::NewPage:: Welcome to the Measuring and Improving Student-Centered Learning Toolkit District Leader 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 district leader survey - intended to measure the extent of "student-centered learning" (SCL) in high schools. The Toolkit was developed by the RAND Corporation in partnership with the Nellie Mae Education Foundation.</p><p>There is no expectation that teachers in your high school(s) should be engaged in all these practices or engaged in them to a great extent. Many of the practices addressed in this survey may not be possible or practical for your high school(s). This survey is not intended to be used as a tool to evaluate you or your high school(s). Instead, it is intended to provide data for reflection among you and your colleagues about supports for student-centered learning (SCL) at your school - 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 instructional staff and school leaders, as well as students. Taken together, results from these surveys and the Toolkit process are intended to provide a snapshot of SCL supports at your high school(s) and processes for helping school staff reflect on the data and make any improvement plans related to SCL.</p><br><p><strong>How long will the survey take?</strong></p><p>This survey should take about 20 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. Teachers 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>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

All questions refer to what has occurred since the start of the current school year.

Please respond only about instructional staff and students in grades 9-12 at your district.

<h3><strong>Part 1. Personalization of Learning</strong></h3>

How many high schools are in your district?

\_\_\_\_

Imagine that you were able to observe all the courses offered in high schools in your district. Please estimate how many courses at your high school(s) in which you would see students typically making the following choices on a regular basis.<br><em>Select one response in each row.</em>

 No courses A few courses Some courses (but less than half) Half or more courses All or almost all courses I don't know

Students choose what learning materials (such as books or 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 interests () () () () () ()

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 whether your district allows each of the following, as well as whether high school students do this. Keep in mind that these practices are likely rare and not used in most school districts. <br><em>Select one response in each row.</em>

 District does not allow this or there is no policy District allows, but no students do this A few students Less than half of students At least half of students All or almost all students I don't know

Skip required courses if they show they have learned the material (e.g., students who demonstrate knowledge and skills for Algebra can take the next level of math) () () () () () () ()

Skip seat time for parts of a course (e.g., units or topics) if they show they have learned the material () () () () () () ()

Receive credit for a course at any point in the year if they show they have learned the material () () () () () () ()

Receive credit for a course or learning opportunity they designed themselves () () () () () () ()

Adjust their schedules (e.g., length of classes, order of classes) monthly or more frequently to address their needs, interests, and pace () () () () () () ()

Take alternative routes to earning credits beyond seat time (e.g., project based on established rubrics or online badges earned) () () () () () () ()

Take blended courses that involve some online instruction and some in-person instruction in a traditional classroom setting () () () () () () ()

::NewPage:: Personalization of Learning

Please indicate the extent to which the following statement is true for courses in your high school(s):<br><br>All students have opportunities to make choices about their own learning and learning pathways (e.g., advanced students don't have more options to personalize their learning than other students) on a regular (e.g., weekly) basis.

()True for no courses

()True for a few courses

()True for some (but less than half of) courses

()True for the majority (but not all) courses

()True for all courses

()I don't know

Please estimate in how many high school courses you would actually see the following assessment practices if you walked into classrooms or other high school learning environments today.<br><em>Select one response in each row</em>

 In no courses In a few courses In some courses (but less than half) In half or more courses In all or almost all courses I don't know

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

Students demonstrate their learning in more than one way to show they are ready to move on to a new topic () () () () () ()

When students do poorly on their assignment or activity on the first try, they try again later () () () () () ()

<p>Questions in this section of the survey asked you about personalized learning experiences for your district’s high school(s) courses, including students’ choices about the timing and delivery of instruction, individualized pathways through courses, and options students have for being assessed and demonstrating mastery or course content.</p><br><p>Please indicate your agreement with the following statement, taking into account your responses to questions in this section for your school district:</p><br><p><em>Instruction in my district’s high school(s) is personalized.</em></p>

()Strongly disagree

()Disagree somewhat

()Agree somewhat

()Strongly agree

()Unsure

::NewPage:: Learning Standards and Competencies

<h3><strong>Part 2. Learning Standards and Competencies</strong></h3>

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

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

()Yes

()No

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

\_\_\_\_

Are the standards and/or competencies to which instructional staff align their instruction developed or adjusted in collaboration with others in your district?<br><em>Select all that apply.</em>

[]Standards/competencies were developed or adjusted in collaboration with instructional staff in my district

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

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

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

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

::NewPage:: Anytime, Anywhere Learning

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

Please indicate whether students in your district's high school(s) 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 projects () () () ()

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 organization () () () ()

Jobs or internships () () () ()

College visits () () () ()

Mentoring programs () () () ()

Field trips or other experiences that connect what students are learning () () () ()

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

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

::NewPage:: Student Agency and Ownership

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

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

::NewPage:: Data Use

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

In general, how frequently do you review the following types of information about the performance of students or instruction in your high school(s)?<br><em>Select one response in each row.</em>

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

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 students' work habits and skills () () () () ()

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

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

::NewPage:: Data Use

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

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

Summative student scores on district or state assessments () () () () ()

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

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 student 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 instruction and/or learning climate () () () () ()

<p>Questions in this section of the survey asked about data use among instructional staff and students, including data that is collected about students’ needs, interests and learning progress, and how much that data is used.</p><br><p>Please indicate your agreement with the following statement, taking into account your responses to questions in this section:</p><br><p><em>Instructional staff at my district’s high school(s) 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 high schools in your district.<br><em>Select one response in each row.</em>

 Not at all 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/or discuss progress toward school goals () () () () () ()

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

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

Instructional staff participate in school-level instructional decisionmaking 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 could affect students through formal groups/structures () () () () () ()

High school(s) monitor progress against goals in our school improvement plan () () () () () ()

::NewPage:: Contextual Conditions Supporting SCL

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

 Strongly disagree Disagree Agree Strongly agree

Our high school(s) have mission statements that support student-centered learning () () () ()

Our high school(s) have strong partnerships with external organizations that support student learning () () () ()

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

 Strongly disagree Disagree Agree Strongly agree

My district provides instructional staff with many PD opportunities focused on student-centered learning () () () ()

My district provides school leaders with many PD opportunities focused on student-centered learning () () () ()

All instructional staff have access to the same PD opportunities related to student-centered learning in my district () () () ()

The PD provided by my district requires instructional staff to be active participants in their own learning () () () ()

The PD provided by my district includes coaching or other supports to help instructional staff apply what they have learned to their instruction () () () ()

The PD provided by my district is responsive to instructional staff’s needs, interests, and learning pace () () () ()

::NewPage:: Contextual Conditions Supporting SCL

Please indicate whether the following standards, materials, and assessments in high schools facilitate or support a focus on student-centered learning.<br><em>Select one response in each row.</em>

 Do not facilitate SCL Facilitate SCL to some extent Facilitate SCL to a great extent I don't know

High school standards for mathematics () () () ()

High school standards for English language arts () () () ()

High school standards for science () () () ()

High school standards for social studies () () () ()

High school standards for the arts () () () ()

High school standards for foreign languages () () () ()

High school standards for career or technical education () () () ()

District-required or recommended instructional materials for high school mathematics () () () ()

District-required or recommended instructional materials for high school English language arts () () () ()

District-required or recommended instructional materials for high school science () () () ()

District-required or recommended instructional materials for high school social studies () () () ()

Statewide high school assessments () () () ()

Schoolwide competencies () () () ()

::NewPage:: Contextual Conditions Supporting SCL

Please estimate in how many high school courses you would ideally like to see the following practices (regardless of the number of courses in which the practice currently occurs).<br><em>Select one response in each row.</em>

 In no courses In a few courses In some courses (but less than half) In half or more courses In all or almost all courses

Students are required to demonstrate they have learned a topic before they can move on to a new topic () () () () ()

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

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

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

Students are required 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 () () () () ()

::NewPage:: Contextual Conditions Supporting SCL

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

 NA/Condition doesn't exist in my district Condition exists in my district, but is not an obstacle to SCL Condition exists in my district, and is a minor obstacle to SCL Condition exists in my district, and is a major obstacle to SCL I don't know

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

Lack of flexibility in the curriculum instructors are required to teach (i.e., need to teach specific material in a specific time frame) () () () () ()

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

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

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

Instructional staff do not embrace student-centered learning () () () () ()

Other district leaders do not embrace student-centered learning () () () () ()

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

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

Lack of student-centered instruction across all courses () () () () ()

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

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

Inadequate data to help instructional staff personalize instruction for students () () () () ()

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

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

Poor alignment between state policy requirements and SCL () () () () ()

Inadequate state data systems () () () () ()

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

Slow internet connection or inadequate bandwidth inside the school(s) () () () () ()

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 instructional staff to assign specific activities or units to individual students () () () () ()

<h3><strong>Thank you for taking the survey!</strong></h3>