::NewPage:: Welcome to the Measuring and Improving Student-Centered Learning Toolkit Instructional Staff Survey!

<p><strong>What is the purpose of this survey?</strong></p><p>This survey is part of the Measuring and Improving Student-Centered Learning (MISCL) Toolkit. The Toolkit includes a suite of instruments - including this survey of instructional staff - intended to measure the extent of "student-centered learning" (SCL) in high schools. The Toolkit was developed by the RAND Corporation in partnership with the Nellie Mae Education Foundation.</p><p>There is no expectation that your school or teachers should be engaged in all these practices or engaged in them to a great extent. Many of the practices addressed in this survey may not be possible or practical for your school. This survey is not intended to be used as a tool to evaluate you or your school. Instead, it is intended to provide data for reflection among you and your colleagues about supports for student-centered learning (SCL) at your school - what those supports look like and what you think they should look like.</p><p>With these considerations in mind, please give your honest opinion in response to survey questions. There are no right or wrong answers.</p><p>Results from this survey are intended to be used as part of a process for measuring SCL that is explained in the Toolkit. That process includes other surveys for district and school leaders, as well as students. Taken together, results from these surveys and the Toolkit process are intended to provide a snapshot of SCL supports at your high school and processes for helping school staff reflect on the data and make any improvement plans related to SCL.</p><br><p><strong>How long will the survey take?</strong></p><p>This survey should take about 30 minutes or less to complete.</p><br><p><strong>How is "student-centered learning" (SCL) defined for this survey?</strong></p><p>This survey focuses on a small set of strategies that define SCL, based on input from the Nellie Mae Education Foundation, which supported the development of this survey, as well as educators and education experts who helped develop and test the survey. The five SCL strategies are:</p><p><ul><li>Learning is personalized to align with students' needs, interests, and pace.</li><li>Learning is challenging, engaging, and meets students where they are in a competency-based framework.</li><li>Learning happens anytime, anywhere.</li><li>Learning opportunities promote student agency and ownership.</li><li>Learning is informed by data.</li></ul></p><p>These strategies are not the only way to define SCL, and the definition used here may differ from your personal definition or the definition used by most people in your school district. Furthermore, these practices are not all essential elements of good instruction. You may not be engaged in many of the practices included in this survey and still be providing high-quality instruction.</p><p>This survey is intended to help you and your school district investigate the extent of SCL in your high school(s), as defined in this survey, and reflect upon whether to plan for any improvements in these defined areas. Use of the word "school district" is meant to encompass both non-charter school districts and charter school systems.</p><p><strong>Will my answers be kept confidential?</strong></p><p>Yes, your answers will be kept confidential, and your individual responses will not be connected with you. Any reports that summarize survey responses will be combined across individuals.</p><p><strong>Do I have to participate?</strong></p><p>This survey is voluntary. You do not have to respond to the survey, and you do not have to respond to every item. However, your input could help you and your school(s) reflect up and improve SCL.</p><br><p>To take the survey, please continue to the next page.</p>

::NewPage:: Personalization of Learning

<p>Many questions in this survey ask you to respond with a "typical" class in mind. Your typical class should be one that you think best exemplifies the instruction you provide most often and/or for most students you serve.</p><br><p>Identify the typical class you've chosen for reference as you complete the survey:</p>

\_\_\_\_

Please indicate how often students in a typical class you teach engage in the following practices.<br><em>Select one response in each row.</em>

 I have not yet provided opportunities to do so Not at all, although I provide opportunities to do so 1-5 times a year Once a month or every other month 2-3 times a month Once a week or more

Students choose what learning materials (e.g., books, computer software) they use () () () () () ()

Students choose how they learn content (e.g., group work, independent work, online research) () () () () () ()

Students choose what topics or skills they focus on () () () () () ()

Students choose the order in which they complete assignments and activities () () () () () ()

Students make choices based on their interest () () () () () ()

Students make choices based on their individual learning needs () () () () () ()

Students choose how to demonstrate what they have learned (e.g., through projects, presentations, performances, or models as well as traditional tests or papers) () () () () () ()

Please indicate how often students in a typical class you teach engage in the following practices.<br><em>Select one response in each row.</em>

 I have not yet provided opportunities to do so Not at all, although I provide opportunities to do so 1-5 times a year Once a month or every other month 2-3 times a month Once a week or more

Students use a variety of learning materials (e.g., books, computer software) to accommodate their needs, interests, and learning pace () () () () () ()

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) () () () () () ()

Students work on different topics than their classmates at the same time () () () () () ()

::NewPage:: Personalization of Learning

Please estimate the number of students in a typical class you teach for whom the following statements about assessment are true.<br><em>Select one response in each row.</em>

 Not true for any students True for a few students True for less than half of students True for at least half of students True for all or almost all students

Students are assessed at different times from one another, depending on their interests and/or needs () () () () ()

To demonstrate they are ready to move on to the next topic, students must demonstrate their learning in more than one way () () () () ()

If students do poorly on an assignment or activity on the first try, they can try again later () () () () ()

<p>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.</p><br><br><p>Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach:</p><br><br><p><em>My instruction is personalized.</em></p>

()Strongly disagree

()Disagree somewhat

()Agree somewhat

()Strongly agree

()Unsure

::NewPage:: Student Challenge and Engagement in Competencies

<h3><strong>Part 2. Student Challenge and Engagement in Competencies</strong></h3><p>In this section, we ask you questions about the standards and competencies to which educators align their instruction.</p><p><strong>By standards</strong>, we mean academic content standards. Such standards are often prescribed or required by states for subjects like mathematics, English language arts, social studies, and/ or science at each grade level but may also be required or recommended by your state and/or district for any subject.</p><p><strong>By competencies</strong>, we mean knowledge and/or skills that students are expected to learn and apply as they progress through their education (e.g., problem-solve, work collaboratively, be

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

In general, across all classes that 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.

()Yes

()No

If yes, please indicate what those standards and/or competencies are:

\_\_\_\_

Please indicate whether the standards/competencies to which you align your instruction were developed or adjusted in collaboration with others in your district.<br><em>Select all that apply.</em>

[]Standards/competencies were developed or revised in collaboration with educators in my district

[]Standards/competencies were developed or revised in collaboration with students in my district

[]Standards/competencies were developed or revised by others in my community or district beyond instructional staff and students

[]Not Applicable – Standards/competencies were developed outside my community or district

[]I don’t know who developed the standards/competencies

Please estimate the number of classes you teach for which the following statements about your instruction are true. Consider all standards and/or competencies to which you align your instruction.<br><em>Select one response in each row.</em>

 None or N/A True for a few classes True for some classes (but less than half) True for half or more classes True for all or almost all classes

I provide students with standards and/or competencies at the start of a course. () () () () ()

My daily learning objectives are aligned to standards and/or competencies () () () () ()

Learning materials are aligned to standards and/or competencies () () () () ()

The activities and assignments students work on are aligned to standards and/or competencies () () () () ()

Course assessments are aligned to standards and/or competencies () () () () ()

Students know at the beginning of a course what knowledge and skills they will need to demonstrate on assessments (e.g., tests, projects, portfolios). () () () () ()

::NewPage:: Student Challenge and Engagement in Competencies

Please indicate how often each of the following statements are true of your instruction in a typical class you teach.<br><em>Select one response in each row.</em>

 Not true Rarely true Sometimes true Often true Always true

Students must demonstrate they have learned a topic before they can move onto a new topic () () () () ()

Students demonstrate they have learned a skill or topic as soon as they are ready () () () () ()

Students can skip some topics or assignments within my course if they can demonstrate they know the material () () () () ()

When starting on a new topic or competency, I first identify students’ prior knowledge and skills with a diagnostic test or assessment () () () () ()

Students can demonstrate that they have learned the material at different times than other students in the class () () () () ()

Students receive additional supports to help them catch up to or keep the same learning pace as their peers () () () () ()

Please indicate how often each of the following statements are true of your instruction in a typical class you teach.<br><em>Select one response in each row.</em>

 Not true Rarely true Sometimes true Often true Always true

I require students to get through a certain amount of material even if they are working at their own pace () () () () ()

All students take tests and assessments at the same time () () () () ()

I require students to complete every activity and assignment even if they already know the material () () () () ()

::NewPage:: Student Challenge and Engagement in Competencies

Think only of the summative assignments or assessments (e.g., tests, projects, essays at the end of a module, unit, or semester) you give to assess student learning in a typical class you teach. Estimate how many of these assignments are of the following types.<br><em>Select one response in each row.</em>

 No assignments A few assignments Some assignments (but less than half) Half or more assignments All or almost all assignments

Construction of arguments and critiquing the reasoning of others () () () () ()

Justification or evidence-based support of ideas/responses () () () () ()

Extended project or performance task requiring demonstration of multiple course competencies () () () () ()

Application of knowledge or skills with real-world connections () () () () ()

Analysis of ideas or responses requiring development or explanation of ideas () () () () ()

Connection of your content to content in another course (e.g. if you teach science, connection to history) () () () () ()

Thinking about a typical class you teach, please indicate the extent to which the following statements are true for the populations below.<br><em>Select one response in each row</em>.

 N/A (I don't have any of these students) True for none of these students True for less than half of these students True for at least half of these students True for all or almost all of these students

I meet the learning needs of <strong>students whose academic work is ahead of most students their age</strong> () () () () ()

I meet the learning needs of <strong>students whose academic work is at the expected level for their age</strong> () () () () ()

I meet the learning needs of <strong>students whose academic work is behind most students their age</strong> () () () () ()

I meet the learning needs of <strong>special education students</strong> () () () () ()

I meet the learning needs of <strong>English Language Learners</strong> () () () () ()

I encourage <strong>all students<strong> to pursue post-secondary education () () () () ()

::NewPage:: Student Challenge and Engagement in Competencies

Please indicate how often you use the following strategies in a typical class you teach.<br><em>Select one response in each row.</em>

 Not at all or less than once a month Once a month or every other month 2-3 times a month Once a week or more Daily or almost daily

I ask open-ended questions to promote students’ engagement with big ideas () () () () ()

I have students explore alternative methods for solving problems/analyzing text () () () () ()

I have students make sense of and solve unfamiliar problems () () () () ()

I have students engage in reasoning and argumentation around key disciplinary ideas () () () () ()

I have students analyze others’ ideas and arguments () () () () ()

I have students design or create problems or topics for other students to investigate () () () () ()

<p>Questions in this section of the survey asked you about competency-based learning in a typical class you teach, including presence of competencies; alignment of courses, tasks and assessments with competencies; and opportunities for students to demonstrate mastery when they are ready.</p><br><p>Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach.</p><br><br><p><em>My instruction is competency-based.<em></p>

()Strongly disagree

()Disagree somewhat

()Agree somewhat

()Strongly agree

()Unsure

::NewPage:: Anytime, Anywhere Learning

<h3><strong>Part 3. Anytime, Anywhere Learning</strong></h3>

Please indicate whether students in your high school are offered the following opportunities and whether they are available for credit.<br><em>Select one response in each row.</em>

 Not offered Offered, but not for credit Offered for credit I don't know

Community service projects, volunteer activities, or service learning project () () () ()

Courses at another high school, either online or in person () () () ()

College courses, either online or in person () () () ()

Other online courses () () () ()

Learning experiences or courses at a community college () () () ()

Jobs or internships () () () ()

College visits () () () ()

Mentoring programs () () () ()

Field trips and other experiences that connect what students are learning in school to real life () () () ()

Independent studies (e.g., writing a play or building a website) or projects that students design themselves () () () ()

Projects outside of school that combine what students have learned in multiple courses () () () ()

Please estimate the number of classes you teach for which the following statements about your instruction are true.<br><em>Select one response in each row.</em>

 Not applicable, or not true for any of my classes True for a few classes True for some classes (but less than half) True for half or more classes True for all or almost all classes

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 () () () () ()

I discuss with my students how the skills they are learning could be applied in a job () () () () ()

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) () () () () ()

Students connect what they learn outside of school (e.g., in an internship, college course) with what they learn in school () () () () ()

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) () () () () ()

My curricula focus on helping students apply what they have learned to real-world contexts and situations () () () () ()

<p>Questions in this section of the survey asked you about anytime, anywhere learning in your school and a typical class you teach, including multiple options for students to participate in learning opportunities within and outside of the classroom and students’ engagement in meaningful activities and tasks with real-world relevancy.</p><br><p>Please indicate your agreement with the following statement, taking into account your responses to the questions in this section for a typical class you teach:</p><br><p><em>The courses I teach provide anytime, anywhere learning.</em></p>

()Strongly disagree

()Disagree somewhat

()Agree somewhat

()Strongly agree

()Unsure

::NewPage:: Student Agency and Ownership

<h3><strong>Part 4. Student Agency and Ownership</strong></h3>

Please indicate which of the following are included as part of your district and/or high school curriculum (i.e., you are expected to address these in your instruction) and/or are encouraged by district or school leaders.<br><em>Select one response in each row.</em>

 Not formally included or explicitly encouraged Not formally included but explicitly encouraged Formally included I don't know

Collaborating with other students on a variety of learning activities or assignments () () () ()

Understanding and managing emotions () () () ()

Handling stress () () () ()

Persisting through challenging activities or assignments () () () ()

Making responsible decisions () () () ()

Establishing and maintaining positive relationships () () () ()

Feeling and showing empathy for others () () () ()

Developing positive learning mindsets (e.g., growth mindset, sense of purpose and belonging) () () () ()

Communicating their thoughts and emotions clearly and appropriately () () () ()

Developing a sense of positive identity () () () ()

Please indicate how frequently you or the students in a typical class you teach engage in each of the following practices.<br><em>Select one response in each row.</em>

 Not at all 1-5 times a year Once a month or every other month 2-3 times a month Once a week or more

I show or explain strategies students can use to help each other learn () () () () ()

I encourage students to ask their peers for help before seeking my assistance () () () () ()

I show or explain how to work in a collaborative way that holds students mutually accountable () () () () ()

I encourage students to connect what they are learning to prior knowledge () () () () ()

I provide advice and strategies to help students persist when they have trouble learning a new skill or concept () () () () ()

I show or explain strategies students can use to complete all assignments and assessments on time () () () () ()

I expect students to explain how they arrived at their answer () () () () ()

I show or explain strategies students can use to monitor their own thinking (i.e., metacognitive skills) () () () () ()

I encourage students ask clarifying questions if they don’t understand a lesson or assignment () () () () ()

I teach students to advocate for the support they need at school () () () () ()

I encourage students to question each other and push each other’s thinking during groupwork and discussions () () () () ()

I expect students to provide feedback on each other’s work to further each other’s learning () () () () ()

::NewPage:: Student Agency and Ownership

Please estimate the number of students in a typical class you teach for which the following statements are true.<br><em>Select one response in each row.</em>

 Not true for any students or not applicable True for a few students True for some students (but less than half) True for half or more students True for all or almost all students

Students keep trying when faced with a challenging activity or assignment () () () () ()

Students are often so focused on learning activities that they lose track of time () () () () ()

Students are eager to participate in learning activities () () () () ()

Students have opportunities to contribute to decisions in my classroom that affect other students (e.g., grading policy) () () () () ()

Students provide meaningful input regarding what, how, when, and where they learn () () () () ()

When given opportunities and options for what, how, when, and where they learn, students make well-informed choices () () () () ()

Students advocate for the support they need at school () () () () ()

Students work with me to create and modify their personal learning plans () () () () ()

<p>Questions in this section of the survey asked about supports for student agency, including opportunities for students to learn self-regulation, collaboration and communication skills, as well as the extent to which students demonstrate agency and ownership of their learning.</p><br><p>Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach:</p><br><br><p><em>My students exercise agency and ownership over their learning.</em></p>

()Strongly disagree

()Disagree somewhat

()Agree somewhat

()Strongly agree

()Unsure

::NewPage:: Data Use

<h3><strong>Part 5. Data Use</strong></h3>

Please indicate the extent to which you agree with each of these statements about how students in a typical class you teach monitor their progress.<br><em>Select one response in each row.</em>

 Strongly disagree Disagree Agree Strongly agree

I help students check their progress at least a few times a year () () () ()

Students can check their progress in my class whenever they want, without asking me () () () ()

Students are expected to monitor their own progress at least a few times a year (e.g., by using an online gradebook or portfolio) () () () ()

Please indicate how frequently you review the following types of data or information about the performance of your students or your instruction in a typical class you teach.<br><em>Select one response in each row.</em>

 Not at all or N/A 1-5 times a year Once a month or every other month 2-3 times a month Once a week or more

Summative or formative information about student performance on specific skills () () () () ()

Assessment data that is built into curriculum software () () () () ()

Information about specific students who need extra assistance () () () () ()

Information about specific students who are progressing at the expected pace () () () () ()

Information about specific students who are at risk of dropping out or not making sufficient progress () () () () ()

Information about students’ needs, interests, learning pace, and goals from parents/guardians () () () () ()

Information about students’ needs, learning pace, and learning processes from students () () () () ()

Information about student work habits and study skills () () () () ()

Information from students about their interests and goals () () () () ()

Feedback from students on your instruction and/or learning climate () () () () ()

::NewPage:: Data Use

Please indicate how frequently you use student achievement data for each of the following purposes in your first academic class of the day. (Consider data provided by instructional software, portfolio assessments, peer assessments, interim assessments or quizzes, unit or end-of-course tests, state accountability tests, district benchmark or interim tests, and other standardized tests.)<br><em>Select one response in each row.</em>

 Not at all or N/A 1-5 times a year Once a month or every other month 2-3 times a month Once a week or more

Tailor the content of instruction to individual students’ needs, interests, and/or pace () () () () ()

Develop recommendations for tutoring or other educational support services for particular students () () () () ()

Group students within my class(es) () () () () ()

Offer students extended learning opportunities (e.g., extended-day programs, Saturday classes, or an extended school year) () () () () ()

Assess students’ prior knowledge and skills to facilitate students’ connection to new material and skill development () () () () ()

Set expectations/goals for student achievement () () () () ()

Monitor individual students’ progress and understanding of key concepts () () () () ()

Reflect on and discuss learning with students () () () () ()

Please estimate how frequently students in a typical class you teach use data (including achievement data, feedback on assignments, and other performance data) for the following purposes.<br><em>Select one response in each row.</em>

 Not at all 1-5 times a year Once a month or every other month 2-3 times a month Once a week or more

To discuss their learning progress with me () () () () ()

To determine where they need to improve () () () () ()

To set their own performance goals () () () () ()

To improve the quality of their work/assignments () () () () ()

<p>Questions in this section of the survey asked about data use among educators and students, including data that is collected about students' needs, interests, and learning progress, and how much that data is used.</p><br><p>Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach:</p><br><br><p><em>I regularly collect and use data to inform student learning and progress.</em></p>

()Strongly disagree

()Disagree somewhat

()Agree somewhat

()Strongly agree

()Unsure

::NewPage:: Contextual Conditions Supporting SCL

<h3><strong>Part 6. Contextual Conditions Supporting SCL</strong></h3>

Please indicate how frequently the following activities take place at your school.<br><em>Select one response in each row.</em>

 Never or N/A Once every few years or less Once a year 2-4 times a year Every other month Once a month or more

School leaders work with instructional staff to establish, revise, and discuss progress towards school goals () () () () () ()

Students provide input on school goals () () () () () ()

School leaders solicit instructional staff’s input in issues related to curriculum, instruction, and improving student performance () () () () () ()

Instructional staff participate in school-level instructional decision-making through formal groups/structures (e.g., curriculum committee, school improvement teams) () () () () () ()

Students participate in school-level decisions that could affect them through formal groups/structures () () () () () ()

Community members and/or parents participate in school-level decisions that affect students through formal groups/structures () () () () () ()

School leaders monitor progress against the goals in our school improvement plan () () () () () ()

Please indicate the extent to which you agree with each of the following statements about your high school.<br><em>Select one response in each row.</em>

 Strongly disagree Disagree Agree Strongly agree I don't know

My school has a mission statement that supports student-centered learning () () () () ()

School leaders encourage instructional staff to explore new instructional ideas and innovations () () () () ()

Instructional staff at my school feel responsibility and ownership over school-level decisions that affect students () () () () ()

The school’s daily and weekly schedules provide sufficient time for instructional staff to collaborate on instruction () () () () ()

There is a high level of mutual respect and trust among the instructional staff and other staff in the school () () () () ()

If instructional staff express concerns to school leaders about the school, school leaders are responsive () () () () ()

::NewPage:: Contextual Conditions Supporting SCL

Please indicate the extent to which you agree or disagree with the following statements about professional development (PD) provided by your district or high school. <br><em>Select one response in each row.</em>

 Strongly disagree Disagree Agree Strongly agree

My school and/or district provides me with many PD opportunities focused on student-centered learning () () () ()

I receive the PD I need to support student-centered learning practices in my school () () () ()

The PD provided by my school/district includes coaching or other supports that help me apply what I have learned to my classroom instruction () () () ()

The PD provided by my school/district is responsive to my needs, interests, and learning pace () () () ()

I receive feedback on my instruction more than once a year () () () ()

Please indicate the extent to which you agree with each of the following statements about your high school.<br><em>Select one response in each row.</em>

 Strongly disagree Disagree Agree Strongly agree I don't know

Instructional staff explain to students why it is important for them to understand their own progress in school and take responsibility for their own learning () () () () ()

If students express concerns to school leaders about their school, school leaders are responsive () () () () ()

All students have opportunities to make choices about their own learning and learning pathways at this school (e.g., advanced students don’t have more options to personalize their learning than other students) () () () () ()

Students have advising periods built into their schedule to talk about their progress with instructional staff () () () () ()

Most instructional staff care about how students are feeling () () () () ()

All instructors in my school emphasize high performance standards for students () () () () ()

All students who need the most help receive it () () () () ()

All students feel safe in this school () () () () ()

::NewPage:: Contextual Conditions Supporting SCL

Please indicate the extent to which you agree with each of the following statements.<br><em>Select one response in each row.</em>

 Strongly disagree Disagree Agree Strongly agree

Students come to me for feedback when they aren't doing well in class () () () ()

For each student, I know when they are having trouble learning something () () () ()

I have colleagues with expertise to help me improve in student-centered learning practices () () () ()

I have access to high-quality data that help me adapt the pace or content of instruction to meet students’ needs, interests, and/or learning pace () () () ()

Please indicate the extent to which you agree with each of the following statements about your high school.<br><em>Select one response in each row.</em>

 Strongly disagree Disagree Agree Strongly agree I don't know

My school has well-defined learning expectations for all students () () () () ()

The course standards used in my school are measurable () () () () ()

My school supports the use of multiple measures of student performance to determine whether/when students advance to more challenging content () () () () ()

My school supports alternative pathways to graduation () () () () ()

Most educators at this school embrace student-centered learning () () () () ()

My school’s data system is easy to access () () () () ()

My school’s data system provides real-time data that is actionable () () () () ()

Students in my school have written, individualized learning plans that document student learning needs () () () () ()

My school has a flexible block of time during the school day when students <em>can choose</em> to seek extra help in classes where they are struggling on assignments and they <em>can choose</em> how to use this time () () () () ()

My school has a flexible block of time during the school day where students <em>are assigned</em> get extra help in the class where they currently need support () () () () ()

::NewPage:: Contextual Conditions Supporting SCL

Please indicate whether the following conditions exist at your high school and the degree to which each is an obstacle to your efforts to promote student-centered learning. <br><em>Select one response in each row.</em>

 N/A; condition does not exist in my school Condition exists but is not an obstacle to SCL Condition exists and is a minor obstacle to SCL Condition exists and is a major obstacle to SCL

An inadequate amount of time to prepare personalized lessons for all students () () () ()

Lack of flexibility in the curriculum instructional staff are required to teach (i.e., need to teach specific material in a specific timeframe) () () () ()

Pressure to cover specific material on which students will be tested () () () ()

Tracking students into pre-specified pathways or sets of courses () () () ()

School leaders do not embrace student-centered learning () () () ()

School facilities/design does not support student-centered learning () () () ()

Lack of high-quality instructional materials to support student learning () () () ()

Lack of supports for high-needs students (i.e., students with more learning needs) () () () ()

Instructors are expected to serve too many students in some courses () () () ()

Inadequate data to help instructors personalize instruction for students () () () ()

High levels of student absenteeism () () () ()

High levels of student disciplinary problems () () () ()

Standards (e.g., state standards) don’t support student-centered learning () () () ()

Inadequate number of computers or other devices (e.g., tablets) to accommodate all students () () () ()

Slow internet connection or inadequate bandwidth in the school () () () ()

Lack of reliable internet access outside of school for students () () () ()

Computer-based instruction and school curriculum are not aligned () () () ()

Online learning programs do not allow instructors to assign specific activities or units to individual students () () () ()

::NewPage:: Teaching Context

<h3><strong>Teaching Context </strong></h3>

What subject area(s) are you teaching (or supervising) this year?<br><em>Select all that apply.</em>

[]English language arts (including English, language arts, literature, writing, speech, etc.)

[]Mathematics (including general mathematics, algebra, geometry, calculus, etc.)

[]Natural science (including general science, biology, chemistry, physics, etc.)

[]Social science (including geography, history, etc.)

[]Foreign language(s)

[]Visual or performing arts (including art, music, etc.)

[]Physical/health education

[]Computer science

[]Career/technical education

[]Other

Please indicate the grade levels of the students you teach.<br><em>Select all that apply.</em>

[]9th

[]10th

[]11th

[]12th

[]Our school doesn’t use levels at all.

[]Our school uses different levels.

Including this school year, how many years have you been teaching?

\_\_\_\_

Including this school year, how many years have you been teaching at this school?

\_\_\_\_

<strong>Thank you for taking the survey!</strong>