

USER GUIDE



*Measuring and Improving
Student-Centered Learning Toolkit*

User Guide for the Measuring and Improving Student-Centered Learning Toolkit

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QUICK START GUIDE



MEASURING AND IMPROVING STUDENT-CENTERED LEARNING (MISCL) TOOLKIT OVERVIEW

This Quick Start Guide provides an overview of what the Toolkit is intended to do and lays out several tips intended to help you and your school have the most positive, productive experience with the Toolkit. Use this as guide to plan your administration of the MISCL Toolkit and share it with other stakeholders in your school or district to provide an overview of the purpose and implementation of Toolkit activities.

What is the MISCL Toolkit?

The MISCL Toolkit was developed to help school practitioners or other stakeholders measure, understand, and reflect upon the extent of SCL in high schools. It was designed to enable data collection on SCL in high schools through a variety of measures and from a range of participants, including district and school leaders, instructional staff, and high school students.

TIP

The Toolkit enables your school to (1) collect data on student-centered learning, and (2) reflect on that data with different stakeholders in your school to consider how to improve student-centered learning. Both activities—data collection and reflection—are important for learning about how much SCL is happening in your school and how to improve it.

Table 1. Purpose of MISCL Toolkit Activities

Activity Type and Administration Time Required	Activity	Purpose
Data collection	<p>Surveys: Student Survey Instructional Staff Survey School Leader Survey District Leader Survey</p>	<ul style="list-style-type: none"> • Understand students', instructors', and school and district leaders' SCL experiences and expectations, as well as views on barriers and facilitators of SCL • Capture a wide range of perspectives efficiently • Consider differences in SCL implementation in different classes and grade levels • Compare perspectives of students, instructors, and school/district leaders
Data collection	<p>Classroom Walkthrough: A guided group observation of classroom instruction and a facilitated debriefing conversation</p>	<ul style="list-style-type: none"> • Gather concrete examples of SCL in classrooms • Consider differences in SCL implementation in different classes and grade levels
Data collection	<p>Student Focus Group: A facilitated conversation with a group of students about their experiences with SCL</p>	<ul style="list-style-type: none"> • Gather detailed information about students' experiences with SCL • Add perspective to the student survey data
Reflection	<p>Reflection Conversation: A discussion about all the data—surveys, classroom walkthrough, and focus group—collected through the Toolkit instruments</p>	<ul style="list-style-type: none"> • View and interpret all the data that has been collected • Discuss changes that could be made in the future

The MISCL Toolkit consists of a User Guide, six instruments for collecting data on SCL, and Support Tools for helping users reflect upon SCL. The instruments themselves are intended to help users construct a holistic understanding of SCL implementation in their high schools. The User Guide includes instructions on how to administer the instruments, analyze the data collected, discuss next steps, and communicate SCL continuous improvement efforts. Finally, the Support Tools—including this Quick Start Guide and a Reflection Conversation Guide—provide guidance on how to document decisions related to administering the Toolkit and lead a reflection conversation about the state of SCL implementation and how to improve it.

How was SCL defined and measured through the MISCL Toolkit?

The Toolkit defined SCL broadly:

SCL is students' deep engagement in learning opportunities that are designed to address their goals and interests while at the same time providing appropriate supports and challenge according to their learning needs.

The strategies measured through the Toolkit, which drew upon NMEF's SCL principles, are as follows:

- Strategy 1** Learning is personalized to align with students' needs, interests, and pace.
- Strategy 2** Learning is challenging, engaging, and meets students where they are in a competency-based system.
- Strategy 3** Learning can happen anytime, anywhere.
- Strategy 4** Learning opportunities promote student agency and ownership.
- Strategy 5** Learning is informed by data.

The Toolkit instruments also gather information about the contextual conditions that might support SCL, including systems for continuous improvement; people, policies and infrastructure to support SCL; and learning environments.

Tips for Productive Toolkit Use

Here are four tips that will help you ensure Toolkit implementation unfolds as smoothly as possible and that stakeholders are comfortable and full participants in the Toolkit process:

TIP #1: Be transparent and plan ahead

If this is the first time your school has conducted surveys, focus groups, or walkthroughs, instructors and students might be curious about the process your school is undertaking. The more transparent you can be about the purpose and the process, and the more notice you can give participants about the activities, the more members of the school community will be at ease. Some things you can do to minimize confusion and help people feel prepared:

- Prior to recruiting staff and students for any of the activities, let them know that school leaders are implementing a toolkit that will help them reflect upon student-centered learning;
- Let staff know that they may be asked to participate in a walkthrough or reflection conversation but that not everyone can participate this first time;
- Tell staff who they should turn to if they have any questions or concerns about the process; and
- Determine the dates of each activity far in advance so that facilitators will have sufficient time to recruit participants and prepare to use the Toolkit instruments.

TIP #2: Be constructive and not evaluative

Emphasize that this Toolkit is being used to learn about SCL at the school and to collaborate constructively in regard to future plans related to SCL. It is crucial for everyone involved—especially instructional staff—to trust that the activities are not meant to be evaluative. Instructional staff should be invited into the Toolkit process (i.e., reflection conversations, etc) as collaborators, not as those being assessed. The walkthrough activity, in particular, can provide useful information but could also create anxiety for instructional staff whose classrooms are being observed. Here are some tips that will help ensure everyone is comfortable with the walkthrough and that it serves as a catalyst for productive reflection:

- Prior to the walkthrough, clearly explain the purpose of the walkthrough to instructional staff who are being observed and to observers, and emphasize that the walkthrough is not an evaluation;

TIP #2: Be constructive and not evaluative (Continued)

- Thank instructional staff for being willing to let others observe their instruction and help your school reflect on SCL;
- Do not make any evaluative comments about teaching; and
- During reflection conversations, encourage each instructional staff member who was observed to share how they think their classroom instruction went on the day of the observation prior to allowing others to weigh in on that teacher's instruction.

TIP #3: Focus on equity when possible

Conversations about equity can be difficult and sometimes uncomfortable. If you see patterns in the survey results that suggest some groups of students are having very different experiences than others, consider how you can encourage productive conversation about how to interpret and address those patterns. For example, you might consider:

- Giving participants access to the data beforehand with instructions to compare subgroups of instructional staff and students and asking them to notice where different groups of students report different experiences;
- Setting ground rules for the reflection conversations (e.g., encourage everyone in the group to share their perspective; ask participants to be respectful and considerate of others when speaking);
- Asking questions about particular data points, drawing on the prompts provided in the Toolkit; and
- Giving people time to respond to prompts and feel comfortable with some long silences.

TIP #4: Include students as much as possible and encourage them to be honest

Student voice can be one of the most valuable parts of this process. Students are the recipients of instruction and they have likely thought critically about their school experience over the years. That said, students who participate in the focus group and reflection conversations may feel like they cannot say anything negative about their school and the administrators, especially if those people are in the room. Consider how you can encourage candid remarks and constructive criticism during these conversations. For example:

- Ask questions about both the positive and the negative (e.g., be willing to ask about challenges that instructional staff and students face in engaging in SCL); and
- When any criticism is voiced, particularly if it is constructive, thank the person who provided it and give others the opportunity to weigh in on the criticism.

Preparation Checklist for Undertaking Toolkit Activities

If possible, aim to complete all activities over the course of approximately 10-12 weeks so that if you do collect some different perspectives, you've collected them in the same rough time frame.

The lead facilitator(s) (i.e., the person or group coordinating the toolkit process) should determine who else will help facilitate activities during the planning process and check in with them in the week leading up to the activity to make sure they (1) clearly understand their role; (2) have confirmed the time and place of their activity; and (3) have successfully recruited participants.

Table 2. Toolkit Use Checklist for Facilitators and Leaders of Activities

Activity and Suggested Timeframe	Preparation for Activity	During or After Activity
<p>Activity: Surveys</p> <p>Suggested timeframe: Weeks 1-6</p> <p>Time needed to complete surveys: 20-30 minutes, depending on the survey</p>	<ul style="list-style-type: none"> • Explain the purpose of the surveys and the timeline for administering them to school administrators and instructional staff at least 1-2 weeks before administering the surveys • Determine when students will take the survey and provide instructional staff with instructions for administering it • If student survey is being administered online, ensure students have access to internet-connected devices and teachers have survey links to share with students • Send survey links to adults (district and school leaders, and instructional staff) completing surveys and allow them at least 2-4 weeks to complete the survey 	<ul style="list-style-type: none"> • Schedule make-up times for students who miss initial survey administration • Send weekly reminder emails to those who haven't completed surveys to increase participation

Table 2. Toolkit Use Checklist for Facilitators and Leaders of Activities (Continued)

Activity and Suggested Timeframe	Preparation for Activity	During or After Activity
<p>Activity: Classroom Walkthrough</p> <p>Suggested timeframe: Weeks 7-8</p> <p>Time needed to conduct walkthrough: two hours</p>	<ul style="list-style-type: none"> • Invite instructional staff who will be observed, as well as a group of diverse school staff or others to observe • Share the Walkthrough Guide to ensure participants understand their roles and emphasize nonevaluative nature of the walkthrough • Create a schedule for the pre-observation meeting, the observations and a post-walkthrough debriefing conversation for the observers according to User Guide instructions • At pre-observation meeting, meet with observers to determine “Look-Fors,” using examples from the Walkthrough Guide or creating their own 	<ul style="list-style-type: none"> • Visit classrooms according to a schedule, as a group of observers • Lead a debriefing conversation for the observers to discuss what they saw, using suggested questions from the Walkthrough Guide, and take notes (or assign a notetaker) • Take notes on process to be used in the Reflection Conversation
<p>Activity: Student Focus Group</p> <p>Suggested timeframe: Weeks 7-8</p> <p>Time needed to conduct the focus group: one hour</p>	<ul style="list-style-type: none"> • Select a facilitator and note taker with whom students are comfortable to lead the focus group (e.g., facilitator can be a school leader, teacher, or counselor and the note taker could be a student) • Invite 6-8 students with a variety of interests, learning levels, and backgrounds to the focus group • Request parent or guardian permission for focus group participation if necessary according to school policy 	<ul style="list-style-type: none"> • Begin the focus group with a clear introduction about the purpose of the Toolkit and encourage students’ honest responses • Use the student focus group protocol to ask students questions and encourage students to share their thoughts • Take notes from the focus group to be used in the Reflection Conversation

Table 2. Toolkit Use Checklist for Facilitators and Leaders of Activities (Continued)

Activity and Suggested Timeframe	Preparation for Activity	During or After Activity
<p>Activity: Reflection Conversation</p> <p>Suggested timeframe: Week 10</p> <p>Time needed to conduct the reflection conversation: one hour and thirty minutes</p>	<ul style="list-style-type: none"> • Recruit reflection conversation participants, including school leaders, instructional staff, and students to incorporate multiple perspectives, perhaps including some observers from the walkthrough • Give participants access to the survey data—and, if possible, any walkthrough notes and student focus group notes—and encourage them to explore the data prior to the Reflection Conversation • Determine how to structure the conversation and review the suggested guiding questions in the Reflection Conversation Guide 	<ul style="list-style-type: none"> • Start the Reflection Conversation with ground rules and ensure that everyone is included and comfortable taking part in the conversation, especially students • Display data for discussion and prompt participants to discuss differences between student and adult survey responses • Prompt participants to discuss issues of equity and differences in student survey responses based on demographic factors

WORKSHEETS TO SUPPORT TOOLKIT ADMINISTRATION

Now that you have an understanding of the Toolkit activities, you are ready to jump into Stage 1 of the Toolkit. For Stage 1, the following worksheets will help you to set your focus and organize your plan for using the MISCL Toolkit. Turn to the referenced User Guide stages for more detailed information.

Worksheet for User Guide [Stage 1.2](#)

Which populations do you wish to gather data from?

- All high schools
- Selected high schools (list): _____

Cohort or grade levels? (Check all that apply)

- 9th
- 10th
- 11th
- 12th
- Other: _____

Which subject areas do you want to gather data on? (Check all that apply)

- Mathematics (e.g., general or integrated mathematics, algebra, geometry, calculus)
- English language arts (e.g., English, language arts, reading, literature, writing, speech)
- Natural science (e.g., general science, biology, chemistry, physics, etc.)
- Social science (e.g., social studies, geography, history, etc.)
- Fine Arts (e.g., music, visual, and performing arts, etc.)
- Health education
- Computer science
- World languages
- Career or technical education
- Others: _____

Worksheet for User Guide Stage 1.3

Given your responses for Stage 1.2 and the areas of SCL on which you want to focus, write down a statement that articulates your focus for using the Toolkit. This can be in the form of a question (e.g., “I wonder how 9th-grade instructional staff are implementing SCL?”) or a statement (e.g., “I want to know the extent to which SCL is implemented in English classrooms in my high school”).

SCL Area of Focus:

Worksheet for User Guide Stage 2.1 through 2.3

When and how will you administer the instruments?

Each instrument is listed below. Note which instruments you intend to administer, and which populations you will include, based on your focus from Stage 1.

Instrument	Will you administer? (Complete based on Step 1)	Which populations will you include? (Complete based on Step 1)	How many participants? (Number of participants in each population)	When to administer? (Administration dates or timeframe)	Who will administer? (And their responsibilities)
District leader survey	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Roles or job titles:</i>			

When and how will you administer the instruments? (Continued)

Instrument	Will you administer? (Complete based on Step 1)	Which populations will you include? (Complete based on Step 1)	How many participants? (Number of participants in each population)	When to administer? (Administration dates or timeframe)	Who will administer? (And their responsibilities)
School leader survey	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Instructional staff survey	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Student survey	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Student focus group¹	<input type="checkbox"/> Yes <input type="checkbox"/> No		# focus groups: # students per group:		Facilitator(s): Note taker(s): Location(s):
Walkthrough	<input type="checkbox"/> Yes <input type="checkbox"/> No	What classes will you visit?	# of observers: # of classrooms visited:	When is the pre-observation meeting? When will the walkthrough occur? When will the post-walkthrough conversation occur?	Facilitator: Observer(s): Instructional staff being observed:

¹ Student focus groups typically have 6-8 participants. Comparing across subgroups in such a small population would add little value and risks identifying participants.

USER GUIDE



MEASURING AND IMPROVING STUDENT-CENTERED LEARNING TOOLKIT

This User Guide provides information about how to plan for and administer the Toolkit. It also includes guidance to help users make sense of the data that they gather through the six Toolkit instruments and use what they have learned to support improved SCL implementation.

SECTION 1 INTRODUCTION

Broadly defined, student-centered learning (SCL) is students' deep engagement in learning opportunities that are designed to address their goals and interests while at the same time providing appropriate supports and challenges according to their learning needs. Educators may engage in particular instructional approaches that support SCL, and schools can create systems and structures that enhance SCL. This User Guide focuses on how to measure both instructional approaches and school-level systems and structures that support SCL, which are referred to as "SCL approaches" or "SCL strategies." Such approaches or strategies might range from the extent to which learning materials or practices are customized to meet individual students' learning needs to the extent to which learning is competency-based, challenging, and engaging for individual students. A complete definition of SCL used for this guide is included later in this section; see: [How Does the Toolkit Define Student-Centered Learning?](#)

SCL approaches and strategies can vary, and can be challenging to undertake effectively (Pane et al., 2017b; Steiner, et al., 2017). The specific student-centered practices employed by educators might also matter for students: some practices could support student learning better than others, which makes equitable provision of SCL opportunities for all students a key concern. Researchers and educators are still learning which SCL strategies are most effective and what school conditions and resources (e.g., a positive school environment or technology tools) can support better SCL.

For all these reasons—different approaches to SCL, concerns about equitable provision of SCL, and the need to learn more about what conditions and resources support SCL—the field needs better measures of SCL that can be used in multiple contexts. In response to this need, the Nellie Mae Education Foundation (NMEF) engaged the RAND Corporation to develop the Measuring and Improving Student-Centered Learning Toolkit (“Toolkit” for short), a suite of [instruments](#) and [tools](#) designed to measure and support SCL in high schools.

This User Guide provides information about how to plan for and administer the Toolkit. It also includes guidance to help users make sense of the data that they gather through the six Toolkit instruments and use what they have learned to support improved SCL implementation.

While SCL strategies can vary, they tend to include instructional practices and principles often captured under the terms “competency-based learning” or “personalized learning.” Although some studies provide early evidence of the effectiveness of large-scale interventions that include competency-based and personalized learning (see examples in Friedlaender et al., 2014 and Pane et al., 2015), other studies suggest that the effectiveness of such strategies is mixed (Steele et al., 2014). In addition, SCL is defined and implemented in a wide variety of ways across contexts and studies (Scheopner Torres, Brett, and Cox, 2015). The Toolkit was developed to provide clear measures of specific SCL strategies to help practitioners, researchers, and other stakeholders measure and improve SCL implementation.

Additionally, given that most SCL strategies represent a considerable shift from traditional approaches to schooling, school context (e.g., the school environment, community partnerships, or staffing structures) is likely to be important when measuring successful SCL implementation. The Toolkit surveys include questions that gather information on key contextual conditions in schools.

Throughout this User Guide, the individuals and group coordinating administration of the Toolkit are referred to, respectively, as the “lead facilitator(s)” and the “Toolkit administration team” or Toolkit “users.” Those who complete surveys, participate in focus groups, or participate in guided discussions are discussed as “participants” in the Toolkit process.

What can be learned from the Toolkit?

- The prevalence of SCL practices
- The extent to which students are able to pursue SCL experiences and opportunities
- What conditions exist that could support SCL
- What conditions exist that could hinder SCL
- Strengths and weaknesses of implementation to support continued SCL implementation

What is the Measuring and Improving Student-Centered Learning (MISCL) Toolkit?

The MISCL Toolkit Includes Six Instruments and Two Support Tools

Six Instruments:

1. [District Leader Survey](#)
2. [School Leader Survey](#)
3. [Instructional Staff Survey](#)
4. [Student Survey](#)
5. [Student Focus Group Protocol](#)
6. [Walkthrough Guide](#)



Two Support Tools:

1. [Quick Start Guide](#)
2. [Reflection Conversation Guide](#)



The MISCL Toolkit instruments are designed to be administered to district and school leaders, instructional staff, and students across multiple classrooms or other learning environments in a single high school or set of high schools. The instruments collect evidence of implementation of student-centered practices from multiple stakeholders so lead facilitators can work with their Toolkit administration team to construct a holistic understanding of SCL implementation in their school(s). The Toolkit will provide the most complete and comprehensive information when all the instruments and support tools are used, and administration teams are strongly encouraged to administer the Toolkit in full. This User Guide provides instructions for how to administer the complete Toolkit. That said, if lead facilitators are most interested in getting a quick read from a few groups of respondents, or testing out the Toolkit before committing to full use, the Toolkit is designed so that you can administer selected instruments.

The two support tools included with the Toolkit consist of a Quick Start Guide and a Reflection Conversation Guide.

- The [Quick Start Guide](#) is intended to help lead facilitators understand the MISCL Toolkit process as a whole and make decisions about how to administer the Toolkit. The Quick Start Guide is designed so that lead facilitators can document their decisions as they progress through the User Guide with their Toolkit administration team. The Quick Start Guide also includes a suggested timeline for implementing all components of the Toolkit.
- The [Reflection Conversation Guide](#) is provided to help users and participants within a school work together to interpret and use the data gathered through the surveys, the Walkthrough, and the Student Focus Group. The Conversation Guide is designed to facilitate constructive discussion about the state of SCL implementation and how to improve upon it. In addition, the Conversation Guide is intended to provide a framework to discuss equity concerns and help stakeholders decide how to best support equity of SCL implementation.

Ideally, the whole Toolkit should be administered over a relatively short period of time (e.g., two months) to give users a snapshot of the extent of SCL in their classrooms and schools. It has not been designed to capture changes in SCL over time through repeated use, so it is currently recommended for a single use during the school year, although in the future more validation evidence could shed light on the usefulness of the tools for capturing changes in SCL.

Who Should Use the MISCL Toolkit?

Educators in various roles can use the MISCL Toolkit. The Toolkit could be led by a district or school leader, a member of the instructional staff, or an external partner. For example, a department head could use the Toolkit to focus in on teachers and students in a specific subject or content area; a school leader could use it at a selected grade level or school-wide; or an external professional development provider could use it to gather baseline data to inform the design of professional learning activities.

The lead facilitator is encouraged to select a small team of two to four people to support administration, analysis, discussion, and communication of the findings, as well as bring together a larger group of participants to explore and discuss the findings in a Reflection Conversation. Ideally, the Reflection Conversation participants should include those in a variety of roles with diverse perspectives on SCL, including school leaders, instructors, and other staff representing a variety of roles or instructional contexts as well as one or more students.

How Does the Toolkit Define Student-Centered Learning?

SCL can consist of many different strategies and practices. The Toolkit focuses on a set of SCL strategies and contextual conditions based on a continuum developed by the Nellie Mae Education Foundation (NMEF) and a review of the research on SCL conducted by the RAND Corporation. The NMEF continuum, which includes four tenets, is intended to establish some criteria to identify key characteristics of high-quality SCL. NMEF’s continuum was the starting point for RAND’s work, and RAND’s five SCL strategies and contextual conditions are intended to extend NMEF’s tenets while describing in further detail what schools, educators, and students can do to implement and support SCL. For much more in-depth information about each SCL strategy and the meaning of particular terms, see the [RAND literature and tool review](#).

Five SCL Strategies and Contextual Conditions

Strategy	NMEF Tenet
Strategy 1: Learning is personalized to align with students’ needs, interests, and pace.	Learning is personalized.
Strategy 2: Learning is challenging, engaging, and meets students where they are in a competency-based system.	Learning is competency-based.
Strategy 3: Learning can happen anytime, anywhere.	Learning takes place anytime, anywhere.
Strategy 4: Learning opportunities promote student agency and ownership.	Learning is engaging.
Strategy 5: Learning is informed by data.	

Contextual conditions:

- Systems for continuous improvement support SCL
- People, policies, and infrastructure support SCL
- Learning environments support SCL

While these five strategies are the focus of the Toolkit, lead facilitators should keep in mind that even in a school context where SCL implementation is high, SCL-aligned teaching and learning might not occur all the time and in all learning environments. The extent of SCL is tied to its context, including overall school goals, students' learning needs, lesson requirements, and many other considerations. Furthermore, the impact of SCL on student learning is not yet well understood. There is not yet evidence that a high degree of SCL is appropriate in all contexts.

For What Purpose Should the MISCL Toolkit Be Used?

The MISCL Toolkit is not intended for any high-stakes purposes, such as evaluating individuals or schools. As noted above, it is intended to help lead facilitators work with their Toolkit administration team and any additional participants to understand the extent of SCL practices and experiences in their high school learning environments, and to generate data that supports decisions about how to extend SCL within a specific context.

What Is in This User Guide?

There are four stages for using the MISCL Toolkit; this guide describes each of them in detail, starting in [Section 2](#). The limitations of the Toolkit are discussed in [Section 3](#). The Toolkit instruments are available on the Toolkit homepage along with the support tools (the Quick Start Guide and Reflection Conversation Guide). The User Guide has two appendices:

- [Appendix A](#) consists of three crosswalks. The first provides a crosswalk of which SCL strategies and practices are addressed in the six instruments. The second is a crosswalk of the parallel items across the four surveys and student focus group, to support users in making comparisons across surveys. The third crosswalk indicates which survey items were adapted from other sources.
- [Appendix B](#) provides instructions for using Survey Gizmo—an online survey platform—to easily administer and analyze the Toolkit survey instruments online, along with instructions for using an application RAND has created to aid in survey analysis.

What Research Supports the Validity, Reliability, and Usability of the Toolkit?

[This RAND report](#) provides findings on the validity, reliability and usability of the Toolkit. In addition, RAND's [SCL literature and tool review](#) provides the conceptual framework on which the MISCL Toolkit is based and includes a list of references reflecting key research on which we relied to develop the Toolkit and instruments, as well as a catalog of previously developed tools and instruments used to measure SCL.

SECTION 2

FOUR STAGES FOR USING THE MEASURING AND IMPROVING STUDENT-CENTERED LEARNING (MISCL) TOOLKIT

Stage 1: Set an SCL improvement focus

Stage 2: Plan administration and collect data

Stage 3: Explore the data and plan next steps

Stage 4: Communicate findings for continuous improvement

This section describes each of the four stages for using the MISCL Toolkit. Ideally, the stages would occur over a relatively short period (e.g., two months) to minimize burden over time, allow lead facilitators to discuss the results with their team and participants, and determine actions based on recent data, as well as keep up the momentum and maintain the intended focus for using the Toolkit. The [Quick Start Guide](#) is intended to document and guide progress through MISCL Toolkit.

If you are considering using the Toolkit, be sure to make district or school leadership aware of your plans, as applicable.





STAGE 1 Set an SCL improvement focus

What you will do:

- 1.1 Familiarize yourself with the five SCL strategies and the contextual conditions included in the Toolkit
- 1.2 Identify the populations you wish to learn about
- 1.3 Select your focus
- 1.4 Identify the instruments you will administer

TIP

Complete corresponding questions in the Planning Toolkit Administration section of the Quick Start Guide alongside Stage 1.2 and 1.3.

Stage 1.1 Familiarize yourself with the five SCL strategies and the contextual conditions included in the MISCL Toolkit.

Strategy 1: Learning is personalized to align with students' needs, interests, and pace.

Strategy 2: Learning is challenging, engaging, and meets students where they are in a competency-based system.

Strategy 3: Learning happens anytime, anywhere.

Strategy 4: Learning opportunities promote student agency and ownership.

Strategy 5: Learning is informed by data.

Contextual conditions:

- Systems for continuous improvement support SCL
- People, policies, and infrastructure support SCL
- Learning environments support SCL

Instruments in the Toolkit address these five strategies and the contextual conditions that might support or hinder SCL. The contextual conditions are included to help you get a sense of factors that support or inhibit SCL implementation. As you look through the instruments and review the five strategies and how they are measured, think about the resources and effort required to administer the Toolkit and what is right for your situation.

TIP

Share a copy of the user guide with the school or district leadership team so everyone can be familiar with the strategies and process.

TIP

The Toolkit is designed to be flexible and can be used to focus on a single stakeholder group, a specific content area or grade level, a whole high school, all the high schools in the district, or a combination of these.

Stage 1.2 Identify the populations you wish to learn about.

The instruments in the Toolkit are designed for high school grade levels and subjects and can be administered to different groups of participants (e.g., instructional staff, school leaders). Your decisions about which instruments to administer, and to which populations, will depend on what you want to learn. For example, if you are interested in measuring SCL implementation in 9th- and 10th-grade science classrooms, you might opt to administer the tool only in those grade levels and subject area. However, if you are aiming to gather a full picture of SCL in your school, you should use all instruments in the Toolkit.

Stage 1.3 Select your focus.

Setting a straightforward and clear focus will help the administration team all be on the same page regarding the objective for using the Toolkit. Your focus can be formulated as a question (e.g., “To what extent...”) or a statement (e.g., “We want to learn...” or “We wonder...”). Set a focus that is consistent with SCL implementation in your school or district, and incorporates the population(s) you are interested in learning about.

Some example focus statements include:

- To what extent is SCL being implemented in all English/ELA classes or other learning environments in my high school?
- We wonder what 9th-grade students’ and instructional staff’s experiences with SCL look like.
- I want to learn what SCL strategies are being implemented in the district’s high schools.
- What barriers to SCL implementation are perceived by instructional staff and school leaders?

Stage 1.4 Identify the instruments you will administer.

Each of the Toolkit instruments—including each of the surveys, the student focus group protocol, and the classroom walkthrough—has a slightly different purpose and will provide different information. The surveys gather perceptions of implementation of SCL, as well as contextual conditions that may support or hinder implementation. Each survey includes questions on the five strategies—as well as the contextual conditions—but the specific questions are slightly different for each stakeholder group, according to their perspective and likely experiences with SCL. Survey results can be compared across courses, subjects, or schools.

Beyond the surveys, you can also choose to use the student focus group and the classroom walkthrough instruments. Here is more information on the content and purpose of these instruments:

- The **student focus group** gives students a chance to share more detailed thoughts on topics they were asked about in the student survey. The focus group will enable you to gather more detailed information about students' opinions and experiences than can be gathered by a survey. They can particularly provide illustrative, useful examples that help participants better understand SCL.
- The **classroom walkthrough** occurs during instructional time and gives participants an opportunity to gather more concrete information about specific classroom practices that may reflect aspects of SCL. Participants in the walkthrough will be asked to convene prior to the walkthrough to decide on a set of "look-fors" to observe, walkthrough several classrooms with those look-fors in mind, and then talk afterward about what they saw.

The walkthrough and focus group are not intended to gather systematic data about instruction but instead are intended to provide examples and illustrations of how SCL is provided and experienced in your school. Neither the walkthrough nor focus group have been designed to be evaluative.

As noted earlier in the User Guide, users are strongly encouraged to administer the Toolkit in full to gather the most complete and comprehensive information about SCL in their high school(s). However, if you just want to get a snapshot of a few aspects of SCL or test out some instruments, the Toolkit is designed so that you can administer selected instruments. For example, the instruments can be administered to a subset of instructional staff and students (e.g., only 9th grade or only mathematics instructors) if your focus is on a specific content area or grade level. Users should administer as many of the instruments as is feasible to get multiple perspectives; two (e.g., Instructional Staff Survey and Student Survey) are recommended at a minimum to ensure you are including the perspectives of multiple stakeholders.

The table below provides an overview of all the data collection instruments and the purpose of each, along with the purpose of the reflection conversation, to inform your decisions about which instruments to use. This table is also included as part of the [Quick Start Guide](#).

Table 3. Purpose of MISCL Toolkit Activities

Activity Type and Administration Time Required	Activity	Purpose
Data collection 20-30 minutes per survey	Surveys: <ul style="list-style-type: none"> • Student Survey • Instructional Staff Survey • School Leader Survey • District Leader Survey 	<ul style="list-style-type: none"> • Understand students', instructors', and school and district leaders' SCL experiences and expectations, as well as views on barriers and facilitators of SCL • Capture a wide range of perspectives efficiently • Consider differences in SCL implementation in different classes and grade levels • Compare perspectives of students, instructors, and school/district leaders
Data collection 2-3 hours	Classroom Walkthrough: A guided group observation of classroom instruction and a facilitated debriefing conversation	<ul style="list-style-type: none"> • Gather concrete examples of SCL in classrooms • Consider differences in SCL implementation in different classes and grade levels
Data collection 1 hour	Student Focus Group: A facilitated conversation with a group of students about their experiences with SCL	<ul style="list-style-type: none"> • Gather detailed information about students' experiences with SCL • Add perspective to the student survey data
Reflection 1-2 hours	Reflection Conversation: A discussion about all the data—surveys, classroom walkthrough, and focus group—collected through the Toolkit instruments	<ul style="list-style-type: none"> • View and interpret all the data that has been collected • Discuss changes that could be made in the future



STAGE 2 Plan administration and collect data

What you will do:

- 2.1 Plan the logistics of administering the Toolkit
- 2.2 Develop a strategy to communicate with participants and the school community
- 2.3 Administer the instruments

TIP

Complete corresponding questions in the Planning Toolkit Administration section of the Quick Start Guide alongside Stage 2. The Quick Start Guide includes guidelines for the time necessary to administer each instrument, a suggested timeline for administration of all the instruments over a period of weeks, and a checklist of tasks to do before, during, and after administration of each instrument.

Stage 2.1 Plan the logistics of administering the Toolkit.

In this stage, decide when the instruments will be administered, who will coordinate administration, when and how to communicate the focus and purpose to participants, and develop a plan to ensure participant confidentiality.

2.1a Decide when to administer the instruments.

Common approaches to survey administration are to either: (1) distribute the instruments and designate a window of time (e.g., the first two weeks in March) when participants may complete the instruments at their convenience, or (2) designate a specific date and time (e.g., March 6, during first period) when a given survey will be administered. The first approach is convenient for participants and minimally disruptive to school operations, but participants may need to be reminded. An advantage of the second approach is that participants may need fewer individual reminders; however, it can be inconvenient for participants and potentially disruptive to school operations. If you opt for the second approach, ensure that participants will have enough time to complete the instruments.

TIP

Choose a time during the year that is minimally disruptive to instruction and makes sense according to your school's or district's plan for SCL implementation.

2.1b Decide how to administer the surveys.

The surveys can be administered via paper and pencil or computer. Administering via paper and pencil may be easier as less set up is required. However, analyzing the data across multiple surveys will be much easier later if the surveys are completed online through a computer, smart phone or tablet.

Several supports are included with this Toolkit to allow you to administer the surveys online through a platform called [Survey Gizmo](#). Be aware that you will need to purchase a license to use Survey Gizmo at a cost of \$35/month of use. Instructions for using Survey Gizmo are included in Appendix B of this User Guide, along with instructions for accessing and viewing your data on [MISCL Toolkit Report Generator](#), a free, downloadable application specifically designed for this Toolkit.

In our review of existing survey platforms, we found Survey Gizmo to be the most cost effective way to securely administer the surveys and protect participant privacy. If you wish to use an online platform other than Survey Gizmo (e.g., Google Forms, Survey Monkey), you will need to program the surveys yourself in that platform. In the table below, we note the trade-offs for various survey administration options you might be considering, including ones we considered in choosing to create aids for use of Survey Gizmo.

Table 4. Trade-offs of Different Survey Administration Options

	Paper and Pencil	Survey Gizmo	Google Forms
Ease of administration	Very easy. Print and distribute.	Moderately easy. Must provide everyone with survey link and computer access.	Moderately easy. Must provide everyone with survey link and computer access.
Ease of Analysis	Not easy. Results must be entered into a spreadsheet or other data analysis tool after administration.	Very easy. Simply download results and upload them into MISCL Toolkit Report Generator for quick analysis.	Moderately easy. Download results and clean data for upload to MISCL Toolkit Report Generator.
Cost	Low	\$35/month	Free
Data security	High if documents are stored securely.	High. Data is only accessible to those administering the survey.	Low. All data is available for use by Google.

2.1c Decide who will administer instruments and what their responsibilities will be.

For each activity, there are a variety of preparation and implementation responsibilities that can be a lot for one person to take on alone. The lead facilitator should decide which activities they will lead and recruit others to facilitate the remaining activities. The lead facilitator should ensure that the people leading activities understand their roles and responsibilities.

2.1d Review the introductory survey language and the demographic data to be collected to ensure you agree with what is included and your school's ability to enforce the confidentiality promised to participants.

Each survey includes a statement that the participants' responses will be "kept confidential" and that identities of those completing the surveys will not be connected with their individual responses. Ensuring confidentiality means that individual participants' responses are not identified or disclosed. If possible, survey data should be anonymous, meaning that it is not possible for anyone to link a given participant's survey responses with their identity (which would negate the need to keep the data confidential). If respondents know that their feedback is anonymous, they will be more likely to provide honest responses. When thinking through your plan for administering the survey, confirm that you can honor a commitment to protect respondent confidentiality. Ensure that data collected through the survey are stored in a secure place to which only authorized people have access, and share only aggregated (i.e., combined) responses with others.

The instructional staff and student surveys include a series of items that collect demographic information such as gender, race/ethnicity, age, and grade level for students, or grade/subject taught, and years of experience for instructional staff. This information can help you analyze the data by subgroup (see [Stage 3](#)) and think about whether SCL is implemented equitably for all students. When considering which demographic information to collect, keep in mind that sometimes this information could reveal the identity of respondents, which would increase the need for a plan to ensure participant confidentiality.

Stage 2.2 Develop a strategy to communicate with participants and the school community.

Participating in a survey can be stressful for leaders, staff, and students, particularly if stakeholder surveys are part of your school's evaluation system or if they are not common practice in your context. Therefore, consider how you can set a tone that reassures the school community and participants that the data collected will not be used for high-stakes purposes or consequences. Prior to administering the MISCL Toolkit, communicate the focus and purpose of the tool to the school community to set a positive tone and cultivate buy-in. When you communicate with participants, consider communicating the following in clear and simple terms:

- Focus and objectives for using the Toolkit, which instruments will be used, and how this was determined
- Timeline for administering the instruments and communicating results
- Plan for how results will be used, including that the information gathered will support reflection, and will not be used for high-stakes purposes
- Participants should express their true feelings and opinions; there are no “right” or “wrong” answers
- Participation is voluntary but important for collecting comprehensive information
- Benefits of Toolkit use to leaders and educators include chances to: share opinions, gain a greater understanding of students' experiences and teachers' practice, and help improve instruction in the school
- Benefits to students include a chance to share opinions and have a voice in teaching and learning at their school

Stage 2.3 Administer the instruments.

Implement the plan for administering the instruments. Completed instruments should be stored in a secure location, as described in Stage 2.1c. Consider designating one or more people to be available to answer participants' questions during the administration period.

Be sure to share the guides for the student focus group and the walkthrough with whoever is leading those activities in advance as these will help them understand each activity and what participants should be recruited for what roles. In particular, ensure that you have someone taking some notes on what students say during the focus group. For the walkthrough, make sure participants are taking notes on what they observe, and a notetaker takes notes on what was discussed in the conversation following the walkthrough. That way, the information gathered through the focus group and walkthrough will be useable by others.



STAGE 3 Explore the data and plan next steps

What you will do:

- 3.1 Explore overall survey responses
- 3.2 Explore survey responses by subgroup
- 3.3 Compare results across surveys
- 3.4 Summarize and display key findings
- 3.5 Conduct a reflection conversation

TIP

Follow Appendix B.1 to generate reports in the MISCL Toolkit Report Generator as you work through Steps 3.1-3.5 below.

Once you have collected your data, it's time to explore and see what patterns emerge across the different instruments. Begin by looking at your survey data—exploring the responses to different questions and seeing how results differ by subgroup and survey respondent (e.g., instructional staff and students). Once you have a strong understanding of your survey data, explore the results from your student focus group(s) and walkthroughs for additional context. Upon summarizing your main findings, conduct a reflection discussion with different stakeholders to discuss what you learned from the data and what changes, if any, you would like to make as a result of this information.

Throughout this section, we display examples of data generated through Survey Gizmo and uploaded to the MISCL Toolkit Report Generator specifically designed for this Toolkit. To facilitate your analysis, we suggest you use Survey Gizmo and the app we've created. For instructions on how to use the MISCL Toolkit Report Generator to generate reports of your survey data, read [Appendix B.1](#).

Stage 3.1 Explore overall survey responses.¹

Examining survey responses can provide useful information about specific practices, experiences, or contextual conditions. This type of exploration can be done in a spreadsheet, such as Google Sheets or Excel, or through Survey Gizmo and the MISCL Toolkit Report Generator we've created.

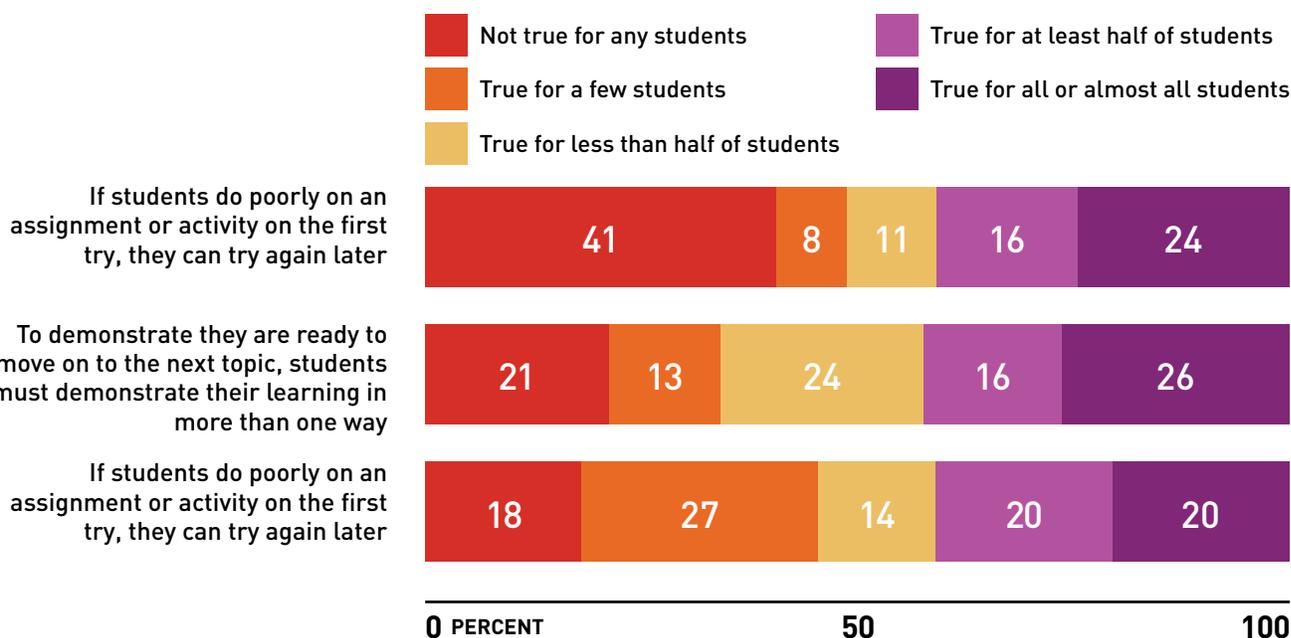
¹ The instructions in Toolkit Stages 3.1, 3.2, 3.3 and 3.4a are somewhat based on those provided in the American Institutes for Research (AIR) CBE 360 Survey Toolkit (see Surr et al., 2017). The CBE 360 Toolkit focuses on student experiences and teacher practices in high schools across six domains, which the Toolkit refers to as "focus areas." The six focus areas are learning targets, measurement of learning, instructional approaches and supports, assessment of learning, pacing and progression, and when and where learning takes place. Users can access the CBE 360 Toolkit at this [link](#).

For the first phase of your analysis, explore your overall survey data separately for each survey that was administered. Look especially at questions that pertain to your SCL focus (set in [Stage 1](#)). Take note of any results that are surprising to you.

When examining trends in responses to particular questions, it is important to look at the percentage of people who chose a certain response and the overall number of people who answered the question. Figure 1 includes an example of how this information is displayed in the reports generated by the MISCL Toolkit Report Generator.

Figure 1. Example Graph of Survey Items from Instructional Staff Survey

Please estimate the number of students in a typical class you teach for whom the following statements about assessment are true. Select one response in each row. (N=46)



Stage 3.2 Explore survey responses by subgroup.

Exploring the survey results by subgroup (i.e., smaller groups within your sample) can help you understand how different groups of respondents think about or experience SCL. For example, if you surveyed all the instructional staff in your high school (your sample), you may want to know if mathematics instructors responded differently than science instructors (subgroups within your sample). If you collected demographic information about students or instructional staff (e.g., race/ethnicity of students; years of experience of instructors) you can explore survey responses across these groups. Choose one or two subgroups to explore, based on your focus.

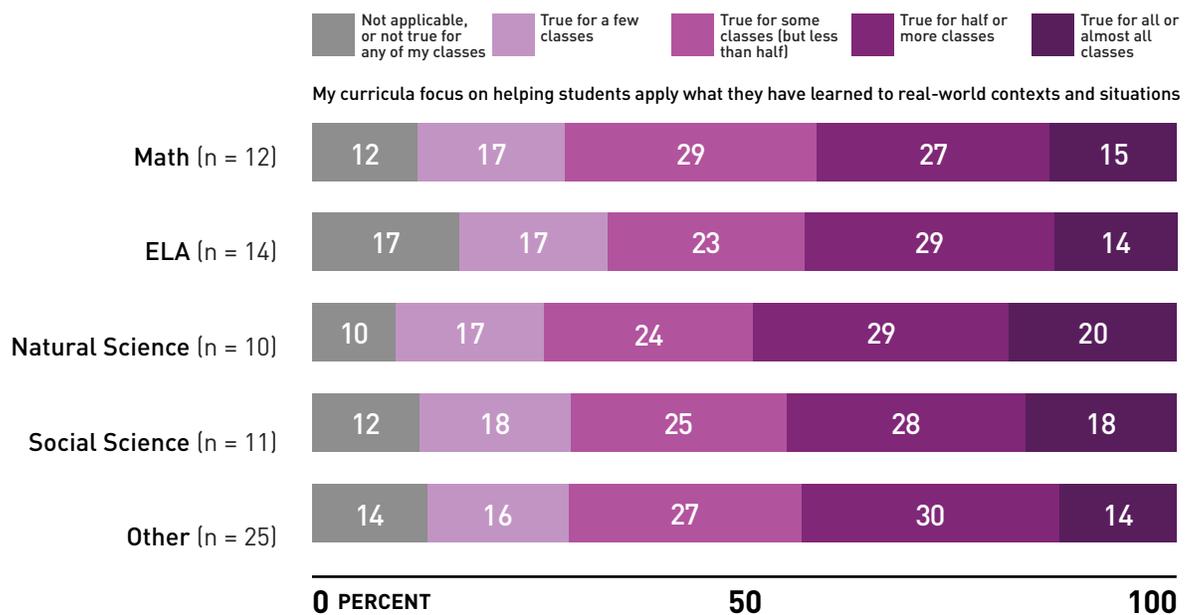
To protect the anonymity of people in different sub-groups, limit your analysis to sub-groups where there are at least five people in a group. The MISCL Toolkit Report Generator helps you address this issue by only producing results when there are at least five people in a subgroup.

To make subgroup comparisons, separate the data into the groups you want to compare and generate the number of responses and the percentages of people who responded a certain way for each group. If you are using the MISCL Toolkit Report Generator, you can download subgroup report(s) by following the instructions in [Appendix B.1](#). Figure 2 includes an example of how subgroup data are displayed in the MISCL Toolkit Report Generator.

TIP

Exploring and comparing responses by subgroup can help you look at equity of SCL implementation by revealing differences across groups.

Figure 2. Example Graph of Teacher Responses by Subjects Taught



Stage 3.3 Compare results across surveys.

Each survey provides the perspective of a different stakeholder group, and each group may have different opinions about or experiences with SCL. For this reason, the MISCL surveys are designed to be comparable on some items—that is, a number of Instructional Staff Survey questions about Strategy 1 can be compared to student survey questions about Strategy 1—but items in different surveys are not completely identical. Step 2 in the [Reflection Conversation Guide](#) includes a suggested list of questions to compare across the student and

instructional staff surveys. A complete list of all items that are comparable across the surveys and student focus groups can be found in [Appendix A.2](#). Comparisons of survey results can be presented in a table or a graph.

Figure 3 shows an example of comparing two items across the instructional staff and student surveys.² Comparisons like this can shed light on areas where responses differ, and where school staff might wish to understand the differences in perception or interpretation.

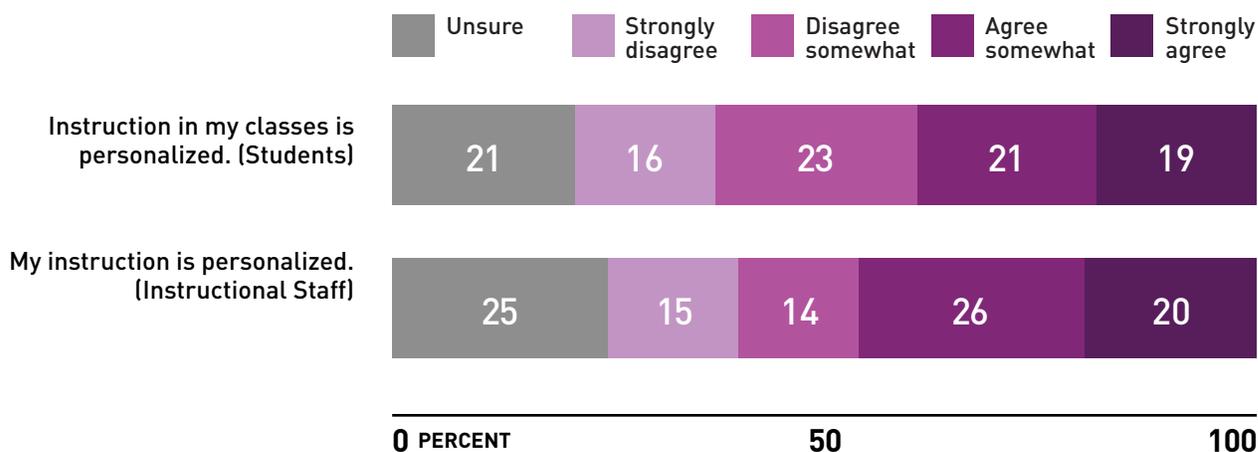
Figure 3. Example Comparison of Items Across Surveys

Instructional Staff Survey Q5:

Questions in this section of the survey asked you about personalized learning experiences in a typical class you teach, 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 a typical class you teach. (n = 85)

Student Survey Q8:

The questions you just answered in this section were about personalized learning, including what choices you have in the classroom and what options you have for the courses and tests you take and when you take them. Thinking about the questions we asked you about personalized learning, please indicate your agreement with the following statement. (n = 308)



²The examples provided here are a first step for analyzing survey data. Many schools and districts may have the capability to perform additional analyses not described in this guide.

Stage 3.4 Summarize and display key findings.

In preparation for the Reflection Conversation, take the time to determine what findings should be highlighted for discussion. As you do this, keep in mind that you have collected valuable information from the student focus group and walkthrough, in addition to the surveys.

3.4a Summarize and display survey data.

Survey data are commonly summarized and displayed in tables and graphs. Creating tables and graphs can help you identify patterns or actionable items across surveys or subgroups and communicate key findings to a variety of stakeholders. If you use the MISCL Toolkit Report Generator, graphs will be automatically generated for you when you upload your results.

You may wish to focus on items or comparisons that relate to your focus for using the Toolkit.

3.4b Summarize and display student focus group data.

Student focus group data—that is, the notes taken during the focus group—can help you interpret the student survey data and provide rich, detailed examples. If you administered the student focus group, we recommend that you:

- Summarize the data by question. Read through all the responses to each question and write a sentence or two that summarizes the responses for each. Note where there is agreement among participants, and where there is disagreement. Use generic terms like “some students” or “most students;” do not refer to individuals.
- Display the data using quotes. Focus group data can be displayed by extracting quotes, which you can use to illustrate a survey finding or provide an example related to a survey item. If there is generally consensus between the focus group and survey results, display quotes that illustrate those examples. If the survey and focus group results disagree, choose quotes that show different views. Remember to display quotes in a way that does not identify the speaker.

TIP

To make tables and graphs easy to interpret, consider including:

1. Number of responses (N)
2. The exact wording of the survey item
3. Response categories

3.4c Summarize and display walkthrough data.

[Walkthrough](#) observations can provide rich examples of SCL. To analyze and present walkthrough data, we recommend that you:

- Create an overview of the walkthrough including the number of participants, number of classrooms that they visited, and what “look fors” they were asked to observe.
- Summarize walkthrough participants’ notes by “look for,” noting both agreement and disagreement. Include illustrative quotes from notes participants took, being careful not to identify individuals.
- Write up an overview of the discussion that took place after the walkthrough, highlighting questions participants raised, as well as agreement and disagreement.
- Compare walkthrough observations to both survey and focus group data, especially where “look fors” aligned with student survey and focus group questions.

Stage 3.5 Conduct a reflection conversation.

This stage is an opportunity to share and discuss the data with variety of stakeholders. The group members will look at data collected during the various activities in Stage 2 and discuss what they see in the results, as well as what questions still linger. It is also a time to discuss areas for growth and change in the future. The [Reflection Conversation Guide](#) outlines suggestions for recruiting participants, distributing data, facilitating the conversation, and using what you have learned to plan next steps.



STAGE 4 Communicate findings for continuous improvement

What you will do:

- 4.1 Make a plan for communicating findings
- 4.2 Communicate findings and next steps broadly
- 4.3 Use the findings to support a process of continuous improvement

Stage 4.1 Make a plan for communicating findings.

To make that plan, consider convening a meeting that involves a small group of MISCL Toolkit participants (i.e., those who completed the instruments or participated in other ways) and/or other stakeholders within the school. If your focus for administering the tool pertained to a specific school, subject area, or grade level, you should include representatives from those groups in the planning meeting.

At the planning meeting, stakeholders should discuss the key findings from the surveys, student focus group, walkthrough, and reflection conversation. Meeting attendees should consider potential next steps, such as putting together an improvement plan or making more targeted changes within the school. Then, stakeholders should plan how to communicate what they have learned and potential next steps to the broader school community for their information and additional feedback.

TIP

The tables and charts produced in MISCL Toolkit Report Generator can be used to communicate findings.

If you plan to communicate the findings to different groups of stakeholders, consider how you might customize the presentation to each group. For example, instructional staff who have participated in the survey will not require as much background information as individuals who did not participate in the data collection process.

Stage 4.2 Communicate the findings and next steps broadly.

Consider hosting a community meeting that is open to the public to share your findings. When you communicate the findings and next steps, let the school community know that you are open to questions or feedback on next steps.

Stage 4.3 Use the findings to support a process of continuous improvement.

Lead facilitators and the Toolkit administration team should consider how to work closely with other school leaders and instructional staff to discuss the findings and their implications for improving SCL implementation, taking into account feedback from the school community, for example:

- Convene regular meetings of stakeholders to discuss specific survey results and use them to come to consensus on a set of issues, problems or dilemmas related to SCL that might be addressable by school staff;
- After issues have been identified, stakeholders could work together to identify reasonable solutions and ideas that might improve SCL and equity of SCL experiences;
- If possible, consider gathering additional data through the Toolkit or other means to see how solutions might address issues;
- Incorporate discussion of survey results into instructor professional development sessions and guide instructors in the use of survey findings to improve their classroom practices;
- Keep in mind that trust and respect among those working on issues and solutions, as well as clear and regular communication, go a long way in supporting meaningful change!

The Measuring and Improving Student-Centered Learning Toolkit has several limitations that you should keep in mind as you administer the tool and interpret the results.

The Toolkit is intended for use in high schools.

The survey questions are designed to capture elements of SCL implementation and SCL instructional approaches that most often occur in high schools and may not be appropriate for use in other grade levels. The student survey and focus group questions are specifically written at a level appropriate for high school students, and the questions may not be accessible to younger students.

The Toolkit is not designed to provide a comprehensive picture of SCL that fits every context.

The Toolkit is designed to measure five specific SCL strategies aligned with Nellie Mae Education Foundation’s tenets for student-centered learning. Your school or district may have a different definition of SCL, or might be implementing different strategies. In that case, this tool may not measure all the strategies and practices that are important in your context.

Self-reported information needs to be interpreted carefully.

The surveys and focus group questions ask school and district leaders, instructional staff, and students to provide their opinions about and experiences with SCL implementation. This self-reported information is not definitive—it cannot be externally or independently verified. Self-reported information may provide overly positive or overly negative responses on the extent of desirable or undesirable behaviors and practices. Although the low stakes nature of the Toolkit and assurances that individuals’ responses will be kept confidential can mitigate the risk of biased responses, these measures cannot eliminate it completely.

In addition, although the surveys aim to use clear language that most participants will understand and interpret in the same way, there is no guarantee that this will be the case. If interpretation of a question or a response choice differs across respondents, then survey results are not directly comparable. For example, an instructor’s interpretation of “a few” could differ from a student’s interpretation. It is also possible that participants could interpret survey items differently than those leading Toolkit administration or using the survey results. This is a problem inherent in all surveys, and it is important to remember that the results are based on opinions when interpreting and discussing the findings. If possible, lead facilitators and the Toolkit administration team should aim to talk with a few participants after the surveys have been administered to understand how they interpreted the survey items, particularly if surveys show conflicting or unexpected results. Conversations with participants will help lead facilitators and the Toolkit administration team understand how participants interpreted the items and can be used to inform the process of discussing the data and planning next steps.

Administering a single instrument, or reviewing only aggregated data, may not provide an exact reflection of SCL implementation in your context.

Using the Toolkit is intended to be a way to gather and aggregate individual data so that lead facilitators and participants can get a sense of the relative opinions of each stakeholder group, compare them, discuss the results, and identify areas for further investigation or discussion. However, aggregated data, or data from a single instrument, can obscure important variation in the responses of subgroups (e.g., students who are English Language learners, novice instructors), and different subgroups may have perceptions about SCL that are different from the overall aggregate. If possible, lead facilitators and participants should aim to examine the student and instructional staff subgroup reports using the MISCL Toolkit Report Generator to determine if subgroup responses vary in comparison to the aggregate or to one another.

The Toolkit has undergone some validity and reliability testing in some, but not all, contexts.

Collecting evidence of validity and reliability is important for understanding the extent to which the intended use of the Toolkit—gauging the extent of SCL implementation in schools and classrooms—can be supported. During its development, the Toolkit and surveys were reviewed by experts and scholars of student-centered learning to ensure that surveys were measuring concepts and content they were intended to measure. The surveys have also been pilot tested in several varied high school contexts to ensure the language in the surveys is clear, and those pilots have provided evidence that participants interpret the items in the way the developers intended. Pilot data has also been used to collect and analyze some validity and reliability evidence confirming that the surveys are measuring SCL concepts. Lastly, Toolkit usability has been tested in some contexts where the surveys were piloted, which has led to some adjustments to support intended Toolkit use. That said, testing of the Toolkit in a wider variety of contexts would provide more comprehensive information on their validity, reliability and usability in all settings where the Toolkit and instruments might be used. For more on the validity, reliability, and usability of the Toolkit, see this [RAND report](#).

The MISCL Toolkit is only a first step in supporting SCL.

This Toolkit provides one way to understand aspects of SCL in your school or district. While the information will be helpful, it is only one step in cultivating SCL; use of the Toolkit will not, by itself, improve SCL implementation. For example, the tool could reveal challenges to implementing SCL that will then need to be resolved through communication, additional resources, or policy changes, or it might reveal needs for support that can only be addressed with further training or other resources.

The impact of SCL on student outcomes is not yet well understood.

While there is some evidence that SCL approaches have the potential to improve academic and life outcomes for students (see the [RAND literature and tool review](#) for more information), it is not yet clear which practices are most effective or whether all practices are equally effective for all students in all situations. Put simply, “high” SCL may not be appropriate for all students in all circumstances all the time. Lead facilitators and participants should think carefully about which SCL strategies are most applicable to their students’ needs and context, and how often, or with what intensity they should be used. Keep this context in mind when interpreting and discussing the results of the Toolkit.

APPENDIX A: SURVEY INSTRUMENT CROSSWALKS

Table A.1 SCL Practices Addressed in Each MISCL Toolkit Instrument

SCL Practices	Toolkit Instruments					
	Student Survey	Student Focus Group	Instructional Staff Survey	School Leader Survey	District Leader Survey	Walkthrough
Strategy 1/ Survey Part 1: Learning is personalized to align with students’ needs, interests, and pace						
1.1 Educators and students work together to personalize students’ pathways through content and courses	✓	✓	✓	✓	✓	✓
1.2 Timing and delivery of learning opportunities are varied to support students’ learning needs, interests, and pace	✓	✓	✓			✓
1.3 Assessments are varied to support students’ learning needs, interests, and pace	✓	✓	✓	✓	✓	✓
Strategy 2/ Survey Part 2: Learning is challenging, engaging, and meets students where they are in a competency-based system						
2.1 Learning targets and pathways are clear, measurable, and competency-based	✓	✓	✓	✓		✓
2.2 Courses, assignments, activities, materials, and assessments are aligned to competencies			✓	✓		✓
2.3 Students access assessments when they are ready to demonstrate mastery and earn credit	✓	✓	✓	✓		✓
2.4 Learning opportunities and assessments reflect high expectations and provide appropriate challenge for each student	✓	✓	✓			✓
2.5 Students engage in meaningful, cognitively challenging assignments and activities	✓	✓	✓			✓

SCL Practices	Toolkit Instruments					
	Student Survey	Student Focus Group	Instructional Staff Survey	School Leader Survey	District Leader Survey	Walkthrough
Strategy 3/ Survey Part 3: Learning happens anytime, anywhere						
3.1 Students engage in multiple credit-bearing learning activities within and outside of the classroom	✓	✓	✓	✓	✓	
3.2 Students engage in authentic assignments and activities with connections to the real world	✓	✓	✓	✓		
Strategy 4/ Survey Part 4: Learning opportunities promote student agency and ownership						
4.1 Students participate in activities that promote self-regulation, collaboration, metacognition, and communication strategies	✓	✓	✓	✓	✓	✓
4.2 Students develop their own learning pathways and profiles with appropriate support	✓	✓	✓			✓
Strategy 5/ Survey Part 5: Learning is informed by data						
5.1 Educators and students gather data on students' needs, interests, goals, and learning progress	✓	✓	✓	✓	✓	
5.2 Educators and students use data to inform learning pathways and monitor progress	✓		✓	✓	✓	
Contextual Conditions for SCL: Systems for continuous improvement support SCL						
6.1 The school has a strong distributed leadership model which supports implementation of SCL			✓	✓	✓	
6.2 Personalized professional learning for educators and leaders focuses on implementation of SCL strategies			✓	✓	✓	
6.3 A school-wide system empowers students, educators, school leaders, and community members to identify SCL implementation needs, solicit feedback, and track progress	✓	✓	✓	✓	✓	

Contextual Conditions Survey Part 6	Toolkit Instruments					
	Student Survey	Student Focus Group	Instructional Staff Survey	School Leader Survey	District Leader Survey	Walkthrough
Contextual Conditions: People, policies, and infrastructure support SCL						
6.4 Leaders and educators embrace SCL			✓	✓	✓	
6.5 Students, educators, school leaders, families, and community members share an understanding of the SCL vision, goals, and vocabulary	✓	✓	✓	✓	✓	
6.6 Strong partnerships with stakeholders outside the district (community, families, organizations) support SCL implementation				✓	✓	
6.7 Clear and transparent systems for tracking student progress exist	✓	✓	✓	✓	✓	
6.8 Student and educator autonomy and flexibility is supported by school and district	✓		✓	✓	✓	
6.9 Technology infrastructure and data systems support SCL implementation	✓		✓	✓	✓	
Contextual Conditions: Learning environments support SCL						
6.10 Students, educators, and school leaders have equal access to SCL resources and supports			✓	✓	✓	
6.11 Positive, respectful, caring, and collaborative relationships exist among students and educators	✓	✓	✓	✓	✓	
6.12 Timely feedback among students, educators, and school leaders supports SCL	✓	✓	✓	✓	✓	

Table A.2 Parallel Instrument Items Crosswalk

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
1		Students choose what learning materials (e.g., books, computer software) they use 2a	Students choose what learning materials (e.g., books, computer software) they use 1a	Students choose what learning materials (e.g., books, computer software) they use 2a	How much choice do you have in the topics or skills (content) you work on in your classes? How frequently do you make these choices and what are some examples of choices you make? 4
1	I choose how I learn content (such as group work, independent work, online research) 2a	Students choose how they learn content (e.g., group work, independent work, online research) 2b	Students choose how they learn content (e.g., group work, independent work, online research) 1b	Students choose how they learn content (e.g., group work, independent work, online research) 2b	How much choice do you have in the topics or skills (content) you work on in your classes? How frequently do you make these choices and what are some examples of choices you make? 4
1	I choose which topics or skills I focus on in my classes 2b	Students choose what topics or skills they focus on 2c	Students choose what topics or skills they focus on 1c	Students choose what topics or skills they focus on 2c	How much choice do you have in the topics or skills (content) you work on in your classes? How frequently do you make these choices and what are some examples of choices you make? 4
1	I choose the order in which I complete activities and assignments 2c	Students choose the order in which they complete assignments and activities 2d	Students choose the order in which they complete assignments and activities 1d	Students choose the order in which they complete assignments and activities 2d	
1	I make choices based on my interests 2d	Students make choices based on their interest 2e	Students make choices based on their interest 1e	Students make choices based on their interest 2e	
1	I make choices based on my individual learning needs 2e	Students make choices based on their individual learning needs 2f	Students make choices based on their individual learning needs 1f	Students make choices based on their individual learning needs 2f	Do your teachers address your individual learning needs, and if so, how? How many teachers do this, how often? 3
1	I choose how to show what I have learned (for example, through projects, presentations, performances, or models as well as traditional tests or papers) 2f	Students choose how to demonstrate what they have learned (e.g., through projects, presentations, performances, or models as well as traditional tests or papers) 2g	Students choose how to demonstrate what they have learned (e.g., through projects, presentations, performances, or models as well as traditional tests or papers) 1g	Students choose how to demonstrate what they have learned (e.g., through projects, presentations, performances, or models as well as traditional tests or papers) 2g	How much choice do you have in the topics or skills (content) you work on in your classes? How frequently do you make these choices and what are some examples of choices you make? 4
1	I use a variety of learning materials (such as books or computer software) to accommodate my needs, interests, and learning pace 6a	Students use a variety of learning materials (e.g., books, computer software) to accommodate their needs, interests, and learning pace 3a			
1	In a single class period, I have opportunities to learn in different ways, such as listening to the instructor present to the whole class, working in small groups, or working independently 6b	Students learn material in different ways in a single instructional period (e.g., listening to me present to the whole class, working in small groups, working independently) 3b			

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
1	I can skip some required classes if I show I have learned the material (e.g., if I can demonstrate knowledge and skills for Algebra I, I do not need to take the course) 4a		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) 2a	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) 3a	Do your teachers address your individual learning needs, and if so, how? How many teachers do this, how often? 3
1	I can skip some activities or assignments if I can show I've learned the material 4b		Skip seat time for parts of a course (e.g., units or topics) if they show they have learned the material 2b	Skip seat time for parts of a course (e.g., units or topics) if they show they have learned the material 3b	Do your teachers address your individual learning needs, and if so, how? How many teachers do this, how often? 3
1	I can receive credit for classes at any point in the year if I can show I've learned the material 4c		Receive credit for a course at any point in the year if they show they have learned the material 2c	Receive credit for a course at any point in the year if they show they have learned the material 3c	
1			Receive credit for a course or learning opportunity they designed themselves. 2d	Receive credit for a course or learning opportunity they designed themselves. 3d	
1			Adjust their schedules (e.g., length of classes, order of classes) monthly or more frequently to address their needs, interests, and pace 2e	Adjust their schedules (e.g., length of classes, order of classes) monthly or more frequently to address their needs, interests, and pace 3e	How much choice do you have in your daily schedule-what classes you attend each day? How much of a voice do you have in your yearly schedule-what classes you take throughout the year? Can you give some examples? 5
1			Take alternative routes to earning credits beyond seat time (e.g., project based on established rubrics or online badges earned) 2f	Take alternative routes to earning credits beyond seat time (e.g., project based on established rubrics or online badges earned) 3f	
1			Take blended courses that involve some online instruction and some in-person instruction in a traditional classroom setting 2g	Take blended courses that involve some online instruction and some in-person instruction in a traditional classroom setting 3g	
1			Please indicate the extent to which the following statement is true for courses in your high school: 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. 3	Please indicate the extent to which the following statement is true for courses in your high school: 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. 4	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
1	I take assessments at different times than my classmates 7b	Students are assessed at different times from one another, depending on their interests and/or needs 4a	Students are assessed at different times from one another, depending on their interests and/or needs 5a	Students are assessed at different times from one another, depending on their interests and/or needs 5a	
1	To show that I am ready to move on to the next topic, I must demonstrate my learning in more than one way 7c	To demonstrate they are ready to move on to the next topic, students must demonstrate their learning in more than one way 4b	Students demonstrate their learning in more than one way to show they are ready to move on to a new topic 5b	Students demonstrate their learning in more than one way to show they are ready to move on to a new topic 5b	
1	If I do poorly on an assignment or assessment on the first try, I can try again later without my score or grade being lowered 7g	If students do poorly on an assignment or activity on the first try, they can try again later 4c	When students do poorly on their assignment or activity on the first try, they try again later 5c	When students do poorly on their assignment or activity on the first try, they try again later 5c	Do your teachers provide you with feedback, grades, or other ways of letting you know how you did on a quiz, test, or assignment? How do you use this information? Do you do anything differently as a result? 8
1	Instruction in my classes is personalized. 8	My instruction is personalized. 5	Instruction at my school is personalized. 6	Instruction in my district's high school(s) is personalized 6	
2		In general, across the classes you teach, do you align your instruction to anything besides academic content standards? For example, some districts also have school-wide competencies, capacities, skills or something similar. 6	Are instructional staff in your high school 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. 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. 7	
2		If yes, please indicate what those standards and/or competencies are: 7	If so, please indicate what else instructional staff are expected to align their instruction to: 8	If so, please indicate what else instructional staff are expected to align their instruction to: 8	
2		Please indicate whether the standards/competencies to which you align your instruction were developed or adjusted in collaboration with others in your district. 8	Are the standards and/or competencies to which instructional staff align their instruction developed or adjusted in collaboration with others in your district? 9	Are the standards and/or competencies to which instructional staff align their instruction developed or adjusted in collaboration with others in your district? 9	
2	My instructors give me a clear list of topics and skills I am supposed to learn 9a	I provide students with standards and/or competencies at the start of a course. 9a	Instructional staff provide students with standards and/or competencies at the start of a course 10b		How do you know what you need to learn in order to pass your English, mathematics, science, and social studies classes? 6
2		My daily learning objectives are aligned to standards and/or competencies 9b	Instructors' daily learning objectives are aligned to standards/competencies 10c		

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
2		Learning materials are aligned to standards and/or competencies 9c	Learning materials used by Instructors are aligned to standards/competencies 10d		
2		The activities and assignments students work on are aligned to standards and/or competencies 9d	Activities and assignments students work on are aligned to standards/competencies 10e		
2		Course assessments are aligned to standards and/or competencies 9e	Course assessments are aligned to standards/competencies 10f		
2	I know at the beginning of a course what knowledge and skills I will need to demonstrate on assessments (e.g., tests, projects, portfolios) 9b	Students know at the beginning of a course what knowledge and skills they will need to demonstrate on assessments (e.g., tests, projects, portfolios). 9f			
2		Students must demonstrate they have learned a topic before they can move onto a new topic 10a	Students must demonstrate they have learned a topic before they can move onto a new topic 11a		How do you show what you have learned in your English, mathematics, science, and social studies classes? Do all students show what they have learned in the same way, at the same time? 7
2	As soon as I have learned a skill or topic, I can show my instructor that I have learned it 10a	Students demonstrate they have learned a skill or topic as soon as they are ready 10b	Students demonstrate they have learned a skill or topic as soon as they are ready 11b		How do you show what you have learned in your English, mathematics, science, and social studies classes? Do all students show what they have learned in the same way, at the same time? 7
2	I am able to skip some topics or assignments if I can show I know the material 10b	Students can skip some topics or assignments within my course if they can demonstrate they know the material 10c	Students can skip some topics or assignments within my course if they can demonstrate they know the material 11c		How do you show what you have learned in your English, mathematics, science, and social studies classes? Do all students show what they have learned in the same way, at the same time? 7
2	My instructor gives tests or assessments at the beginning of a unit to see how much I already know 10c	When starting on a new topic or competency, I first identify students' prior knowledge and skills with a diagnostic test or assessment 10d	Instructors identify students' prior knowledge and skills with a diagnostic test or assessment before starting a new topic or competency 11d		
2	I can demonstrate that I have learned the material at a different time than other students in my class 10d	Students can demonstrate that they have learned the material at different times than other students in the class 10e			How do you show what you have learned in your English, mathematics, science, and social studies classes? Do all students show what they have learned in the same way, at the same time? 7

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
2	I receive additional supports to help me catch up to or keep the same learning pace as other students in my classes 10e	Students receive additional supports to help them catch up to or keep the same learning pace as their peers 10f	Students receive additional supports to help them catch up to or keep the same learning pace as their peers 11e		
2	I progress to the next unit at the same time as my classmates, regardless of whether I have mastered the material 11a				In your classes, do you move on to a new lesson or unit at the same time as everyone else? 9
2	My instructors require me to get through a certain amount of material even if I am working at my own pace 11b	I require students to get through a certain amount of material even if they are working at their own pace 11a	Students are required to get through a certain amount of material, even if they are working at their own pace 12a		In your classes, do you move on to a new lesson or unit at the same time as everyone else? 9
2		All students take tests and assessments at the same time 11b	All students take tests and assessments at the same time 12b		How do you show what you have learned in your English, mathematics, science, and social studies classes? Do all students show what they have learned in the same way, at the same time? 7
2	My instructors require that I complete every activity and assignment even if I already know the material 11c	I require students to complete every activity and assignment even if they already know the material 11c			How do you show what you have learned in your English, mathematics, science, and social studies classes? Do all students show what they have learned in the same way, at the same time? 7
2	My classes really make me think 12a				To what extent are your classes challenging? Are they too easy, too difficult, or a little of both? 10
2	The topics I'm studying are interesting and challenging 12b				To what extent are your classes challenging? Are they too easy, too difficult, or a little of both? 10
2	The assignments and activities I work on are challenging, but not so difficult that I can't complete them 12c				To what extent are your classes challenging? Are they too easy, too difficult, or a little of both? 10
2	I am able to work on activities and assignments that fit my learning needs 12d				Do your teachers address your individual learning needs, and if so, how? How many teachers do this, how often? 3
2	My instructors have high expectations for my behavior 12e				Do you feel like the teachers and principal have high expectations for your learning and behavior? 11
2	My classes are competency-based. 13	My instruction is competency-based. 15	Instruction at my school is competency-based. 13		

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
3	During this school year, have you...? 14	Please indicate whether students in your high school are offered the following opportunities and whether they are available for credit. 16	Please indicate whether students at your school are offered the following opportunities and whether they are available for credit. 14	Please indicate whether students in your district's high school(s) are offered the following opportunities and whether they are available for credit. 10	Can you earn credit towards graduation for things you've done or learned outside of school? Have you ever earned credit for things you've learned or done outside of school? 13
3		Students can get credit in my class for learning they do in activities outside of my class or school, such as those in a community-based organization 17a	Students can earn credit for learning they do in activities outside of the class or school, such as those in a community-based organization 15a		Can you earn credit towards graduation for things you've done or learned outside of school? Have you ever earned credit for things you've learned or done outside of school? 13
3	I discuss how someone could use something I learned in school in a real job 16g	I discuss with my students how the skills they are learning could be applied in a job 17b	Students discuss how the skills they have learned could be applied to a job 15b		
3	I connect what I am learning to life outside the classroom 16h	Students connect what they are learning to life outside of school (e.g., calculating how much it will cost to pay off student loans based on set salary and interest rate) 17c	Students connect what they are learning to life outside of school (e.g., calculating how much it will cost to pay off student loans based on set salary and interest rate) 15c		Do you see connections between your life outside of school and what you learn in school? 12
3	I connect what I learn outside of school (e.g., in an internship, college course, at home) with what I learn in school 16a	Students connect what they learn outside of school (e.g., in an internship, college course) with what they learn in school 17d	Students connect what they learn outside of school (e.g., in an internship or college course) with what they learn in school 15d		Do you see connections between your life outside of school and what you learn in school? 12
3	I get course credit for learning I do outside of school 16d				Can you earn credit towards graduation for things you've done or learned outside of school? Have you ever earned credit for things you've learned or done outside of school? 13
3	I develop real-world products (i.e., for real-world audiences and purposes) that are valued by people outside of the classroom (e.g., writing a letter to congress, prototyping an exhibit for a local museum, developing a resume for a job) 16e	Students develop real-world products (i.e., for authentic audiences and purposes) that are valued by people outside of the classroom (e.g., writing a letter to congress, prototyping an exhibit for a local museum, developing a resume for a job) 17e	Students develop real-world products (i.e., for authentic audiences and purposes) that are valued by people outside of the classroom (e.g., writing a letter to congress, prototyping an exhibit for a local museum, developing a resume for a job) 15e		
3	My courses provide opportunities for anytime, anywhere learning. 17	The courses I teach provide anytime, anywhere learning. 18	My school provides anytime, anywhere learning. 16		

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
4		Collaborating with other students on a variety of learning activities or assignments 19a	Collaborating with other students on a variety of learning activities or assignments 17a	Collaborating with other students on a variety of learning activities or assignments 11a	
4		Understanding and managing emotions 19b	Understanding and managing emotions 17b	Understanding and managing emotions 11b	
4		Handling stress 19c	Handling stress 17c	Handling stress 11c	
4		Persisting through challenging activities or assignments 19d	Persisting through challenging activities or assignments 17d	Persisting through challenging activities or assignments 11d	
4		Making responsible decisions 19e	Making responsible decisions 17e	Making responsible decisions 11e	
4		Establishing and maintaining positive relationships 19f	Establishing and maintaining positive relationships 17f	Establishing and maintaining positive relationships 11f	
4		Feeling and showing empathy for others 19g	Feeling and showing empathy for others 17g	Feeling and showing empathy for others 11g	
4		Developing positive learning mind-sets (e.g., growth mindset, sense of purpose, and belonging) 19h	Developing positive learning mind-sets (e.g., growth mindset, sense of purpose, and belonging) 17h	Developing positive learning mind-sets (e.g., growth mindset, sense of purpose, and belonging) 11h	
4		Communicating their thoughts and emotions clearly and appropriately 19i	Communicating their thoughts and emotions clearly and appropriately 17i	Communicating their thoughts and emotions clearly and appropriately 11i	
4		Developing a sense of positive identity 19j	Developing a sense of positive identity 17j	Developing a sense of positive identity 11j	
4	My instructors show or explain strategies I can use to help me learn 18a	I show or explain strategies students can use to help each other learn 20a			
4	My instructors encourage me to ask other students for help before asking for help from my instructor 18b	I encourage students to ask their peers for help before seeking my assistance 20b			What do you do if you are having trouble completing an assignment or activity, or when you don't understand what you are learning in class? 14
4	My instructors show or explain strategies I can use to work successfully in a group with other students 18c	I show or explain how to work in a collaborative way that holds students mutually accountable 20c			
4	My instructors encourage me to connect what I am learning to prior knowledge 18d	I encourage students to connect what they are learning to prior knowledge 20d			
4	My instructors show or explain strategies students can use to complete all assignments and assessments on time 18f	I show or explain strategies students can use to complete all assignments and assessments on time 20f			

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
4	My instructors expect me to explain how I arrived at my answer 18g	I expect students to explain how they arrived at their answer 20g			
4	I ask questions when I don't understand the material 18h	I encourage students ask clarifying questions if they don't understand a lesson or assignment 20i			What do you do if you are having trouble completing an assignment or activity, or when you don't understand what you are learning in class? 14
4	My instructors teach me to advocate for the support I need at school 18i	I teach students to advocate for the support they need at school 20j			
4	During discussions and group work, I question other students and ask them to explain their thinking 18j	I encourage students to question each other and push each other's thinking during groupwork and discussions 20k			
4	Other students give me feedback intended to help me improve my work 18k	I expect students to provide feedback on each other's work to further each other's learning 20l			
4	I keep trying even if something is hard 19a	Students keep trying when faced with a challenging activity or assignment 21a			What do you do if you are having trouble completing an assignment or activity, or when you don't understand what you are learning in class? 14
4	I am eager to participate in my classes 19c	Students are eager to participate in learning activities 21c			
4	I have opportunities to contribute to decisions that affect other students (e.g., a grading policy) 19f	Students have opportunities to contribute to decisions in my classroom that affect other students (e.g., grading policy) 21d			Are students involved in making decisions at the school? 16
4	I provide input about what, how, when, and where I want to learn 19g	Students provide meaningful input regarding what, how, when, and where they learn 21e			When you have an idea about how to improve instruction or culture at your school, how you let your teachers or principal know about it? Do people at school try to make it better? 15
4	When I make choices about what, how, when, and where I want to learn, I am confident I am making the right choice 19h	When given opportunities and options for what, how, when, and where they learn, students make well-informed choices 21f			
4	I work with my instructors to create and modify my personal learning plan 19i	Students work with me to create and modify their personal learning plans 21h			Do you ever sit down with your teachers and plan what you need to learn? If yes, how do you do this, and how often? 20
4	I exercise agency and ownership over my learning. 22	My students exercise agency and ownership over their learning. 22			

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
5	I check my grades and/or progress on my assignments at least a few times a year (for example, using an online gradebook) 23a	I help students check their progress at least a few times a year 23a	Instructors help students check their progress at least a few times a year 18a		Do you keep track of your progress? If so, how? 18
5	I check my grades and or progress on my assignments in school whenever I want, without asking an instructor 23b	Students can check their progress in my class whenever they want, without asking me 23b	Students can check their progress whenever they want, without checking in with the instructor 18b		Do you keep track of your progress? If so, how? 18
5	I am expected to keep track of my progress at least a few times a year (e.g., by using an online gradebook or portfolio) 23c	Students are expected to monitor their own progress at least a few times a year (e.g., by using an online gradebook or portfolio) 23c	Students are expected to monitor their own progress at least a few times a year (e.g., by using an online gradebook or portfolio) 18c		
5		Summative or formative information about student performance on specific skills 24a	Summative or formative information about student performance on specific skills 19a	Summative or formative information about student performance on specific skills 12a	
5		Assessment data that is built into curriculum software 24b	Assessment data that is built into curriculum software 19b	Assessment data that is built into curriculum software 12b	
5		Information about specific students who need extra assistance 24c	Information about specific students who need extra assistance 19c	Information about specific students who need extra assistance 12c	
5		Information about specific students who are progressing at the expected pace 24d	Information about specific students who are progressing at the expected pace 19d	Information about specific students who are progressing at the expected pace 12d	
5		Information about specific students who are at risk of dropping out or not making sufficient progress 24e	Information about specific students who are at risk of dropping out or not making sufficient progress 19e	Information about specific students who are at risk of dropping out or not making sufficient progress 12e	
5		Information about students' needs, interests, learning pace, and goals from parents/guardians 24f	Information about students' needs, interests, learning pace, and goals from parents/guardians 19f	Information about students' needs, interests, learning pace, and goals from parents/guardians 12f	
5		Information about students' needs, learning pace, and learning processes from students 24g	Information about students' needs, learning pace, and learning processes from students 19g	Information about students' needs, learning pace, and learning processes from students 12g	
5		Information about student work habits and study skills 24h	Information about student work habits and study skills 19h	Information about student work habits and study skills 12h	
5		Information from students about their interests and goals 24i	Information from students about their interests and goals 19i	Information from students about their interests and goals 12i	
5		Feedback from students on your instruction and/or learning climate 24j	Feedback from students on your instruction and/or learning climate 19j	Feedback from students on your instruction and/or learning climate 12j	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
5			Summative or formative information about student performance on specific skills 20a	Summative or formative information about student performance on specific skills 13a	
5			Assessment data that is built into curriculum software 20b	Assessment data that is built into curriculum software 13b	
5			Information about specific students who need extra assistance 20c	Information about specific students who need extra assistance 13c	
5			Information about specific students who are progressing at the expected pace 20d	Information about specific students who are progressing at the expected pace 13d	
5			Information about specific students who are at risk of dropping out or not making sufficient progress 20e	Information about specific students who are at risk of dropping out or not making sufficient progress 13e	
5			Information about students' needs, interests, learning pace, and goals from parents/guardians 20f	Information about students' needs, interests, learning pace, and goals from parents/guardians 13f	
5			Information about students' needs, learning pace, and learning processes from students 20h	Information about students' needs, learning pace, and learning processes from students 13g	
5			Information about student work habits and study skills 20h	Information about student work habits and study skills 13h	
5			Information from students about their interests and goals 20i	Information from students about their interests and goals 13i	
5			Feedback from students on your instruction and/or learning climate 20j	Feedback from students on your instruction and/or learning climate 13j	
5		Tailor the content of instruction to individual students' needs, interests, and/or pace 25a	Tailor the content of instruction to individual students' needs, interests, and/or pace 21a		
5		Develop recommendations for tutoring or other educational support services for particular students 25b	Develop recommendations for tutoring or other educational support services for particular students 21b		
5		Group students within my class(es) 25c	Group students within my class(es) 21c		
5		Offer students extended learning opportunities (e.g., extended-day programs, Saturday classes, or an extended school year) 25d	Offer students extended learning opportunities (e.g., extended-day programs, Saturday classes, or an extended school year) 21d		

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
5		Assess students' prior knowledge and skills to facilitate students' connection to new material and skill development 25e	Assess students' prior knowledge and skills to facilitate students' connection to new material and skill development 21e		
5		Set expectations/goals for student achievement 25f	Set expectations/goals for student achievement 21f		
5		Monitor individual students' progress and understanding of key concepts 25g	Monitor individual students' progress and understanding of key concepts 21g		
5		Reflect on and discuss learning with students 24h	Reflect on and discuss learning with students 21h		How often do your teachers or other adults at school talk to you about the progress you're making in school overall? Do you do anything differently after talking with your teachers about your progress? 19
5	Check my grades and/or progress on my assignments to make sure I am on track to graduate 24a				Do you keep track of your progress? If so, how? 18
5	Discuss your learning progress with your instructors 24b	To discuss their learning progress with me 26a			How often do your teachers or other adults at school talk to you about the progress you're making in school overall? Do you do anything differently after talking with your teachers about your progress? 19
5	Discuss your learning progress with other school staff such as the counselor or principal 24c				How often do your teachers or other adults at school talk to you about the progress you're making in school overall? Do you do anything differently after talking with your teachers about your progress? 19
5	Help you plan to meet your personal goals 25b				Do you ever sit down with your teachers and plan what you need to learn? If yes, how do you do this, and how often? 20
5	I regularly use data about my learning to keep track of my progress in school and set goals. 26	I regularly collect and use data to inform student learning and progress. 27	Instructional staff at my school regularly collect and use data to inform student learning and progress. 22	Instructional staff at my district's high school(s) regularly collect and use data to inform student learning and progress. 14	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
6		School leaders work with instructional staff to establish, revise, and discuss progress towards school goals 28a	School leaders work with instructional staff to establish, revise, and discuss progress towards school goals 23a	School leaders work with instructional staff to establish, revise, and discuss progress towards school goals 15a	
6		Students provide input on school goals 28b	Students provide input on school goals 23b	Students provide input on school goals 15b	
6		School leaders solicit instructional staff's input in issues related to curriculum, instruction, and improving student performance 28c	School leaders solicit instructional staff's input in issues related to curriculum, instruction, and improving student performance 23c	School leaders solicit instructional staff's input in issues related to curriculum, instruction, and improving student performance 15c	
6		Instructional staff participate in school-level instructional decision-making through formal groups/structures (e.g., curriculum committee, school improvement teams) 28d	Instructional staff participate in school-level instructional decision-making through formal groups/structures (e.g., curriculum committee, school improvement teams) 23d	Instructional staff participate in school-level instructional decision-making through formal groups/structures (e.g., curriculum committee, school improvement teams) 15d	
6		Students participate in school-level decisions that could affect them through formal groups/structures 28e	Students participate in school-level decisions that could affect them through formal groups/structures 23e	Students participate in school-level decisions that could affect them through formal groups/structures 15e	
6		Community members and/or parents participate in school-level decisions that affect students through formal groups/structures 28f	Community members and/or parents participate in school-level decisions that affect students through formal groups/structures 23f	Community members and/or parents participate in school-level decisions that affect students through formal groups/structures 15f	
6		School leaders monitor progress against the goals in our school improvement plan 28g		High school(s) monitor progress against goals in our school improvement plan 15g	
6		My high school has a mission statement that supports student-centered learning 28a	My high school has a mission statement that supports student-centered learning 24a	Our high schools have mission statements that support student-centered learning. 16a	
6			My school has strong partnerships with external organizations that support student learning 24c	Our high schools have strong partnerships with external organizations that support student learning 16b	
6		My school and/or district provides me with many PD opportunities focused on student-centered learning 30a	My school and/or district provides instructional staff with many PD opportunities focused on student-centered learning. 25a	My district provides instructional staff with many PD opportunities focused on student-centered learning. 17a	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
6			My school and/or district provides me with many PD opportunities focused on student-centered learning. 25c	My district provides school leaders with many PD opportunities focused on student-centered learning. 17b	
6			All instructional staff have access to the same PD opportunities focused on student-centered learning 25b	All instructional staff have access to the same PD opportunities focused on student-centered learning 17c	
6		I receive the PD I need to support student-centered learning practices in my school. 30b	I receive the PD I need to support student-centered learning practices in my school. 25d		
			The PD provided by my school/district requires instructional staff to be active participants in their own learning 25e	The PD provided by my district requires instructional staff to be active participants in their own learning. 17d	
6		The PD provided by my school/district includes coaching or other supports that help me apply what I have learned to my classroom instruction 30c	The PD provided by my school/district includes coaching or other supports to help instructional staff apply what they have learned to their instruction. 25f	The PD provided by my district includes coaching or other supports to help instructional staff apply what they have learned to their instruction. 17e	
6		The PD provided by my school/district is responsive to my needs, interests, and learning pace 30d	The PD provided by my school/district is responsive to instructional staff's needs, interests, and learning pace. 25g	The PD provided by my district is responsive to instructional staff's needs, interests, and learning pace. 17f	
6		I receive feedback on my instruction more than once a year 30e	I provide all instructors with feedback on their instruction at least once a year 25h		
6		I receive feedback on my instruction more than once a year 30e	Other staff at this school provide all instructors with feedback on their instruction at least once a year. 25i		
6			High school standards for mathematics 26a	High school standards for mathematics 18a	
6			High school standards for English language arts 26b	High school standards for English language arts 18b	
6			High school standards for science 26c	High school standards for science 18c	
6			High school standards for social studies 26d	High school standards for social studies 18d	
6			High school standards for the arts 26e	High school standards for the arts 18e	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
6			High school standards for foreign languages 26f	High school standards for foreign languages 18f	
6			High school standards for career or technical education 26g	High school standards for career or technical education 18g	
6			District-required or recommended instructional materials for high school mathematics 26h	District-required or recommended instructional materials for high school mathematics 18h	
6			District-required or recommended instructional materials for English language arts 26i	District-required or recommended instructional materials for English language arts 18i	
6			District-required or recommended instructional materials for high school science 26j	District-required or recommended instructional materials for high school science 18j	
6			District-required or recommended instructional materials for high school social studies 26k	District-required or recommended instructional materials for high school social studies 18k	
6			Statewide high school assessments 26l	Statewide high school assessments 18l	
6			Schoolwide competencies 26m	Schoolwide competencies 18m	
6	If students express concerns to school administrators about this school, administrators are responsive 27c	If students express concerns to school leaders about their school, school leaders are responsive 31b			
6	Most of my instructors care about how I'm doing 28b	Most instructional staff care about how students are feeling 31e			Do you feel like the teachers and other adults in your school care about you as a person? 21
6	I feel safe in this school 28c	All students feel safe in this school 31h			
6	Instructors make sure that all students are planning for life after graduation 30a				In what concrete ways do teachers help you plan to reach your goals after high school? 22
6			Students are required to demonstrate they have learned a topic before they can move on to a new topic 27a	Students are required to demonstrate they have learned a topic before they can move on to a new topic 19a	
6			Students must/can demonstrate they have learned a skill or topic as soon as they are ready 27b	Students must/can demonstrate they have learned a skill or topic as soon as they are ready 19c	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
6			Students can skip some topics or assignments within a course if they can demonstrate they know the material 27c	Students can skip some topics or assignments within a course if they can demonstrate they know the material 19d	
6			Students receive additional supports to help them catch up to or keep the same learning pace as their peers 27d	Students receive additional supports to help them catch up to or keep the same learning pace as their peers 19f	
6			Students are required to get through a certain amount of material, even if they are working at their own pace 27e	Students are required to get through a certain amount of material, even if they are working at their own pace 19h	
6			All students take tests and assessments at the same time 27f	All students take tests and assessments at the same time 19i	
6		An inadequate amount of time to prepare personalized lessons for all students 34a	An inadequate amount of time to prepare personalized lessons for all students 28a	An inadequate amount of time to prepare personalized lessons for all students 20a	
6		Lack of flexibility in the curriculum instructional staff are required to teach (i.e., need to teach specific material in a specific timeframe) 34b	Lack of flexibility in the curriculum instructional staff are required to teach (i.e., need to teach specific material in a specific timeframe) 28b	Lack of flexibility in the curriculum instructional staff are required to teach (i.e., need to teach specific material in a specific timeframe) 20b	
6		Pressure to cover specific material on which students will be tested 34c	Pressure to cover specific material on which students will be tested 28c	Pressure to cover specific material on which students will be tested 20c	
6		Tracking students into pre-specified pathways or sets of courses 34d	Tracking students into pre-specified pathways or sets of courses 28d	Tracking students into pre-specified pathways or sets of courses 20d	
			Instructional staff do not embrace student-centered learning 28f	Instructional staff do not embrace student-centered learning 20f	
			District leaders do not embrace student-centered learning 28g	Other district leaders do not embrace student-centered learning 20g	
6		School leaders do not embrace student-centered learning 34e	Other school leaders do not embrace student-centered learning 28h	School leaders do not embrace student-centered learning 20h	
6		School facilities/design does not support student-centered learning 34f	School facilities/design does not support student-centered learning 28e	School facilities/design does not support student-centered learning 20e	
6		Lack of high-quality instructional materials to support student learning 34g	Lack of high-quality instructional materials to support student learning 28i	Lack of high-quality instructional materials to support student learning 20i	

Table A.2 Parallel Instrument Items Crosswalk – Continued

Bold text indicates recommended items to compare across instruments

Strategy	Student Survey	Instructional Staff Survey	School Leader Survey	District Leader Survey	Student Focus Group
			Lack of student-centered instruction across all courses 28j	Lack of student-centered instruction across all courses 20j	
6		Lack of supports for high-needs students (i.e., students with more learning needs) 34h	Lack of supports for high-needs students (i.e., students with more learning needs) 28k	Lack of supports for high-needs students (i.e., students with more learning needs) 20k	
6		Instructors are expected to serve too many students in some courses 34i	Instructional staff are expected to serve too many students in some courses 28l	Instructional staff are expected to serve too many students in some courses 20l	
6		Inadequate data to help instructors personalize instruction for students 34j	Inadequate data to help instructional staff personalize instruction for students 28m	Inadequate data to help instructional staff personalize instruction for students 20m	
6		High levels of student absenteeism 34k	High levels of student absenteeism 28n	High levels of student absenteeism 20n	
6		High levels of student disciplinary problems 34l	High levels of student disciplinary problems 28o	High levels of student disciplinary problems 20o	
			Poor alignment between state policy requirements and SCL 28p	Poor alignment between state policy requirements and SCL 20p	
			Inadequate state data systems 28q	Inadequate state data systems 20q	
6		Inadequate number of computers or other devices (e.g., tablets) to accommodate all students 34n	Inadequate number of computers or other devices (e.g., tablets) to accommodate all students 28r	Inadequate number of computers or other devices (e.g., tablets) to accommodate all students 20r	
6		Slow internet connection or inadequate bandwidth in the school 34o	Slow internet connection or inadequate bandwidth in the school 28s	Slow internet connection or inadequate bandwidth in the school 20s	
6		Lack of reliable internet access outside of school for students 34p	Lack of reliable internet access outside of school for students 28t	Lack of reliable internet access outside of school for students 20t	
6		Computer-based instruction and school curriculum are not aligned 34q	Computer-based instruction and school curriculum are not aligned 28u	Computer-based instruction and school curriculum are not aligned 20u	
6		Online learning programs do not allow instructors to assign specific activities or units to individual students 34r	Online learning programs do not allow instructional staff to assign specific activities or units to individual students 28v	Online learning programs do not allow instructional staff to assign specific activities or units to individual students 20v	

Table A.3 Toolkit Survey Items Borrowed or Adapted from Other Sources

The MISCL items listed in this table have been adapted or inspired by the sources listed in this table.

Source	Survey	Item Number(s)
American Institutes for Research, (2017). <i>Teacher CBE Practices Survey</i> , Washington, D.C.: American Institutes for Research.	Student Survey	9a
	Instructional Staff Survey	9a, 16j, 20i, 31d, 33h
	School Leader Survey	10b, 13j
	District Leader Survey	10j
American Institutes for Research. (2016). <i>The Study of Deeper Learning: Opportunities and Outcomes, Student Survey Documentation</i> , Washington, D.C.: American Institutes for Research.	Student Survey	10c, 16c, 16f, 16g, 16h, 18h
Consortium on Chicago School Research [CCSR]. (1999). <i>High School Teacher Survey</i> , Chicago, IL: Consortium on Chicago School Research.	Instructional Staff Survey	24f, 33a
Education Development Center. (2016). <i>Portland Student Questionnaire DLSC Phase 2 Year 1</i> , Washington, D.C.: Education Development Center.	Student Survey	14a, 14b, 14c, 27d, 28a, 28b, 30a
	Instructional Staff Survey	29a, 30a, 30b, 32a, 33c
	School Leader Survey	24a, 25a, 25d
Elmore, R., (2004). <i>School Reform from the Inside Out: Policy, Practice and Performance</i> , Cambridge, MA: Harvard Education Press.	School Leader Survey	24b
	District Leader Survey	15g, 16a
Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C.M., & Darling-Hammond, L. (June 2014). <i>Student-Centered Schools: Closing the Opportunity Gap</i> , Stanford, CA: Stanford Center for Opportunity Policy in Education.	Instructional Staff Survey	4c, 20c, 21c, 21d, 24j
	School Leader Survey	19j, 20j
	District Leader Survey	12j, 13j

Source	Survey	Item Number(s)
Future Ready Schools. (2015). <i>Future Ready District Assessment</i> , Washington, D.C.: Alliance for Excellent Education.	School Leader Survey	2f
	District Leader Survey	3f
Haynes, E., Zeiser, K., Surr, W., Hauser, A., Clymer, L., Walston, J., Bitter, C., & Yang, R. (2016). <i>Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning</i> , Washington, D.C.: American Institutes for Research.	Student Survey	7i, 9b, 25c
	School Leader Survey	4a, 4b, 4c, 4d, 4e, 4f, 4g
LEAP Innovations. (2016). The LEAP Personalized Learning Surveys: Sample Survey Items. Retrieved from https://leapinnovations.org/leap-learning-framework/ .	Student Survey	10a
	Instructional Staff Survey	20b
Murphy, R., Snow, E., Mislvey, J., Gallagher, L., Krumm, A., & Wei, X. (2014). <i>Blended Learning Report</i> , Menlo Park, CA: SRI International.	Instructional Staff Survey	13a, 13b, 13c, 13d, 25f, 25g, 34q, 34r
	School Leader Survey	21f, 21g
OBD 2017 Student Survey Steiner, Elizabeth D., Laura S. Hamilton, Laura Stelitano, and Mollie Rudnick, <i>Designing Innovative High Schools: Implementation of the Opportunity by Design Initiative After Two Years</i> , Santa Monica, Calif.: RAND Corporation, RR-2005-CCNY, 2017. As of September 22, 2019: https://www.rand.org/pubs/research_reports/RR2005.html	Student Survey	2b, 3d, 3e, 6a, 11b, 15a, 18d, 18g, 18k, 21a, 21b, 21c, 21d, 23a, 23c, 24b, 25b, 27a, 27e, 27f, 28c, 29a, 29c, 30c, 30d, 30e, 30f
	Instructional Staff Survey	26a, 26c
ObD 2017 Teacher Survey Steiner, Elizabeth D., Laura S. Hamilton, Laura Stelitano, and Mollie Rudnick, <i>Designing Innovative High Schools: Implementation of the Opportunity by Design Initiative After Two Years</i> , Santa Monica, Calif.: RAND Corporation, RR-2005-CCNY, 2017. As of September 22, 2019:	Instructional Staff Survey	2a, 2c, 10a, 10d, 11a, 12a, 12b, 12c, 12d, 20d, 22c, 23c, 24a, 24b, 24c, 24d, 24e, 25a, 25b, 25c, 25d, 25e, 25h, 31e, 32d, 33g, 34b, 34c, 34j, 34k, 34l, 34o

Source	Survey	Item Number(s)
https://www.rand.org/pubs/research_reports/RR2005.html	School Leader Survey	1a, 1c, 5b, 11a, 11d, 12a, 18b, 18c, 18d, 18g, 19a, 19c, 21a, 21b, 21c, 21d, 21h, 27e, 27f, 28b, 28c, 28n, 28o
	District Leader Survey	2a, 2c, 5b, 12a, 12b, 12c, 12e, 13a, 13b, 13c, 13e, 19e, 20b, 20c, 20n, 20o
Panorama Education. (2017). Panorama Student Survey. Retrieved from https://www.panoramaed.com	Student Survey	6e, 19c, 19d, 19e
Steiner, E.D., Laura S. Hamilton, Evan D. Peet and John F. Pane (2015). <i>Continued Progress: Promising Evidence on Personalized Learning Survey Results Addendum</i> . Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR1365z2.html	Student Survey	29d
Ryan, S., & Cox, J. D. (2016). <i>Guide to the Competency-Based Learning Survey for Students</i> , Waltham, MA.: Regional Education Laboratory at Education Development Center, Inc.	Student Survey	7c, 7g, 10b, 10c, 10d, 18a, 18b, 18c, 18f, 20a, 20b, 20c, 20d, 25a
Ryan, S., & Cox, J.D. (2017). <i>Investigating Student Exposure to Competency-based Education</i> . Education Policy Analysis Archives, 25, 24.	Instructional Staff Survey	20a, 20g
The University of Chicago Consortium on School Research, (2015). <i>2015 CPS My Voice, My School Student Survey: 6th-12th Grade Version</i> , Chicago, IL	Student Survey	6c, 12a, 12b, 27b, 27c, 30c
	Instructional Staff Survey	24f
	School Leader Survey	19f, 20f
	District Leader Survey	12f, 13f
Wang, M., Fredricks, J.A., Ye, F., Hofkens, T.L., & Schall Linn, J.S. (2016). The Math and Science Engagement Scale: Development, Validation, and Psychometric Properties, <i>Learning and Instruction</i> , 43, 16–26.	Instructional Staff Survey	21a

APPENDIX B: SURVEY ADMINISTRATION VIA SURVEY GIZMO AND SURVEY ANALYSIS VIA THE MISCL TOOLKIT REPORT GENERATOR

This appendix provides directions for using Survey Gizmo to administer the Toolkit surveys and the MISCL Toolkit Report Generator to analyze the survey data.

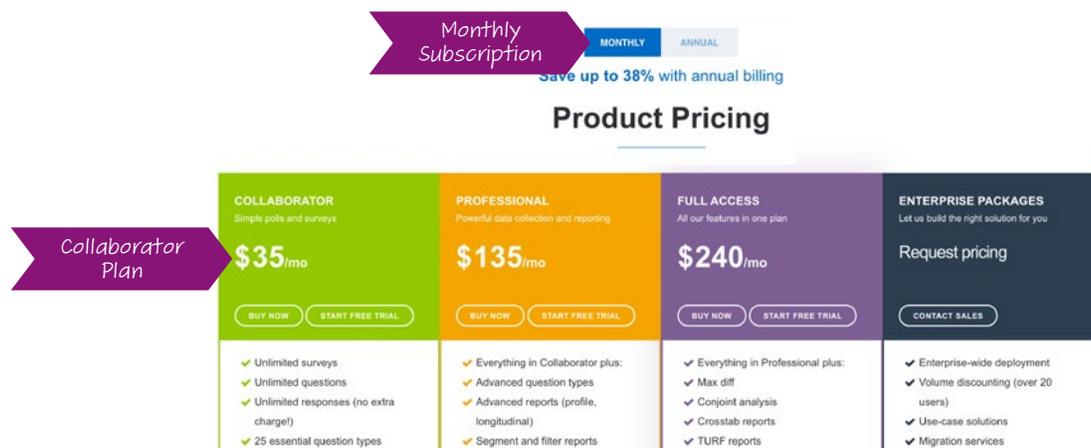
Survey Gizmo is an online survey platform that will allow you to administer the MISCL surveys securely online.

The **MISCL Toolkit Report Generator** is a free application that you can use to analyze your results once you have administered your surveys in Survey Gizmo. The application will allow you to easily analyze the instructional staff and student survey results by subgroup and compare responses across surveys.

B.1 Administering the MISCL Surveys Using Survey Gizmo

To administer the MISCL surveys using Survey Gizmo, follow the steps below. In total, setting up your surveys for administration in Survey Gizmo should take 1-2 hours (Steps 1-2 below take approximately 20 minutes, Step 3 takes approximately 5 minutes/survey, and Step 4 takes 10-20/minutes per survey).

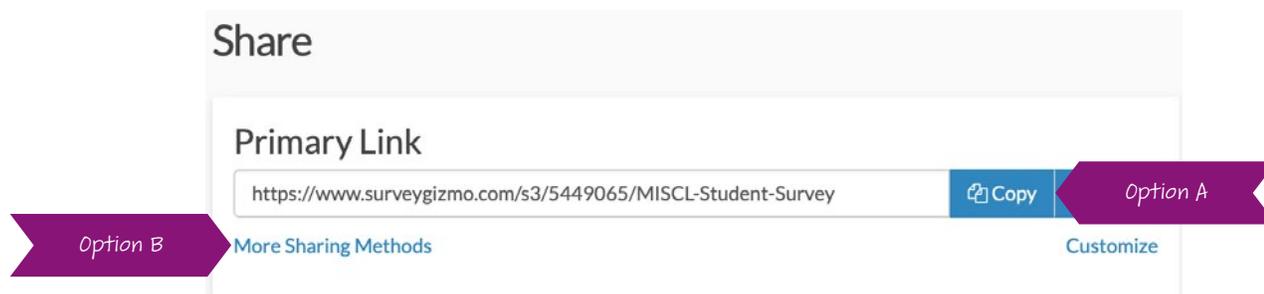
- 1) Go to www.surveygizmo.com, click “Plans and Pricing,” and sign up for a **collaborator** subscription. The collaborator subscription is the lowest-price plan that provides the capability of administering the surveys and downloading the results; a free account does not have this capacity. If you plan to administer the surveys within or over a period of a few months, sign up for a **monthly subscription**. If you plan to administer the surveys over a longer period, the annual collaborator subscription is most cost effective. The graphic below shows the price per month as of February 2020.



- 2) Take a [tour of Survey Gizmo](#) to orient yourself to the main features of the platform. Read their recommendations on which [browsers](#) to use.
- 3) Add an MISCL survey to Survey Gizmo through the following steps:
 - a. Download the appropriate MISCL Survey Gizmo template from the [Students at the Center Hub](#) and save it to your local computer
 - b. Log into your Survey Gizmo account and click on “Create a Survey”
 - c. Select “Import from Word” and name your survey. Where it says “Paste the text from your document below,” copy the text from the template you downloaded into the text box. **To ensure that you have no problems with your import, do not make any edits to the text in the template.**

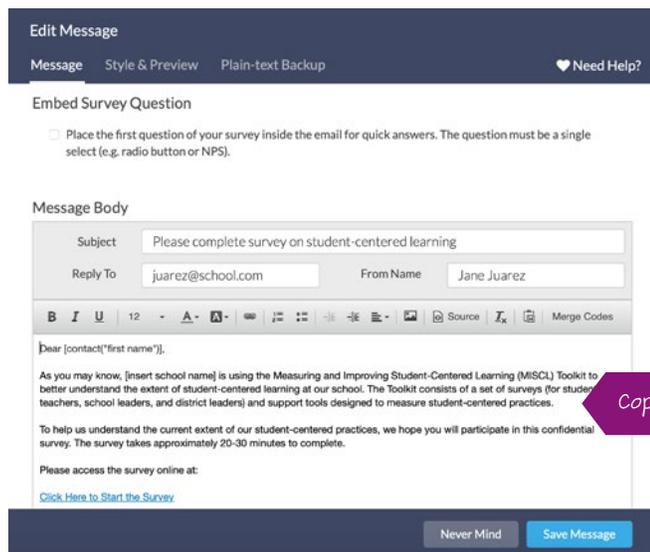
The screenshot shows the 'Create a Survey' interface. On the left, a teal sidebar contains three radio button options: 'Blank Survey', 'Use a Template', and 'Import from Word'. A purple arrow points to the 'Import from Word' option with the text 'Select "Import from Word"'. Below these options is a 'Pro Tip!' box with the text 'If you need some help, watch the getting started video.' and a 'Watch Now' link. The main content area has a heading 'What would you like to name this Survey?' followed by a text input field containing 'MISCL Student Survey'. A purple arrow points to this field with the text 'Name your survey'. Below this is the heading 'Import from a Text Document' and a green callout box that says 'Hold on a tick! Your document needs to be in a certain format for this to work.' Underneath is the instruction 'Paste the text from your document below.' and a large text area. A purple arrow points to this text area with the text 'Paste text from your survey template here'. At the bottom, there are two buttons: 'Never Mind' and 'Start Building'.

- 4) **Share your survey** with intended respondents by clicking the “Share” tab. You can share the survey in two ways.

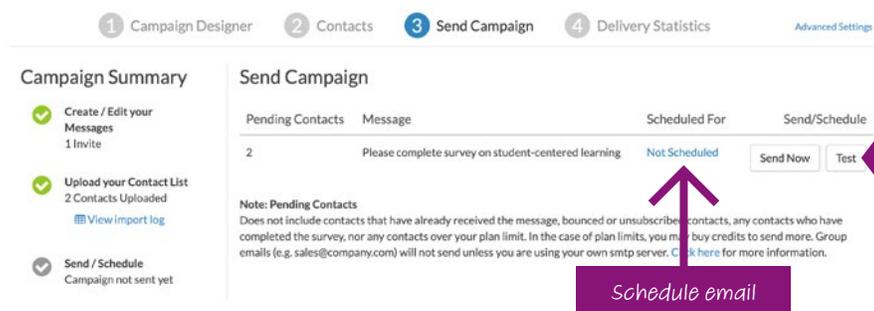


- a. **Option A:** Share a single link with all survey takers by copying the link and pasting it into an email, which will enable you to collect anonymous data (i.e., you will not be able to link the identity of a given respondent with their survey responses). Use the “Primary Link” at the top of the page.
 - i. If you use this approach, survey takers will not be able to stop the survey and resume at a later date.
- b. **Option B:** Share an individual link with each survey taker. This approach will allow each person taking your survey to stop the survey and resume at a later date. This data will not be anonymous as it will be linked to the e-mail address of the person who received the link in Survey Gizmo. However, when you upload your data into the MISCL Toolkit Report Generator, the app will automatically remove all identifiable data.
 - i. Select “More Sharing Methods,” then “Send Via Email Campaign”
 - ii. After naming your campaign, click “Create email campaign”
 - i. Select “Advanced Settings”
 - ii. Under Link Behavior, select “Everyone gets unique links.” If you’d like you can also set a date for the survey to open or close by clicking “Open on a Certain Date” and “Close on a Certain Date.” Once you have chosen your settings, select, “Save Campaign Settings.”

- c. Edit the email message by selecting “Campaign Designer” at the top and then “Edit Message.” Be sure to delete the text in light gray font that provides suggestions for what to include in the email. **Do not paste the link in the message template – it will be added automatically.** Sample e-mail text can be found beginning on [page 69 of Appendix B](#). When you are done, click “Save Message.”

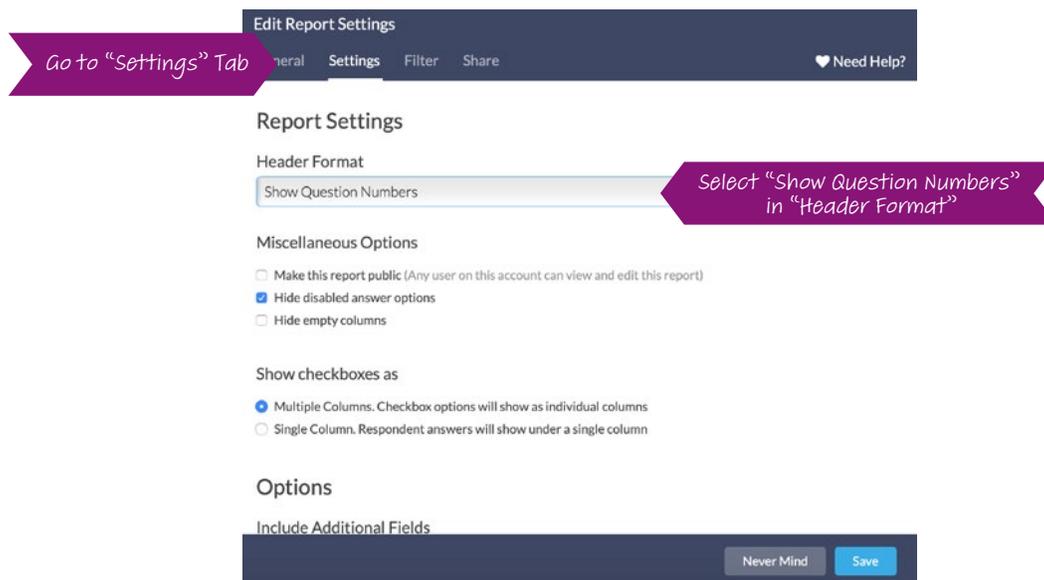


- d. Choose those to whom you will send your survey link by clicking “Contacts” and then “Add Contacts.” Follow the instructions. If you have many e-mail addresses, upload them from a spreadsheet. Include yourself on the distribution list so you can confirm that the email was sent. If you include a column for first or last names, these can be embedded into the email that you send out.
- e. Select “Send Campaign” to get ready to send your links. Test it first by clicking “Test,” which sends a test email to you. Send the survey immediately (“Send Now”) or plan to send it at a later date “Not Scheduled.”



5) **Download your survey results:**

- a. From your Survey Gizmo homepage, click on the “Results” tab at the top of the screen and select “Exports” from the drop-down menu.
- b. Select “CSV/Excel.” Do not click any check-boxes.
- c. Click “Create Report.” Do not click “Download Now”
- d. When “Edit Report Settings” pops up, select “Settings.” Under “Header Format” change “Default” to “Show Question Numbers.” Do not change any other settings. Select “Save.”



- e. Once the report is run, select “Download Export to CSV” or “Start Excel Export.”
- f. Upload this file into the MISCL Toolkit Report Generator (see instructions on [page 71](#) in this appendix).



Sample email text for initial request to adults

Dear [contact ("first name")],

If you uploaded an excel file a column for first names, this formatting will alert Survey Gizmo to include the first name of the person you are emailing."

As you may know, [insert school name] is using the Measuring and Improving Student-Centered Learning (MISCL) Toolkit to better understand the extent of student-centered learning at our school. The Toolkit consists of a set of surveys (for students, instructional staff, school leaders, and district leaders) and support tools designed to measure student-centered practices.

To help us understand the current extent of our student-centered practices, we hope you will participate in this confidential survey. The survey takes approximately 20-30 minutes to complete.

Please access the survey online at:

[Leave link provided by Survey Gizmo]

This is your personalized survey link; please do not forward it to others. **We ask that you please complete the survey by [insert date].**

We hope you can set aside a little time to respond to this survey; your input is valuable and will help [insert school name] think more about how to support student-centered learning.

If you have any questions or concerns, please reach out to [include contact information].

Thank you,
[Insert Name and Signature]



Sample email text for reminder request to adults

Dear [[contact ("first name")],

I am writing to remind you to please participate in our survey on student-centered learning practices. Our school is surveying students, instructional staff, and school and district leaders to try to better understand the experiences students have throughout the day. Your participation will help [insert school name] to get a better sense of the student-centered practices that are taking place.

We ask that you please take the survey by [insert date] using the link in the e-mail below.

[Leave link provided by Survey Gizmo]

Thank you for your consideration!
[Insert Name and Signature]



Sample email text for initial request to students

Dear [[contact ("first name")]],

As you may know, our school is trying to better understand how student-centered your classes are. To help us understand get a better understanding of your experience, we request your participation this confidential survey. The survey takes approximately 20-30 minutes to complete.

Please access the survey online at:

[Leave link provided by Survey Gizmo]

This is your personalized survey link; please do not forward it to others. **We ask that you please complete the survey by [insert date].**

Your input is valuable and will help [insert school name] think about how to best support you and your peers.

If you have any questions or concerns, please reach out to [include contact information].

Thank you,
[Insert Name and Signature]



Sample email text for reminder request to students

Dear [contact ("first name")],

I am writing to remind you to please participate in our survey on student-centered learning practices. Our school is surveying students, instructional staff, and school and district leaders to try to better understand the experiences students have throughout the day. Your participation will help [insert school name] to get a better sense of the student-centered practices that are taking place.

We ask that you please take the survey by [insert date] using the link in the e-mail below.

[Leave link provided by Survey Gizmo]

Thank you!
[Insert Name and Signature]

B.2 Analyzing the MISCL Surveys Using the MISCL Toolkit Report Generator

There are three different types of reports you can download in the MISCL Toolkit Report Generator:

- Overall survey results by survey
- Subgroup results (for the instructional staff and student surveys)
- Comparison results (comparing questions from the student and instructional staff surveys)

To analyze your survey data the MISCL Toolkit Report Generator, follow these steps:

- 1) We recommend accessing the MISCL Toolkit Report Generator online here: <https://rand.shinyapps.io/MISCL-Toolkit-Report-Generator>.
- 2) Click “Upload Data.” If your survey data was not generated in Survey Gizmo, first go to “Using This Tool” for instructions on how to format your data before you upload it into the MISCL Toolkit Report Generator.
- 3) Under the survey you would like to upload data for, click “Browse” and select the CSV file you downloaded from Survey Gizmo containing your survey data to upload.
- 4) When you see the “Upload complete” message, click “Download Report,” and open your report when it is downloaded.

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