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

What is the purpose of this survey?

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

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.

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

Results from this survey are intended to be used as part of a process for measuring SCL that is explained in the Toolkit. That process includes other surveys for instructional staff and district 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.

How long will the survey take?

This survey should take 20 to 30 minutes to complete.

How is "student-centered learning" (SCL) defined for this survey?

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

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

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

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

Will my answers be kept confidential?

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

Do I have to participate?

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

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

SCHOOL LEADER SURVEY

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

Part 1. Personalization of Learning

1. Imagine that you were able to observe all the courses your high school offers. Please estimate how many courses at your high school in which you would see students typically making the following choices on a regular basis.

Select one response in each row.

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

SCHOOL LEADER SURVEY

1 — Personalization of Learning
2 — Learning Standards and Competencies
3 — Anytime, Anywhere Learning
4 — Student Agency and Ownership
5 — Data Use
6 — Contextual Conditions Supporting SCL

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

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

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

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

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.

- ☐ 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

4. How many instructors at your high school use the following types of summative assessments to measure student progress?

Select one response in each row.

	Used by no instructors	Used by a few instructors	Used by some but not majority of instructors	Used by majority of instructors	Used by all or almost all instructors	I don't know
a) Performance assessment (i.e., an assessment that requires students to demonstrate mastery by performing or producing something)	☐	☐	☐	☐	☐	☐
b) End-of-unit or end-of-course project or presentation	☐	☐	☐	☐	☐	☐
c) End-of-unit or end-of-course paper	☐	☐	☐	☐	☐	☐
d) End-of-unit or end-of-course exam	☐	☐	☐	☐	☐	☐
e) Student self-assessment	☐	☐	☐	☐	☐	☐
f) Student portfolio (i.e., a purposeful collection of student work that tells a story of students' work, progress, and achievement over a period of time)	☐	☐	☐	☐	☐	☐
g) Peer assessment	☐	☐	☐	☐	☐	☐

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

Select one response in each row.

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

6. Questions in this section of the survey asked you about personalized learning experiences within your 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 of course content.

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

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
Instruction at my school is personalized	☐	☐	☐	☐	☐
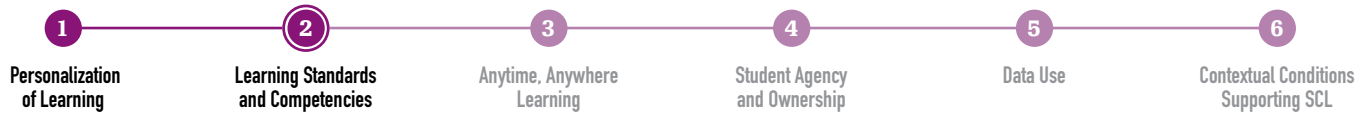
Part 2. Learning Standards and Competencies

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

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

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

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

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

    ☐ Yes
    ☐ No

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

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

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

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

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

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

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

☐ I don't know who developed the standards/competencies

10. **For the standards or competencies to which instructional staff are expected to align their instruction, to what extent is each of the following statements true for courses at your school?**

Select one response in each row.

	True for no courses	True for a few courses	True for some courses (but less than half)	True for half or more courses	True for all or almost all courses	I don't know
a) Instructional staff know what the standards/competencies are for the courses they teach	☐	☐	☐	☐	☐	☐
b) Instructional staff provide students with standards and/or competencies at the start of a course	☐	☐	☐	☐	☐	☐
c) Instructors' daily learning objectives are aligned to standards/competencies	☐	☐	☐	☐	☐	☐
d) Learning materials used by Instructors are aligned to standards/competencies	☐	☐	☐	☐	☐	☐
e) Activities and assignments students work on are aligned to standards/competencies	☐	☐	☐	☐	☐	☐
f) Course assessments are aligned to standards/competencies	☐	☐	☐	☐	☐	☐

1	**2**	3	4	5	6
Personalization of Learning	**Learning Standards and Competencies**	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

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

Select one response in each row.

I would actually see…	In no courses	In a few courses	In some courses (but less than half)	In half or more courses	In all or almost all courses	I don't know
a) Students must demonstrate they have learned a topic before they can move on to a new topic	☐	☐	☐	☐	☐	☐
b) Students demonstrate they have learned a skill or topic as soon as they are ready	☐	☐	☐	☐	☐	☐
c) Students can skip some topics or assignments within a course if they can demonstrate they know the material	☐	☐	☐	☐	☐	☐
d) Instructors identify students' prior knowledge and skills with a diagnostic test or assessment before starting a new topic or competency	☐	☐	☐	☐	☐	☐
e) Students receive additional supports to help them catch up to or keep the same learning pace as their peers	☐	☐	☐	☐	☐	☐

1	2	3	4	5	6
Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

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

Select one response in each row.

I would actually see…	In no courses	In a few courses	In some courses (but less than half)	In half or more courses	In all or almost all courses	I don't know
a) Students are required to get through a certain amount of material, even if they are working at their own pace	☐	☐	☐	☐	☐	☐
b) All students take tests and assessments at the same time	☐	☐	☐	☐	☐	☐

13. Questions in this section of the survey asked you about competency-based learning within your school's courses, including the presence of competencies; alignment of courses, tasks, and assessments with competencies; and opportunities for students to demonstrate mastery when they are ready.

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

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
Instruction at my school is competency-based	☐	☐	☐	☐	☐

1	2	3	4	5	6
Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

Part 3. Anytime, Anywhere Learning

14. Please indicate whether students at your school are offered the following opportunities and whether they are available for credit.

Select one response in each row.

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

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15. Please estimate the number of courses at your high school for which the following statements are true.

Select one response in each row.

	Not applicable, or not true for any courses	True for a few courses	True for some courses (but less than half)	True for half or more courses	True for all or almost all courses	I don't know
a) Students can earn credit for learning they do in activities outside of the class or school, such as those in a community-based organization	☐	☐	☐	☐	☐	☐
b) Students discuss how the skills they have learned could be applied in a job	☐	☐	☐	☐	☐	☐
c) 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)	☐	☐	☐	☐	☐	☐
d) Students connect what they learn outside of school (e.g., in an internship or college course) with what they learn in school	☐	☐	☐	☐	☐	☐
e) 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)	☐	☐	☐	☐	☐	☐
f) Curricula help students apply what they have learned to real-world contexts and situations	☐	☐	☐	☐	☐	☐

16. Questions in this section of the survey asked you about anytime, anywhere learning in your school, 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.

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

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
My school provides anytime, anywhere learning	☐	☐	☐	☐	☐

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

Part 4. Student Agency and Ownership

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

Select one response in each row.

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

Part 5. Data Use

18. Please estimate the number of courses at your high school for which the following statements are true.

Select one response in each row.

	True for no courses	True for a few courses	True for some but not majority of courses	True for the majority of courses	True for all or almost all courses	I don't know
a) Instructors help students check their progress at least a few times a year	☐	☐	☐	☐	☐	☐
b) Students can check their progress whenever they want, without checking in with the instructor	☐	☐	☐	☐	☐	☐
c) Students are expected to monitor their own progress at least a few times a year (e.g., by using an online gradebook or portfolio)	☐	☐	☐	☐	☐	☐

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

Select one response in each row.

	Not at all	1–5 times a year	Monthly or every other month	2–3 times a month	Once a week or more
a) Summative or formative information about student performance on specific skills	☐	☐	☐	☐	☐
b) Assessment data that is built into curriculum software	☐	☐	☐	☐	☐
c) Information about specific students who need extra assistance	☐	☐	☐	☐	☐
d) Information about specific students who are progressing at the expected pace	☐	☐	☐	☐	☐
e) Information about specific students who are at risk of dropping out or not making sufficient progress	☐	☐	☐	☐	☐

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

Question 19 continued – Select one response in each row.

	Not at all	1–5 times a year	Monthly or every other month	2–3 times a month	Once a week or more
f) Information about students' needs, interests, learning pace, and goals from parents/guardians	☐	☐	☐	☐	☐
g) Information about students' needs, learning pace, and learning processes from students	☐	☐	☐	☐	☐
h) Information about students' work habits and skills	☐	☐	☐	☐	☐
i) Information from students about their interests and goals	☐	☐	☐	☐	☐
j) Feedback from students on instruction and/or learning climate	☐	☐	☐	☐	☐

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

Select one response in each row.

	Not at all	1–5 times a year	Monthly or every other month	2–3 times a month	Once a week or more
a) Summative student scores on district or state assessments	☐	☐	☐	☐	☐
b) Summative or formative information about student performance on specific skills	☐	☐	☐	☐	☐
c) Information about specific students who need extra assistance	☐	☐	☐	☐	☐
d) Information about specific students who are progressing at the expected pace	☐	☐	☐	☐	☐
e) Information about specific students who are at risk of dropping out or not making sufficient progress	☐	☐	☐	☐	☐

Instruments for the Measuring and Improving Student-Centered Learning Toolkit

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

Question 20 continued – Select one response in each row.

	Not at all	1–5 times a year	Monthly or every other month	2–3 times a month	Once a week or more
f) Information about students' needs, interests, learning pace, and goals from parents/guardians	☐	☐	☐	☐	☐
g) Information about student needs, learning pace, and learning processes from students	☐	☐	☐	☐	☐
h) Information about student work habits and study skills	☐	☐	☐	☐	☐
i) Information from students about their interests and goals	☐	☐	☐	☐	☐
j) Feedback from students on instruction and/or learning climate	☐	☐	☐	☐	☐

21. What proportion of instructional staff in your high school use student achievement data for each of the following purposes? (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.)

Select one response in each row.

	No instructional staff	A few instructional staff	More than a few staff but less than half	About half of instructional staff	More than half instructional staff	All instructional staff	I don't know
a) Tailor the content of instruction to individual students' needs, interests, and/or pace	☐	☐	☐	☐	☐	☐	☐
b) Develop recommendations for tutoring or other educational support services for particular students	☐	☐	☐	☐	☐	☐	☐
c) Group students within their class(es)	☐	☐	☐	☐	☐	☐	☐
d) Offer students extended learning opportunities (e.g., extended-day programs, Saturday classes, or an extended school year)	☐	☐	☐	☐	☐	☐	☐

| | | 1 Personalization of Learning | 2 Learning Standards and Competencies | 3 Anytime, Anywhere Learning | 4 Student Agency and Ownership | 5 Data Use | 6 Contextual Conditions Supporting SCL |

Question 21 continued – Select one response in each row.

	No instructional staff	A few instructional staff	More than a few staff but less than half	About half of instructional staff	More than half instructional staff	All instructional staff	I don't know
e) Assess students' prior knowledge and skills to facilitate students' connection to new material and skill development	☐	☐	☐	☐	☐	☐	☐
f) Set expectations/goals for student achievement	☐	☐	☐	☐	☐	☐	☐
g) Monitor individual students' progress and understanding of key concepts	☐	☐	☐	☐	☐	☐	☐
h) Reflect on and discuss learning with their students	☐	☐	☐	☐	☐	☐	☐

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

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

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
Instructional staff at my school regularly collect and use data to inform student learning and progress	☐	☐	☐	☐	☐

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

Part 6. Contextual Conditions Supporting SCL

23. Please indicate how frequently the following activities to take place at your school.

Select one response in each row.

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

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Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

24. Please indicate the extent to which you agree with the following statements about your high school.

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My high school has a mission statement that supports student-centered learning	☐	☐	☐	☐
b) If instructional staff were asked to describe the school's mission, most would be able to describe the mission clearly	☐	☐	☐	☐
c) My high school has strong partnerships with external organizations that support student learning	☐	☐	☐	☐

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

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My school and/or district provides instructional staff with many PD opportunities focused on student-centered learning.	☐	☐	☐	☐
b) All instructional staff have access to the same PD opportunities related to student-centered learning in my school/district.	☐	☐	☐	☐
c) My school and/or district provides me with many PD opportunities focused on student-centered learning.	☐	☐	☐	☐
d) I receive the PD I need to support student-centered learning practices in my school.	☐	☐	☐	☐
e) The PD provided by my school/district requires instructional staff to be active participants in their own learning.	☐	☐	☐	☐
f) The PD provided by my school/district includes coaching or other supports to help instructional staff apply what they have learned to their instruction.	☐	☐	☐	☐
g) The PD provided by my school/district is responsive to instructional staff's needs, interests, and learning pace.	☐	☐	☐	☐
h) I provide all instructors with feedback on their instruction at least once a year.	☐	☐	☐	☐
i) Other staff at this school provide all instructors with feedback on their instruction at least once a year.	☐	☐	☐	☐

1	2	3	4	5	6
Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

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

Select one response in each row.

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

1	2	3	4	5	6
Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

27. Please estimate in how many high school courses you would ideally like to see the following practices (regardless of the number of courses where this is actually happening).

Select one response in each row.

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

1	2	3	4	5	6
Personalization of Learning	Learning Standards and Competencies	Anytime, Anywhere Learning	Student Agency and Ownership	Data Use	Contextual Conditions Supporting SCL

28. Please indicate whether the following conditions exist in your high school and the degree to which each is an obstacle to efforts to promote student-centered learning in your school.

Select one response in each row.

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

Question 28 continued – Select one response in each row.

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

Thank you for taking the survey!