

1. Introduction

Please respond to this survey by mm/dd/yyyy.

Sample District High Schools have been in the process of creating Smaller Learning Communities (SLC's) for the past three years. This survey is designed to ask you about Smaller Learning Community progress in your school. The information gathered will provide valuable information on the development of SLCs in your district.

All questions may not apply to your school or learning community -- if not, just click N/A or NOT PLANNED. Even if you do not participate in an community or academy, *please respond based on your knowledge of these structures at your school*. Click "Next" to get started with the survey. If you'd like to leave the survey at any time, just click "Exit this survey". Your answers will be saved.

This survey developed by George Reid, Ph.D., *Performance Design Group*. If you have questions, please contact George at performgrp@comcast.net or phone me at 941-955-2268. THANKS FOR YOUR INPUT.

All responses are *anonymous and confidential*. Summary results will be available through your SLC Program Manager later this year.

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2. Descriptive information

* 1. What is your position or title?

- Teacher
- Guidance counselor
- ESE teacher
- Media specialist
- Other specialist (technology, reading, career, etc.)
- Administrator
- Classified
- Other (please specify)

* 2. Where are you located?

- Sample 1 High
- Sample 2 High
- Sample 3 High
- Sample 4 High
- Sample 5 High
- Sample 6 High
- District/multiple schools

3. What is your overall level of experience as a teacher (or counselor/specialist)? * (Administrators -- please reflect on your teaching + admin. experience)

- First year teacher/counselor/specialist
- 1 - 2 years
- 3 - 5 years
- 6 - 10 years
- 11 - 20 years
- 21+ years

3. Community characteristics

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4. Are you a member/assigned to a specific learning community, Center or Academy (including 9th grade transition community)? *[If you answer No, please continue with the survey based on your knowledge or interaction with one or more SLCs]*

Yes

No

5. What is the closest description of the learning community where you teach? (check more than one if necessary)

- I am not assigned to a specific learning community
- Ninth (9th) grade community
- IB/AP/Honors (as a community, not only courses)
- Alternative/at-risk/credit retrieval program
- Arts/Humanities/Communication
- Technology/Math/Engineering/Architecture
- Science/Health/Medical/Environment
- Agriscience/Horticulture
- Business/International Studies
- Education/Public Service/Law
- Sports/Recreation
- Hospitality/Culinary/Travel/Tourism
- Information/Computer Technology
- Construction/Design/Applied Technology

6. Do teachers freely choose a Learning Community based on personal preference?

Yes

No

7. How involved are you in the planning and implementation of the strategies associated with your learning community?

- Attend/participate in *most* meetings/decisions
- Attend/participate in *many* meetings/decisions
- Attend/participate in *some* meetings/decisions
- Attend/participate in *few* meetings/decisions
- Almost *never* attend/participate in meetings/decisions

8. If you answered "some, few or never" to the above question, what limits your attendance or participation? (If you answered "most or many", you may skip this question) [Check as many as apply]

- No time due to outside obligations (e.g., family, job, community)
- No time due to extracurricular obligations (e.g., sports, clubs, music)
- Incompatible planning period during school day
- I have little interest in topics being discussed
- My expertise is not needed
- Other (please specify)

9. In your experience, how much influence or autonomy do teachers in the learning community have over each of the following decision areas?

	High	Moderate	Little	None
Altering classroom schedules	€	€	€	€
Instructional media/materials	€	€	€	€
Personnel hiring	€	€	€	€
Instructional strategies	€	€	€	€
Designing student interventions	€	€	€	€
Budgeting and expenditures	€	€	€	€
Professional development	€	€	€	€
Field experiences for students	€	€	€	€

10. The following features may be associated with your learning community. Please indicate the level of implementation of each feature, or click "Not Planned" if there is no plan to implement this feature in the near future.

	Being developed/ designed	Beginning/ partial implementation	Well developed/ fully implemented	NOT PLANNED
Team teaching	jñ	jñ	jñ	jñ
Authentic/performance assessments	jñ	jñ	jñ	jñ
Flexible or block scheduling	jñ	jñ	jñ	jñ
A community/business advisory board	jñ	jñ	jñ	jñ
Common planning for faculty teams	jñ	jñ	jñ	jñ
Teachers as advisors	jñ	jñ	jñ	jñ
4 year + postsecondary course plans	jñ	jñ	jñ	jñ
Career interest assessments	jñ	jñ	jñ	jñ
Regularly scheduled advisory periods	jñ	jñ	jñ	jñ
Project-based learning	jñ	jñ	jñ	jñ
A required senior capstone project	jñ	jñ	jñ	jñ
Family advocacy	jñ	jñ	jñ	jñ
Professional learning community (teachers)	jñ	jñ	jñ	jñ
Cooperative learning	jñ	jñ	jñ	jñ
Integrating academy theme into instruction	jñ	jñ	jñ	jñ
Interdisciplinary instruction	jñ	jñ	jñ	jñ
Internships or job shadowing	jñ	jñ	jñ	jñ

Career exploration

jn

jn

jn

jn

4. Key Elements

The following questions ask you to judge the level of implementation of key elements in your smaller learning community (SLC). Please indicate the level of development or progress. If not a planned element, click "NOT PLANNED."

[This section relates to all programs, 9-12.](#)

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11. Teachers in our learning community meet together often to develop and enhance instructional, career and community immersion strategies for our students.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

12. Teachers, in collaboration with administrators, decide what professional development they need to enhance the learning community.

Strongly Agree Agree Disagree Strongly disagree NOT PLANNED

13. Teachers teach most of their classes to students in the learning community which is their primary affiliation.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

14. Teachers meet together periodically to address concerns with specific students, resulting in plans for academic or behavioral assistance.

Strongly disagree Disagree Agree Strongly agree NOT PLANNED

15. Teachers have ready access to academic, behavioral and attendance data on the students in our SLC, allowing for early identification and assistance.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

16. SLC teachers' classrooms, offices and meeting space are in close proximity, allowing for easy collaboration and expressing our SLC's identity.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

17. Teachers in the SLC demonstrate a high level of teamwork, mutual support and shared accountability.

Strongly disagree Disagree Agree Strongly agree NOT PLANNED

18. The SLC curriculum is fully integrated with real world/career experiences, enhancing both classroom instruction and allowing for rich field experiences and community-based learning.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

19. All students in our SLC are required to complete a combination of internships, shadowing, and/or community service appropriate to the student's interests.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

20. Collaborating teachers within the SLC are able to adjust the schedules of groups of students, allowing for large blocks of time for project work or field experiences.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

21. Students regularly initiate topics or research questions, collect and evaluate information from varied sources, and manage time and resources resulting in products and student presentations.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

22. Teacher teams have the training and resources necessary to differentiate instruction to meet the varied needs and abilities of students.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

23. Teachers use a variety of assessment strategies to evaluate student performance, including products, performances and other authentic assessments.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

24. The local community is considered an extension of the classroom, and community resources, facilities and expertise are regularly utilized to enhance and add authenticity to learning experiences.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

25. Parents are fully informed of activities of the SLC and they participate in deciding the focus and evaluating the overall success of the SLC.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

26. A variety of events allow parents to look at and discuss students' work and progress; teachers/teams communicate frequently with parents concerning student progress.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

27. Community businesses, organizations and agencies actively participate in developing the SLC curriculum, offering field experiences and internships, and providing guest lectures.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

28. Student choice in assignments and methods of demonstrating mastery is a regular feature of instruction, reflecting students' strengths, learning styles, and cultural experiences.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

29. Students provide feedback during the course of all activities, review student outcomes at the end of all major units of instruction, and participate in developing plans for program improvement.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

30. If a student is failing one or more courses, all faculty who teach that student collaborate to design interventions and follow-up strategies.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

5. Ninth (9th) grade program

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42. During the ninth grade, students engage in activities and assessments to identify career interests and aptitudes to assist in selecting a potential career path and course of study.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

43. Every 9th grade student develops a 4 year + postsecondary career academic plan to guide course planning, extracurricular experiences, and post-secondary planning for high school and beyond.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

44. Interdisciplinary instruction is evident in most 9th grade coursework, including an emphasis on study skills and learning strategies, which is implemented in all courses.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

45. Cross-disciplinary teacher teams meet periodically to develop common expectations, plan common themes as a focus for instruction, and to continually evaluate the effectiveness of the 9th grade experience.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

46. Teams of teachers, counselors and administrators have developed various media and events designed to communicate expectations, activities, and support systems to parents and students.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

47. Teams of teachers, counselors and administrators have designed special strategies and support systems to identify students with academic and/or behavioral problems in 9th grade, and take steps to provide ongoing assistance to students.

Strongly agree Agree Disagree Strongly disagree NOT PLANNED

6. Thanks!

I appreciate your input. Your ideas will assist in judging overall progress of the Smaller Learning Communities initiative. Thanks again!

[If you checked "classified employee" and were immediately directed to this page, thanks for responding. The survey is not designed for your position at this time.]

Questions or comments about this survey may be addressed to George Reid: performgrp@comcast.net

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*Material for this survey was adapted from several sources, including nwrel.org and the New Urban High Schools project.

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