

# WELCOME TO THE MEASURING AND IMPROVING STUDENT-CENTERED LEARNING TOOLKIT INSTRUCTIONAL STAFF 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 survey of instructional staff—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 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.

## How long will the survey take?

This survey should take about 30 minutes or less to complete.

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

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

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

These strategies are not the only way to define SCL, and this definition of SCL used here may differ from your personal definition and the definition used by others in your school district. Furthermore, these practices are not all essential elements of good instruction. You may not use any of the practices described in this survey but 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.

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.

1. Identify the typical class you've chosen for reference as you complete the survey:

### Part 1. Personalization of Learning

2. Please indicate how often the students in a typical class you teach engage in the following practices.

Select one response in each row.

	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
a) Students choose what learning materials (e.g., books, computer software) they use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students choose how they learn content (e.g., group work, independent work, online research)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students choose what topics or skills they focus on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students choose the order in which they complete assignments and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students make choices based on their interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students make choices based on their individual learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students choose how to demonstrate what they have learned (e.g., through projects, presentations, performances, or models as well as traditional tests or papers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate how often the students in a typical class you teach engage in the following practices.

Select one response in each row.

	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
a) Students use a variety of learning materials (e.g., books, computer software) to accommodate their needs, interests, and learning pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students work on different topics than their classmates at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please estimate the number of students in a typical class you teach for whom the following statements about assessment are true.

Select one response in each row.

	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
a) Students are assessed at different times from one another, depending on their interests and/or needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To demonstrate they are ready to move on to the next topic, students must demonstrate their learning in more than one way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) If students do poorly on an assignment or activity on the first try, they can try again later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5. Questions in this section of the survey asked you about personalized learning experiences in the typical class you teach, including students' choices about the timing and delivery of instruction, individualized pathways through courses, and options students have for being assessed and demonstrating mastery of course content.

*Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach.*

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
My instruction is personalized	<input type="checkbox"/>				

## Part 2. Student Challenge and Engagement in 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.

**6. In general, across the classes you teach, do you align your instruction to anything besides academic content standards? For example, some districts also have school-wide competencies, capacities, skills or something similar.**

- Yes
- No

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

**8. Please indicate whether the standards/competencies to which you align your instruction were developed or adjusted in collaboration with others in your district.**

*Select all that apply.*

- 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



9. 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.

Select one response in each row.

	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
a) I provide students with standards and/or competencies at the start of a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My daily learning objectives are aligned to standards and/or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Learning materials are aligned to standards and/or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The activities and assignments students work on are aligned to standards and/or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Course assessments are aligned to standards and/or competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students know at the beginning of a course what knowledge and skills they will need to demonstrate on assessments (e.g., tests, projects, portfolios)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please indicate how often each of the following statements are true of your instruction in a typical class you teach.

Select one response in each row.

	Not true	Rarely true	Sometimes true	Often true	Always true
a) Students must demonstrate they have learned a topic before they can move onto a new topic	<input type="checkbox"/>				
b) Students demonstrate they have learned a skill or topic as soon as they are ready	<input type="checkbox"/>				
c) Students can skip some topics or assignments within my course if they can demonstrate they know the material	<input type="checkbox"/>				
d) When starting on a new topic or competency, I first identify students' prior knowledge and skills with a diagnostic test or assessment	<input type="checkbox"/>				
e) Students can demonstrate that they have learned the material at different times than other students in the class	<input type="checkbox"/>				
f) Students receive additional supports to help them catch up to or keep the same learning pace as their peers	<input type="checkbox"/>				

11. Please indicate how often each of the following statements are true of your instruction in a typical class you teach.

Select one response in each row.

	Not true	Rarely true	Sometimes true	Often true	Always true
a) I require students to get through a certain amount of material even if they are working at their own pace	<input type="checkbox"/>				
b) All students take tests and assessments at the same time	<input type="checkbox"/>				
c) I require students to complete every activity and assignment even if they already know the material	<input type="checkbox"/>				

12. 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.

Select one response in each row.

	No assignments	A few assignments	Some assignments (but less than half)	Half or more assignments	All or almost all assignments
a) Construction of arguments and critiquing the reasoning of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Justification or evidence-based support of ideas/responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Extended project or performance task requiring demonstration of multiple course competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Application of knowledge or skills with real-world connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Analysis of ideas or responses requiring development or explanation of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Connection of your content to content in another course (e.g. if you teach science, connection to history)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Thinking about a typical class you teach, please indicate the extent to which the following statements are true for the population in bold.

Select one response in each row.

	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
a) I meet the learning needs of <b>students whose academic work is ahead of most students their age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I meet the learning needs of <b>students whose academic work is at the expected level for their age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I meet the learning needs of <b>students whose academic work is behind most students their age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I meet the learning needs of <b>special education students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I meet the learning needs of <b>English Language Learners</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I encourage <b>all students</b> to pursue post-secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. Please indicate how often you use the following strategies in a typical class you teach.**

*Select one response in each row.*

	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
a) I ask open-ended questions to promote students' engagement with big ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I have students explore alternative methods for solving problems/analyzing text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have students make sense of and solve unfamiliar problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I have students engage in reasoning and argumentation around key disciplinary ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I have students analyze others' ideas and arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I have students design or create problems or topics for other students to investigate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. Questions in this section of the survey asked you about competency-based learning in the 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.**

*Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach.*

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
My instruction is competency-based	<input type="checkbox"/>				

### Part 3. Anytime, Anywhere Learning

16. Please indicate whether students in your high 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 project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Courses at another high school, either online or in person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) College courses, either online or in person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Learning experiences or courses at a community organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Jobs or Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) College visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Field trips and other experiences that connect what students are learning in school to real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Independent studies (e.g., writing a play or building a website) or projects that students design themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Projects outside of school that combine what students have learned in multiple courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please estimate the number of classes you teach for which the following statements about your instruction are true.

Select one response in each row.

	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
a) 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I discuss with my students how the skills they are learning could be applied in a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students connect what they learn outside of school (e.g., in an internship, college course) with what they learn in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) My curricula focus on helping students apply what they have learned to real-world contexts and situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

*Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach.*

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
The courses I teach provide anytime, anywhere learning	<input type="checkbox"/>				

## Part 4. Student Agency and Ownership

19. 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.

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 activities or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Understanding and managing emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Handling stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Persisting through challenging activities or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Making responsible decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Establishing and maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Feeling and showing empathy for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Developing positive learning mindsets (e.g., growth mindset, sense of purpose and belonging)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Communicating their thoughts and emotions clearly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Developing a sense of positive identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Please indicate how frequently you or the students in a typical class you teach engage in each of the following practices.

Select one response in each row.

	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
a) I show or explain strategies students can use to help each other learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I encourage students to ask their peers for help before seeking my assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I show or explain how to work in a collaborative way that holds students mutually accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I encourage students to connect what they are learning to prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I provide advice and strategies to help students persist when they have trouble learning a new skill or concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I show or explain strategies students can use to complete all assignments and assessments on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I expect students to explain how they arrived at their answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I show or explain strategies students can use to monitor their own thinking (i.e. metacognitive skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I encourage students ask clarifying questions if they don't understand a lesson or assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) I teach students to advocate for the support they need at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) I encourage students to question each other and push each other's thinking during groupwork and discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I expect students to provide feedback on each other's work to further each other's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please estimate the number of students in a typical class you teach for which the following statements are true.

Select one response in each row.

	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
a) Students keep trying when faced with a challenging activity or assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students are often so focused on learning activities that they lose track of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students are eager to participate in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students have opportunities to contribute to decisions in my classroom that affect other students (e.g., grading policy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students provide meaningful input regarding what, how, when, and where they learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) When given opportunities and options for what, how, when, and where they learn, students make well-informed choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students advocate for the support they need at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Students work with me to create and modify their personal learning plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. 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.

Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach.

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
My students exercise agency and ownership over their learning	<input type="checkbox"/>				

## Part 5. Data Use

23. 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.

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) I help students check their progress at least a few times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students can check their progress in my class whenever they want, without asking me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. 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.

Select one response in each row.

	None 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
a) Summative or formative information about student performance on specific skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment data that is built into curriculum software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Information about specific students who need extra assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Information about specific students who are progressing at the expected pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Information about specific students who are at risk of dropping out or not making sufficient progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Information about students' needs, interests, learning pace, and goals from parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Information about students' needs, learning pace, and learning processes from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Information about student work habits and study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Information from students about their interests and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Feedback from students on your instruction and/or learning climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Please indicate how frequently you use student achievement data for each of the following purposes in a typical class you teach. (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.

	1-5 times a year	Once a month or every other month	2-3 times a month	Once a week or more	I don't know
a) Tailor the content of instruction to individual students' needs, interests, and/or pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Develop recommendations for tutoring or other educational support services for particular students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Group students within my class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Offer students extended learning opportunities (e.g., extended-day programs, Saturday classes, or an extended school year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Assess students' prior knowledge and skills to facilitate students' connection to new material and skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Set expectations/goals for student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Monitor individual students' progress and understanding of key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Reflect on and discuss learning with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. 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.

Select one response in each row.

	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
a) To discuss their learning progress with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To determine where they need to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To set their own performance goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To improve the quality of their work/assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



27. 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.

*Please indicate your agreement with the following statement, taking into account your responses to questions in this section for a typical class you teach.*

	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree	Unsure
I regularly collect and use data to inform student learning and progress	<input type="checkbox"/>				

## Part 6. Contextual Conditions Supporting SCL

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

Select one response in each row.

	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
a) School leaders work with instructional staff to establish, revise, and discuss progress towards school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students provide input on school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) School leaders solicit instructional staff's input in issues related to curriculum, instruction, and improving student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Instructional staff participate in school-level instructional decision-making through formal groups/structures (e.g., curriculum committee, school improvement teams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students participate in school-level decisions that could affect them through formal groups/structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Community members and/or parents participate in school-level decisions that affect students through formal groups/structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) School leaders monitor progress against the goals in our school improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a) My school has a mission statement that supports student-centered learning	<input type="checkbox"/>				
b) School leaders encourage instructional staff to explore new instructional ideas and innovations	<input type="checkbox"/>				
c) Instructional staff at my school feel responsibility and ownership over school-level decisions that affect students	<input type="checkbox"/>				
d) The school's daily and weekly schedules provide sufficient time for instructional staff to collaborate on instruction	<input type="checkbox"/>				
e) There is a high level of mutual respect and trust among the instructional staff and other staff in the school	<input type="checkbox"/>				
f) If instructional staff express concerns to school leaders about the school, school leaders are responsive	<input type="checkbox"/>				

30. 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.

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) My school and/or district provides me with many PD opportunities focused on student-centered learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I receive the PD I need to support student-centered learning practices in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The PD provided by my school/district includes coaching or other supports that help me apply what I have learned to my classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The PD provided by my school/district is responsive to my needs, interests, and learning pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I receive feedback on my instruction more than once a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a) 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	<input type="checkbox"/>				
b) If students express concerns to school leaders about their school, school leaders are responsive	<input type="checkbox"/>				
c) 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)	<input type="checkbox"/>				
d) Students have advising periods built into their schedule to talk about their progress with instructional staff	<input type="checkbox"/>				
e) Most instructional staff care about how students are feeling	<input type="checkbox"/>				
f) All instructors in my school emphasize high performance standards for students	<input type="checkbox"/>				
g) All students who need the most help receive it	<input type="checkbox"/>				
h) All students feel safe in this school	<input type="checkbox"/>				

32. Please indicate the extent to which you agree with each of the following statements.

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students come to me for feedback when they aren't doing well in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) For each student, I know when they are having trouble learning something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have colleagues with expertise to help me improve in student-centered learning practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

Select one response in each row.

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a) My school has well-defined learning expectations for all students	<input type="checkbox"/>				
b) The course standards used in my school are measurable	<input type="checkbox"/>				
c) My school supports the use of multiple measures of student performance to determine whether/when students advance to more challenging content	<input type="checkbox"/>				
d) My school supports alternative pathways to graduation	<input type="checkbox"/>				
e) Most educators at this school embrace student-centered learning	<input type="checkbox"/>				
f) My school's data system is easy to access	<input type="checkbox"/>				
g) My school's data system provides real-time data that is actionable	<input type="checkbox"/>				
h) Students in my school have written, individualized learning plans that document student learning needs	<input type="checkbox"/>				
i) My school has a flexible block of time during the school day when students <i>can choose</i> to seek extra help in classes where they are struggling on assignments and they <i>can choose</i> how to use this time	<input type="checkbox"/>				
j) My school has a flexible block of time during the school day where students <i>are assigned</i> get extra help in the class where they currently need support	<input type="checkbox"/>				

34. 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.

Select one response in each row.

	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
a) An inadequate amount of time to prepare personalized lessons for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Lack of flexibility in the curriculum instructional staff are required to teach (i.e., need to teach specific material in a specific timeframe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Pressure to cover specific material on which students will be tested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Tracking students into pre-specified pathways or sets of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) School leaders do not embrace student-centered learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) School facilities/design does not support student-centered learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Lack of high-quality instructional materials to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Lack of supports for high-needs students (i.e., students with more learning needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Instructors are expected to serve too many students in some courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Inadequate data to help instructors personalize instruction for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) High levels of student absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) High levels of student disciplinary problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Standards (e.g., state standards) don't support student-centered learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Inadequate number of computers or other devices (e.g., tablets) to accommodate all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Slow internet connection or inadequate bandwidth in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Lack of reliable internet access outside of school for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Computer-based instruction and school curriculum are not aligned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Online learning programs do not allow instructors to assign specific activities or units to individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEACHING CONTEXT

35. What subject area(s) are you teaching (or supervising) this year?

Select all that apply.

- 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

36. Please indicate the grade levels of the students you teach.

Select all that apply.

- 9th
- 10th
- 11th
- 12th
- Our school doesn't use levels at all
- Our school uses different levels

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

years

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

years

**Thank you for taking the survey!**