning  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| f) Instructional staff do not embrace student-centered learning   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| g) Other district leaders do not embrace student-centered learning  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| h) School leaders do not embrace student-centered learning  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| i) Lack of high-quality instructional materials to support student learning across all courses  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| j) Lack of student-centered instruction across all courses  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| k) Lack of supports for high-needs students (e.g., students with more learning needs)   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |

Question 20 continued – Select one response in each row.

|  | NA/Condition doesn't exist in my district | Condition exists in my district, but is not an obstacle to SCL | Condition exists in my district, and is a minor obstacle to SCL | Condition exists in my district, and is a major obstacle to SCL | I don't know             |
|--|---|--|---|---|--------------------------|
| l) Instructional staff are expected to serve too many students in some courses   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| m) Inadequate data to help instructional staff personalize instruction for students  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| n) High levels of student absenteeism  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| o) High levels of student disciplinary problems  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| p) Poor alignment between state policy requirements and SCL  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| q) Inadequate state data systems   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| r) Inadequate number of computers or other devices (e.g., tablets) inside the school to accommodate all students           | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| s) Slow internet connection or inadequate bandwidth inside the school(s)   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| t) Lack of reliable internet access outside of school for students   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| u) Computer-based instruction and school curriculum are not aligned  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |
| v) Online learning programs do not allow instructional staff to assign specific activities or units to individual students | <input type="checkbox"/>                  | <input type="checkbox"/>                                       | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/> |

**Thank you for taking the survey!**